

# INSPECTION REPORT

## **SOUTH HUNSLEY SCHOOL**

North Ferriby

LEA area: East Riding of Yorkshire

Unique reference number: 118077

Head teacher: Miss C Abbott

Lead inspector: Mrs M Thompson

Dates of inspection: 22<sup>nd</sup> – 26<sup>th</sup> March 2004

Inspection number: 259391

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

Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	County
Age range of pupils:	11 – 18
Gender of pupils:	Mixed
Number on roll;	1754
School address:	East Dale Road Melton North Ferriby
Postcode:	HU14 3HS
Telephone number:	01482 631208
Fax number:	01482 634186
Appropriate authority:	811 – East Riding of Yorkshire
Name of chair of governors:	Mrs T Dale
Date of previous inspection:	9 <sup>th</sup> February 1998

## CHARACTERISTICS OF THE SCHOOL

South Hunsley School is a large, county, mixed comprehensive with a very large and growing sixth form. It has recently been awarded engineering and technology specialist school status and has received many external awards for its work. It has a high reputation and is heavily over-subscribed. Most pupils come from local primary schools and many are bussed to school from nearby villages. Most pupils and students are of white, UK heritage and use English as their first language, although a very small number are from other ethnic groups. Relatively few pupils are eligible for free school meals and the percentage of pupils with special educational needs is below average. Attainment on entry is above average overall. The whole ability range is represented in the school and in a number of subjects attainment on entry is average.

Substantial improvements to the site have taken place over the last two years and building work is ongoing. The school also has a community role, and offers adult education, a youth club and community use of facilities. It has an unusually high number of very active partnerships, which benefit the school and the community. The current head teacher was appointed in 2002 following the unexpected death of the former, well-regarded head teacher.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2626	Marion Thompson	Lead inspector	
9974	Daljrit Singh	Lay inspector	
30941	Keith Brammer	Team inspector	English
2919	Phillip Armitage	Team inspector	Mathematics
10013	Ted Wheatley	Team inspector	Chemistry
20767	Jerry Royle	Team inspector	Information and communication technology
30901	Sue Schofield	Team inspector	Art and design
7084	Jack Haslam	Team inspector	Design and technology, Engineering
12118	Allan Paver	Team inspector	Geography
2740	Betty Barrett	Team inspector	History
3793	John Ratcliffe	Team inspector	French, German
1340	David Wigley	Team inspector	Music
22042	John Challands	Team inspector	Physical education
10275	John Cosgrove	Team inspector	Religious studies
5985	Mike Holland	Team inspector	Mathematics
3758	Tony Barringer	Team inspector	English, Drama
27503	Marie Foulds	Team inspector	Science
12825	Niall Carr	Team inspector	Business education, Economics

The inspection contractor was:

peakschoolhaus ltd  
 BPS Business Centre  
 Brake Lane  
 Boughton  
 Notts  
 NG22 9HQ

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>12</b>
Standards achieved in subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>17</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>25</b>
<b>PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES</b>	<b>28</b>
<b>SUBJECTS AND COURSES IN KEY STAGES 3 AND 4</b>	
<b>SUBJECTS AND COURSES IN THE SIXTH FORM</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>63</b>



## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**South Hunsley is a good school with many very good features.** Academic standards are high. Pupils achieve well as a result of good and frequently very good teaching. Attendance is very good and behaviour is good. The school provides a good level of care for pupils and values their views highly. The head teacher provides excellent leadership and the school is led with ambition, vision and purpose. All learners are valued and included and the school provides good value for money.

#### The school's main strengths and weaknesses are:

- Leadership and management are very good. Financial management is excellent.
- Attainment is well above average in national tests and GCSE examinations, representing good achievement by pupils.
- Teaching is good and often very good. It is a strength of the school. Very occasionally pupils are insufficiently challenged in English, mathematics, science, and physical education.
- Lack of resources is a barrier to learning in some areas; this includes access to information communication technology (ICT).
- Pupils become responsible and industrious, and demonstrate initiative.
- Links with the community and partnerships with other schools are very good.
- Accommodation is unsatisfactory in some areas and includes some health and safety issues.
- There is insufficient allocation of time to study religious studies from Year 10 onwards. Provision for collective worship is unsatisfactory.
- There is a very good programme of activities for pupils outside school time.

Since its last inspection in 1998 the school has made good progress. Results have risen in national tests and at GCSE. Teaching remains a strength and has improved further. The school has made good improvement in most weaknesses identified at the last inspection. Religious studies are very well taught by subject specialists. Most subjects have adequate teaching time however time is inadequate for religious studies. Accommodation for science is much better. Further funding was given to departments identified as in need of more resources. However, a number of departments remain short of resources.

### STANDARDS ACHIEVED

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

Key: A-well above average; B-above average; C-average; D-below average; E-well below average.  
For Year11, similar schools are those whose pupils attained similarly at the end of Year 9.

**Standards are well above average by the end of Year 9 and Year 11. Pupils achieve well.** In Year 9 national tests in 2003, attainment was well above the national average and the average for similar schools as in 2002. Standards seen in Year 9 during the inspection are similar and best in English, mathematics and science. In GCSE examinations in 2003 results were well above the national average, as in previous years. Compared with similar schools, they are below average overall although average for the attainment of five or more A\*-C and A\*-G grades and well above average for obtaining one or more passes at A\*-G. Results are below those of similar schools because fewer pupils reach the highest levels than is usual given their prior attainment. Standards seen in school in Year 11 are also well above average overall and best in English, science, design and technology and geography due to improving, challenging teaching. Standards are below average

in religious studies because non-GCSE pupils do not have sufficient teaching time. Except in a few lessons, all pupils, including those with special educational needs, achieve well.

**Pupils and students respond very well to the very good provision for social, moral and cultural development. Spiritual development is satisfactory.** Personal development is good and positive relationships are a strong feature of the school. Pupils' behaviour is good and they have very good attitudes to work. Exclusion rates are low and attendance is very good

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching is good and promotes high standards.** High quality interaction with pupils, teacher expertise and a wide range of teaching styles develop pupils' skills well. The school promotes an ethos for learning based on high expectations, inclusion and very good relationships. Pupils are treated with respect. They are encouraged to take on responsibility and show initiative. Most are enthusiastic learners with a mature attitude to work. Assessment is satisfactory in Years 7 to 9, and good in the rest of the school, where an improved system is having an impact on some areas.

The curriculum provides a good learning programme for pupils, particularly in Year 10 where new arrangements have broadened pupils' choices. Sixth form provision is good. Enrichment, especially extra-curricular provision, is very good. Despite recent improvements, accommodation is unsatisfactory in art, music, physical education and drama and access to ICT is limited in music, design and technology, and religious studies. The school has a low budget and a number of departments are under-resourced.

Care, guidance and support are good and contribute to pupils' academic success and personal development. Procedures to register the sixth form are not effective. The school has effective links with parents and very good links with the community and other schools, including the arrangements for the induction of new pupils and the teaching of French in local primary schools

## **LEADERSHIP AND MANAGEMENT**

**The school is very effectively led and managed.** The leadership of the head teacher is outstanding in creating an ambitious vision for the school, promoting very good strategic planning and a culture of high expectations. The leadership and management of senior and middle managers are very good. Governors carry out most of their responsibilities very well and have an excellent understanding of the strengths and weaknesses of the school. However, governors have not ensured that statutory requirements for a daily act of collective worship and sufficient provision for religious studies from Year 10 onwards are met.

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

Most parents and pupils are happy with the high standard of education provided. Parents feel pupils are taught well, happy and expected to work hard. Parents would appreciate more information about their children's progress. Pupils and parents had some concerns about bullying, but this is dealt with well. Parents expressed a great deal of support for the leadership of the head teacher.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are

- Increase departmental budgets where they are insufficient, as funding becomes available
- Improve teaching to ensure pupils are consistently challenged, particularly the highest attainers, in mathematics, science, physical education and English and in some mixed ability classes
- Ensure there is enough time religious studies in Years 10 to 11
- Continue to work with the local education authority to improve the quality of accommodation



- Improve access to ICT in mathematics, music and design and technology

and, to meet statutory requirements:

- Provide a daily act of collective worship for pupils and students
- Address outstanding health and safety issues

## THE SIXTH FORM AT SOUTH HUNSLEY SCHOOL

### OVERALL EVALUATION

**This is an effective sixth form that offers a wide range of subjects.** It is well led and managed, teaching is good and students achieve well. The quality of education it provides is improving and it has made satisfactory progress since the school was last inspected. It provides good value for money.

#### The main strengths and weaknesses are:

- Students achieve well as a result of good and often very good teaching and clear targets for improvement.
- The quality of guidance and support is very good and promotes students' very good attitudes to school.
- Links with other schools and colleges are good.
- The range of enrichment activities is very good in Year 12, but underdeveloped in Year 13.
- Procedures to monitor attendance are not secure.
- Access to ICT is a barrier to learning in mathematics and business studies.
- Accommodation is a barrier to learning in biology, chemistry and art and design.

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

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

Curriculum area	Evaluation
English language	<b>Good.</b> Current standards are above average. Good teaching and the positive attitudes of students ensure that they achieve well. Leadership and management are good.
English literature	<b>Good.</b> Students achieve well, particularly in oral work and standards are above average. Teaching is very good overall.
French	<b>Good.</b> Students achieve well and gain considerable confidence as they move through Years 12 and 13. Teaching is very good and the subject is very well led.
Mathematics	<b>Very good.</b> Standards are above average, as are retention rates. Teaching is good overall and often very good. Students work with interest and determination, often collaboratively.
Biology	<b>Satisfactory.</b> Students' achievement is satisfactory and they develop good independent learning skills. Teaching is good overall, though practical work is not sufficiently thought-provoking. The subject is very well led and managed with a clear view on how to improve.

Chemistry	<b>Satisfactory.</b> Teaching is good and students achieve well. Good target setting and high expectations are leading to rising standards and a high level of commitment by students. Some practical work is not challenging enough.
Information and communication technology	<b>Good.</b> Students have performed well in recent examinations; they achieve well and are committed to the subject. Teaching is good and the subject is well led and managed.
Geography	<b>Good.</b> Students achieve very well as a result of very good teaching. Their attainment is well above average and standards are rising.
History	<b>Good.</b> Very good leadership and management are resulting in rising standards and improving achievement. Standards are currently average. Teaching is good overall, but occasionally not challenging enough.
Design and technology	<b>Good.</b> Students achieve well and reach above average standards. Teaching and learning are very good and the subject is well managed.
Music	<b>Very good.</b> Students achieve well in AS and A2 examinations. Teaching and learning are very good and students are very well prepared for examinations.
Art and design	<b>Good.</b> Examination results are good and students achieve well. Teaching is good and teachers provide a very good level of support for students. Accommodation and resources are poor and there is too little independent research.
Physical education	<b>Good.</b> Students make good progress because teachers have high expectations and use a range of activities to relate theoretical aspects of the course to the practical. Most students are fully engaged and enthusiastic.
Business	<b>Very good.</b> Students have a good awareness of economics and business studies. Examination results are above average. Teaching and learning are very good and students make very good progress.
Health and social care	<b>Very good.</b> Attainment is well above average and achievement is excellent. Teaching is very good and the subject is very well led. Students are enthusiastic and have many opportunities to extend their experience through work placements.

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

## STANDARDS

In A2 and AS examinations in 2003, attainment was above average and the proportion of students obtaining A or B grades improved, though it was still below average. Standards seen during the inspection in the sixth form are above average. Standards are rising, a result of improved teaching and target setting. Achievement is best in physical education, technology, geography, and health and social care. It is satisfactory in biology and history where changes in teaching are just starting to make an impact. Except in a very small minority of lessons, all students, including those with special educational needs, achieve well.

## ADVICE, GUIDANCE AND SUPPORT

The quality of advice and support is very good. Tutors provide very good ongoing advice and support that reviews students' targets, looks at their progress and provides advice on how they can improve or extend their work. In addition, very good careers and higher education advice and support ensure that students are fully informed about choices they need to make about future careers and study. However, registration procedures are not secure.

## LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

**Leadership and management are good.** The management team work well together to organise and manage a large team of form tutors, and to co-ordinate their work with students. They keep very good records of students' attainment and progress and work very well together to ensure that students receive good support. Since the last inspection there has been considerable work done to set targets for students and to establish effective monitoring systems.

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

Students are generally positive. They respect the support, advice and help they receive from senior staff, form tutors and subject teachers. Generally they appreciate the advice they receive, though some would like it to be more specific and tailored to individual needs. Nevertheless, the great majority of students feel that they are treated fairly, that their views are listened to and that the school provides a good range of courses.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects and courses

Results in National Curriculum tests at the end of Year 9 in 2003 were well above national averages, continuing a pattern of high attainment. Overall standards in GCSE examinations were well above the national average. From the quality of work seen, standards are well above average at the end of Years 9 and 11. Achievement is good. Standards in the sixth form are above average overall but below in relation to the highest grades. All groups make good progress.

#### Main strengths and weaknesses

- Standards are well above average overall and are best in English, mathematics and science.
- Overall achievement is good, reflecting good teaching and pupils' very good attitudes to learning.
- In a small number of lessons in English, mathematics, science and physical education and in the sixth form, some pupils, particularly the highest attaining, are not sufficiently challenged.
- Results in the sixth form are above average overall and represent good achievement, especially in mathematics, business studies and health and social care.

#### Commentary

1. Attainment on entry to the school is above average in English, mathematics and science and pupils have good literacy and numeracy skills.
2. In the end of Year 9 national tests taken by pupils in 2003, attainment was well above the national average in English, mathematics and science, continuing the pattern of recent years and maintaining the standards seen at the last inspection. Compared with schools where prior attainment was similar, attainment was well above average overall.

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

Standards in:	School results	National results
English	36.0 (38.1)	33.4 (33.3)
mathematics	38.6 (38.1)	35.4 (34.7)
science	36.7 (37.6)	33.6 (33.3)

*There were 269 pupils in the year group. Figures in brackets are for the previous year.*

3. Standards seen in Year 9 broadly reflect these results with standards well above average in English, mathematics and science and above average in all other subjects, except citizenship and information and communication technology (ICT) where standards are broadly average. As an interim measure, ICT is taught by some non-specialists in Years 7 to 9, and teaching is sometimes less challenging. Standards are not as high in other subjects as they are in English, mathematics and science because attainment in other subjects on entry to the school is broadly average, not above average. In addition unsatisfactory accommodation and inadequate access to ICT in a number of subjects have a detrimental effect on pupils' learning and progress. In the majority of subjects pupils achieve consistently well and this is a credit to the consistently good and often very good teaching and to pupils' very good attitudes to learning.
4. In the GCSE examinations in 2003 results were well above average and the percentages of pupils obtaining five or more A\*-C grades, five or more A\*-G grades, and at least one GCSE pass grade were well above average. Results have risen at least in line with the national

average over recent years and since the last inspection, with a slight drop in 2003 on the percentage of pupils obtaining at least one GCSE pass grade. Compared with schools with pupils of similar prior attainment, results were below average overall. However, compared with like schools, results were average for the percentage of pupils obtaining five or more A\*-C grades and five and more A\*-G grades and well above average for one or more passes at GCSE. Results were best in English literature, child development and religious studies. Pupils did less well in science and English language. However, the school's plans to raise standards in English and science have resulted in higher standards in the current Year 11. In mathematics, results were above average, but pupils started the course with well above average standards so their achievement has been unsatisfactory.

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	70.0 (66.0)	52.0 (50.0)
Percentage of pupils gaining 5 or more A*-G grades	95.0 (96.0)	91.0 (91.0)
Percentage of pupils gaining 1 or more A*-G grades	99.0 (100.0)	96.0 (96.0)
Average point score per pupil (best eight subjects)	40.8 (34.7)	39.8 (34.7)

*There were 272 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

5. Standards seen are well above average overall by Year 11. They are well above average in English, science, design and technology and geography due to challenging teaching. They are average in citizenship and modern languages. In modern languages standards have suffered because of the rapid turnover in staff. In religious studies standards are below average overall though those pupils on the GCSE course attain above average standards. Other pupils receive no religious studies in Year 11 though plans are advanced to ensure this issue is resolved for September 2004. In other subjects standards are above average overall, though in all subjects a significant proportion of pupils reach well above average standards. Overall, pupils achieve well and in design and technology they achieve very well, due to some very good teaching. Achievement is satisfactory in science, mathematics and modern foreign languages. In science and modern foreign languages, achievement is satisfactory because there have been staffing problems. In mathematics, English, and physical education, in a very small number of lessons, teaching has not consistently challenged the highest attaining pupils, and their achievement in these lessons has been satisfactory.
6. Standards of literacy across the school are above average overall and well above average for speaking and listening. Achievement is good. This is in part due to the extensive opportunities pupils are given to explore their ideas and express their views through well-structured discussion and debate. Most pupils and students write fluently for a variety of audiences and in a range of styles, but lower attaining pupils have some difficulties with punctuation and spelling. This rarely interferes with learning, except in science and business studies in Years 10 and 11 and the sixth form, where poor literacy skills affect the quality of some lower attaining pupils' and students' writing. Pupils use specialist vocabulary well.
7. Standards of numeracy across the school are average overall. In the light of this school's good results in mathematics, this is disappointing. In a number of subjects, including mathematics itself, a low level of demand is placed on pupils, for example allowing calculators to be used when mental arithmetic is more appropriate. Numeracy in the sixth form is generally good. Mathematics learnt in the main school is employed effectively in a number of subjects. Statistical methods are used well in biology but these mathematical tools are not used in the current course of study in geography. Boolean algebra is employed in electronics when considering logic circuits, and in other subjects such as English, history and art various mathematical techniques are used to good effect.

8. Standards in ICT skills across the curriculum are average. Many subjects make use of computers for word processing and presenting work or for research skills. In modern foreign languages pupils display a good range of skills, but standards in many subjects are adversely affected by lack of access to facilities.
9. Pupils who have special educational needs make good progress. An appropriate mixture of support in lessons and individually from teaching assistants plus a very good appreciation of their problems from most teaching staff are critical factors in their success.
10. A small number of pupils have English as an additional language. They make good progress in the acquisition of English and swiftly attain as well as pupils of similar ability.

### **Sixth form**

11. Results in the 2003 were above average overall and similar to those in 2002. The percentage of A-B grades rose by 5 per cent in 2003 but was still below the national average, as it was in 2002. However, the percentage of A-C grades rose to average and A-E grades remained above average. Improvement in the A-B and A-C grades indicates that the school's drive to raise the attainment of the highest attaining Years 12 and 13 students is having a good effect. Boys' results noticeably improved, though girls' fell a little. There was good performance in design and technology, ICT, mathematics, biology and general studies. In chemistry, physics, English, German and history, results were not as high as predicted, with some students underachieving, but showed overall improvement on the previous year.
12. Inspection evidence indicates a continuing improvement in standards. During the inspection standards seen were above average, with well above average standards shown by students in mathematics, technology, geography, physical education and health and social care. In all subjects there are students performing at well above average levels. The school encourages students to stay on in school to experience post-16 education. Most of these students achieve well, usually at the lower end of the grade range, but nevertheless successfully for them compared with their prior attainment. Improved target setting, higher demands on students and help with developing study skills suited to the course needs are having a positive effect on how well students achieve. Overall, they achieve well and in physical education, technology, geography and health and social care they achieve very well. In biology and history achievement is satisfactory, as some lessons are less challenging.

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

	School results	National results
Percentage of entries gaining A-E grades	85.0 (100)	85.5 (92.1)
Percentage of entries gaining A-B grades	23.6 (20.0)	27.6 (33.8)
Average point score per pupil	280.9 (265.4)	258.2 (263.3)

*There were 154 pupils in the year group. Figures in brackets are for the previous year.*

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

Very good attendance and attitudes and good behaviour are the norm, which contribute to pupils and students achieving well. Their constructive qualities are fostered by very good moral, social and cultural education and satisfactory spiritual education, which enable them to become mature responsible citizens.

### **Main strengths and weaknesses**

- The quality of pupils' and students relationships with one another and with adults is very good.
- Pupils are enthusiastic about what the school offers them and enjoy coming to school.

- Pupils are willing to be enterprising and to take responsibility. There are very good opportunities for sixth form students to serve the school and wider community
- The school operates as a well-ordered and friendly community and behaviour is usually good in lessons.
- Attendance is well above average in the main school, but lateness for lessons affects teaching and learning.
- Moral, social and cultural development is very good. Opportunities for spiritual development through acts of collective worship are too limited in the school and sixth form.

## Commentary

13. Pupils like coming to school, and are encouraged by teachers and parents to attend regularly. Attendance is well above average and better than at the time of the last inspection. These high expectations are the norm in the school and form a solid foundation for learning. However, even taking into account the size of the site and the disruption caused by building work, some pupils do not make sufficient effort to be at lessons on time, disrupting teaching and learning
14. Most pupils, of all abilities, have very good attitudes in lessons and usually work industriously and confidently. It is rare for these attitudes to be unsatisfactory. Pupils are particularly good at joining in class discussions and debate and supporting each other. Most want to do well, and place high expectations upon themselves, which contribute to their successful learning. These very good attitudes extend to learning through extra-curricular activities. Pupils are actively encouraged to participate in sport, music, drama and dance, which support their achievements and their cultural, social and moral development. Other pupils use computers at lunch times enabling them to develop ICT skills and complete homework. They attend enrichment classes in a range of subjects because they want to improve.
15. Pupils with special educational needs have a very positive attitude to lessons and this is particularly so when they have access to learning support assistants. They are confident they will succeed because they have good and effective support and because both learning support staff and teachers are aware of their specific needs.
16. Good behaviour is the norm in classrooms, in assemblies, around the school and in the playground, where pupils interact constructively, although there are some casual attitudes to work in mathematics lessons and occasional boisterousness around school. The level of exclusions is low and there have been no permanent exclusions in the last two years, a significant achievement and indicative of the success of the school's inclusive approach. Pupils take a pride in their school and its traditions. They are friendly, polite and courteous, and most speak very confidently and informatively to adults, both in and out of lessons. They welcome the opportunity to please teachers and visitors. Whilst some parents were concerned about bullying, pupils report that when incidents arise they are resolved quickly and effectively.
17. Relationships throughout the school are very constructive and purposeful. Most pupils relate positively to their peers, teachers, particularly the head teacher, and to lunchtime staff. They treat others with respect and are willing to help each other in a variety of ways. Older pupils are mature and responsible, offering support and guidance to younger pupils as lunchtime supervisors and prefects, and discouraging inappropriate behaviour. Some sixth formers are attached to year groups and act as very good role models and mentors for younger pupils. These arrangements provide very good support for pupils' social and moral development.
18. Most subjects of the curriculum too make a good and frequently very good contribution to pupils' social, moral and cultural development. In personal, social and health education, English and citizenship there are opportunities to discuss significant issues in depth, and to prepare pupils to accept responsibilities and to play a role in the school community. In religious studies pupils are exposed to a wealth of new ideas from different cultures and are encouraged to show respect and develop understanding for other faiths. In design and technology pupils are made aware of other cultures, for example in food technology preparing vegetable dishes using

ingredients more common in other cultures and focusing on garment design in other countries. Geography makes a very good contribution to pupils' cultural development and in almost all subjects pupils are given opportunities to work in pairs and groups, developing social skills. Pupils are receptive to new ideas and experiences.

19. A major strength of the school is that pupils are encouraged to take on significant levels of responsibility and to demonstrate initiative. They involve themselves in a wide range of community and social activities such as charities, expeditions, and voluntary work and take an active part in the school council. During the inspection a group of pupils initiated and organised a celebration for the life of one of their peers who had recently died, acting with great sensitivity and dignity, and fully deserving the trust placed in them by the school and the boy's family.
20. Spiritual development is broadly satisfactory although the school does not fulfil its statutory duty of holding a daily act of collective worship. Regular assemblies are held for various year groups, but they often have very little spiritual content. This, together with the small amount of religious studies taught in some upper years, limits the opportunities for pupils to develop their spirituality. However, English literature, drama, art and music make a significant contribution to pupils' spiritual development.

### Sixth form

21. Students are enthusiastic and motivated learners. They participate keenly in all that the school offers. Lessons are attended well and when not in lessons a significant number of students choose to study independently in the study area and school library. The head girl, boy and their team (all are sixth form students' elected representatives) together with others, take considerable initiative and responsibility in running a wide range of lunchtime and after-school activities and clubs, some of which are linked to subjects and others which are more general. Sixth formers, for example, organise the annual School Prom, a very high profile social event. This encourages the development of leadership skills and considerable social poise. Many students participate in community service and some students take a gap year in order to work abroad. Most students are enthusiastic about the school. They feel they have gained in terms of maturity through the very broad programme of extra-curricular activities and the school's expectations of them.
22. Relationships between students of all backgrounds are very good and ensure a very friendly environment. The personal development of sixth formers is promoted strongly through the many ways in which they contribute to the life of the school. They are highly conscious of moral issues and care for others and society. This is demonstrated by the way in which many of them support community developments, charities and younger children in school. Cultural development is very good, promoted through the subjects they take, speakers visiting the school and through out-of-school visits. They value diversity. Many have a well-informed viewpoint on national and international issues. Spiritual development, while fostered in some subjects, is good but not as well developed as other aspects.

### Attendance

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

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.1
National data	7.2	National data	1.1

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



## **Ethnic background of pupils**

## **Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	1722	31	0
White – Irish	1	0	0
White – any other White background	15	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	5	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	1	0	0
Chinese	6	0	0

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

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

The quality of education is good. Teaching and learning are good and often very good, in both the main school and the sixth form. The curriculum, care, guidance and support for pupils and partnership with parents are good. Relationships with other schools and the community are very good.

### **Teaching and learning**

The quality of teaching and learning is good and often very good. There are examples of excellent teaching, although there is a lack of challenge in a small minority of lessons. Assessment is satisfactory overall and better in Year 10 onwards than in Years 7 to 9 as new methods are having an impact on some areas.

### **Main strengths and weaknesses**

- Teachers use high quality questioning and discussion to extend and develop pupils' learning.
- A wide variety of teaching and learning approaches enables all pupils to learn successfully. However, use of ICT is insufficient in many subjects.
- Teachers' expert knowledge promotes good learning and contributes to good examination preparation.
- In a small number of subjects, pupils, particularly higher attaining pupils, are not consistently challenged.
- Relationships with students are very good and challenging, and promote high standards.
- The quality of assessment is inconsistent overall and unsatisfactory in geography in Years 7 to 9.

### **Commentary**

23. Inspection findings endorse parents' views that teaching and learning in the school are good and that pupils are expected to work hard and do their best. This is true across all ability groups. Indeed, a quarter of lessons in Years 7 to 9 are very good or excellent, and this rises to four out of ten lessons in Years 10 and 11, where teachers have a very good understanding of examination requirements. Only a very few unsatisfactory or poor lessons were seen and these

were in geography, modern foreign languages and art. By contrast, there were a relatively large number of excellent lessons in a range of subjects including physical education, design and technology, religious studies, history, and science. There was some excellent teaching in most year groups, with most being in Year 11.

24. In a number of subjects teaching and learning are very good overall. These include religious studies, design and technology and music. In ICT lessons in Years 7 to 9, teaching is satisfactory because some non-specialist teachers lack the subject expertise and confidence to challenge pupils. There is also a lack of challenge in some lessons in English, mathematics, science, and physical education. In modern foreign languages in Years 10 and 11, teaching is satisfactory; there is currently some underachievement due to frequent staffing changes.
25. The school has placed a great emphasis on improving the quality of teaching and learning and there has been a significant improvement since the last inspection when it was already good. There is now a lot more good, very good and excellent teaching and less unsatisfactory or poor teaching. Personal, social and health education, which was then a weakness, is now taught well and religious studies, where teachers lacked specialist knowledge is now very well taught. Many weaknesses in teaching have been identified and remedial action taken.
26. There are many strong features of teaching and learning in this school. Most teachers have a high level of expertise in their subject and a good command of examination requirements. Their skill and enthusiasm motivate their pupils, who work productively. Lessons proceed at a good pace and most are challenging. Pupils respond well to teachers' high expectations of work and behaviour. A key strength is the high quality of discussion and debate engendered in lessons. Many teachers in all subjects are skilled in helping pupils to develop their ideas and extend their thinking through careful questioning, involving all pupils in the class. Pupils make presentations and raise and answer questions confidently. Good attention is paid to the introduction of specialist terms, so that pupils use them appropriately.
27. Most lessons are well structured with a variety of activities, which allow pupils to grow and develop. They are encouraged to support the learning of their peers as well as having opportunities for group work and independent research. Very occasionally there is evidence of the overly didactic teaching noted at the time of the last inspection but this is rare. Lessons are usually planned to meet the needs of all pupils, but in a small minority of lessons in English, mathematics, art and design and physical education, the higher attaining pupils are not consistently adequately challenged. Relationships between teachers and pupils are very good and support successful learning. Homework is set and marked regularly and extends pupils' learning.
28. In excellent lessons, teachers build on and develop pupils' previous knowledge; for example, Year 8 pupils confidently recalled what they had learnt about the heart in a science lesson, before the teacher extended their knowledge. Questioning techniques in observed lessons were probing, guidance was very clear and explanations sometimes had pupils transfixed, whether about encouraging in-depth analysis of sources about Germany between the wars, or discussing the flow of blood around the body. Teachers have extremely high expectations of pupils and set them challenging tasks, which demand intellectual effort, organisational and practical skills and creative effort. Pupils respond by reaching very high levels, whether in making rapid progress in learning how to kayak or planning and making a multicultural vegetable product in Year 11. They displayed maturity and sensitivity, for example in understanding the symbolism involved in a Jewish celebratory meal, and were confident in discussing and analysing their work.
29. The use of ICT to support the teaching of other subjects is satisfactory overall, in spite of the difficulties created by a lack of computers in religious studies, music and design and technology, where it is unsatisfactory and affects learning. It is limited in mathematics and art. Most schemes of work contain structured opportunities for the use of ICT and there is evidence of good practice in modern foreign languages and geography.

30. Teaching of numeracy is satisfactory overall although few subjects exploit its use to the full. In a history project on shipping from Hull, good use was made of a number of techniques and in modern languages, a French Internet shopping channel was used, involving euros and rates of exchange.
31. The teaching of literacy is satisfactory, but there is inconsistency of practice. Specialist terminology is mostly well taught and good attention is paid to developing oral skills and teaching pupils to develop arguments and make presentations. There is some inconsistency in the teaching of punctuation and spelling and in the approach to grammatical errors.
32. The teaching of pupils with special educational needs is good in most subjects and often very good. Strengths are that pupils' needs are well known to teachers and well-informed teaching assistants, who work very well together to adapt teaching styles and activities to make lessons accessible. In a Year 7 English lesson on improving writing styles pupils made very good progress because the class teacher was aware of the needs of all the pupils and because very good support from the teaching assistant was effectively utilised. Arrangements for assessing the progress of pupils with special educational needs are good and meet statutory requirements. Individual education plans are increasingly used by staff to set appropriate subject-specific targets. Procedures for identifying pupils are thorough. In a minority of lessons where there was no support, progress of those students with special educational needs was restricted. Support for those pupils whose basic literacy skills are well below the national average is provided through some withdrawal from mainstream lessons and from their involvement in a very structured programme of support using ICT. They make very good progress.
33. Procedures for assessing and monitoring pupils work are satisfactory overall and better in Years 10 and 11 than in Years 7 to 9 as teachers make good use of examination criteria to help pupils understand how to improve their work. A pilot project called Assessment for Learning is also having a positive impact in some areas. Grasp of National Curriculum levels at the end of Year 9 is less secure, and in some subjects, for example ICT, pupils have been awarded levels which are too high. Marking and assessment are thorough and constructive in subjects such as English, modern foreign languages and religious studies, where pupils are involved in evaluating their own work and setting targets for improvement, a process which is supported skilfully by teachers. Good use is made of information about pupils' progress in planning lessons. In some other subjects, such as mathematics, few targets for improvement are set, and, as in science, the quality of day-to-day marking is variable. In geography in Years 7 to 9 there is no common assessment policy and assessment is unsatisfactory. Assessment is in need of some improvement in history and design and technology in Years 7 to 9.

## **Sixth form**

Teaching and learning in the sixth form are good and often very good.

## **Commentary**

34. Teaching and learning in the sixth form are good, and in a high proportion of lessons very good or excellent. In English literature, French, geography, design and technology and physical education teaching is consistently very good. Knowledge of course and examination requirements is very good and teachers are experts in their subjects. In the best lessons, for example in English literature, students cope with a high level of intellectual challenge. As in the main school, skilful questioning and the high quality of interaction between teachers and students are important factors in their success. Students discuss their work with insight, maturity and a desire to improve. Teachers provide good quality individual support and advice.
35. A recent audit of the sixth form recognised that at the time a narrow range of teaching styles and approaches was used in the sixth form. This is no longer the case. Lessons are well planned and include a variety of activities and approaches, which challenge even the highest

attaining students. Sixth formers have experience of independent research, fieldwork, discussion and debate, demonstration and investigation, although practical work and investigation remains a weakness in science. Lessons are brisk, purposeful and challenging and most students work hard and enjoy their work. Relationships with students are very good, and cordial but challenging.

36. The use of assessment in the sixth form overall is good. Its excellent use in the design and technology AVCE course has resulted in students performing extremely well because of very clear, well-defined targets. It is very good in English, biology, business studies, geography and other areas of design and technology, where it is very thorough and constructive and used very well to inform students of how to improve. It is good in mathematics, chemistry, modern foreign languages and ICT where progress is tracked effectively through the use of computers. In history, although it is satisfactory, it is underused to monitor progress and set targets.

#### **Summary of teaching observed during the inspection in 195 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
7 (4%)	70 (36%)	75 (38%)	36 (19%)	2 (1%)	1 (1%)	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. Four lesson observations were not graded.*

### **The curriculum**

The curriculum is good overall but it provides greater breadth and balance in Years 10 and 11 and the sixth form than in Years 7 to 9. It is competently supported by well-qualified teaching staff but accommodation and resources are unsatisfactory in a number of subjects.

### **Main strengths and weaknesses**

- The curriculum is generally well planned to meet pupils' needs and aspirations, and it is fully inclusive. In the sixth form course provision matches the needs and aspirations of most students.
- The new curriculum introduced in Year 10 in 2003 has broadened opportunities to meet individual needs and interests.
- Fast-track courses in science, the humanities and modern languages provide challenging learning opportunities for the highest attaining pupils.
- There is good support for pupils with special educational needs.
- There is a wide range of enrichment activities, which supports pupils and students' personal and academic development.
- The match of teachers' qualifications to the subjects they teach is good.
- Resources and accommodation are unsatisfactory and in physical education raise health and safety issues. Provision for the sixth form will improve when the new building programme is complete.
- The statutory requirements for religious studies are not met in Year 11.

### **Commentary**

37. The curriculum in Years 7 to 9 provides the National Curriculum including citizenship, but apart from enabling higher attaining pupils to take two modern foreign languages, it does not offer additional subjects. There is, for example, no drama separate from that in English except in Year 7. The amount of time available for geography and history is less than is usual. The delivery of literacy and numeracy, whilst satisfactory overall, is inconsistent across subjects.
38. The curriculum in Years 10 and 11 meets statutory requirements with the exception of provision for religious studies for which insufficient time is provided. The new curriculum arrangements

have broadened opportunities to meet individual needs. All pupils study English, mathematics, science, technology, ICT, physical education and religious studies. In addition, they are able to choose from a wide range of other GCSE options, which include vocational courses in engineering and applied business. The school carefully identifies Year 11 pupils who may become disaffected. They are disapplying from modern languages and attend vocational or work-related courses at a local college. This programme is well organised and has a positive impact on pupils' self-esteem and confidence.

39. Gifted and talented students are provided for well through the introduction of double options in history, geography, or French and German. Science can be taken as three separate subjects or as a double or single award. The 21<sup>st</sup> Century science syllabus, which is being piloted, is particularly innovative in incorporating both science and engineering.
40. Provision for pupils with special educational needs is good. They receive good support, particularly from teaching assistants. All pupils receive their basic curriculum entitlement. Pupils aged 14 to 16 have good opportunities to participate in vocational or work-related courses.
41. A very good range of extra-curricular activities significantly enriches pupils' learning. Opportunities are particularly good in sport and music. The sports programme is very popular and extensive, involving many pupils in representing the school in matches and competitions. Many pupils are also involved in the school orchestra and other instrumental groups and ensembles. Clubs in ICT, art, modern foreign languages and science are also popular. There is an interesting range of visits in history and very good field work in geography. Pupils' learning is also enriched by wide-ranging activities in the community and many visits to other countries.
42. The arrangements for careers education are good. Pupils are introduced to careers provision in Year 7 and follow a systematic programme as part of the personal, social and health education sessions. Following a careers convention, pupils in Year 9 have the opportunity to choose subjects to study in Years 10 and 11. Careers advice is also available at the Year 9 options evening for pupils and parents. A consultant from the Connexions service visits the school on a weekly basis to interview pupils and provide careers advice. Additional interviews take place to support pupils who are in target groups. Pupils undertake work experience in Year 11. Good preparation and follow-up enable pupils to gain a useful understanding of the world of work. The careers room is open on a daily basis and pupils are encouraged to 'drop in' for advice.
43. The match of teachers to the demands of the curriculum is good. Only in ICT, and then only as a stop-gap measure, do staff teach outside their main area of expertise. The use of performance management to effect improvement is having a positive impact on the work of senior and middle managers. Plans are in place to extend the school's improved pilot target-setting system to the whole staff group. Performance targets are closely linked to the school development plan and are precise and measurable. Induction of staff is excellent and ensures a smooth transition to a new post. The match of support staff to the demands of the curriculum is very good, with in-house ICT and other training being provided. Very good opportunities for professional development have been created by the local group of schools acting in concert and professional links with other schools. Recruitment of staff is not easy in the school's area but good, imaginative ways have been employed to ensure few, if any, posts go unfilled. The school makes a very good contribution to initial teacher training, having 17 trainees on site in the week of the inspection.
44. Accommodation is unsatisfactory. The school has a good accommodation strategy to deal with the many problems it faces. This has resulted in significant recent improvements to the environment and a major building programme. Besides incorporating a new sixth form area and extra classrooms, it will provide a new and extensive learning resource centre. It will also enable some remodelling and improvement of the present facilities to take place. Specialist school status will assist the school in making further planned improvements. However, the popularity of the school and the rising number of pupils and students create further problems.

Provision is good in history and modern foreign languages and recent refurbishment has improved provision in science, ICT and student support. However, many rooms are too small for large groups and some departments, such as design and technology and geography, are in need of refurbishment. In English, mathematics and business studies, teaching rooms are not grouped together and in drama, the availability of suitable accommodation is limited. Provision is unsatisfactory in art where small and badly shaped rooms restrict the delivery of the curriculum. It is poor in music; sound spillage affects teaching and there are inadequate practice rooms. Storage space is not secure and is damp. There is a good range of provision in physical education but its quality is unsatisfactory. For example, the showers and changing rooms are especially poor and raise a health and safety issue. The sports hall is inadequate for some activities and the gymnasium floor raises another safety issue.

45. Resources for learning are unsatisfactory overall. Whilst they are satisfactory in most subjects, they are unsatisfactory in ICT, art, design and technology and special educational needs, and poor in music. There is a shortage of modern computers and software across the subjects of the curriculum; some machines are out of date and incompatible with modern course requirements. This hampers the use of ICT in a number of areas.
46. Good progress has been made in addressing the curriculum-related issues identified at the last inspection. Religious studies have been introduced in Year 10 and will be established in Year 11 in September 2004. Withdrawal arrangements for pupils with special educational needs have been improved to allow them full access to the curriculum. Time has been increased for subjects in Years 7 to 9, though time for history and geography is limited. There is now more time allocated to mathematics in Years 10 and 11.

### **Sixth form**

The sixth form provides a wide choice of A-level and vocational courses in conjunction with other schools and a very good programme of enrichment.

### **Commentary**

47. The sixth form curriculum meets students' aspirations well. The consortium partnership with other schools and colleges results in a wide range of A-level courses, and advanced vocational courses in business, IT, health and social care, sport and leisure, travel and tourism, science and performing arts. In addition Intermediate GNVQ is available in IT and health and social care. Students also re-sit GCSE English and mathematics if they wish to improve their grades. Religious studies is offered as an A-level course and as an element within general studies, but as all students do not follow these courses, the statutory requirements for religious studies in the sixth form are not met.
48. There is a very good range of enrichment activities of high quality. The school gives priority to ensuring that students have every opportunity to widen their horizons. The core enrichment programme focuses on study skills and moral, social and ethical issues. In addition, there is a good range of trips to support the learning of subjects. For instance, geography is well supported by fieldwork, and business students' learning is very well supported by an extensive programme of visits and conferences. Students also have opportunities to participate in projects such as the recent one in partnership with a local BUPA hospital in which students examined an issue and made a presentation, from whatever viewpoint they chose – social, scientific, artistic and so on. There is also an Oxbridge group, which prepares students for interview and ensures that they are fully informed of the nature of courses and study.
49. Accommodation for the sixth form is currently unsatisfactory, but a major new build is presently under way. It will provide much improved sixth form facilities and allow other improvements to take place in the present buildings. Currently the common room is too small for the large numbers of students and the private study areas are inadequate. Library facilities are poor and there is insufficient provision for independent learning. Provision for French and history is good,

but across most other areas of the curriculum it is barely adequate. In art, for instance, although groups are large, there is no dedicated room. There is no sixth form laboratory for biology and the laboratory for chemistry is much too small, making practical work very difficult. Accommodation is unsatisfactory in mathematics and design and technology, and in need of refurbishment in geography, where it provides a dreary ethos for learning. The match of teachers to the curriculum is good; teachers are experts in their subjects. Inadequate resources hamper provision for technology, art and music in the sixth form, and are a barrier to learning.

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

The steps taken to ensure pupils' care, welfare, health and safety and to give them support, advice and guidance in the main school and the sixth form are good. There are, however, a number of health and safety issues to be addressed. The school involves pupils very well through seeking, valuing and acting on their views.

### **Main strengths and weaknesses**

- The school seeks, and pays proper attention to, pupils' and students' views.
- The quality of support and guidance enables pupils to become motivated learners.
- There are a number of health and safety risks around the school.
- Sixth form tutors provide good guidance and support, which enable students to make informed choices about their careers and areas of study.
- Registration procedures in the sixth form are unsatisfactory and constitute a health and safety risk.

### **Commentary**

50. In the main, there are effective procedures to ensure pupils' health and safety. Procedures for the protection of children are in place and are in line with locally agreed arrangements for child protection. Health and safety policies and procedures are in place and guidance is generally followed. However, inspectors reported a number of issues during the inspection, most of which are now in hand; for example, the use of industrial machinery by untrained staff in the design and technology department was reported, and the school has immediately booked staff on training courses. Soap dispensers have been ordered for boys' toilets. Some classrooms in the music department are damp, which pose a health risk to pupils and staff, and there are health and safety issues related to physical education. There has been good improvement in aspects of health and safety since the last inspection, for example through better-designed science laboratories and much safer arrangements for school buses coming on site.
51. Provision for care, support and guidance is good. Pupils and parents value many aspects of the tutorial system. Tutors stay with their groups throughout school and parents feel that tutors know their children well and monitor their academic performance and personal development effectively. Pupil questionnaires, however, revealed that only four out of five pupils felt there was an adult in school they could talk to, but when interviewed almost all felt well supported. Form tutors and heads of year work as effective teams, meeting regularly with pupils to share information, address concerns, celebrate achievements and ensure pupils learn in an environment which is constructive, purposeful and caring. Monitoring of pupils' work is good. In Years 10 and 11, pupils are set individual targets for improvement, but this is not yet in place with younger pupils. Care, support, guidance and target setting are good for pupils with special educational needs. Initial assessment is supported well by close liaison with primary schools.
52. There are good arrangements for preparing pupils for the next stages of learning. A programme for transition from primary to secondary quickly settles pupils in the school and is highly valued by pupils and parents. Year 7 pupils are accommodated separately to give them the opportunity to get used to a much bigger school. Good use is made of their academic and pastoral information to ensure they have appropriate provision. Pupils in Year 10 have the opportunity to

pursue college courses. Visits to colleges also contribute positively to pupils' choices. Additional advice and guidance are available for pupils in Year 11, with regular talks from visitors discussing job prospects and career development.

53. The school listens to pupils and gives serious consideration to their views. The industrious work of the school and year councils is rightly valued and celebrated. It enables pupils to make informed choices about the broader provision for teaching and learning. Its work ensures all pupils are treated fairly and equally and all recognised disputes are quickly and efficiently communicated to the head teacher and senior management team. The council membership continues to improve the school environment and supports worthwhile causes in the wider community, ensuring the school forms part of a wider network for serving the community. Senior members of the council attend leadership team meetings and take a real part in some decision-making processes. Regular pupil and student questionnaires and exit interviews with the head teacher are used to inform planning, for example the review of the curriculum in Years 10 and 11, and to monitor the performance of the school. This is contributing to the inclusive ethos of the school.

### **Sixth form**

54. Students are provided with good opportunities to meet regularly with their form tutors and discuss areas for improvement, and their achievements are acknowledged. Subject teachers provide good information about attainment and progress and set targets for improvement. Students, particularly in Year 12, are pleased with the level of support provided which enables them to make informed choices about further study, careers and serving the community.
55. Procedures for registration are unsatisfactory. Signing in and out procedures in the sixth form, which are not consistently observed by a significant number of students, constitute a health and safety risk. There is no accurate record of attendance in the sixth form.

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

The school and sixth form enjoy a very fruitful and purposeful relationship with the wider community. It is reinforced by the school's very effective work with other educational establishments, including universities, and good work with most parents. These arrangements enable the school community to learn in a very constructive manner and support achievement and pupils' personal development.

### **Main strengths and weaknesses**

- The school and sixth form have very good links with the wider community, which are used very well in enhancing pupils' experience and overall educational provision.
- Partnerships with other schools are very good, and bring mutual benefits

### **Commentary**

56. Links with local communities and organisations are very good. In most subjects these links enrich the curriculum and help to raise achievement. For example, in physical education there are excellent links with a variety of sports providers and there is a school-wide range of visiting speakers. Parental and community contacts provide for the good work experience scheme in Year 11 and sixth form. Most pupils take placements in the areas of their chosen careers. The school shares its accommodation with the Youth and Community Service and this enables social, recreational and educational activities to motivate learning. A significant number of teachers from the school work in the Youth Centre and this supports very good relationships between pupils and staff. A locally based company provided sponsorship for the specialist school bid and the Parent Teacher Association supports the school well. Adult education is provided on site and this is planned to increase with specialist school status.



57. South Hunsley has a wide range of very effective partnerships with other schools and colleges. Transition arrangements with local primary schools are very good. Modern languages teachers from South Hunsley provide French lessons to primary pupils, and there are joint educational programmes, such as the Effective Learning Project, which provide continuity of teaching styles. There are creative partnerships with other local and regional schools, aimed at supporting the professional development of teaching and non-teaching staff and ensuring best use of scarce resources, and the physical education department has a co-ordinating role in the locality. The local college offers an alternative curriculum for lower attaining pupils and enables them to achieve appropriately in vocational courses, for example, agriculture and horticulture, catering and motor vehicle maintenance. The arrangement pleases most parents and pupils. Sixth form courses are provided in conjunction with partner schools
58. Most parents have positive views of the school and sixth form. They particularly value the way pupils are helped to settle, the teaching and management in the school and sixth form, and the leadership of the head teacher. They express support for what she is doing and see her as ambitious for the school, but approachable when their child has a problem. They are very clear that their children are expected to work hard and are encouraged to become mature and responsible. Very few disagree with any points in the parental questionnaire and there is very little dissatisfaction with what the school does. They appreciate the regular Update, a newsletter from the school, telling them about significant developments, and are very supportive of the policy of writing letters of commendation to parents when pupils do well. Homework diaries are thought useful in providing information about what pupils were doing. Parents would, however, appreciate better information about their children's progress. The school is currently reviewing its reporting systems. The school tries very hard to canvass parents' views on significant issues, like the recent curriculum review, changes to the school day or sixth form provision, through focus groups or 'ring arounds'. These views are taken into serious consideration in planning.
59. Most pupils are pleased with the school and sixth form. They feel it is a good school and sixth form to be at and they are expected to work hard. Though questionnaire returns indicated that there was misbehaviour in the school and some bullying, and that homework was excessive, these were not areas of concern in discussions with most pupils during the inspection. Inspectors found the provision for homework to be at least good.

### **Sixth form**

60. Links with universities are very good. Sixth form students including the gifted and talented are provided with a number of opportunities to visit universities, including Hull and Oxbridge. These opportunities enable students to make informed choices about their future education. The arrangement pleases most parents and students.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good in the main school and good in the sixth form. Governance is good with many very good and excellent features. Financial management is excellent. The statutory requirements for collective worship and for the provision of religious studies in Year 11 and the sixth form are not met

## Main strengths and weaknesses

- The leadership of the head teacher is outstanding and promotes high expectations for all pupils and an ambitious vision for the school.
- There is a strong, shared vision for the school and a commitment to raising standards. Key staff perform their roles well.
- Governors perform most of their functions extremely well and play a critical role in the school's development.
- Strategic planning is excellent and is helping the school to realise its ambitions.
- Whilst there are still shortages, financial management of the school's limited budget is excellent.
- The statutory requirement for the provision of religious studies in Year 11 and the sixth form is not met.

## Commentary

61. South Hunsley School has an effective governing body that has an extremely close knowledge of the school, through excellent communication with the leadership team and subject leaders. In partnership with the head teacher, governors provide clear strategic direction and have been fully involved in all aspects of high quality strategic planning, for example in bidding for specialist school status.
62. There is a very effective link between priorities and financial planning. Governors have costed all aspects of the curriculum and made hard decisions as to what can be afforded within the tight financial constraints facing the school. They are fully committed to raising achievement for all pupils and to developing further the school's community role. There is a well-organised committee structure, which functions well. For example, governors have written their own sickness policy to respond to the issue of staff absence and have taken over the running of the school's catering service following the failure of the contractor. Individual governors bring a high level of expertise, for example in business management and accountancy, which is used for the benefit of the school. However, governors have not ensured that the statutory requirements are met with regard to the proper provision of religious studies in Years 10 and 11 and in the sixth form, nor have they ensured the provision of a daily act of collective worship.
63. The head teacher provides outstanding and highly visible leadership. She has a strong vision for the school as a centre of high achievement for all members of the community and has high expectations of pupils and staff. She has gained the commitment of parents, staff, governors, pupils and the community to the vision by her consultative style. She combines a role of external advocacy for the school, together with a strong internal focus on raising achievement, improving the quality of teaching and learning and empowering pupils and staff. She is ably supported in this work by a good leadership team and other key staff in the school. The result is a highly inclusive school, with a curriculum tailored to pupils' individual needs, which pupils enjoy attending and where they do well. Excellent strategic planning is helping the school to realise its ambitions, to tackle budget problems and to make significant improvements to the environment. The school has recently gained specialist school and school sport co-ordinator partnership status.
64. Leadership and management by other key staff in the main school are very good. Recent restructuring of school management systems and the leadership team has led to more effective leadership, management and monitoring of departments, especially in geography, history and design and technology. This has resulted in improving the consistency of teaching across the school as demonstrated by the low numbers of unsatisfactory lessons seen during the inspection. The senior team and heads of department have a very clear view of strengths and weaknesses in their areas, and support and challenge are provided when necessary. Departmental management is very good overall. All aspects of staff development are very well managed, including the pro-active approaches taken to attracting and retaining teachers in school. Performance management is very effective. All of this contributes to improved teaching and learning and to rising standards. New management structures have enabled staff at all

levels in the school to become more involved in decision making and to make members of the leadership group accountable to school staff as well as to governors. Non-teaching staff are also enabled to make a very good contribution to the effective running of the school.

65. The academic performance of the school is monitored very closely through a comprehensive range of strategies including the analysis of data, lesson observation and regular scrutiny of pupils' work. Effective improvement plans are put in place in areas where there has been under-achievement and this approach has been effective in improving standards in, for example, English language. As a consequence of this positive and robust approach, standards are rising.
66. The management of support for learning is very good. There are good links with departments who are very well informed about pupils' special educational needs. There is a clear policy and a good and developing range of information for staff. A large team of support staff, very well led by a senior teaching assistant, has a clear understanding of its responsibilities and is deployed effectively to 'link' departments. The governing body fulfils statutory requirements and a named governor is well informed and supportive.

### Sixth form

67. Leadership and management are good and are a direct result of the very strong support provided by the deputy heads of sixth form. The team of three manage a large team of tutors who monitor, guide, advise and support groups of students effectively. The links between teachers, tutors and the sixth form management team are good and have played a considerable part in setting targets and raising expectations that are leading to improved standards.

### Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	5,014,151	Balance from previous year	21,800
Total expenditure	4,986,422	Balance carried forward to the next	27,729
Expenditure per pupil	2,801		

68. Approaches to financial management and the application of best value are excellent. The school has a very low budget and has by no means resolved its problems of financial management. However, the governors, head teacher and the finance manager are approaching the efficient management of the budget in an exemplary manner which has attracted a very good rating by the local authority's auditors. The school is very aware that aspects of planned maintenance and resources for learning are unsatisfactory and is addressing them in a prioritised order. Highly committed governors have professional and businesslike approaches to financial management. They are legitimately ambitious to raise additional funds and have submitted bids for further funding. The business plan for one of these bids is an exemplar of very good practice. This is an effective school offering good value for money in very difficult financial circumstances.
69. The sixth form is cost effective and offers good value for money.

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

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

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

Provision for English is **very good**.

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

- Standards in national tests in Year 9 and at GCSE are well above average.
- Not enough pupils attain the highest grades in GCSE.
- In a small minority of lessons the highest attaining pupils are not sufficiently challenged.
- Very good leadership and management are raising achievement.
- Literacy is not consistently planned and monitored across the curriculum.

#### **Commentary**

70. Overall standards in Year 9 national tests in 2002 and 2003 are well above average for both boys and girls. Compared with pupils with similar prior attainment, achievement is good; this is maintained in Years 10 and 11. GCSE results over the last two years are well above those nationally. In 2003, literature results were very high, but the percentage of A\* and A grades in English was below average. Almost all pupils obtain pass grades in both subjects.
71. Standards of work seen are well above average in Years 9 and 11. Speaking skills are high because of frequent lesson opportunities to discuss and debate, explore and develop ideas. The emphasis on developing pupils' comprehension ability means that their deductive and inferential skills are well above average by the end of Year 9. In all years, creative writing is often lively and entertaining, though some critical writing tends to be descriptive rather than analytical. Writing to describe is better than writing to explain or inform. The highest attaining pupils in Year 11 write cogently and accurately; lower attaining pupils have difficulty sustaining argument and their vocabulary, punctuation and spelling are weak.
72. Achievement by pupils of all ethnic backgrounds is good. Recently rewritten teaching schemes carefully target achievement, and it is helped by pupils' positive attitudes and their desire to succeed. All pupils use computers to improve their writing, research and presentation skills. Opportunities to enrich and develop their learning, through activities such as booster classes, paired reading, theatre visits and public speaking competitions, are very good; and so is the personal support given to those with statements of special educational needs. All pupils now study literature; extra lunchtime classes are helping Year 11, and new texts and tasks are making a significant contribution to boys' achievement.
73. Teaching and learning are good overall. In the best lessons, there is a good range of activities whilst independence is fostered through giving pupils choices in their ways of working and involving them in their own learning. In the few less successful lessons, teachers do not ensure that pupils record their learning or that the highest attainers are sufficiently challenged in the mixed ability classes. The quality of assessment is good. Teachers regularly use test and GCSE assessment information to plan lessons which will enable all pupils to aim high, and there are frequent opportunities for self-evaluation and planning how to improve their work.
74. Leadership and management are very good. The head of department has a clear vision for the future, has taken firm and effective action to address underachievement and is a good role model for colleagues. Development planning and the use of performance data to set pupil and departmental targets are very good. Teaching is monitored well and the hard work and commitment of this team of specialists are impressive. Improvement since the previous inspection is very good. Standards and achievement are now higher, teaching has improved,

the curriculum is very good, assessment is rapidly becoming a strength, and links with the special educational needs department are very robust.

75. Overall standards of literacy are above average in Years 9 and Year 11 and pupils achieve well. Speaking and listening skills are well above average because, in most lessons, there are frequent opportunities for group and class discussions, presentations and evaluations, which help pupils to become confident speakers. Pupils write confidently in a range of styles, including creative approaches, such as the production of diaries, travel brochures and newspaper reports, in history, geography and science. Only the lowest attaining pupils have difficulty with sentence construction, but there are some general problems with spelling and punctuation.

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

76. Literacy is well planned by most departments using the national strategy guidelines, and their specialist subject vocabulary is well taught. In some lessons, structured questions are used to guide pupils' responses and to help them to develop their skills in argument and extended writing. However, the implementation of literacy in all years is not yet rigorous enough; for example, not all heads of subject regularly monitor its teaching and there are inconsistencies in the correcting of spelling, punctuation and grammatical mistakes, even within departments. Although the library and its very capable staff support reading well, through such activities as Reading Clubs and the Carnegie Book Shadowing competition, the school is unable to involve it fully in planning, supporting and promoting literacy across the whole curriculum owing to its limited size and present location on the edge of the site.

### **Drama**

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

### **Main strengths and weaknesses**

- Achievement is very good in Years 10 and 11.
- Teaching is very good overall, leading to a positive and committed response from pupils.
- Results in the GCSE in 2003 were well above the national average.
- Drama is not taught as a separate subject in Years 8 and 9.

### **Commentary**

77. The GCSE results in 2003 were well above the national average, with girls doing particularly well. The percentage of pupils reaching grade A was well above the national average. These results showed a marked improvement on those in 2002, with the percentage of boys achieving grades A-C being significantly higher.
78. Standards of work seen in Years 10 and 11 are above average, with a number of outstanding pupils. Pupils work effectively in pairs and small groups. They listen attentively and respect the opinions and views of others. When preparing presentations, pupils work quickly and reach rapid conclusions. Some individuals show especially strong leadership qualities. The quality of speech is well above average, with clear articulation and projection of voice. Improvised dialogue is lively and well suited to the rôle being played. Control of facial expression, gesture and movement is always competent and often very good. Quality of movement varies somewhat but girls, particularly with those with experience of dance, achieve very well. Individual and joint presentations reach a high standard with pupils showing good spatial awareness in grouping. One or two monologues, for example, were acted effectively and had a powerful emotional impact on the rest of the class. Pupils collaborate in a mature and sensitive way and produce an overall sense of trust and confidence.
79. Teaching is very good, with all staff being well qualified and having a high level of expertise in the subject. Their own enthusiasm communicates powerfully to pupils. Lessons are very well

planned and prepared with a lively sequence of relevant activities and tasks. Studio discipline is good and, as a result, pupils' attitudes and commitment are strong. Respect for teachers' skills and knowledge results in pupils having confidence in taking creative and imaginative risks. Teachers know pupils' potential well and assess work constantly and consistently. They have very high expectations and this contributes importantly to the high standards achieved.

80. Pupils have separate drama lessons in Year 7, mostly taught by teachers with specialist training. In Years 8 and 9, however, drama is not taught as a separate subject and, consequently, pupils miss their entitlement to the important range of skills specific to drama. The subject is an increasingly popular option choice at the end of Year 9. Accommodation is very variable with a drama studio which is too small and has inadequate lighting. Other halls are available but are required for a variety of other purposes and, although lighting is extensive, the floor surfaces are unsuitable for some activities. The subject is very effectively managed and is led with great energy and vision. Drama makes a valuable contribution to school life.

## French and German

Provision in modern languages is **satisfactory**.

### Main strengths and weaknesses

- Leadership is very good, and has engendered a good team spirit.
- Most teaching is good, some of it very good, and pupils achieve well in Years 7 to 9.
- Good teaching sustains the interest of pupils with special needs.
- ICT is used very well to extend and support learning.
- Problems of staffing continue to affect learning adversely.
- The achievement of some pupils in Year 11 is unsatisfactory.
- In Year 10 pupils are not grouped according to their prior learning and there are too many split classes. Both these factors adversely affect teaching and learning.

### Commentary

81. In teachers' assessments of pupils at the end of Year 9 in 2003, results were above average. Over recent years results have stayed the same and are similar to what they were at the time of the previous inspection. Year 9 pupils have not yet benefited from French in their primary schools. Achievement in French or French and German is good, because a higher proportion of pupils reach the nationally expected standards than is usually the case.
82. GCSE results in 2003 were above national averages in French and in line with those for German, despite the fact that the school entered over 90 per cent of the year group for a language, compared with a national figure of forty four per cent. These results represent good achievement overall. The gap between boys' and girls' results is less than is the case nationally. Boys' results in German were significantly better than those of girls.
83. All pupils take French in the first three years, almost all in Years 7 and 8 continuing work done in local primary schools. German is introduced mid-year in Year 7 for the higher attaining 40 per cent of pupils, who divide the available time between the languages. Standards seen on inspection were above average in Year 9. This represents good achievement for these pupils.
84. Higher attaining pupils who have divided their time between the languages are becoming familiar with verbs in the past and immediate future tenses. Middle attainers, who have had longer, are at a similar stage. Pupils with special needs use simple expressions concerning, for example, food and clothing. Their speaking skills are average and they are achieving as they should. In Year 10, over half the pupils have chosen to do a language, which is more than in many schools. Standards and achievement are average in French but higher than those in German. In Year 11 standards seen are average in both languages. There is evidence that

multiple changes of teacher have had an adverse effect and as a result some pupils have not achieved as well as they should have in French. Otherwise, achievement in both languages is satisfactory.

85. Some very good teaching was seen at all stages, by four different teachers. Overall, teaching is good in Years 7 to 9 and satisfactory in Years 10 and 11 because there has been some underachievement. Teachers have good language skills and use them effectively. They manage pupils well and challenge them appropriately. Very good use is made of ICT, for example using the Internet to obtain genuine information about clothes shopping in France. Good teaching has maintained the interest of pupils with special needs and interested an exceptional number of gifted linguists to opt for two languages for GCSE.
86. Leadership of the department is in temporary hands but is nevertheless very good. A good team spirit has been created, and all staff have some ownership of policies written, for example on rewards and sanctions. There is no second in department, and one senior colleague spends much of the time working out of the school in a different role. Management is however good, and the use of assessment is a strength. The department has developed its own system of data collection and involved pupils well in preparation for and use of assessment. In Year 10 pupils are not grouped according to their prior learning and there are too many split classes. Both these factors adversely affect teaching and learning.
87. Progress since the previous inspection has been satisfactory. Outcomes have remained much the same despite staffing problems.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Results in 2003 in national tests for 14 year olds were well above average and for 16 year olds were above average.
- Insufficient use is made of ICT in the teaching of mathematics.
- The overall quality of teaching is good as is teachers' command of the subject. However, teachers do not routinely set targets and share objectives with pupils.
- The department fails to extend the learning of some of the most capable pupils.

### **Commentary**

88. In the 2003 National Curriculum tests taken by pupils at the end of Year 9, results were well above average. Over the last few years, overall results have risen and are better than at the time of the last inspection. There is a slight gender variation in results, with boys outperforming girls. Compared with pupils of similar prior attainment, results were average. Compared to their attainment on entry to the school, pupils' achievement has been good.
89. In the GCSE examinations taken in 2003 results were above average and are an improvement since the time of the last inspection. These results, however, represent unsatisfactory achievement, taking into account attainment of pupils starting the course was well above the national average. In particular, the percentage of good grades, A\* - B, was very low.
90. Standards seen are well above average by Year 9. Achievement overall is good and where it is only satisfactory pupils, most particularly boys, act in an immature manner, often talking about unrelated matters. In a good lesson, a top set of 14 year olds worked quickly using trigonometric ratios to solve problems involving manipulation of formulae. However, in this class, as in others, opportunities to extend the learning of the highest attainers were missed. The very few pupils of minority ethnic origin all have a good command of English and their progress is in line with that of the whole class.

91. Standards by age 16 are above average and pupils make satisfactory progress. In a top set class, pupils extended the use of Pythagoras's theorem by using the cosine rule in non-right angled triangles. Despite the demanding level of this work, a number of pupils displayed weakness with simple numerical operations. In another class made up predominantly of pupils with special educational needs, a learning support assistant provided good, unobtrusive help whilst pupils plotted points for a scattergram and then discussed the form of correlation it represented. In a number of lessons observed where pupils are 16, the attitude to work of a handful of boys is unsatisfactory. Not only is chatting about unrelated issues common but some pupils take a perverse satisfaction in their failure to know basic tables.
92. Teaching and learning are good overall and are better for pupils in Years 7 to 9 than for those older. No unsatisfactory teaching was seen. Teaching and learning were very good in about one tenth of lessons seen and good in a further half. This is broadly the same as at the time of the last inspection. The best teaching is characterised by good planning and delivery, which both challenges pupils and provides a range of different but related activities. In all lessons, teachers displayed a good and sometimes very good command of the subject. Some use is made of ICT to support learning, particularly of younger pupils, but its overall use in the teaching programme is barely satisfactory. Teachers regularly set and mark homework but, as with class work, few give pupils a clear set of targets for improvement to be achieved in the next batch of work. In several lessons seen, progress of the most able was frustrated by lack of enrichment materials so that pupils who completed set tasks quickly then sat idle or interrupted the work of those near them. Although teachers used a numerical 'warm- up' to some lessons, the spirit of the Key Stage 3 Numeracy Strategy has not been assimilated in all lessons. Assessment of pupils' work is satisfactory.
93. Leadership of the department is good and proactive, but management is satisfactory, as a number of issues are unresolved or not addressed. For example, setting of targets and sharing these with pupils are rare. Good planning and effective use of support staff help bind this dispersed department into a whole. Good analysis of test and examination results is used to provide information about individual pupils' progress and general gender issues.
94. Improvement since the last inspection is good. The high quality of teaching and learning remains unchanged and GCSE results have improved. Time allocated to the teaching of mathematics has increased and is now satisfactory. The attitude to work of some boys has worsened.

### **Mathematics across the curriculum**

95. Numeracy across the curriculum is generally satisfactory. Its application in subject schemes of work is satisfactory up to Year 9 with further work planned to ensure numeracy is fully embedded in the work of the school. Many departments have a numeracy policy and many lesson plans ensure its use. In a number of departments, the level of demand on pupils' understanding is not high and pupils use calculators even for simple processes, rather than mental arithmetic. In science, pupils construct graphs and interpret them satisfactorily, and in geography, numeracy supports learning well. Art employs numeracy effectively, for example when Year 8 considered symmetry. In design and technology, in addition to the necessary accurate measuring, older pupils calculated the values of resistors needed to achieve a particular outcome with an electric circuit.



## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Achievement is good overall and standards are rising.
- Teaching and learning are good. Lessons are well structured and challenging, though practical work is often insufficiently thought-provoking.
- Very good formal assessment is used to support pupils' progress and develop the curriculum. However, pupils in Years 7 to 9 are not fully aware of their levels of achievement and what they need to do to improve.
- Leadership and management are very good. Teaching teams are well organised and there is innovative development of the curriculum.

### Commentary

96. In the National Curriculum tests taken by pupils in Year 9 in 2003, results were well above average. Over recent years, results have risen, especially at higher levels, and are better than at the time of the last inspection. Compared with pupils of similar prior attainment, results were above average. When compared with their attainment on entry to the school, pupils' achievement has been good.
97. In the GCSE examinations taken in 2003, results were well above the national average. In recent years, results dipped a little but are now rising again and are better than at the time of the last report. These results represent satisfactory achievement, taking into account the attainment of pupils starting the course was well above average.
98. Standards seen are well above average by Year 9 and pupils make good progress over time. They cope with challenging work very effectively and the highest attainers have an especially good knowledge and understanding of a range of scientific topics. The lowest attainers have less depth of understanding, but do have a secure grasp of fundamental facts. Most pupils are able to draw appropriate conclusions from their practical work, but investigative skills generally are underdeveloped. Overall, literacy skills are above average and there is good progress made in the use of scientific terminology. Spelling is a weakness, however, amongst many mid to lower attaining pupils.
99. In Year 11, standards are well above average. Pupils benefit from specialist teaching and develop a more detailed understanding of science, especially in the highest sets. Their use of technical language is more sophisticated and the more able write fluently and give good explanations. The written work of some lower attainers is hindered by weak literacy skills, though their spoken answers are often confident and accurate. Pupils use ICT very effectively for research and for extending their understanding of scientific concepts, but less frequently for measurement. Numeracy is generally good when applied to scientific work.
100. Pupils with special educational needs progress well; extra support in class is very effective and teaching materials are matched to their requirements.
101. Teaching and learning are good and often very good. Some teaching is excellent. Teachers show very good command of their subject. As a result, lessons are well planned and well structured to effectively maintain interest and support learning. Most lessons are very challenging and good use is made of time. However, an investigative approach does not always underpin teaching, and opportunities to develop a sense of enquiry are missed. Regular practical activities consolidate learning effectively, but are often insufficiently thought-provoking. Very good relationships in the classroom provide encouragement and promote a secure, well-controlled and enjoyable learning environment. Teachers use a variety of strategies to

effectively raise standards of literacy. Whilst a range of ICT skills is used to good effect, there is insufficient use of computers for measurement in experimentation. Homework is generally used well to extend and consolidate class work, but day-to-day marking is variable in quality and does not always clearly indicate means of improvement. There is good preparation for tests and examinations. Technical support is of a high quality and is much appreciated by teachers.

102. Pupils' attitudes to work, throughout the year groups and across the ability range, are very good indeed. They show interest, remain focused and contribute much to the development of lessons. They enjoy being involved and are keen to ask and answer questions. Such attitudes, together with their very good behaviour, have a very positive effect on their progress.
103. The quality of assessment is good overall. Target setting is in place and well-organised formal testing monitors progress. Pupils are guided appropriately towards the extensive extra support available and this is helping to raise standards. However, in Years 7 to 9, assessment is not yet sufficiently linked to National Curriculum levels and pupils are not sufficiently well informed about the levels they have reached and the next steps in learning.
104. Leadership and management are very good. The head of department has a very clear vision for progress and raising standards and a range of strategies, recently implemented, is beginning to have a positive effect. Self-evaluation of science and monitoring of the subject's performance is very thorough and response by leaders in the department is very good. Monitoring of teaching is well organised, but there remains some lack of consistency, notably in marking and the development of numeracy.
105. Improvement since the last inspection has been good. Standards have risen and new and refurbished laboratories have enabled further development of the curriculum to take place. In Year 10, the introduction of separate sciences and the Science for the 21<sup>st</sup> Century scheme have provided a wider choice for pupils. A move to individual curricular areas within the school has led to better team building and better communication between teachers. Resources, especially books and ICT provision, have improved, though there is still some shortage of larger items of scientific equipment.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The overall quality of provision in information communication technology is **good**.

### **Main strengths and weaknesses**

- Pupils' understand how to present information well and make good practical use of their skills.
- The 2003 GCSE examination results were well above average.
- Standards of pupils studying for GCSE are above the level normally seen.
- Teaching by subject specialists is good; when taught by non-specialists teaching and learning are satisfactory.
- Pupils' knowledge of control technology is unsatisfactory.
- Planning in Year 9 lacks challenge.

### **Commentary**

106. In teachers' assessments at the end of Year 9 in 2003, results awarded were above the national average. These results are over-generous and not a true reflection of pupils' attainment. In the GCSE examination taken in 2003, results were well above average. Over recent years results have risen and are better than at the time of the last inspection. These results represent very good achievement, as pupils did not have regular ICT lessons in Year 9. In 2003, there was no significant difference in the attainment of boys and girls.

107. Standards seen are average by Year 9 and achievement is satisfactory. Achievement, however, is better in Years 7 and 8, pupils having benefited from lessons that have been planned to reflect the national three-part lesson. Pupils have good knowledge of presenting information using the word processor, multi-media presentations and desktop publishing, and work with confidence. Pupils in Year 9 are able to explain the use of a spreadsheet but have difficulty giving details about the formulas for mathematical calculations. Pupils know about data handling and explain where it might be used beyond the school. Pupils' knowledge of control technology is unsatisfactory. This is due to limited opportunities to study this element in depth. The school is aware of this and plans to include this component in future programmes of study.
108. In Year 11 standards in the GCSE groups are above average. Taking prior learning into consideration, achievement is good. Pupils show a good understanding of handling data. They are able to select information and use systems to check that the data that they enter is valid. Website assignments are well established, using hyperlinks and macros with understanding. Standards in the key skills groups are at the level expected. Pupils with special education needs achieve well meeting individual targets.
109. Teaching and learning are satisfactory in Years 7 to 9 and good in Years 10 and 11. A contributory reason for this variation in quality is that in Years 10 and 11 the majority of teaching is done by teachers who are confident and have good subject expertise. A particular strength of the teaching is the way teachers move around class keeping pupils focused on the task and intervening when required, contributing positively to the pace of learning. Teachers have good relationships with pupils, creating an ethos where pupils are confident to seek help when needed. The subject has adopted the nationally recommended three-part lesson, ending with plenary sessions to ascertain pupils' learning and understanding. However, these sessions are often too brief and do not allow pupils to show what they know and understand and there are insufficient opportunities to present and talk about their work. Lessons in Years 7 and 8, based on the nationally recommended schemes of work, are successful in meeting the needs of the pupils. The planning in Year 9 lacks challenge, with low-level tasks that do not build on pupils' existing knowledge. Assessment procedures in Years 10 and 11 are clearly defined and contribute positively to pupils' progress.
110. The leadership of the subject is good. The head of department has a good vision for the future development of the subject and provides good support for the many non-specialist teachers. The management is satisfactory. The co-ordination of so many non-specialist teachers is causing a problem with the introduction of the ICT National Strategy. Many of these teachers have commitments in other areas and opportunities to monitor teaching and exchange approaches are limited. Strategies to monitor teaching and track progress are not clear.

### **ICT across the curriculum**

111. The subject is in a transitional stage and is taught as a separate subject, as well as through its use across the curriculum. Provision for the subject has improved and the overall improvement since the previous inspection has been good.
112. At the previous inspection the provision for ICT across the curriculum was judged to be well developed. The organisation of ICT within the school has changed in recent years to an increased discrete delivery. This has led to difficulty accessing the well-used computer suites and is presenting problems for some subjects, such as design and technology, music and religious studies that do not have the appropriate resources within their own areas. Good use, however, was seen in the modern languages department, of a range of multimedia programs, which develop pupils' language skills effectively. Most subjects have provision in their schemes of work for the use of ICT, encouraging pupils to use the word-processing application to present their coursework. Whilst the delivery of ICT is satisfactory overall, use in religious studies, music and design and technology is unsatisfactory due mainly to a lack of appropriate resources. The co-ordination of ICT across the curriculum is unsatisfactory.

## HUMANITIES

### Geography

Provision for geography is **good**.

#### Main strengths and weaknesses

- GCSE results are well above average.
- Standards by Year 9 are above average. Teaching is good overall and often very good though there is some poor teaching, which impedes learning.
- The new head of department is providing the necessary drive for improvement.
- There is no planned common assessment by Year 9 against which to monitor attainment.

#### Commentary

113. In teachers' assessments at the end of Year 9 in 2003 results were well above the national average. However, this assessment was over-generous. GCSE results at the end of Year 11 in 2003 were well above average and both boys and girls added good value to their prior attainment. All passed and pupils, particularly girls, attained more of the highest grades than would be expected. This represents very good achievement and is a significant improvement since the previous inspection.
114. By the end of Year 9, standards seen in books and in class are above average. This represents good progress from pupils' average standards on entry to the school. Above average pupils make very good progress, for example in the very good reporting on the Kobe earthquake. Improvement since the last inspection is good.
115. In Year 11 standards are well above average and pupils achieve very well. Pupils are making good progress in revising work on housing problems in Hull. Year 10 fast-track pupils are making very good progress in individual local studies based on a very well designed coursework model. Pupils achieve well and lower attaining pupils are given good additional classroom support to reach their targets.
116. Teaching and learning are good overall and often very good, but there is an element of poor teaching. All teachers are very good geographers. Subject expertise shows in the mostly skilful organisation and delivery of well-prepared materials. Teachers' expertise is useful in preparing pupils for examinations and they are correct to reduce the content of GCSE coursework to focus on sharper analysis and clearer conclusions. Enthusiasm and good humour make learning geography fun so geography is consistently popular at GCSE. Teachers make very good use of modern technology to add powerful visual stimulus to learning, for example about coastal erosion in Year 8. Expectations are high; consequently the attitudes and behaviour of pupils are mostly good by Year 9 and very good thereafter. Where teaching is poor, weak pupil management leads to unsatisfactory behaviour and this impedes progress. Pupils use advanced thinking skills in the top set in Year 10. Year 8 pupils are challenged to empathise with different points of view.
117. The new leadership and management are good. The new head of department provides the necessary drive to improve. Action planning provides very clear direction and line management is strong. Teaching and learning are carefully monitored and support is provided to improve known weaknesses. There is no common assessment up to Year 9 so teachers cannot measure attainment accurately across year groups. Literacy, numeracy, ICT and citizenship are not planned, so cross-curricular skills are taught piecemeal. There are insufficient computers and digital projectors. Teachers make a generous contribution to provision outside school hours. Improvement since the last inspection is satisfactory.

## History

The provision for history is **good**.

### Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Teaching is good but some does not provide enough opportunity for pupils to discuss and explore issues in depth.
- Work is marked regularly but marking does not always give specific guidance for improvement.
- Very good leadership and management are resulting in rigorous systems for monitoring, review and development planning.

### Commentary

118. The Year 9 teachers' assessment results have been above average in recent years and were well above average in 2003. Current Year 9 standards are above average. They represent good achievement when compared with pupils' average standards in history on entry to the school. GCSE results were above average in 2002 and 2003, but there was a significant increase in the proportion of pupils gaining the highest grades of A\* and A in 2003. The standards being achieved by Year 11 pupils are similar to the 2003 results and reflect good achievement by pupils in sustaining high standards. All pupils, including those with special educational needs and the gifted and talented, achieve equally well.
119. Pupils have good historical knowledge and understanding, and develop a wide range of historical skills. They make especially rapid progress in Year 7. Higher attaining pupils reach very high standards. A top set of Year 9 pupils, for instance, showed an outstanding ability to apply their very good knowledge and understanding in the scrutiny and analysis of evidence of Hitler's Germany. They were very perceptive and articulate in their judgement of the usefulness of the sources. The majority of pupils are confident in interpreting sources from Year 7 onwards, cross-referencing and making links between events, cause and consequence. They develop very good independent research skills. This is particularly evident in GCSE coursework. Written work develops well. Most is detailed and well presented. Year 11 essays especially are well structured; points are clearly expressed, explained and supported with evidence. Much written work is thoughtful and analytical. Literacy, numeracy and ICT skills are usually good though there are some instances where the quality of work is weakened by careless literacy mistakes and poor presentation.
120. Teaching is good and occasionally very good or excellent. Teachers have very good subject knowledge and their authoritative presentations enable pupils to make rapid progress in understanding complex issues such as the changes in religion under Henry VIII. Clear explanations and effective one-to-one guidance ensure that all pupils learn well. Probing questioning extends their thinking and helps to develop historical skills of a high order. The constant reminder in a Year 11 lesson, for example, for pupils to be very accurate in their analysis of evidence about the conflict between the Native Americans and the white settlers, resulted in pupils working at a very demanding level. Classroom relationships are very good. Literacy, individual thinking and study skills are strongly encouraged. It is only in a few lessons that there is not enough opportunity for pupils to explore issues in depth. Work is marked regularly but not all marking provides specific guidance for improvement. Also, assessment data is not used consistently to track pupils' progress and set targets for improvement. Assessment in Year 9 has tended to be too generous in identifying National Curriculum levels.
121. These are all issues being actively addressed by the head of department who has accomplished much in the relatively short time she has been in post. She has an exceptionally clear vision of the provision to be made in history, and provides very good, keen, leadership and management which focus strongly on improving achievement. She is very well supported by

the other history teachers. Systematic procedures for tracking progress and for monitoring and reviewing the quality of provision are already resulting in improved teaching and learning. The rate and scope of the improvement since the last inspection have dramatically increased during the time the head of department has been in post. Prior to that, the improvement had been satisfactory. Standards have been maintained and resources improved.

## Religious studies

The provision of religious studies is **unsatisfactory**.

### Main strengths and weaknesses

- Statutory requirements are still not met in Year 11.
- Curriculum provision in Year 10 has improved but the inadequate time allocation and the delivery of the subject in short rotating units disrupts the continuity, progression and depth of learning.
- The results obtained in the GCSE examination in 2003 were well above the national average.
- Very good teaching produces impressive discussions and peer-group learning.
- Very good leadership and management at departmental level underpin very good results and some good recent improvements.
- The provision of ICT opportunities is unsatisfactory.

### Commentary

122. By the end of Year 9 the majority of pupils attain standards above the expectations of the local agreed syllabus. This represents very good achievement in the light of their attainment on entry into the school.
123. By the end of Year 11 those pupils entered for the full GCSE examination in 2003 gained grades well above the national average and this represents very good achievement and progress based on their prior attainment.
124. Standards seen in lessons and in exercise books show that pupils in Years 7 to 9 demonstrate a good knowledge of Christianity and other major religions. They understand the significance of important practices and beliefs and take part in many interesting debates in which they help each other to learn. They are articulate and responsive learners who co-operate well with their very capable teachers.
125. In Year 11 those pupils on the full GCSE course gain high marks because of their good attitudes, very good literacy skills and the very good teaching that they receive. Their learning experiences are enriched by mature debates on moral issues and by teaching that skilfully generates much pupil-to-pupil discussion on such challenging topics as "What does it mean to be a human rather than an animal or a robot?"
126. Those pupils who do not follow a GCSE course in Year 11 receive no religious studies at present and in this respect the school does not meet its legal requirement. Attainment and progress in the subject are therefore unsatisfactory, as at the time of the last inspection. The school has recently made efforts to meet the statutory requirement in Year 10 by providing all pupils with a course leading to the short GCSE but the amount of time allocated and the method of delivery in rotating units of six weeks duration is disruptive of the necessary continuity, progression and depth of learning. What is done is done very well but what is not done is considerable. The school has plans to remedy this situation and bring an improved system through from Year 10 to Year 11 so that all pupils receive their legal entitlement.
127. In both key stages, where religious studies is taught, pupils with special educational needs and those designated as being gifted and talented attain standards in line with their capabilities and make good progress because the department makes good use of modified teaching materials

and some in-class support. It has good strategies for advancing pupils' already good literacy skills. The department lacks the physical capacity to advance pupils' skills in ICT. The provision makes a good contribution to citizenship and to the spiritual, moral, social and cultural development of all pupils who receive religious studies.

128. The teaching is very good overall and one lesson observed was excellent. The quality of learning observed is very good in lessons but the effectiveness over time is reduced by the restrictive timetabling arrangements in Years 10 to 11. The best teaching is characterised by very good subject competence, very good questioning techniques that include all pupils in the lessons and very good management of quality discussions in which pupils help each other to learn. An excellent lesson on the Jewish Seder meal contained all these things and also enabled pupils to see and take part in an authentic meal laid out in the classroom with ingredients and procedures and prayers. Assessment and tracking of pupils' progress are good overall and very good in Years 7 to 9 following a special effort made in conjunction with the local education authority.
129. Leadership and management at departmental level are very good and underpin several good improvements since the last inspection. These include the concentration of teaching into fewer, more specialist hands, the introduction of a short GCSE course in Year 10 and a GCE option in Year 12. These improvements do not yet meet statutory requirements to provide all pupils with religious studies of sufficient depth.

## **TECHNOLOGY**

### **Design and technology**

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

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

- Pupils achieve very well overall taking into account average attainment on entry to the school.
- The quality of teaching and learning is very good.
- The department does not use computers enough for computer-aided design and manufacture.
- Although there have been improvements in assessment, assessment information is not used rigorously enough to plan improvements in teaching and learning.
- Teaching is hindered by lack of resources and the poor condition of accommodation.

#### **Commentary**

130. In the end of Year 9 national tests in 2003, results were well above average and a significant number of students achieved higher levels. The results were excellent considering attainment on entry to the school was average. In the 2003 GCSE examinations, results were well above the national average.
131. In work and lessons seen during the inspection, standards by Year 9 are well above the national average and pupils make very good progress. Standards achieved in food technology and textiles are excellent. Teachers provide planned opportunities for pupils to reach higher levels of the National Curriculum. Pupils respond very well and produce articles of very good quality; they express their ideas very well and communicate their designs clearly. However, pupils are not given the opportunity to use computers for designing.
132. Standards are well above average by Year 11. Pupils' achievement is very good. Standards are lower in resistant materials when compared to other aspects of the subject. However, this reflects good achievement since pupils start the course with lower attainment levels in the subject. Pupils produce very high quality work, as can be seen, for example, in the detailed and very well presented project folders for textiles and food technology and the very good quality

practical project work. Where pupils use computers, their quality of coursework is improved. However, pupils make limited use of computers, particularly in computer-aided design and manufacture. Pupils are challenged to focus clearly on the requirements of the GCSE examination. As a result, students understand what they need to do and are helped to reach higher grades.

133. Teaching and learning are very good and one lesson observed was excellent. Teachers' enthusiasm and wide subject knowledge engage pupils and the level of challenge in lessons is very good. All staff work hard to develop productive relationships with classes and this leads to very good attitudes and responses by pupils. The teachers ensure that key learning points are systematically reinforced and the good range of activities ensures that all students are actively involved in their learning. New knowledge is introduced as it is needed so that students can immediately use it to develop their understanding. The purposes of lessons are sharply focused and the objectives are shared with the pupils. The department places an emphasis on speaking and listening and on writing skills and helps pupils learn well. There is effective use of numeracy in calculations when measuring, length, weight and time. Teachers work well with students with special educational needs.
134. Assessment is satisfactory in Years 7 to 9 and good in Years 10 and 11. Where work is marked regularly teachers provide encouraging comments but the quality of marking is not consistent. In Year 11, teachers' commentary gives good advice to pupils on how to improve their work. Teachers are beginning to establish systems for assessment of pupils' attainment and progress, but assessment information is not used effectively in planning and teaching to raise standards. The department is not making sufficient use of value added information to analyse pupil progress. There is a good level of student self-evaluation and assessment, together with teacher moderation.
135. Leadership and management are very good. The department has a clear understanding of how it can improve, and is engaged in improving planning and assessment. Computers are not used enough for computer-aided design and manufacture. The number of practical rooms is not adequate. Teaching is hindered by the lack of basic resources and the poor condition of the accommodation. The technicians make an excellent contribution to the work of the department and support teachers very well. Training for health and safety is unsatisfactory, but the school has taken immediate action to remedy the situation.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

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

#### **Main strengths and weakness**

- Pupils learn very well in lessons and the achievement of pupils is good.
- Teaching is good in Years 7 to 9 and very good in Years 10 to 11.
- A high proportion of pupils gain the top grades of A\* and A at GCSE.
- The achievement of pupils with special educational needs is very good.
- ICT is not used enough in Years 7 to 9.
- The management and leadership of the department are good.
- Accommodation is unsatisfactory and insufficient resources are impacting on provision.
- Examination classes are too large for the small classrooms.
- Pupils enjoy art, behave well and show good personal development.



## Commentary

136. In the teachers' assessments of pupils at the end of Year 9 in 2003, results were average. Over recent years, standards have been maintained but last year they were below those recorded at the last inspection. Compared with their attainment on entry to the school, pupils' achievement has been satisfactory.
137. In the 2003 GCSE examinations the number of pupils gaining grades A\*-C was above average, which was a slight fall from 2002 when they were well above average. All pupils who were entered gained a grade and over a quarter gained the very top grades of A\* or A. The boys' results were below the girls' but they were well above the national average. These results represent good achievement, taking into account the attainment of pupils starting the course was about the same as the national average.
138. By Year 9, standards of work are above average and are of higher level than recorded in last year's teacher assessments. This represents a good level of achievement given that the majority of pupils arrived in Year 7 with an average level of skills and understanding. They learn quickly because the structured course gives them a sound understanding of formal elements and technical skills. From studying a range of artists' work from different cultures, they learn new techniques which they apply to their own work. Pupils make the best progress in classes where they have sketchbooks and use them for reference; however, resources limit distribution and they are not given to all pupils. Good literacy strategies are in place to build on the pupils' reading and writing skills. Pupils with special educational needs respond very well to the high level of individual support and frequently produce work of a similar level to the rest of the class. Limited access to resources has meant that ICT has not been used enough.
139. By Year 11 standards overall are above average and pupils achieve well. Pupils often reach high standards when interpreting whole-class themes and confidently use a range of materials and processes to express their creative ideas. They explore, interpret and analyse when researching areas such as Cubism and use artists such as Braque as an influence for high quality large-scale work. Higher attaining pupils' work reflects a good personal response; for example, when researching a project on 'Happy Meals' one pupil in an ironic gesture had looked at the work of Lucian Freud and had taken photographs of carcasses of meat. Pupils competently use painting and drawing techniques and develop work further, using sculpture, printing and ICT. Learning is well supported by lunchtime and after-school classes. At this level, pupils take a lot more responsibility for their own projects and where work is below the expected level it is linked to the poor organisational skills of some boys. The achievement of all pupils is good and the achievement of pupils with special educational needs and higher attaining pupils is very good.
140. Teaching and learning are good overall and are very good in Years 10 to 11. One unsatisfactory lesson was seen and this was due to a lack of pace and challenge when pupils were working on their own. In the very best lessons, the teacher's expertise, enthusiasm and commitment inspire and challenge pupils. Pupils are given strong direction on what they have to achieve, with frequent exemplars and demonstrations of good practice used to show how to achieve it. This strongly supports the learning of pupils, particularly those with special educational needs. Teachers manage pupils very well, often in very crowded conditions and their high expectation of behaviour creates a very positive attitude in the pupils, who are enthusiastic and work hard. Pupils' personal development is good; they respond maturely to the problems arising from the limited amount of space. Homework is used well to build on what pupils have learnt in class. The quality of assessment overall is good but it is better in the Years 10 to 11 than in Years 7 to 9. New systems of assessment are being put into place within the department and are well supported by displays of grade criteria in classrooms. There is good practice where pupils are involved in target setting and self-evaluation. However, a consistent approach is not yet being used in the lower years.

141. The new head of department has a clear vision for the department's aims, and leadership and management are good. A culture of high expectation and achievement is being promoted and the staff are developing a strong shared commitment to raise standards. Capitation is very low but the department uses what resources it has well; however, the poor level limits the breadth of the curriculum. Improvement overall since the last inspection has been satisfactory; teaching has improved and standards have risen. However, some issues are still outstanding. Accommodation is still unsatisfactory, rooms are in very poor condition and examination classes are too large for the size of the classrooms.

## Music

Provision in music is **very good**.

### Main strengths and weaknesses

- Pupils achieve very well by the end of Year 9.
- Examination results were well above average in GCSE in 2003.
- Teaching and learning are very good.
- Leadership and management are very good.
- Poor accommodation impacts upon the quality of learning of all pupils.
- Poor resources, including ICT, adversely affect the quality of pupils' learning, including the gifted and talented.
- Some teachers are not familiar with National Curriculum levels and do not use them in teaching.

### Commentary

142. In teachers' assessments of pupils at the end of Year 9 in 2003, results were well above average standards. This has been the trend in recent years. Compared with their attainment on entry to the school, pupils' achievement has been very good. In the GCSE examinations taken in 2003, results were well above average, demonstrating very good achievement, particularly by those pupils having modest practical skills at the start of the course. Over recent years, results have been equally successful.

143. Standards seen are well above average in Year 9, with pupils achieving very well. They gain very good keyboard skills, which enable them to compose and perform with great accomplishment. By the end of Year 9, all pupils have very competent keyboard skills, being able to play extended melodies, using the correct fingering, and adding a range of major and minor chords. In one lesson observed, they had a very good understanding of reggae music, having studied compositions by Bob Marley, and they extemporised and composed their own reggae music very successfully. Pupils with special needs achieve well as they are given a good level of challenges, which enable them to succeed in each lesson. Talented pupils are fully extended; those playing orchestral instruments, for example, using them expertly in class ensemble.

144. In Year 11, pupils reach above average standards and achievement is good. There is a complete range of practical ability, ranging from fairly modest guitarists and percussionists to an outstandingly gifted Grade 8 distinction guitarist who is able to perform brilliant Flamenco music with stunning success. Composition standards overall are very good.

145. Teaching and learning are very good, though this is not consistent across the department. Where practice is very good, lessons are very well prepared, appropriately varied and developed, and have high levels of challenge. Attention to detail, such as the appropriate use of fingering, is meticulous, enabling pupils to achieve very well. A particular strength of the department is the excellent provision to include pupils of all ability into practical ensemble work. Assessment of pupils' development through every lesson is very thorough. Some members of the department are not familiar with National Curriculum levels, and do not use them for

assessment and target setting. Lessons mostly, but not always, end with plenary performances, demonstrating individual progress made in lessons.

146. Leadership and management are very good. There is a well-considered improvement plan, accurately identifying the department's strengths and weaknesses. Some areas of improvement since the last inspection have been unsatisfactory due to reasons beyond the remit of the department. As at the last inspection, accommodation and resources are still poor, affecting the quality of all pupils' learning, but particularly in Years 10 and 11. Music technology resources are of poor quality and are too unsophisticated for the advanced technical skills of the staff, and the needs of the many very able pupils. This leads to a number of Year 11 pupils moving to other sixth forms to take AS-level music technology courses. Extra-curricular provision, though of an impressive range and quality, has been reduced since the last inspection, due to the impact of new performing arts activities. The department has produced an excellent website, which provides full information about the activities of the department, and a wealth of information for examination candidates to research.
147. There are elements of excellent quality in the music department. The poor quality of accommodation, inadequate resources and music technology are serious issues in music.

## PHYSICAL EDUCATION

Provision in physical education is **good**.

### Main strengths and weaknesses

- Some very good and occasionally excellent teaching results in good progress for most pupils
- Very good relationships between pupils and staff make a significant contribution to good learning.
- An excellent range of activities after school supports and enriches work done in lessons
- Time allocated in Years 10 and 11 is very limited to allow coverage of the National Curriculum in appropriate depth.
- Marking for GCSE pupils is inconsistent and is not providing information to help pupils improve.
- In a small minority of lessons higher attaining pupils are not consistently challenged.
- Accommodation is poor.

### Commentary

148. In the 2003 teachers' assessments of pupils at the end of Year 9 results were well above the national average. GCSE results in 2003 were well above the national average. Pupils achieved well.
149. Standards observed in the inspection by pupils in Year 9 were above the national average. This represents good progress overall during their first three years in the school, given the average attainment of pupils on entry to the school. Boys in rugby have above average handling and tackling skills and apply them in competitive game situations. A significant minority of boys have well above average skills in all aspects of the game. Standards obtained by pupils in Years 10 and 11 who are not on the GCSE course also perform above the national average. Most have a good range of shots in badminton, good tactical awareness and a good understanding of the rules. This represents good achievement given the restricted time available for physical education in Years 10 and 11 for those pupils not on the GCSE course. Evidence from GCSE coursework indicates standards that are above the national average. Pupils achieve well and have a good understanding of many aspects of the course including physiology and anatomy and the acquisition of skills. Pupils are beginning to apply this knowledge to practical situations through a very high standard of coursework on analysing performance in a specific sporting activity. The ability of all pupils to observe and analyse performance is variable but in lessons where it was used it had a significant impact on achievement. There are many opportunities for

pupils to develop planning skills and to take responsibility for their own learning. All pupils have a good understanding of the need for a range of warm-up activities before physical exercise.

150. The quality of teaching and learning was good overall, very good in several lessons and excellent in one lesson. There were no lessons where teaching was unsatisfactory. A secure knowledge of the subject is regularly conveyed to pupils through perceptive observation of performance, appropriate intervention and good teacher-directed question and answer sessions. Thorough planning, incorporating varied teaching strategies and an appropriate sequence of activities involving both individual and collaborative learning, is also a good feature of these lessons. Relationships between staff and pupils are very good and pupils respond with enthusiasm to most lessons. Assessment of performance by teachers in the best lessons is used to enhance teaching. In those lessons where teaching is not quite as good individual pupils are not set clear targets for improvement, and occasionally there are limited strategies for engaging pupils. In some lessons the higher attaining pupils were not consistently challenged. The recording of assessment for pupils is completed at the end of all units of work and often involves them in setting their own targets. Marking of GCSE theory does not always provide appropriate information to help pupils make progress but pupils are aware of how well they are performing related to GCSE assessment criteria. Although ICT is used very well by many pupils in their GCSE coursework, opportunities to develop this use in other areas of the course are being missed. There is an excellent range of activities after school for pupils of all abilities to support and enrich work done in lessons, including a strong commitment to outdoor activities. There are good and developing links with local sports clubs. The school competes very successfully with other schools in a range of sports and many pupils achieve representative honours.
151. Leadership and management of the department are good. There is very good communication and co-operation between members of this large department; all are very good role models for the pupils. Schemes of work and a departmental handbook provide good guidance for both teaching and departmental procedures. The day-to-day organisation of the department is very good. Improvement since the last inspection is good. Although the condition of the specialist accommodation is still poor, above average standards and good achievement have been maintained.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

### **Business studies and Business and communication**

Provision in business studies and business and communication is **good**.

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

- Pupils achieve well due to good quality of teaching by specialists who have specific skills and knowledge. Standards are above average.
- Research by electronic sources is good though limited access to ICT occasionally slows pupils' progress in some lessons.
- Lesson planning is good or better in all sessions.
- There is good provision for learning outside the school day.
- In a minority of cases weak literacy skills detract from the quality of work produced.

#### **Commentary**

152. Over the last three years GCSE results for both the business and communication and business studies courses have been well above average for all grades. Girls outperform boys but not significantly. Examination results are good, and occasionally very good, when compared to the attainment levels noted for these groups of pupils at the start of Year 10.

153. Standards in Year 10 and 11 are above average. Pupils know how a firm operates in relation to current economic theory and practice and use economic terminology appropriately. They use computers to analyse data and present their results in graph or chart form. They learn about the views of different stakeholders in relation to business and economic trends and understand the advantages and disadvantages of the separation of ownership from control in industry and commerce. They are aware of the significance of inflation and recessionary trends. They take part in debates on the ownership and control of business. A weakness is the writing skills of a significant minority of pupils. Pupils understand the ethical and social issues that govern modern economic activities; for example, they speak about equal pay, unfair dismissal and discrimination in the workplace. Case study work is used to develop communication skills. Pupils study the different types of economic and business organisations that exist in a free economy. Higher attaining pupils research independently. Others require close support that is provided. Independent learning is occasionally limited by lack of access to ICT facilities. Homework and coursework, when completed, make a major contribution to key skills development.
154. The quality of teaching and learning is good. Teachers present material clearly and act as a resource to pupils, providing ideas for research but leaving pupils to do the work independently. They give help when required, for example, on styles and methods of presentation and they are experts in their subject knowledge. Lessons have clear learning objectives and links are made to previous learning. Teaching of the use of numeracy is good, but some pupils need more support in developing literacy skills. Assessment of learning is good; marking is conscientious and provides guidance and suggested strategies on how to improve, and there is good emphasis on the assessment of pupils' work to test their understanding. Grading is accurate and pupils are given feedback promptly.
155. Leadership and management are very good. The work of the department is monitored effectively and teachers are abreast of new developments in the subject. Departmental planning is effective in promoting higher standards and good progress has been made since the last report. Enrichment activities are good and include study outside class time, use of computers, and preparation for examinations.

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

### **Personal, social and health education**

Provision for personal, social and health education is **good**.

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

- The management of the course is good.
- A comprehensive programme is taught to all pupils and delivered by specialist teams.
- Teaching and learning are good and in over a third of lessons very good.
- The course makes a significant contribution to pupils' ability to play a positive role within the school.
- Systems of assessment and the monitoring of pupils' progress are not sufficiently rigorous.

#### **Commentary**

156. The provision for personal social and health education is good and makes a significant contribution to the pupils' personal development and their ability to play a positive role in school life. The programme is well structured, and develops the pupils' understanding of health, relationships and culture, all of which are interlinked with citizenship and careers. It builds strongly on their study and social skills and emphasises personal responsibility. Both the sex and drugs education components give strong guidance on facts, decision making and problem solving, which enables pupils to make informed choices. The attitudes of pupils are good and

they enjoy the wide variety of experiences offered. The course is well supported by a wide range of visiting speakers, drama groups and events such as Health Fairs. Pupils achieve well in lessons and make sound gains across an appropriate range of areas because teaching is predominantly good. It was very good in over a third of lessons seen. In the best lessons teachers build on pupils' confidence in discussion and challenge them to think independently. Teachers have good subject knowledge and lessons are well planned to engage and interest pupils. The management and leadership of the course are good. The co-ordinator has a clear vision of the department's development. This is the first year of the current system and provision is being closely monitored. Systems of assessment and monitoring of pupils' progress are in a period of development and are not yet sufficiently rigorous.

## Citizenship

Provision in citizenship is **satisfactory**.

### Main strengths and weaknesses

- Inclusion of citizenship into the personal health and social education programme has been developed well by the citizenship co-ordinator.
- Pupils contribute positively to community activities.
- Provision of citizenship through other subjects is unsatisfactory.

### Commentary

157. Five Year 7 to 9 lessons, and a lesson each in Year 10 and 11, were observed in which aspects of citizenship were taught. Pupils achieved well in these lessons, gaining average standards. Year 7 pupils are becoming aware of the moral and social implications of alcoholism. Year 8 pupils are gaining a secure knowledge of the differences between jobs, the role of pay, hours worked, holidays, qualifications, and the importance of gaining experience through a comprehensive citizenship programme of study. Year 9 pupils have a good awareness of different types of crimes. They are thoroughly preparing for a visit by a prison officer.
158. Year 10 pupils have undertaken some quality research on infectious diseases through the topic they are studying on sex and relationships through the personal, social and health education programme. Year 11 pupils have a very good understanding of how tax payment is relevant to their lives.
159. Teaching and learning overall are good. Lessons are well prepared, well organised, and develop systematically. There is a good balance between teacher-led input and group discussion. Teachers have high expectations of work and behaviour. Much personal attention is given to individual pupils, and teachers ensure that pupils of all ability are fully involved in group activities. Assessment procedures are in the process of being developed. Pupils mostly have good attitudes to the subject, and demonstrate a mature approach. They listen well to one another's views.
160. Citizenship is well led and managed, and there are some achievable short and long-term developmental plans. Generally, provision is behind the progress being made by other schools. Although a trawl of existing practice was made two years ago, many subjects have barely addressed how to include aspects of citizenship in their programmes of study. Assemblies feature strongly in raising citizenship issues. During the inspection, a very good Year 8 assembly focused upon what makes a good or bad citizen. The assembly had just the right amount of serious input and a certain degree of humour, which made the pupils take note of the message being given.
161. Pupils make a very strong contribution to community projects. This often involves them personally in raising money, then using the finance to improve facilities in the community. This

includes decorating rooms in local community establishments. The Operation Life Style project raises pupils' awareness of local needs. Pupils work regularly in a nearby special school, and have work experience in local feeder schools. The co-ordinator is working hard to encourage pupils to support charity work.

## SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection, 15 subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school.

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

### *Level 3 GCE AS level courses*

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and design	12	75.0	80.1	33.3	23.7	32.5	29.9
Biology	9	55.6	65.2	0.0	11.1	13.3	20.6
Business studies	9	77.8	76.4	33.3	16.3	30.0	26.2
Chemistry	9	66.7	72.7	22.2	13.9	22.2	24.1
Communication studies	2	100.0	86.4	50.0	23.8	45.0	32.0
Drama	1	100.0	86.5	0.0	19.6	30.0	30.6
English / English language	11	72.7	82.9	0.0	17.5	18.2	28.7
English literature	8	75.0	85.9	12.5	19.1	26.3	30.2
French	1	100.0	78.2	100.0	18.9	50.0	27.6
General studies	88	81.8	73.9	19.3	17.8	29.3	25.7
Geography	1	100.0	74.3	100.0	19.8	50.0	26.5
German	6	83.3	81.5	16.7	19.3	23.3	28.9
History	14	78.6	80.7	7.1	19.5	25.0	28.6
Information technology	5	100.0	67.0	20.0	10.9	36.0	21.4
Mathematics	27	48.1	61.9	11.1	17.1	18.1	22.1
Music	2	100.0	86.5	0.0	21.4	25.0	30.7
Other Sciences	4	75.0	71.4	25.0	15.8	30.0	24.3
Other Social studies	18	66.7	69.7	16.7	16.7	22.2	24.1
Physics	12	83.3	68.6	8.3	14.4	23.3	22.7
Sports / PE studies	7	85.7	73.2	0.0	11.4	24.3	23.1

### Level 3 GCE A2 and VCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and design	37	100.0	98.6	56.8	50.2	95.7	87.5
Biology	27	100.0	96.4	40.7	39.2	75.6	78.6
Business studies	33	100.0	98.7	36.4	36.8	86.7	80.1
Chemistry	10	90.0	97.6	30.0	49.0	62.0	84.9
Communication studies	9	100.0	99.4	44.4	37.8	93.3	82.1
Drama	2	100.0	99.5	50.0	40.1	100.0	83.6
English / English language	28	100.0	99.4	14.3	36.3	72.9	80.9
English literature	22	100.0	99.5	40.9	46.5	83.6	86.5
French	1	100.0	98.8	100.0	51.1	100.0	87.6
Design and technology	5	100.0	97.8	60.0	35.0	92.0	77.9
General studies	24	100.0	94.7	45.8	31.0	87.5	73.1
Geography	25	100.0	98.7	36.0	44.5	85.5	84.0
German	7	100.0	98.4	28.6	47.9	74.3	84.8
History	25	100.0	99.0	32.0	44.6	79.2	84.6
Information technology	14	100.0	95.6	57.1	24.6	88.6	69.5
Mathematics	25	100.0	96.7	72.0	55.6	98.4	88.8
Music	1	100.0	98.8	0.0	38.9	80.0	81.1
Other Sciences	3	100.0	97.3	0.0	41.5	66.7	80.3
Other Social studies	39	100.0	97.4	28.2	42.7	75.9	81.8
Physics	23	87.0	96.7	39.1	44.6	73.0	81.7
Religious studies	1	100.0	98.8	0.0	46.7	80.0	85.6
Sociology	1	100.0	98.2	0.0	44.3	80.0	83.6
Sports / PE studies	16	100.0	98.0	50.0	30.9	80.0	75.2
Business	5	100.0	88.6	66.7	20.6	88.9	60.1
Health and social care	20	90.0	93.2	55.0	22.3	87.0	63.5
Performing arts	8	100.0	94.3	75.0	50.4	97.5	77.8
Information technology VQ	40	100.0	87.2	17.5	27.9	75.5	64.9

## ENGLISH, LANGUAGES AND COMMUNICATION

### English

Provision in English language is **good**.

#### Main strengths and weaknesses

- Students achieve well because of their enthusiasm and positive attitudes.



- Good teaching is driving up standards and preparing students well for examinations.
- Students do not use the subject's special vocabulary with ease or read widely enough.

### **Commentary**

162. Standards are above average on entry to Year 12. In the AS and A2 levels examinations in 2002, results were average and just below average in 2003, therefore achievement was unsatisfactory. Students who recently re-sat their AS modules attained results which are likely to be confirmed as average. The few boys who take the courses perform better than girls.
163. Currently, standards are above average. This improvement is the result of better student attitudes and teachers' good use of assessment information. High attaining students' investigations are thorough and perceptive and presented in a scholarly manner. All students use linguistic frameworks effectively; consequently their interpretations are well structured. However, many do not use the subject's special vocabulary well enough to show their grasp of linguistic concepts and terminology. Most students carefully explain and evaluate their own writing, showing both their understanding of the genre they are studying and their editing skills, but the less able do not read widely, hence they have a limited experience of the wide range of linguistic forms and techniques in daily use. Although they usually identify significant technical features, they have difficulty synthesising their comments with appropriate evidence, often offering generalisations instead of concise and clear analyses. The quality of discussion is high. By Year 13, students talk maturely to help themselves to develop, refine, justify and extend their opinions.
164. Students achieve well because of their enthusiastic and positive attitudes, their very good relationships with their teachers and each other, and good teaching and support. They have many opportunities to follow their own interests, to apply the concepts they have learned and to use ICT for research and presentations. They also quickly develop their awareness of citizenship and a range of cultural and moral issues, for example through their study of the language of power.
165. Teaching and learning are good overall, and often very good. All teachers have good subject knowledge and growing examination experience; therefore students receive high quality advice on the preparation of modules and how to organise their materials. There is always a strong and purposeful work ethos in classrooms. Very good marking and advice, with frequent references to the assessment criteria and clear indications of how well students are performing against expectations, are also helping them improve. Additionally, there are regular mentoring sessions to check students' progress and to support their learning.
166. Leadership and management are good. The committed and enthusiastic team readily share their love of English with students. They have taken firm action to address the underachievement of the past and are now looking for ways of raising standards further. They regularly review their teaching methods and students' performance, share planning and resources and set challenging targets for both students and themselves.

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

167. Standards of literacy are above average in the sixth form. They are especially strong in speaking and listening, with debating skills being well promoted in English and history, for example, although in biology there are few opportunities to consolidate and share learning through discussion. Study skills, such as note taking and planning, are well taught in most departments, particularly in geography; and all teachers place a considerable emphasis on students' acquisition and use of their subject's technical vocabulary. Reading comprehension and writing skills are above average; however, students do make a number of careless spelling mistakes in their writing. In economics and business studies the weak literacy skills of some lower attaining students impede their progress in relation to written work.

## English literature

Provision in English literature is **good**.

### Main strengths and weaknesses

- Teaching is very good and sets high academic standards.
- Recruitment has increased significantly and retention on the course is high.
- The standard of students' oral work is well above average.
- Leadership and management are good.
- Some teaching groups are too large to make the very best practice in sixth form teaching practicable.

### Commentary

168. Results in GCE AS-level examinations in 2003 were in line with the national average. The percentage of students achieving the highest grades was marginally above average and their average points score matched closely that of sixth forms nationally.
169. The GCE A2 level results for 2003 were in line with the national average. Although the percentage of grades A and B was somewhat below average, students' average points score equalled those of other sixth forms nationally. A higher percentage of boys than girls reached grades A and B.
170. The standard of work seen in Year 12 and 13 is above average. One especially strong feature is the high quality of oral work, which is well above that customarily found. Students in Year 12, in a group of 20, studying Blake's *Songs of Innocence and Experience*, worked fruitfully together and arrived at very mature and sensitive responses to the poems. Through very stimulating and imaginative teaching, students had placed Blake in a wide cultural and political context enabling them to understand the deeper significance and meaning of the poems.
171. Students in Year 13 are approaching the final stage of their examination course and are faced with much detailed and analytical study. They approach major decisions about choosing comparative texts with maturity. In their work on Tennyson's poetry, for example, they were lively, articulate and creative in their discussion. They are very skilled in group work and make very helpful and clear notes on which to base feedback to the whole class. They make good use of a wide range of resource material, particularly in the use of ICT, and display individual initiative in their research. Small groups analysing poetic structure and form in Tennyson's poems were confident and accurate in their handling of the whole range of the technical vocabulary of literary appreciation. Written assignments are very thoroughly researched and a significant proportion of them are above average. Students in all classes in Year 13 demonstrate improving standards and good overall achievement.
172. The quality of teaching is very good overall. Academic standards set are uniformly high, and planning and preparation are very thorough. Teachers assist students by setting texts and authors in a wide cultural and literary context. Students are thus prompted to carry out wide-ranging research of their own. They also respond positively to the stimulating variety of teaching approaches used. Relationships are mutually respectful and teachers use questioning skilfully to press students for detailed comment, supported by close reference to texts. However, some teaching groups are too large to make the very best teaching in the sixth form practicable. The subject is ably led and well managed.

## French

French was the focus subject, but two German lessons by different teachers were sampled in Year 12 and in the lessons seen teaching, learning and achievement were good. Standards were well up to expectations in the AS course. Students could, for example, read an article in German on the Internet about climate change. German is not being taught at present in Year 13.

Provision in French is **good**.

### Main strengths and weaknesses

- Leadership is very good with a clear sense of purpose.
- Teaching is very good, leading to very good learning and good achievement.
- Students' opportunities for direct experience of France (or Germany) are limited.

### Commentary

173. French is popular in Year 12, with 11 students taking the AS course, all but two of them female. Some are taking the course to support other interests. Their average points scores at GCSE range from outstanding to average. Since taking GCSE they have achieved well, and most have made a good transition to cope with the wider range of learning materials in use at AS-level. They are at a level similar to that of the German class in terms of skills and confidence.
174. In 2003 there was only one candidate at A-level, who attained a high grade. In 2002 there were six candidates. Of these only two attained high grades, though all got at least a grade E. Standards appear to be rising and are now above average. Year 13 students are much more confident in speaking French because they have benefited from their experience. This has included, for some, a mentoring role on a school trip to France, but more settled work experience has not been available to them. Achievement of the six now taking A-level is consistently good. They have raised their grades at AS-level by retaking the examination.
175. Teaching is very good overall. One teacher is an advanced skills teacher. French is used primarily as the means of communication in lessons. In one extremely good lesson, students assimilated technical terms relating to ICT. In another lesson, also very good, students learned analytical skills used in translation. They have a very good understanding of grammatical detail used in French.
176. Leadership is very good and management is good. There has been good improvement since the previous inspection as numbers choosing French as an option have risen without a reduction in standards.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Examination results are very good and well above national averages.
- Teachers' command of the subject and the quality of teaching are both good.
- The use of ICT is unsatisfactory.

### Commentary

177. In both the AS and A2 examinations taken by students in 2003, results were well above national averages. The A2 results in particular continue an improving trend that has been apparent for the past few years. AS results have fluctuated at the higher grades but also show improvement.

As the number of girls taking mathematics varies widely from year to year, a gender analysis of results can be misleading.

178. Standards seen in mathematics are well above average. The department has a policy controlling entry to sixth form courses, which means that the majority of its students begin with above average attainment. In a Year 12 lesson (that is, AS), students quickly grasped the complexities of the graph for  $y = \tan \theta$  and were able to find the multiple values for  $\theta$  within the range  $0-360^\circ$ . A Year 13 class (that is A2) employed activity-based learning to investigate parametric equations of conic sections. This peer learning approach was very successful until students began to chat and lose concentration and progress effectively halted.
179. Teaching and learning are at least good and sometimes very good. In all lessons teachers display very good command of the subject and, by having sound, adult relationships with the students, provide good interactive learning. In some lessons however, questions are 'closed' in style so that a 'yes' or 'no' is all that is demanded, rather than a response which allows students to demonstrate understanding. In most lessons, boys work more quickly and with greater certainty than girls but in all lessons, students' attitudes are positive and mutually supportive. Although ICT is employed to help with some learning, its use is unsatisfactory, in part due to limited access.
180. Leadership and management at this stage are both good. Good analysis of students' progress allows the staff to provide support as required.
181. The unsatisfactory distribution of teaching rooms limits the creation of a departmental ethos, but despite this, staff collaborate well. Since the last inspection, examination results have remained above the national average. The quality of teaching remains high and the number of students following A-level programmes has risen significantly.

### **Mathematics across the curriculum**

182. Standards of numeracy are above average overall. Where students need numeracy as an essential part of other subjects they study, they learn the skills they need competently and quickly. Occasionally they are careless, in chemistry for example, but the demands of courses and dependence on accurate work generally lead students to work carefully. They manage complex calculations confidently, use scientific calculators adeptly and master the skills they need.

## **SCIENCE**

Physics was sampled during the inspection, and one lesson observed, during which new technology was used very effectively to review key developments in the understanding of atomic physics. Students are following a newly developed course by the Institute of Physics, *Advancing Physics*. The subject is popular choice at post 16 and is taught by four well-qualified and experienced teachers.

### **Biology**

Provision in biology is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching and learning are good and students develop good independent learning skills.
- Leadership and management are very good.
- Some practical work is not sufficiently thought-provoking and lacks challenge.
- Accommodation for sixth form work is unsatisfactory.

## Commentary

183. In the 2003 A-level examinations, results were broadly average. Boys and girls were almost in equal numbers but the boys performed better. All students gained a pass grade. Most students did as well as predicted, and some better. Since the last report, the number of students taking the subject has increased. Results have fluctuated a little but have been similar to national averages overall. In the 2003 AS examinations, results were below average
184. Standards of work seen are in line with national averages. Progress is satisfactory overall, though good for a number of A-level students. In Year 13, most have a secure understanding of the topics studied. They recall previous work accurately and use scientific terminology well. They use mathematical skills confidently when applying statistics to their studies, but their skills in using spreadsheets are sometimes limited. Some students enter Year 12 with very modest prior attainment and subsequently find work at AS-level too demanding. Most, however, satisfactorily take their study of biological topics to greater depths. For instance, they show a sound understanding of recent developments in genetic engineering and are beginning to appreciate the more detailed aspects of plant transport. Independent learning skills are well developed in both year groups.
185. Teaching is good overall and some is excellent. As a result, students learn well. Teachers show very good command of their subject and provide a wide variety of learning experiences; presentations, discussions, research and fieldwork help to further students' understanding. Very good relationships between students and staff give rise to mature dialogue. Independent learning is well directed and a good range of up-to-date resources is provided for students' independent use. ICT is used very effectively for research, but less effectively for scientific experimentation. Much practical work lacks an investigative approach and lacks innovative planning. Consolidation of new work and day-to-day assessment are very good, and students are very well prepared for examinations. Marking is helpful and teachers give good one-to-one support and guidance. Each year group benefits from the teaching being shared between two specialists.
186. Leadership and management are very good and there is much commitment to raising standards. Performance is analysed thoroughly and the conclusions linked effectively to ongoing curriculum development. Because of a rearrangement of accommodation, a good team approach has been established and teachers share ideas effectively. However, there is no sixth form laboratory and the teaching room does not provide a stimulating environment. Regular formal assessment of students' progress is monitored well. Target setting is in place and there is good individual guidance that informs students on how to improve. Technical support is of a high standard and has a positive impact within the department.

## Chemistry

Provision in chemistry is **satisfactory**.

### Main strengths and weaknesses

- Standards are rising as a result of improving teaching and good target setting.
- The subject is very well led and has a very clear direction for improvement.
- Students are committed and hard working.
- Some practical work is not challenging enough.
- The main laboratory used for chemistry is too small.

## Commentary

187. Results in the AS-level examination in 2003 were well below average and lower than in 2002. In the AS-level examination in both 2003 and 2002 results were broadly average. Results have

suffered through changes in staffing that have now been partially resolved. Plans to improve staffing further are advanced.

188. Standards seen are above average overall, but with some students in both Years 12 and 13 performing at a very high level. Year 12 students generally have a sound understanding of chemical structure and the highest attainers predict and explain the reasons for bond angles in molecules particularly well. Year 13 students have a good understanding of how catalysts reduce activation energy and explain in accurate detail how to carry out comparative experiments. Practical skills are generally good, but sometimes are casual when the particular experiment or investigation appears to add nothing to what they are learning. By contrast, when the experimental task is challenging, students carry out procedures carefully and accurately, collect results and discuss them within working groups and with the whole class productively. Students achieve well overall because they are interested and generally work is presented in an interesting manner.
189. Teaching and learning are good overall. The best teaching moves at a fast pace and is challenging, presenting students with complex ideas that they have to discuss and explain to the class. This helps students learn effectively so that they can explain their understanding in a way that is clear and accurate, prepares them well for examinations and improves their self-confidence in presenting their ideas. Where practical work is closely linked to developing theoretical concepts, students learn with enthusiasm and gain a better grasp of the fundamental ideas they are supposed to be learning. In less successful lessons teachers talk for too long a time with little opportunity for students to contribute. While this is effective in transmitting large amounts of information, for some students it is not an effective way of learning. In these lessons not enough thought has been put into how students learn. In other lessons, more interactive means are used to engage and help students learn effectively. Assessment of students' work is very good, with very clear targets set to help students improve and perform well in examinations.
190. The subject is very well led with a clear direction for improvement. Management is good and improving. Since arrival, the new head of department has made significant changes to how the subject is organised and these are starting to have a positive impact. Work has been done to make teaching more challenging and to ensure that students remain committed to the subject. More improvements are planned. The laboratory space for the subject is unsatisfactory; students work sensibly in a very confined space that limits the extent of practical opportunities to support the theoretical principles of the subject. Overall, improvement has been satisfactory since the last inspection and the potential for further improvement is good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

### **Information and communication technology**

Provision in information and communication technology is **good**.

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

- Teachers have good specialist knowledge.
- Results in recent examinations have been well above average.
- Students have very positive attitudes towards the subject.
- The good assessment procedures are contributing to students' progress.
- There are too few opportunities for students to experience the use of ICT in the business environment and too few presentations from visiting speakers.
- Some of the resources are not sufficient to support coursework.

## Commentary

191. In the 2003 ICT AVCE examination, results were well above the national average. These results are an improvement on previous years' results and have shown an upward trend.
192. The work seen in lessons, examination of work and discussion with students in Year 13 show that standards overall are above average. Achievement is generally good. Students have a good knowledge of spreadsheets and a clear understanding of the formulas for mathematical calculations. They have a good awareness of constructing data systems, linking them to spreadsheets and using advanced procedures such as the 'look up' feature and macros with understanding. Students use their very good communication skills to present coursework to a high standard. Discussion with students about their projects shows that they have a clear vision about the future developments and how to overcome problems, for example to ensure that their user guides are suitable for users who are not computer literate. Students have a good understanding of a website, designing sites of high quality. One of the students' websites has been adopted and used by a local business. However, although students are able to discuss the use of ICT in its wider context they have not had the benefit of first hand observation of its use in large organisations or talks from visiting speakers about the complexities of a large network.
193. Students' attitudes to the subject are positive, showing a very good level of interest. Students are confident to discuss their work, commenting that they find the work challenging and consider the teaching to be of a good quality. In discussion all the students felt that they were well advised about the course and are well supported.
194. The quality of teaching is good and as a result students learn well. Teachers have good subject knowledge, using their computing skills and good knowledge of the examination requirements well to guide students. Teachers circulate well during lessons, intercepting when necessary, guiding and advising, discussing projects and using focused questioning to ascertain understanding. Students welcome the individual support they are given to develop their coursework and are confident to seek help when required, leading to good learning. Assessment procedures are good. Each student has access to a spreadsheet informing them of their progress, their predicted grades and how they can improve on their units of work. These procedures are contributing positively to students' progress.
195. The overall management and leadership of the subject are good. Some of the resources are not sufficient to support some of the units of work. The AVCE course is proving successful and a popular choice with students. Although there are some girls on the course, there are many more boys than girls. Members of the department are very conscious of this imbalance and are investigating ways to encourage more girls to choose an ICT course.
196. The improvement since the previous inspection has been good.

## HUMANITIES

### Geography

Provision in geography is **good**.

#### Main strengths and weaknesses

- Standards are rising; standards in Year 12 are well above average and in Year 13 standards are above average.
- Students make very good progress.
- Teaching and learning are very good.

- Leadership and management are good.
- There are no schemes of work through which to plan teaching and learning in common.

## Commentary

197. In the A2 level examinations in 2003, results were above average though there were too few of the higher grades. This represents good improvement on the results in 2002. In recent years results have been average with slight fluctuations in the attainment of boys and girls. Results in the AS-level examinations in 2002 were broadly average and there was only one entry in 2003.
198. Standards seen in Year 13 are above average overall. Two thirds of the students are attaining at the highest grades and attainment is well above average. Most of the group of students have a very good understanding of the passage of droughts and rainfall in tropical regions. The modular structure of the course suits students well and the very good use of continuous assessment tells how well they are attaining and what they have to do to improve. Consequently, standards are rising. Standards at AS-level are well above average. This represents good improvement. Standards seen in class are well above average. Students learn good précis skills whilst studying climate records.
199. In lessons seen, achievement in the sixth form is very good. Progress at AS level is very good where two thirds are already achieving above their target grades. In Year 13, students achieve well.
200. Teaching and learning are very good. Enthusiastic teaching leads to much fun and students say that this is why geography is a popular subject. Numbers are high and retention between AS and A2 is good. The pace of teaching and learning is fast. Teachers make good use of modern technology to add powerful visual stimulus to learning about, for example, weather hazards in California. Students' literacy skills are good. For example, the best writing, about urban decay in Liverpool, is of a very high quality. However, there is no scheme of work to help teachers plan their teaching.
201. Leadership and management are good. The new head of department provides the necessary drive to improvement. Planning gives a clear guide towards further development. Teachers make a generous contribution to extra-curricular life. Fieldwork is unusually well resourced and provides rich experience and provision is further enriched through a wide variety of activities. Good numbers of students follow geography-related courses at university each year.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- There are clear signs of rising standards.
- Teaching is good in most lessons although in some it does not always provide enough challenge for students to work at an appropriate pace and depth.
- Marking provides good guidance but assessment data is not used consistently to track students' progress or to set targets.
- Very good leadership and management are resulting in improved achievement.

## Commentary

202. GCE A2 level results were average in 2002 and 2003. They represented satisfactory achievement when compared with students' attainment at GCSE. Students currently in Year 13 are achieving similar standards overall, but there are clear indications of improvement,



especially in written work. This reflects good achievement taking into account that students started the course with below average GCSE scores.

203. Students' knowledge and understanding are good, and very good in the case of higher attaining students. Students apply their knowledge well in analysis and the critical use of evidence. Year 12 students, for instance, presented well-informed views in their discussion of the Lambert Simnel conspiracy. Occasionally, however, there are some weaknesses in the depth of students' understanding. For instance, some Year 13 students' understanding of the different 16<sup>th</sup> century religions was fairly superficial. Much written work is of above average quality reflecting good research skills. Year 13 essays in particular are well structured, analytical and at best, mature in style. Many sustain argument well, and points are well supported by the integration of well-chosen evidence and historical interpretations. Good use is made of footnotes and bibliographies, which indicates wide reading. Literacy, numeracy and ICT skills are good.
204. Students appreciate the teachers' good subject knowledge and clear presentations. Brisk, purposeful approaches provide a clear focus. At best, there are consistently high expectations and intellectual challenge for students to work at a demanding level as historians. The requirement of Year 13 students, for example, to synthesise different causes of rebellion in succinct paragraphs resulted in very high order collaborative learning. Group and pair work are used very effectively to this end. Classroom relationships are excellent. There is excellent support for literacy and study skills, and very good preparation for examinations. In a few lessons, while teaching is always sound, it is less inspiring and challenging, in some instances making learning more pedestrian. Marking is very thorough, providing detailed guidance for improvement. Performance data, however, is not used sufficiently consistently to track students' progress and to set targets.
205. The improving standards reflect very good leadership and management. The newly appointed head of department gives a clear and energetic lead for the level of intellectual challenge to be provided, and works in close partnership with other teachers in ensuring the highest possible standards. Provision is kept under constant review. Improvement since the last inspection is satisfactory overall but has recently gathered momentum.

## **ENGINEERING, TECHNOLOGY AND MANUFACTURING**

### **Design and technology**

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

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

- Students have a very good grasp of concepts, apply them well in assignments and overall achieve very well.
- Teaching is very good, enabling students to learn effectively.
- Students work very well together; they share ideas and information freely.
- The subject is very well led but there are limited good learning resources.
- The breadth of provision is very good. Students study textiles, electronics and product design at AS and A2 level.
- Examination results at A2 level are well above average.

#### **Commentary**

206. Results in the A2 level examination in 2003 were well above average and significantly better than in 2002, though the number of entries was low. The standard of work of current students is well above average. Students achieve very well in relation to predictions based on GCSE results, mainly as a result of very effective teaching which demands much of them. The lesson

structure and activities focus their learning clearly. Students recall knowledge well and apply it in a range of contexts; their project work is very good and shows the same confidence as their class work.

207. Teaching is very good and students learn very well as a result. The principal features of the very good teaching are clear objectives, sharp planning, brisk pace and a range of teaching strategies to bring about learning. The teachers have very good subject knowledge and use this very well in discussion, questioning and demonstration of the tasks set. Lessons provide opportunities for students to practise what has been discussed and their skills and techniques improve as the lesson progresses. Students carry out detailed research, working as individuals to formulate ideas, record their findings and prepare specifications. The teacher draws together their ideas and provides effective explanations. Students respond confidently to the activities.
208. Students learn very well. They are attentive, work productively and respond very well to the supportive teaching and different learning styles they experience. They rise to the challenge of designing products for a specific purpose. They support and help each other effectively and, in groups, talk and listen to each other in a mature way as part of their learning. Students are always very confident when offering ideas in open discussion. For example, in a lesson where students were evaluating packaging, the quality of debate was impressive because of the many relevant factors students brought to the discussion.
209. The very good teaching and learning result from work in the department being well led and managed. There is a commitment to building on what has already been achieved and to improving standards. Recording of progress and target setting based on careful analysis of student performance through review, evaluation and assessment are well established. There are limited good learning resources. Learning outcomes are sharply focused.

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

210. The focus of the inspection was on art and design but photography was also sampled. In the 2003 photography examinations an above average proportion of students gained the top grades of A or B. Achievement was good, particularly as students had not studied this subject at GCSE. Two lessons were observed and teaching was good. Challenging tasks were set which caused the students to think beyond the easy and obvious routes and students' work reflected a good understanding of the scope and nature of creative photography.

### **Art and design**

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

### **Main strengths and weaknesses**

- A high proportion of students gain the top GCE A-level grades of A or B.
- Teaching is good. Teachers have a very good command of their subject and this is reflected in the high quality of individual advice, which plays an important role in raising standards.
- The levels and provision of resources and accommodation for independent study are poor.
- The relationships between teachers and students are very good and promote a very effective learning environment.
- There is too little independent research undertaken by students.
- There are too few enrichment activities.

### **Commentary**

211. Results at GCE A2 level have been consistently well above or above the national average since the last inspection. In 2003, results were above average and more than the average proportion

of students gained the top grades of A or B. Far more girls studied the subject art at this level but both boys and girls gained an above average point score. This was good achievement in relation to their results at AS-level and GCSE. Results at AS-level in 2003 were above the national average which was a good improvement on the previous year when results were below average. Students achieved well. Retention on courses is good. Most students successfully complete them.

212. The standards of work of Year 13 students are above average overall. They do well as a result of the effective teaching which demands much of them. Students work with a good degree of individuality and many show in-depth exploration of ideas and styles. Work is conceptually adventurous and often on a large scale. For example, one student was working on a life-size sculpture based on the work of Michelangelo's *David*. Technical skills are of good standard and students use a range of media competently and confidently. ICT is used well. Students frequently use digital cameras and manipulate imagery to develop and extend work. Standards of literacy are good but the investigation of texts and images by some pupils shows a limited analytical response.
213. Achievement in the sixth form is good. In Year 12, students successfully move on from their GCSE work into new areas and rapidly build in the challenge of individual study and interpretation. Standards of work are above average. The students' portfolios show a growing ability to interpret and convey ideas and to use analytical and documenting skills.
214. Teaching is good and students learn well as a result. The teachers have a very good command of their specialist areas. A major strength is the emphasis given to students developing independent thought, and the high quality of individual attention and advice plays an important role in developing this and raising standards. Students are looked on as artists and individual needs are identified well; this enables students from differing backgrounds to make equal progress. Teachers support critical analysis of artists and give direction on techniques. However, the resources for independent learning are poor.
215. Relationship between teachers and students are very good. This is particularly evident when areas of improvement are negotiated individually. Students have a positive attitude to their work, enjoy art and respond well to the supportive teaching. Formal systems of assessment are in early stages of development and do not yet include self-evaluation and target setting to encourage students to take responsibility for their own learning. Most students confidently pursue lines of development in long-term project work but their skills of independent research undertaken on their own initiative are less evident. Only a few students had extended projects by visiting art galleries or places of interest in their own time. The teachers' enthusiasm for the subject encourages students to be receptive to new ideas and viewpoints and most students display a willingness to consider views and beliefs other than their own. Portfolios and sketchbooks are mostly well kept and reflect pride and commitment.
216. The department is well managed and led by the new head of department and standards have risen since the last inspection. There is a strong, shared commitment within the department to build on what has already been achieved and to improve standards. Analysis of examination data is being used effectively and is already informing departmental planning. The department contributes well to students' spiritual, moral and cultural development through multicultural and autobiographical studies. Accommodation is poor. The students have no room of their own and because of the demands on the art rooms it is difficult to pursue work in private study time. This impacts on the continuity and progression that all students make over the whole course. Plans are in place to improve enrichment of the curriculum but it is currently an area that is undeveloped.

## Theatre studies

Provision in theatre studies is **good**.

### Main strengths and weaknesses

- Teaching and learning are good, leading to good achievement.
- Standards of practical performance are good.
- Communication between consortium schools on monitoring and evaluating students' progress is unsatisfactory.

### Commentary

217. One Year 12 double lesson was observed in a consortium school. No Year 13 lessons could be observed. Coursework was scrutinised, a video of a Year 13 performance was watched, and students were interviewed.
218. In the 2003 A2 level examinations, two students from this school gained A and C results. In the 2003 AS examinations, the two candidates gained B and C results. In this examination, their performance and coursework grades were good, but the final examination results were not as good as they had hoped for. The trend over the years is for students overall to gain their predicted grades.
219. Standards seen are good, and students achieve well. Most of Year 12 students had gained an A or B grade at GCSE level, and they were responding well to the challenge of the AS-level course. Working in two groups, they demonstrated good quality performances of mime and body control, and an effective use of voice inflection to change the mood of a piece of drama. Students have a good understanding of Brechtian theatre, having thoroughly analysed *Caucasian Chalk Circle*. They are developing good research skills.
220. A video of Year 13 work, *Weapons of Mass Corruption*, based on Commedia dell'Arte conventions, revealed good quality work. The students had been well prepared. They demonstrated excellent role-play, projected their voices effectively in a range of different ways, and kept the demanding challenge of the play alive. Humorous elements were very well presented. Talented students were suitably extended, with very able students being enabled to demonstrate their theatrical skills. Independent research by one student, in which she analysed her role within this play and showed her understanding of how the production came together, was of a very high order.
221. Teaching and learning are good. Effective techniques are used for encouraging students to project their voices in different ways, and to combine spoken lines with appropriate body movements. The video demonstrated that teachers have secure subject knowledge, and good experience of stage presentation.
222. Leadership of the subject is good. Visits are made to live theatre at regular intervals. Professional theatre workers are brought in to enrich and extend the work of the teachers; a Commedia dell'Arte specialist for example, took workshops in the preparation of the Year 13 production.

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

### **Physical education**

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

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

- Teaching is very good and is made more effective through the links created between theoretical ideas and practical activities.
- Results at A2-level in 2003 were above the national average and an improvement on the previous year.
- There are restricted opportunities for students to take responsibility for their own learning in theory lessons.
- Leadership and management are good. The course is well organised and all modules are covered in appropriate detail, though the use of ICT is underdeveloped

#### **Commentary**

223. A2 level examination results were above the national average in 2003 and significantly better than in 2002. In the AS-level examination in 2003, results were broadly average but a large improvement on 2002.
224. Standards seen in Years 12 and 13 are well above the national average. Students have good knowledge and understanding of physiology and anatomy and a good understanding of many of the theories relating to the psychology of sport. They all use a good range of subject-specific vocabulary in their written work and in discussion. Students' learning is supported by very good attitudes and a keen interest in the subject. Given their prior attainment, their achievement is good. Students make good progress in their understanding of exercise and energy systems in the body which is further developed by very effective links made between the practical and theoretical parts of the course. Students develop their numeracy skills by analysing data and graphs in several areas of the course. Opportunities for developing speaking and listening skills are good in lessons as students are continually encouraged to contribute to discussion.
225. The quality of teaching and its impact on learning are very good. Teachers have good expertise, lessons are well planned and there is a very good range of activities in lessons although there are limited opportunities for students to take responsibility for their learning. However, in a very good lesson on the effects of exercise, students applied their very good knowledge of physiology and anatomy to develop their understanding of the effectiveness of different types of training methods. The theoretical foundation was very effectively delivered by the teacher. This was supported by a variety of practical activities undertaken by students who were then able to make their own judgements on the effectiveness of several different types of training to develop fitness. Very good progress was made.
226. Leadership and management are good. The course is very well organised and the syllabus is covered in appropriate detail, although the use of ICT is underdeveloped.

## **BUSINESS**

### **Economics and Business studies**

Provision for economics and business studies is **very good**.

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

- Examination results are above average or better and are higher than predicted from prior attainment.
- Teaching and learning are very good, so progress is very good.
- Students have a good awareness of economics and business studies.
- There is non-completion of some homework assignments, and variable punctuality of submission of work.
- For some students, weak literacy and numeracy skills adversely affect the quality of work produced. Tasks are sometimes too difficult for the lowest attaining students.
- Enrichment activities make a very good contribution to students' work.

#### **Commentary**

227. The A-level examination results at the end of Year 12 and Year 13 in 2003 were above average for the top A-B grades and for the whole grade range A-E. The AS-level economics and business results have been well above average and candidates performed at least one grade better than predicted. This trend in results goes back three years but in some years only small numbers of pupils have been entered making trend data unreliable, particularly for the vocational courses. The AVCE results in both Year 12 and 13 in 2003 were above average. The AVCE results have been consistently good. There has been value added in examination results, over time, for Years 12 and 13.
228. In lessons seen, standards in Year 12 and 13 are above average and sometimes better. Students achieve very well. Students have an increasing awareness of economic and business theory and practice in manufacturing and service industries. The increasing use of electronic intelligence is another example of how students keep abreast of economic thinking. Students follow the news from the UK economy and that of Europe. However, there is insufficient background reading of quality journals, which would raise writing to a higher standard. Students are aware of the power of big corporations such as the Shell Oil Company and the Royal Bank of Scotland whose turnovers are greater than many small nations' buying or spending power. Students examine case studies and see them as an opportunity to seek and verify evidence. Students understand both micro and macro-economics. Students' numerical skills are often average and this sometimes causes them problems with the study of micro-economics. The higher attaining students are able to research up-to-date data on economic trends, searching for growth or decline indices.
229. Teaching and learning are very good overall and teachers prepare good handouts to help students to write accurate essays. A small minority of students do not complete their assignments or check them before completion. Teachers are seeking ways of rectifying the situation. Learning is good in terms of investigating business and economics in the classroom and outside in industry or commerce. Local companies are helpful and good relationships exist as a result of hard work by teachers. Teachers have good knowledge of their subjects and encourage students to use their initiative and to undertake independent work. Some students are reluctant to respond, but higher attaining students, however, do produce work of depth as a result of this persuasion. Students with learning difficulties find their teachers supportive and sometimes work is organised so that students respond at their own level. However, some students still find the work difficult and a greater difference in task is required to match the needs of these students. Learning is monitored and teachers meet to discuss the progress of

students. Assessment of students' work and student self-assessment is thorough, accurate and helpful.

230. Leadership and management of the department are very good. Additional learning experiences are provided in economics and business studies such as visits to the London Stock Exchange. These enrichment activities are excellent. Poor accommodation and limited access to ICT adversely affect the work of the department. The department has made good progress since the last inspection.

## HEALTH AND SOCIAL CARE

### Health and social care

Provision in health and social care is **very good**.

#### Main strengths and weaknesses

- Standards of attainment are well above average and achievement is very good.
- Teaching is very good overall, and lessons are effective and well planned.
- Work placements are very well managed and students have very good opportunities to develop their practical skills.
- There is very strong leadership of the subject.
- Overall standards are well above average. The most recent examination results show that all students achieved a pass grade and the majority achieved higher grades.

#### Commentary

231. Students have above average attainment on starting the course. From this firm base, their achievement is very good. Their achievement levels are well above average and the portfolios of evidence, which they produce, are thorough and very well presented. The number of students predicted to achieve higher grades this year is very high. A comparison of their coursework with their GCSE grades shows that they are achieving very well. The consultative style of teaching and the good relationships contribute to the very good progress made. Students' critical abilities are superior to those usually found at this stage of the course. They have a very good understanding of the fundamental concepts of health and social care. They manage their learning independently and can identify their weaknesses. Their current coursework collected in their portfolios indicates very good achievement. Their standards are well above average.
232. Teaching is very good overall, mainly because of methodical planning and very good subject knowledge. Theory and practice of health and social care are very well related, giving students a realistic insight into the demands of the sector, enabling excellent learning.
233. The teachers' enthusiasm creates a very positive environment for learning. Students bring ideas from outside into the classroom, readily exchanging ideas and views with their peers and the teacher. They have a sound grasp of principles and are making very good progress in a supportive environment. They appreciate the freedom they are given to pursue independent study, and realise that this is effective because of the clear structure provided for learning. Students are attentive and lively, and have a very positive attitude to class work. They listen carefully to lessons, and find the content relevant and interesting. They are practised in discussion and join in readily, through the effective encouragement of the teacher.
234. Assessment is continuous and very good. Assignments are graded as units are completed. Students benefit greatly from the support they get from the teacher, both in and outside the lessons. Tutorials provide valuable information on opportunities after leaving school, as well as continuing support for academic and social development.

235. Leadership and management are very good. There are effective monitoring and tracking systems. There is a good range of resources, teaching approaches are discussed, and students' work is tracked and documented. Students' work experience is very well managed and co-ordinated.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Sixth form grade</i>	<i>School grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>	<b>3</b>
How inclusive the school is		3
How the school's effectiveness has changed since its last inspection	3	3
Value for money provided by the school	3	3
<b>Overall standards achieved</b>		<b>2</b>
Pupils' achievement	3	3
<b>Pupils' attitudes, values and other personal qualities</b>		<b>2</b>
Attendance	4	2
Attitudes	2	2
Behaviour, including the extent of exclusions	2	3
Pupils' spiritual, moral, social and cultural development		2
<b>The quality of education provided by the school</b>		<b>3</b>
The quality of teaching	3	3
How well pupils learn	3	3
The quality of assessment	3	4
How well the curriculum meets pupils' needs	3	3
Enrichment of the curriculum, including out-of-school activities		2
Accommodation and resources	5	5
Pupils' care, welfare, health and safety		3
Support, advice and guidance for pupils	3	3
How well the school seeks and acts on pupils' views	2	2
The effectiveness of the school's links with parents		3
The quality of the school's links with the community	3	2
The school's links with other schools and colleges	2	2
<b>The leadership and management of the school</b>		<b>2</b>
The governance of the school	3	3
The leadership of the head teacher		1
The leadership of other key staff	3	2
The effectiveness of management	3	2

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