

INSPECTION REPORT

Chamberlayne Park School

Weston, Southampton

LEA area: Southampton

Unique reference number: 116454

Headteacher: Mr. R. Hilary

Lead inspector: Mr M.G. Michell

Dates of inspection: 26th – 29th January 2004

Inspection number: 260355

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of students:	11-16
Gender of students:	Mixed
Number on roll:	986
School address:	Tickleford Drive Weston Southampton
Postcode:	SO19 9QP
Telephone number:	02380 447820
Fax number:	02380 446847
Appropriate authority:	The governing body
Name of chair of governors:	Mr Steve Hellier
Date of previous inspection:	19 October 1998

CHARACTERISTICS OF THE SCHOOL

Chamberlayne Park School is an 11-16 comprehensive mixed school in the Weston area of Southampton. It has 986 students on roll and is thus about average in size and much larger than at the time of its last inspection. The proportion of students eligible for free school meals is, at 25.2%, higher than the national average, and pupil mobility is low with 3.3% of students having joined or left the school over the last year. The great majority of the students are white and there are only two students for whom English is not their first language. About 41% of the students at the school are defined as having special educational needs and this is well above the national average. When students join the school in Year 7 many have significant weaknesses in literacy and numeracy skills and their overall attainment is well below the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3670	Mr. M. Michell	Lead inspector	
9736	Mr. J. Brazier	Lay inspector	
2200	Mr. J. Stirrup	Team inspector	English, Drama
18967	Mrs. B. Loydell	Team inspector	Mathematics
22985	Mrs. J. Sparkes	Team inspector	Science
11239	Mrs. S. Flockton	Team inspector	Religious Education; Special Educational Needs
20098	Mr. P. Gateshill	Team inspector	Citizenship
31963	Mr. M. Padmore	Team inspector	Design & Technology
11672	Mr P. Harle	Team inspector	Art; Music
3648	Mr C Parsons	Team inspector	Business studies
23560	Mr. K. Whiddon	Team inspector	Information & Communication Technology
20344	Ms. P. Plato	Team inspector	History
14573	Mr. H. Wareing	Team inspector	Geography
23550	Mrs M. Blewitt	Team inspector	Modern Foreign Languages
14446	Mr. B. Simmons	Team inspector	Physical Education; Dance

The inspection contractor was:

Penta International
 Upperton House
 The Avenue
 Eastbourne
 East Sussex
 BN21 3YB

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school, which has improved since it was last inspected. The value for money that it provides is **very good**.

The school's main strengths and weaknesses are:

- Standards are rising overall and GCSE results are amongst the most improved in England in 2003;
- There is very strong provision for the expressive and performing arts - art, dance, drama and music;
- Students and parents believe – and they are correct - that this is a better school since the last inspection. A determination to improve is evident in every aspect of the school;
- Attendance is still too low, despite the school's best efforts to improve it;
- The school is very much at the heart of its community and is successful in serving it;
- Although the majority of students behave well, too much learning is affected by the poor behaviour of a minority, both in lessons and around the school;
- The strong leadership and the vision of the headteacher are to be admired and are replicated by leaders and managers throughout the school;
- The school's support for students experiencing difficulties is excellent;
- The school has experienced major difficulties in recruitment and retention of staff but has used ingenuity and flair to try to overcome these.

The school's improvement since the last inspection has been **very good**, not only in the judgement of the inspection team but also in that of the students and their parents. Most of the issues raised by the last inspection have been tackled successfully; for example the low standards and unsatisfactory schemes of work in physical education. Information and communication technology (ICT) is now better used across the curriculum though the school acknowledges that there is some more work to do in this area.

STANDARDS ACHIEVED

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with:	all schools			similar schools
	2001	2002	2003	2003
	E	E	E	A

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

Standards have risen faster than those in schools nationally. They are still well below average overall though well above average compared to similar schools. Standards are better for students at the age of 16 than at the age of 14. The school acknowledges this and places the raising of standards for its younger students at the heart of its improvement plan. Students' achievement is **good** in all year groups. Boys' and girls' achievement is similar. Students' attitudes are **satisfactory** overall though there is a significant minority where they are not. Behaviour is **satisfactory** though there are too many lessons where the behaviour of a few students threatens the achievement of the majority. Attendance is improved but is still **unsatisfactory** in spite of the school's efforts to improve it. Students' spiritual, moral, social and cultural development is **very good** overall.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Over two-thirds of teaching is good or better and there is less than five percent unsatisfactory teaching. Students' learning is good overall and is often very good when students are able to proceed with their work uninterrupted by the behaviour of others. The curriculum provided has many strengths and it is impressive to see how the school is endeavouring to tailor it to the identified needs of the students. It is good overall though not all students study ICT in Years 10 and 11 as is required. Although the school plans for a daily act of collective worship for all students involving a very good "Thought for the week" programme, this does not happen for all students every day of the week. Students' care, guidance and support is **very good** and a strength of the school. The school has a **satisfactory** partnership with its parents and a **very good** partnership with its local community.

LEADERSHIP AND MANAGEMENT

The leadership of the school is **very good**. The headteacher has a vision for the school and its place in the community that is shared by staff with positions of responsibility. All are determined to improve the quality of education the school offers and this aim is appreciated by the students and their parents. The overall management of the school is **very good**. Key staff in the school have very good understanding of the strengths of the school and what it needs to do to improve. Governance of the school is **satisfactory**. Governors know the school well and are now challenging the school effectively over the standards it achieves.

PARENTS' AND STUDENTS' VIEWS OF THE SCHOOL

Parents believe the school has improved and are happy overall with the education their children are receiving. **Students** are also happy in the school though not uncritical of it. They receive excellent encouragement from the school's leadership to voice their views on improvements needed. The involvement of the School Council in every aspect of the school's development is excellent. Students are supportive of the rewards and sanctions system but would like to see behaviour in some lessons improved.

IMPROVEMENTS NEEDED

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

- work in collaboration with the Local Education Authority to raise levels of attendance;
- ensure the behaviour of a small minority of students does not affect the learning of the majority;

and, to meet statutory requirements:

- ensure that information and communication technology requirements are met for all students,
- provide a daily act of collective worship for all students.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY STUDENTS

Standards achieved in areas of learning, subjects and courses

Though standards are below national averages, they are rising quickly. Students' achievement is good.

Main strengths and weaknesses

- Standards are rising quickly, especially at GCSE level.
- Standards in art, music and dance are above national averages.
- Students achieve well, in all year groups.

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

Standards in:	School results	National results
English	31.1 (31.2)	33.4 (33.3)
Mathematics	32.1 (31.9)	35.4 (34.7)
Science	30.7 (30.9)	33.6 (33.3)

There were 205 students in the year group. Figures in brackets are for the previous year

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

	School results	National results
Percentage of students gaining 5 or more A*-C grades	43.0 (32.0)	52.6 (49.9)
Percentage of students gaining 5 or more A*-G grades	85.0 (90.0)	91.0 (90.9)
Percentage of students gaining 1 or more A*-G grades	92.0 (98.0)	96.0 (96.0)
Average point score per pupil (best eight subjects)	29.2 (34.7)	28.4 (34.7)

There were 163 students in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

Commentary

1. When the students join the school their attainment, as measured by the national tests taken in Year 6, is well below national averages in English and mathematics and below the national average in science. Many students have weak literacy and numeracy skills. By the end of Year 9 in 2003 students' performance in the national tests in English, mathematics and science were below the national average. The school's performance in the Year 9 tests over time is improving faster than the national improvement. Students' achievement across Years 7 to 9 is thus good.

2. At GCSE level standards are rising quickly, making the school amongst the fifty most improved schools in England in 2003. For example the percentage of students attaining five or more GCSE A* to C grades rose from 25 percent in 2001 to 32 percent in 2002 to 43 percent in 2003. Though this is still below the national average the work seen and lesson observations during the inspection provide evidence that standards will continue to rise. There were significant rises in the percentages of students attaining good grades in both English and mathematics. Standards are already above average in art, dance, drama and religious education. Nearly all subjects recorded rises in their A* to C percentages in 2003. Students' achievement across Years 10 and 11 is good because of the good teaching and the very good personal development in the school.

3. At the end of Year 9 boys do better than girls in mathematics and science, though girls do better in English. However in all three subjects the boys' performances are closer to the national averages for boys than the girls' performances are to the national averages for girls. At GCSE level girls outperform boys but again boys' performance comes closer to the national average.

4. Achievement for students with special educational needs (SEN) is good overall. Students with learning difficulties generally attain in line with their abilities and make satisfactory progress in most areas of the curriculum. In subjects such as ICT, art, and music some do better than expected. Students with social, emotional and behavioural difficulties supported by the Student Centre are making good progress against their individual targets. Students with statements of special educational needs usually achieve well in working towards their individual targets set at annual reviews. The school monitors the achievements of its minorities, such as ethnic minority students and those in public care, very thoroughly and these students achieve well. There is a comprehensive programme of activities for those students who the school identifies as gifted or talented with the result that these students achieve well.

Students' attitudes, values and other personal qualities

5. Attitudes and behaviour are **satisfactory**, attendance and punctuality are **unsatisfactory**, but personal development is **very good**.

Main strengths and weaknesses

- Social, moral and cultural development are very good because of the emphasis on providing activities that nurture self esteem, and students demonstrate good self-knowledge and spiritual awareness.
- Attendance is unsatisfactory despite the school's efforts to improve it.
- The school puts great effort into modifying the behaviour of those who enter the school with anti-social attitudes and there has been a dramatic reduction in the number of exclusions
- Expectations of students' conduct are high, both in lessons and around the school, but in a minority of lessons behaviour is unsatisfactory
- Some parents are concerned about bullying but school records show that although there is a significant element of mutual bickering this does not constitute bullying
- Racial harmony is very good and other relationships are good because the school deals effectively with all forms of harassment

Commentary

6. Teachers and senior staff promote enthusiasm for learning through the interesting curriculum provided, their own enthusiasm and their quality of teaching and this is reflected in the responses of most students, who display interest and active participation in lessons. The very good social and moral development is fostered by the very good personal and social education provide and the imaginative "Thoughts for the Day" which are the inspiration for both assemblies and tutor periods. Self knowledge is promoted well; for example in one tutor period the theme was the Holocaust and the period ended with students being expected to think about anyone they hated and whether their hate was justified or just hearsay. If they could not eliminate hate through reflection, they were told, they ought to talk about it to others, because hate is bad for them and for those around them.

7. The reduction of the number of exclusions stems from the introduction of the Student Support Centre, which houses a number of dedicated professionals who collaborate well to support those with problems and help them to resolve them.

8. Nearly all bullying is verbal. Heads of year tackle it energetically. Students report that it is decreasing. Some students are reluctant to report it because of possible reprisals after school. The school is tackling this aspect and is determined to reduce the incidence of bullying further. The

creative arts are a great strength of the school and students are aware of the multicultural nature of our society.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	8.4
National data	7.2

Unauthorised absence	
School data	1.4
National data	1.1

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

9. Attendance is improving year by year, but is still 1.5 per cent below the national average. The school calculates that more than four percent of absence is caused by parents taking their children on holiday during term time. Lateness, at approximately seven per cent, is high. There are very good procedures for promoting attendance, including participating in a free trip at the end of term for those who reach a certain standard of both behaviour and attendance during the term. There is very good collaboration with the Education Welfare Officer who has an office in the school.

Ethnic background of students

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Black or Black British – African

No of students on roll
941
3
12
1

Number of fixed period exclusions	Number of permanent exclusions
121	0
1	0
2	0
1	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

10. The overall quality of education provided is **good**. Teaching is good, as is the curriculum. Students are very well cared for, guided and supported. There is a satisfactory partnership with parents and the school has a very good partnership with its community.

Teaching and learning

12. The overall quality of teaching is **good**. Most students learn well in this school. The quality of assessment of students' work is good in many areas of the school.

Main strengths and weaknesses

- There is a substantial amount of teaching which is good, very good or excellent.
- Learning is good except when it is disrupted by the poor behaviour of a minority of students.
- The teaching of students with special educational needs is good.
- Assessment of students' work is good, except in ICT.

Commentary

13. About three-quarters of the teaching in the school is good, very good or excellent. The small amounts of unsatisfactory or poor teaching occur when teachers lack the strategies to manage

challenging behaviour on the part of a few students. The quality of teaching is very good in art, dance and music. Teaching is good in all three of the core subjects of English, mathematics and science and also in drama, geography, modern foreign languages, physical education, religious education and in design and technology in Years 7 to 9. It is not unsatisfactory in any subject. Good teaching was also observed in leisure and tourism and very good teaching in health and social care. There is very good teaching of the GCE Advanced Supplementary course in critical thinking provided in combination with Itchen College. Amongst strengths of the teaching in the school are the subject knowledge of the teachers, the quality of their planning and the encouragement they give to students to give of their best.

14. Most students learn well and because of the good teaching their achievement is good. Very good examples of students acquiring new knowledge or skills were seen in art, music and dance. Students apply themselves well when they are well taught and good examples of this occur in every subject. However, there are too many lessons where the behaviour of a few students adversely affects the learning of others. As most teaching is skilled, the effects are minimalised, but in some lessons considerable efforts need to be put in by teachers to ensure that the majority of students are given opportunities to learn and achieve well.

15. Teaching of students with special educational needs, as individuals or in small groups, is good. Teachers and support assistants create an atmosphere in which students feel secure to learn and to ask for help. A particular strength is the flexibility that allows for staff in the learning support centre to be on call, so that students who are having difficulty in the classroom can get help in the support department. Similarly, the flexibility of planning in the student centre allows for individual needs to be met. Teachers in different curriculum areas are aware of students in their classes who have special educational needs but do not always plan in detail for these students. While some teachers meet the needs of different groups of students very effectively, not all plan successfully to meet the needs of those with learning difficulties. Support assistants provide students with additional support in lessons, and much of this is good, especially where the help is given to different students in the class, so that independence in learning is developed.

16. Assessment of students' work is good across the school and there are some very good and excellent features such as the quality of the termly reports to parents. Students, especially in Years 7 to 9, have good understanding of how they can improve their work. Assessment is a weakness in ICT, where inexperienced teachers are not secure in their judgement of standards and where students are not sufficiently informed about how they might improve their work.

Summary of teaching observed during the inspection in 145 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (2.8)	42 (29.0)	61 (42.1)	31 (21.4)	6 (4.1)	1 (0.7)	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.

The curriculum

17. The curriculum offered by the school is **good** with good opportunities for enrichment and satisfactory accommodation and resources.

Main strengths and weaknesses

- The curriculum offered meets all statutory requirements with the exception of provision of ICT for all students in Years 10 and 11.
- Provision for students with special educational needs is good.
- There is very good provision for personal, social and health education and there is a very good programme of citizenship education.

- Good opportunities are being offered for students to learn outside the school day and there is a good programme of extra-curricular activities including sport.
- The school has struggled to recruit and retain teaching staff in sufficient number to cover the curriculum.
- Accommodation varies in quality and some is in need of improvement.

Commentary

18. The curriculum offered is broad and balanced and meets all statutory requirements in Years 7 to 9. It caters for the needs of the students and the school has made some imaginative advances in what it offers, since the last inspection. It is enriched by the provision of both dance and drama for all in Years 7 to 9, opportunities to which students respond very enthusiastically. For students in Years 10 and 11, the curriculum meets statutory requirements with the exception of the requirement to provide ICT for all. About one third of students follow an applied GCSE course in ICT, which meets statutory requirements. The remaining two thirds use ICT to support their learning in other subjects but do not receive any formal teaching or assessment of ICT. There is also not quite sufficient time to cover the requirements for religious education. Otherwise the curriculum for Years 10 and 11 is good with a number of imaginative features, such as the provision of vocational options in leisure and tourism and health and social care and the opportunity for some carefully targeted students to follow a GCE Advanced Supplementary course in critical thinking, offered jointly with a local college. Dance is offered at GCSE level to students from another secondary school and the programme for gifted and talented students is shared with two other schools. There is a good range of extra-curricular activities on offer to the students.

19. Provision for students with special educational needs is good overall, although the withdrawal of students from lessons causes some difficulties with access to the curriculum in some subject areas. While students are not withdrawn from core subjects, physical education or religious education, this limits the options for withdrawal, so that students are missing lesson in other subjects. While students with social, emotional and behavioural difficulties are withdrawn from some lessons care is taken that, wherever possible, they follow the same curriculum as the rest of the class, so that they can easily return to the class when they are ready. The range of options for students in Years 10 and 11 provides suitable choices for those with special educational needs.

20. The provision for personal, social and health education and citizenship is very good. Planning is always meticulous and ensures that students are able to develop a wide range of skills. The programme draws on a variety of external visitors and agencies and these have a positive effect on students' motivation and learning. Student planners contain a section on citizenship that allows subject teachers to indicate their contribution to the three strands of citizenship. This is a useful innovation and reminds students of the different components within citizenship.

21. In common with many other schools in the southeast of England, the school has experienced difficulties in recruiting and retaining sufficient teaching staff to cover the curriculum. It has applied some imaginative approaches to overcoming this problem, including the use of the Graduate Teacher Programme and the recruitment of overseas trained staff. Thus, at the time of the inspection, the school was able to cover the curriculum with specialist staff with the exception of some music lessons in Years 7 to 9.

22. The accommodation varies considerably and some areas are under review with the possibility of demolition. Some classrooms are of suitable size but in poor physical condition. Even the new block in which English and mathematics is taught is not without problems. Though the classrooms are of good size and pleasant places in which to teach and learn, the overall design of the block makes it difficult to supervise student behaviour within it. Accommodation for the practical aspects of dance is very good but the changing facilities are inadequate. Inadequate on-site accommodation for physical education has been supplemented by the use of the excellent facilities at the Chamberlayne Leisure Centre.

Care, guidance and support

23. Pastoral support is **excellent**. There is a very good School Council. There is **very good** academic support and guidance.

Main strengths and weaknesses

- Students have excellent trusting and caring relationships with teachers, teaching assistants and other adults in the school.
- There are very good arrangements for child protection and health and safety, with well-established procedures
- Arrangements for students' welfare are excellent.
- Good advice is rendered on careers and further education.
- There are very good arrangements for the induction of students.

Commentary

24. Members of staff talk caringly about students and the difficulties they may be facing and the school is sensitive to the diverse needs of its students and tries to find ways of helping those who are less effective at managing their lives. Heads of year and their class tutors in particular are interested in the progress of their students and follow up the resolution of problems assiduously. Child protection procedures are thorough and all staff well trained. The Child Protection Officer knows well the local procedures and has good contacts. 'Looked after' children are given extra support where needed and the school is particularly supportive to students who are also young carers. Health and safety are the responsibility of the Administration Manager, who has efficient procedures for ensuring that the school is safe. The school's procedures for external visits are thorough. There are good procedures for regular safety inspections and all the expected safety precautions are in place.

25. Welfare is all embracing. A member of Connexions helps the older students who are particularly vulnerable, finding them external support and help and arranging interviews. The Guidance Mentor plays a central role in the caring ethos of the school and the quality of the support she offers students is very good. She gives help and support to those being bullied, especially if they are reluctant to involve teachers. She is highly qualified and experienced and provides effective help for anger management, and helps with the nurture groups that tackle social skills rather than academic subjects. She arranges other courses that tackle social development and raise self-esteem and aspiration to stay in school. The very good school nurses are also community nurses for families with problems. They give considerable help to students with teenage health needs and make referrals to external agencies on students' behalf. They work closely with the Education Welfare Officer because attendance problems are often health or socially related.

26. The careers education provided is comprehensive and meets students' needs. Students and parents both say that the arrangements for students' admission to the school are very good. Chamberlayne Park teachers teach them in their own schools and their own teachers teach in the Chamberlayne Park environment. There is good exchange of information by special needs teachers and heads of Year 7 and Year 6. Due to local arrangements a number of primary schools who send students to the school do not take part in this programme and these students receive extra support when they arrive.

27. The School Council has a budget of £50000. It explores ways of helping the environment, the community and the learning environment. It is largely elected, but the joint chairs are chosen by interview by senior staff and other council members. It is listened to and its decisions are implemented. The two chairs are involved in some disciplinary proceedings, particularly when students return from exclusion. This is an excellent example of a school council.

Partnership with parents, other schools and the community

28. There are **very good** links to the community and other educational institutions but despite very good information for parents, their response is disappointing and hence the link to parents is **satisfactory**. There are limited but very good arrangements for courses to be delivered at other colleges.

Main strengths and weaknesses

- School reports are of a very high standard.
- There is a very good prospectus
- Parents have a generally high opinion of the school.
- There are good opportunities to meet with tutors and teachers. Heads of Year [Guidance Co-ordinators] are readily available to parents, especially by telephone.
- The links with the community are wide ranging and enhance considerably the quality of education provided.
- The links with colleges and other educational institutions extend the resources of the school effectively.

Commentary

29. School reports are well written, have good vignettes of students, are pertinent and to the point, contain targets and refer to National Curriculum levels. Interim reports cover effort and attainment in each subject and are provided four times a year. Parents generally have a high opinion of the school, but are concerned about bullying and behaviour. Their comments do not seem to have taken account of recent improvements, although both aspects continue to be a minor cause for concern. They also say that they are not consulted very much, an opinion which inspectors agree with. Parents are invited to sports fixtures, celebration assemblies and musical events. They are also invited to discuss individual education plans. Parents are invited to participate in joint plans for improving behaviour or attendance. They are expected to attend when a pupil is re-entering after an exclusion, but not all do.

30. Examples of the school's community links are mentors and free transport from a national company of accountants, a major fast food chain for the construction of the outside environment and, through the school council, charitable work with the local hospital and a charity for the homeless.

The school's very good links with the community include support from several local companies and charities, and from the locally based Prince of Wales Regiment. Very good links with other educational establishments enrich the curriculum and teachers' professional development through a variety of joint initiatives.

LEADERSHIP AND MANAGEMENT

31. The leadership of the headteacher and key staff is **very good** and the school is very well managed. Governance is **satisfactory**.

Main strengths and weaknesses

- The leadership of the headteacher is very good and he is well supported by his senior management team.
- The leadership of other key staff varies from excellent to satisfactory but is very good overall.
- The governance of the school is satisfactory.
- Management is very good; the school knows its own strengths and weaknesses very well.

Commentary

32. The leadership of the headteacher is very good. He is a major presence around the school and in the local community and is held in high respect by both. His vision for the school and his evident desire to want the very best for all students and staff is clear so that all staff know where the school is going and what part they can play in its development. His senior managers are a talented group whose strengths complement each other and collectively share the vision for the school. Most departments and year groups are also well led with leaders creating effective teams who also know what they want to achieve for the students. The sense of striving for improvement within the school is palpable and, though the school faces major challenges in the provision of a quality education for a deprived community the determination to succeed is admirable. As a consequence the school has recently been chosen as an Extended Community School in the national pilot programme.

33. The governance of the school is satisfactory. The current governors know the school well and are provided with good information to allow them to challenge the school about the standards achieved, which they are now beginning to do. Governor numbers do not meet requirements and recruitment of parent governors has been difficult. The LEA has not met its obligation to provide the correct number of LEA governors. As a result governors sometimes find that meetings are not quorate and this delays decision-making. There are two areas where the school does not meet statutory requirements. The first of these is in ICT in Years 10 and 11, where the intention that all students should receive their entitlement through their other subjects is not being met in reality. This policy therefore needs reviewing so that governors can be sure that the requirement is being met. The second is that all students experience a daily act of collective worship through a mix of assemblies and an impressive "Thought for the Week" programme to be covered by tutors. Assemblies are impressive occasions that are Acts of Worship. So are some sessions with tutors but not all. However, monitoring of this programme is not strong enough to ensure that requirements are consistently met.

34. Management is very good. Staff at all levels are aware of the strengths and weaknesses of the school and share a determination to bolster the strengths and to tackle the weaknesses. Performance data is extensive, widely used to assess how well teachers and students are doing, and well managed so that it is accessible in the right format for those who need to use it. Staff development is very good and focuses well on the school's priorities for development. Performance management is effective in helping staff to improve in a supportive way. A determination to improve is evident in every aspect of the school. This includes the students who are proud, though not uncritical, of their school. Financial and resource management are very good and ensure that the school reaches its educational priorities. Best value principles are well used when the school has to make major decisions.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	3,589,751
Total expenditure	3,669,864
Expenditure per pupil	3726

Balances (£)	
Balance from previous year	110,340
Balance carried forward to the next	30,227

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 and 4

ENGLISH AND MODERN FOREIGN LANGUAGES

ENGLISH

35. The provision for English is **good**.

Main strengths and weaknesses

- Good teaching in the subject results in students making gains in their English skills with standards improving over time.
- The use and application of the Key Stage 3 National Literacy Strategy is helping to raise standards in Years 7 to 9
- Girls do significantly better than boys in the GCSE English examination.
- Insecure classroom organisation and management skills and a lack of challenge results in students making insufficient progress in a significant minority of lessons.
- Inconsistency in the management and delivery of schemes of work inhibits the department's ability to monitor its own practice and students' learning.

Commentary

36. Attainment upon entry into school in all aspects of English is well below average. Students' achievement in Years 7 to 9 is good with the result that standards improve over time, though they remain below average by the time students are 14. This is reflected in the most recent national assessment tasks, when standards were below the national average, though average in comparison to schools with a similar intake.

37. Good achievement is sustained in Years 10 and 11, though standards by the time students are 16 remain below average. There is a significant gap between the grades achieved by boys and girls, with girls significantly outperforming boys in GCSE English.

38. Students with special educational needs receive good support from teachers and members of the special needs department with the result that they make good progress in relation to their abilities and identified targets for improvement.

39. The majority of students in all years have satisfactory social oral skills, but are less secure in their ability to speak in more formal situations, with a number of average and lower attaining students having problems in voicing their ideas and opinions in a logical and structured manner. Not all students are good listeners, with a number of students failing to listen to and value the opinions of others or to listen to teachers' expositions and instructions. Standards in speaking and listening skills at 14 and 16 are below average.

40. Many students have a limited vocabulary and phonic skills when they arrive in Year 7. This affects their ability to interpret and understand the poems, novels and plays they read. Although a number of average ability students in Years 7 to 9 have satisfactory technical reading skills, they are less secure in their reading comprehension skills, with the result that they do not always understand and appreciate what they are reading.

41. Critical and analytical reading skills are well taught in Years 10 and 11, though many students still have some problems in understanding some of the challenging texts they are introduced to as part of their GCSE studies. Standards in reading at 14 and 16 are below average.

42. Students improve the basic skills of spelling, punctuation and grammar in Years 7 to 9 and are given the chance to use them in a range of interesting writing activities which allow them to write for different purposes and in different styles. Standards by the end of Year 9 vary considerably. Whilst a number of more able students produce written work of a good quality and with few mistakes, a number of average ability students still have problems in producing work of any substantial length or detail, with lower attaining students' work containing a significant number of mistakes. The good use of re-drafting skills helps students to improve the quality of their written work. Below average reading skills at the beginning of Year 10 inhibits students' ability to interpret and write about the demanding poems, novels and plays they read as part of their GCSE studies. A minority of higher attaining students can make a strong personal response to the questions asked of them, supported by evidence from the text and well-selected quotations. Average ability students can produce work of a satisfactory nature, though they are less secure in their ability to appreciate writers' use of language, and to write about the ideas, issues and concepts in the literary and factual materials they read. Standards in written work at 14 and 16 are below average.

43. The quality of teaching is good overall and ranged from unsatisfactory to very good during the period of the inspection. Lessons are generally well planned, with chances for students to make gains in skills, knowledge and understanding. In those lessons which were good and very good teachers had high expectations of all students and provided them with a challenging range of activities which allowed them to make good progress in their speaking and listening, reading and writing skills within a single lesson. In those lessons that were unsatisfactory, insecure classroom management and organisational skills and lack of challenge resulted in students making insufficient progress in learning, with students dictating the pace of the lesson rather than the teacher. The school has responded well to the introduction of the Key Stage 3 National Literacy Strategy with evidence from the scrutiny of work that it is making a positive contribution to raising standards in Years 7 to 9. It is, however, used in an inconsistent manner by some staff with teachers not always informing students of the skills to be developed and used in the lesson and checking at the end of the lesson to see if they have been achieved. Although teachers give timed targets for different parts of the lesson, they do not inform students of how much work they are expected to produce in the time available. Most students display positive attitudes to work and are keen to learn. A minority of students show unsatisfactory behaviour and display a negative or passive approach to learning. This affects both their own and other's learning. Students are given the chance to engage in a satisfactory range of extra-curricular activities with progress units and booster classes extending their ability.

44. Leadership and management in the subject are good. The department has put together a good range of documentation to support teachers in the planning and delivery of the subject. Allowing individual teachers to decide when and how to deliver individual schemes of work inhibits the department's ability to monitor its own practice. It also makes it difficult for teachers to support each other in the teaching of the subject and to standardise learning and assessment. Standards in the subject, particularly in Years 7 to 9 and in GCSE English Literature have improved since the last inspection with progress being good.

Language and literacy across the curriculum

45. Provision for literacy across the curriculum is **satisfactory**.

46. The Head of English is responsible for the development of literacy across the curriculum though he is not in a position to monitor its delivery within individual areas of the curriculum, because of constraints of the timetable.

47. Staff have been involved in ongoing in-service training for this area of the school's work, with sessions covering such issues as oral skills, key words, modelling and the use of writing frames. It is expected these issues be addressed in department handbooks. Most departments include some elements of literacy in their planning with good examples of its use being observed in religious education, geography and art where it is making a positive contribution to students' literacy skills.

MODERN FOREIGN LANGUAGES

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

Main strengths and weaknesses:

- Strong leadership provides a very good role model for a committed team.
- Teaching is good, resulting in rising standards.
- Quality assessments focus on continuous improvement.
- The use of information technology in lessons is a priority.
- There has not been enough exploration of strategies to target students on the C/D borderline at GCSE.

Commentary

49. In the 2002 French GCSE examination, the proportion of A* - C grades was well below national averages. Results in 2003 soared but still remained below standards nationally. However, most students achieved their potential and performed in line with expectations. There were a number of A and B grades. A large proportion of students narrowly missed a grade C. Students are encouraged to study a modern language and entry numbers were high. Some Strategies are in place to target borderline students more effectively. German is the second language taught.

50. French is new to the majority of students on entry. From lessons seen and work scrutiny, standards overall in Years 7 to 9 are in line with expectations. There are no national comparisons for German, because entry numbers are low, but students are gaining the higher grades. In both languages students are achieving well and in line with their ability. A major contributory factor to the rise in standards is the use of regular quality assessments and constant challenge. All students are aware of their levels of work and seek to improve.

51. In speaking tasks the spoken word is readily understood but there is a general lack of confidence in answering. Group and pair work form an integral part of most lessons and whole class repetition to improve fluency and pronunciation is made to be fun. Students are beginning to use French and German spontaneously and time at the end of lessons extends these opportunities. Grammar is taught in context, providing a good basis for language learning. The literacy strategy is having a positive effect on achievement in writing. Different work is provided to enable all to achieve their potential. Lower ability students and students with special educational needs achieve well as a result of good teaching and support. Higher ability students produce creative and imaginative pieces of work. Some impressive writing about types of music was evidence of the enthusiasm and interest of students in Year 9. Listening for many proves a difficult skill. A magical moment and an excellent feature of a Year 7 lesson occurred as the teacher played the guitar and sang his own composition featuring favourite animals, from which students had to recognise key words. Higher ability students have the opportunity to learn German in Year 9. Good progress is made during these lessons on just one lesson per week.

52. In Years 10 and 11 in both languages standards are broadly in line with expectations and students achieve well. There is a small number of dual linguists. Students still lack confidence in oral work. Teachers are using good questioning techniques to encourage students to extend answers. Very good and effective use was made of newspaper articles and brochures in a Year 11 German class as a basis for role play. Examination techniques are being constantly taught and reinforced in all four skills. Writing is a strength and coursework in both French and German is proof of the good teaching and methods used to build up topics. Students continue to find listening difficult. Authentic resources are carefully chosen and team teaching with the foreign language assistants enriches learning experiences. Although no lessons were observed using information

technology, examples of work in books and files and display work are evidence of the work of which students are capable. Independent use of home computers is encouraged.

53. Teaching is consistently good, including some very good teaching. There are many complementary skills within this highly committed team. All give freely of their time. High expectations and challenge are raising standards and students are enjoying French and German.

MATHEMATICS

54. The provision for mathematics is **good** and improving.

Main strengths and Weaknesses

- Standards are improving, consistently at the end of Year 11, with boys achieving particularly well.
- Teaching is good overall with some very good features in the full team of well qualified specialists, but there are also inconsistencies.
- Many students work well together and try hard, but poor listening skills and constant chatter from too many in a class leads to inattention and disruption to learning.
- Leadership of the department is very good, with a clear vision and good management of an improving department.
- Assessment procedures are good, and the analysis of assessment data is very good, but students are still not sufficiently aware of how to improve.
- Accommodation is good, with interesting displays and good resources well managed.

55. Standards in the 2003 national tests at the end of Year 9 were below the national average, and below those of 2002, disappointing after a steady increase from the time of the previous inspection. The proportion of students with level 5 or above decreased in 2003, below targets, affected by staffing instability. The proportion with level 6 and above, and the average points score, remained similar to 2002. Students enter the school with well below average attainment, and so achievement is good overall. Boys have consistently obtained higher average point scores than girls.

56. The mathematics GCSE results in 2003 were close to the national averages, after a consistent increase each year since the previous inspection. Boys did particularly well, as their A*-C grades were equal to the boys' national figures, a very good achievement, while girls' higher grades were considerably below girls' national results. Statistics GCSE is also taken by the top set of Year 11, studied within the normal mathematics lessons and in after-school sessions. Statistics results are good, although below the national average.

57. In lessons standards overall are below national expectations, but vary with the ability set, the teaching quality and the attitudes and effort of individual students, as well as their attendance record and previous experience. Staffing difficulties in the past and the use of non-specialists have led to gaps in knowledge and understanding, which require constant review of basic concepts. Attendance is poor on the whole, particularly for lower attaining students, creating difficulties of continuity. Recognition of number bonds, memory of multiplication tables and basic skills with number are weaker than expected for many students. Even in higher attaining sets students rely too heavily on calculator use, although skills of mental calculation are improving with the development of the National Numeracy Strategy. Good explanation and use of the grid method of long multiplication was seen in Year 11 and Year 9 lessons, to give students success with alternative techniques.

58. The listening skills of students are poor, too many consider it their right to chatter non-stop on trivial off-task matters, rather than pay attention to teachers' clear instructions and explanations. This slows the pace of the lesson, and disrupts learning for others, affecting the achievement of all in the class. Even the teachers with excellent class management techniques sometimes had difficulty keeping all students on task with concentration maintained to the end of the lesson. Students with special educational needs are present in all classes, many with social or emotional problems, which

require a sensitive as well as firm approach. Those with learning difficulties are often supported well by assistants, and low attaining sets are much smaller, enabling students to achieve well with individual attention, although at a very low standard. An example was a Year 10 bottom set finding angles in shapes by simple addition and subtraction from 180 or 360 degrees. Students became more involved when learning by 'doing', with a variety of timed practical learning activities, using interesting materials and resources. The use of the department laptop computers increased the pace of learning about graphical methods to display data from frequency tables in a Year 8 lesson. A graphical software programme enabled Year 9 students to investigate the relationship between perimeter and diameter of regular shapes, leading to discovering 'pi' for circles. Investigation skills and the use of ICT are included in the department's schemes of work, integrated with the learning of all topics.

59. Teaching is good overall with some excellent features but inconsistent across the department. The full team of specialists is an improvement on the previous inspection; all teachers have good subject knowledge, although varied experience. Planning of lessons is good, often with detailed preparation of worksheets and resources. The three-part lesson structure has developed well, although starter activities are sometimes too long and do not sufficiently develop recall or mental calculation. Objectives for each lesson are written on the board, but not always verbally shared with students, and rarely used for students to reflect on, or summarise, their learning. The best teachers encourage students to explain their answers and methods, and use mathematical terms correctly. Expectations of students' work and behaviour are not always sufficiently high, and classroom management skills vary. All teachers circulate well around classes, helping individuals, guiding and supporting. Relationships are generally good, among students, and with teachers, especially those who use humour successfully.

60. The head of department is a very good role model as a teacher, and demonstrates very good leadership with clear vision and a drive to improve. Analysis of assessment data, in mathematics and with a whole school role, has helped to raise standards. Management is good and improving, with extensive documentation and many innovations. The Key Stage 3 Strategy has been incorporated well although numeracy across the curriculum is recognised as an area needing further focus. After-school sessions for borderline students in Year 9 and 11 take place as well as holiday GCSE revision, and enrichment sessions for identified gifted and talented students. Monitoring of lessons and students' work is well established, but not yet fully effective to reduce inconsistencies in teaching and learning. Improvement since the previous inspection is good.

Numeracy across the curriculum

61. The Key Stage 3 Strategy has been implemented well by the mathematics department, and whole staff training days were successfully held to raise awareness of numeracy across the curriculum. However many staff are new to the school since then, and other priorities in subject areas have led to lack of focus on numeracy. Students enter the school with well below average attainment, but achieve well to reach below average at the end of Year 9 and close to the national average by the end of Year 11. The mathematics department teaches number skills well, with an emphasis on understanding place value and types of number, and students learn mental or written methods to calculate more effectively. In ICT lessons, all numeracy skills taught or used are very basic. In science, students are competent for any numeracy or graphicacy required. In geography good attention is paid to estimation, measurement, scale and graphical interpretation and presentation. Grid references are an example of differing methods between geography and mathematics, which could confuse students. Little use of numeracy is seen in history, other than comparing number facts in a Year 9 lesson on Japan. Time, tempo, and scales are examples of number in music. Art demonstrates excellent use and development of numeracy, in practice with scale, perspective, projections, and 2- and 3- dimensional work. The head of mathematics, as the numeracy co-ordinator, recognises that a greater focus is now needed to develop, monitor and evaluate work across the curriculum.

SCIENCE

62. Provision in science is **good**.

Main strengths and weaknesses

- Results at the end of Years 9 and 11 are improving but do not yet meet expectations.
- Teaching is good.
- Assessment and monitoring of pupil progress is very good.
- Data-logging work by students is underdeveloped due to a lack of equipment.

Commentary

63. The national test results at the end of Year 9 in 2003 were well below average but there was an improvement in the number of students achieving the higher levels. There was no significant difference in the achievement of boys and girls. The GCSE results were below average but were a good improvement on those of 2002. The boys performed better than the girls.

64. Standards of work seen during the inspection are broadly average overall in all years and in view of the starting point of the students on entry to the school, represent good achievement. The achievement of students with special educational needs is also good, largely due to the help that they receive from support staff. Students in Year 9 have a good understanding of electricity and are able to carry out relevant calculations, whilst Year 11 students are able to discuss patterns of chemical change with confidence. The written work of students is of a satisfactory standard overall. Behaviour in lessons is usually good but in some lessons there is an element of low-level disruption by a minority of students. Students generally remain on task during written and practical work. They handle apparatus with care and share ideas and co-operate with each other in a mature and sensible manner. They listen attentively and are keen to answer questions.

65. Teaching is good overall in all years and students learn well because of this. Lessons are well prepared and most contain a variety of activities, which maintains the interest of students. Teachers have good knowledge of their subjects and are able to give clear explanations of concepts to help students learn. Number skills are successfully practised through the use of formulae and the drawing of graphs appropriate to the science curriculum. Good attention is paid to literacy, with emphasis on key words. The use of ICT is covered but is limited through a shortage of data-logging equipment. Homework is set on a regular basis and is used to reinforce work covered in lessons. Procedures for the assessment of students' progress and record keeping are very good and work is carefully marked on a regular basis. The schemes of work reflect the requirements of the National Curriculum and the examination board.

66. The department is well led and managed by a relatively new head of department. The majority of staff are also new but there is evidence that they are beginning to develop a good team ethos and are committed to the continued improvement of examination results. Several new initiatives have been introduced to try to raise achievement; for example, additional lessons after school, extra revision classes and the introduction of the Applied Science GCSE course, which is more suitable for many students. Good links are developing with external agencies such as a local university, which provides visiting speakers. Further links could be developed with the feeder primary schools to ease the transition for Year 7 students. Resources are satisfactory, but are becoming strained because of the heavy bias towards practical work of the new Applied Science course. New textbooks are required for Years 10 and 11. The accommodation is satisfactory although two lessons per week need to be taught in classrooms. Displays of students' work in the laboratories are attractive and conducive to learning. Technical support for the department is good, but is insufficient in time allocation.

INFORMATION AND COMMUNICATION TECHNOLOGY

67. Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- The use of ICT within subject areas has improved significantly since the last inspection.
- Resources to support the teaching and learning of ICT have increased significantly since the last inspection.
- The school is not meeting its statutory requirements in Years 10 and 11.
- Teaching is well matched to the needs of students and as a result their achievement is satisfactory.
- Assessment is a weakness as students are not sufficiently informed about how they might improve their work.
- Teachers are not secure in the judgement of standards and procedures for target setting are crude.
- The school lacks a strategic vision for the development of ICT over the next three years.

Commentary

68. The Year 9 National Curriculum teacher assessments, carried out in 2003, overestimated how well students were doing. Standards are below the national average in Years 7 to 9.

69. While the small number of students entered for GNVQ in 2003 all achieved grades A*-C, for the vast majority standards were below average. This year, approximately one third of students in Years 10 and 11 follow an Applied GCSE course in ICT. While the remaining two-thirds use ICT to support their learning in other subjects, they receive no formal teaching or assessment of ICT. The school is therefore not meeting its full statutory requirements in this respect.

70. Students join the school with only basic ICT skills. Few students in year 7 have used a spreadsheet or a database before. They have a limited knowledge of basic ICT concepts such as formulae or functions. This means that teaching focuses more on the acquisition of skills rather than developing knowledge and understanding. Such teaching is well matched to the needs of students and as a result their achievement is satisfactory. With the help of the teacher, Year 8 students are able to simulate a traffic light sequence using control software and Year 7 students can create simple formulae to calculate the profits to be made from running a school disco. Students in Year 10 require support to create a financial spreadsheet for a video game shop. Most do not have the understanding necessary to achieve this on their own.

71. Lessons are well planned and most follow an effective three-part structure. Good individual support is provided, helping students to remain engaged with their work. The ICT suites are equipped with whiteboards and ceiling-mounted projectors. These are used effectively to set the aims for the lesson and provide clear demonstrations. All students do the same work, so some find this too difficult and others too easy. Students are not encouraged to draft and re-draft, or to evaluate their work to justify the decisions they make. Assessment is a weakness. The department keeps no portfolio of work by which to judge the accuracy of teacher assessment. Teachers are not secure in the judgement of standards and procedures for target setting are crude. All pupil work is kept on the computer network, with few paper copies produced. This limits the marking and feedback the teacher can provide and students are therefore not sufficiently informed about how they might improve their work.

72. The department is a new and relatively inexperienced team. They self-evaluate and are aware of their development needs. They have both the capacity and desire to improve. The ICT subject leader has responsibility for whole school ICT development, line management of technical staff and the co-ordination of ICT across all subjects. This broad range of key responsibilities limits the time necessary for effective leadership. Standards of pupil work and the use of ICT in other

subjects are not sufficiently monitored or co-ordinated. The school lacks a strategic vision for the development of ICT over the next three years, although short-term goals are clear.

73. Since the last inspection there has been a significant investment in ICT hardware and software to support teaching and learning. The computer: pupil ratio is approximately 1:4, which is better than the national average. Technical support has improved greatly and there is effective use of laptop computers and wireless networking in many parts of the school. This has the advantage of enabling non-specialist rooms to be used for the teaching of ICT. One drawback is the short life of the laptop batteries, which were noted to expire during a lesson on more than one occasion, resulting in the loss of pupils' work.

Information and communication technology across the curriculum

74. The insufficient use of ICT within subject areas was an issue of the last inspection. This is a major priority for the school and significant investment has been made to improve the resources necessary to develop the use of ICT across the curriculum. Wireless-enabled laptops are used effectively to provide access to ICT in existing subject teaching rooms.

75. The majority of staff have received ICT training through the New Opportunities Fund and most teachers are aware of the potential ICT has to enrich the teaching and learning of their subject. ICT is planned into much subject work. However, the use of ICT in other subjects is not sufficiently monitored or co-ordinated to check that opportunities are not missed. During the inspection, good use of ICT was observed in mathematics, history, business studies and technology.

HUMANITIES

GEOGRAPHY

76. Provision for geography is **good**.

Main strengths and weaknesses

- Teachers' subject knowledge and use of assessment to raise students' attainment are good.
- Written literacy skills are developed well but listening skills less so.
- The quality of leadership provided by both the head of department and the head of faculty are both good.
- There are inadequate facilities to allow the use of available ICT in all classes.

Commentary

77. Results at GCSE in 2002 and 2003 were well below national averages. This represented a considerable increase from the previous year. Group sizes were very small, too small for representative data for the relative performance of girls and boys. There has been an enormous increase in numbers opting for geography and the work seen during the inspection indicates standards much closer to national average for both the current Year 10 and Year 11 students.

78. On entry to the school, students' attainment is below average, particularly hindered by low literacy skills. Teacher assessments show that by the end of Year 9 students' attainment is close to being average. Students have achieved well in Years 7 to 9. They show understanding of physical and human processes and can explain how these processes influence the patterns and distribution of features being studied. Girls' attainment exceeds the boys' at level 5, but boys' attainment exceeds the girls' at level 6 and above. Geography is a more popular choice with boys than girls in Years 10 and 11. Students achieve well through Years 10 and 11 and maintain these standards. Students' ability to communicate in writing has also developed particularly well throughout the course from Year 7 to Year 11. Other literacy skills, especially their ability to listen to teachers and to each other have not been developed to the same degree. Examples of the use of ICT in geography were

seen in Year 11. Access to ICT is not currently available throughout the department as only one room is set up to allow the use of the wireless network laptop computers to be used to support learning. The subject makes planned contributions to the development of students as citizens and to their spiritual, social, moral and cultural development.

79. Overall, teaching and learning are good with examples of very good teaching seen. Teachers have good subject knowledge and plan effective lessons with clear introductions and well-designed plenary sessions to engage students and build on previous work. Good use is made of assessment information and assessment descriptors are shared with students, particularly in Years 7 to 9. This has been particularly effective in raising students' attainment in these years by giving students clear and achievable objectives for their learning. Teachers have high expectations of students' behaviour and academic standards. In most lessons these expectations are met. Where they are not met, it is due in large part to students' low listening skills, in particular the inability of a significant few to listen when others are making a contribution.

80. There is good leadership and effective management from the head of humanities and the head of geography. Improvement in recruitment to the subject and in reported attainment coincides with the appointment of these two key members of staff. There has been good improvement since the last inspection. However, there is insufficient focus on developing students' listening skills, and insufficient development of assessment criteria as learning objectives for GCSE.

HISTORY

81. Provision in history is **good**

Main strengths and weaknesses

- Students achievement at GCSE has improved significantly since the last inspection
- Teachers plan carefully, work hard to motivate all students and encourage them to do their best
- ICT is being used well to promote learning in history but access to ICT facilities are insufficient.
- Students are not given enough opportunities to develop their speaking and listening skills in order to ask historical questions and present their historical findings more effectively

Commentary

82. 2003 GCSE results are below national averages, however there has been a significant improvement on previous years. Boys attained higher grades than girls. On average students in history attained a quarter of a grade lower than in other subjects.

83. Students enter Year 7 with well below average standards in literacy, many without the writing skills necessary to do well in history. In written work standards remain below the national average by the end of Year 9. Most students make good progress in their understanding of chronology, although girls make better progress than boys overall. Work in Year 7 on the investigation of the murder of Thomas Becket indicated that students understood the role of the church in medieval life and were able to use key vocabulary correctly. Students with special educational needs make some improvement in the development of their historical skills. Written work shows less development in length or level of detail. Some work is incomplete indicating it is not always well matched to ability and students need more support. By the end of Year 11 standards are below average but are improving steadily. Students' achievement in history is good and significantly improved since the last inspection.

84. The quality of teaching and learning is satisfactory overall with some examples of very good teaching seen in all year groups. Teaching in Years 7 to 9 is satisfactory and generally good in Years 10 and 11. Strengths are detailed planning and the positive manner in which students are encouraged to do their best. Teaching is very good when students are actively involved, experience a variety of learning activities and good plenary sessions. Teachers use good questioning skills to

recall key facts and compare different sources of evidence. Year 11 students used laptop computers confidently to prepare a presentation in which they had to apply their understanding of the role of medicine and use research skills. The use of ICT in history is good but students do not have sufficient access to computers during lessons.

85. Teachers have very good subject knowledge and are aware that they need to consider further the needs of students with specific learning difficulties. Assessment practice is good; students are given regular feedback on their progress and pupil self evaluation is now being used to inform their learning. Students are encouraged to evaluate their own progress in Year 7.

86. Leadership and management of history are good. There is a strong commitment to raise standards and support further improvement. The head of department works closely with the head of the humanities faculty and a detailed improvement plan exists to continue to raise standards. Improvement since the last inspection is good.

RELIGIOUS EDUCATION

87. Provision in religious education is **good**.

Main strengths and weaknesses

- The GCSE results in summer 2003 were very good.
- Teaching is good which encourages students to achieve their potential.
- Standards of written work, particularly in Years 7 to 9, are not high enough for students to show clearly what they can express well in discussions.
- The recently appointed head of department is very enthusiastic, and is clear about the ways in which the department needs to develop to ensure that students make good progress.
- The department makes a good contribution to the students' spiritual, moral, social and cultural development.
- There has been improvement since the last inspection in the provision for the non-GCSE groups in Years 10 and 11, but there is still insufficient time to meet statutory requirements fully.

Commentary

88. Standards in the GCSE option group in the last examinations were well above the national average, with 92 percent of students gaining A*-C grades, and 100 percent achieving A* - G. The results also represent an improvement over previous years, although the numbers taking the subject in 2002 were very small. There is no GCSE group in the current Year 11, but students in the current group in Year 10 are achieving well. Students are developing a sound knowledge and understanding of Hinduism and they can talk meaningfully about aspects such as caste, fate and reincarnation. Their written work has developed since the start of the course, and they are becoming aware of the need for more extended writing. The achievement of the students is good as the expectations in lessons are high and they respond positively to this. There is no significant difference in the achievement of boys and girls.

89. Students studying general religious education in Years 10 and 11 are increasing their knowledge of different religions, and are using this information to inform discussion about topics such as euthanasia and abortion. At the end of Year 9, the standards of attainment are broadly in line with the standards indicated in the locally Agreed Syllabus. The majority of students have a working knowledge of different world religions, and they can talk sensibly about many aspects of these faiths. Their verbal responses are stronger than their written responses. In some instances the amount of written work in students' books is limited and, in some cases, even the more able students find difficulty in writing responses of any length. The achievement of the majority of students is satisfactory. More work suited for the different ability levels in some classes would support the achievement and progress of less able students. The progress of students with special educational needs is satisfactory but there is insufficient work tailored for their needs.

90. Teaching overall is good, with some very good features, and this helps students to make progress. Lessons are well prepared and teachers show good knowledge of the subject, enabling them to deal with a variety of questions from students. There is an insistence on the use of correct terminology, which helps to reinforce students' knowledge. Expectations are high and this, combined with a fast pace, enables a lot of ground to be covered in the time available. Students generally respond positively to this and are keen to get on with their work, although occasionally there is some low level disruption from small groups in Years 7 to 9, which slows the pace of the lesson. There is some reliance on the fact that students are taught in ability sets and there are not always different levels of work available for the students. Teachers are aware of the literacy difficulties experienced by many students, and provide good support for reading. Limited specialist accommodation means that there are insufficient rooms available where items such as key words can be on display to help students. Because of access difficulties there is limited use of ICT in the subject, though there are some opportunities for research and word processing.

91. There have been recent changes in the leadership of the department with the return to the post of a previous head of department. She is very clear about the developments that have taken place and of the further improvements that are needed to develop the subject and support students' learning. Of particular use has been the development of levels in line with the locally agreed syllabus and national advice, which is now enabling teachers to track students' achievements in the subject and to set targets for progress.

92. A good contribution is made to students' spiritual, moral, social and cultural development by the content of the subject and the ways in which it is taught. Students learn about different faiths and are helped to see how these affect the lives of those who follow them. They are required to speak respectfully about the beliefs of different groups. They have the opportunity to consider a variety of moral issues and the implications for these of belonging to a faith. They have had some opportunities of visiting places of worship of different faiths, for example a temple and a synagogue. However, there are not enough opportunities for contacts with other faiths to strengthen their understanding fully.

93. At the time of the last inspection, there were concerns that the topics being taught to students in the general religious education lessons in Years 10 and 11, did not meet the requirements of the locally agreed syllabus. This issue has been addressed, and the topics covered now fully comply with requirements. The subject is taught as part of the personal and social programme, which enables the religious aspects to be seen as part of a wider dimension. However, because of the limited time available to personal and social education, there is not time to cover all the topics in as much depth as necessary.

TECHNOLOGY

DESIGN AND TECHNOLOGY

94. Provision in design and technology is **satisfactory**

Main strengths and weaknesses

- Leadership is good.
- Teaching in Years 7 to 9 is good.
- The department has good ICT resources and uses these well especially in graphic products.
- Standards of attainment are low.
- Ways in which the design process is recorded by students as they work through it are in need of improvement.
- Procedures for individual target setting for students in Years 10 and 11 are underdeveloped.

Commentary

95. The aggregated GCSE results in 2003 were well below national averages. Over the past few years the combined results have persisted at this low level. Results in GCSE resistant materials and textiles are considerably better than in graphic products and food technology. Standards in the classroom in graphic products and food technology are well below national expectations though in textiles and in resistant materials they are close to national averages.

96. The teacher assessments awarded at the end of Year 9 in 2003 gave levels that average out at below national figures. This is reflected in standards observed during the inspection. From evidence gained through analysis of work in booklets and discussion with students it is clear that standards of attainment are currently below national expectations.

97. Students enter the school with few design and technology skills and with little of the knowledge and understanding required to design and make products. Their standard of attainment is at this time well below national expectations. Students then make good progress and the work seen in Year 9 is just below national expectations. They conduct research, generate ideas and apply the practical skills they acquire making an appropriate range of products in a variety of materials and processes. There is good achievement in Years 7 to 9.

98. By the end of Year 11 standards are well below average. Though overall achievement is satisfactory a number of students make unsatisfactory progress due to poor attendance and to some poor behaviour in classes. Some students have poor attitudes and fail to complete work on time. Their folders are poorly organised and incomplete. Teachers annotate work and keep good records of progress but there is no common process for regular and formal feedback and for the setting of agreed targets. There is good use of ICT in design and technology, especially in graphic products. Some effective use is also made of the internet for research.

99. The quality of teaching and learning is satisfactory. In Years 7 to 9 teaching is good. It is satisfactory in Years 10 and 11. The stronger teaching in textiles and resistant materials yields results that are better than in the other subjects. In these lessons there are few problems caused by poor behaviour because the control and management of students are good. Where teaching is good teachers plan and deliver well-structured lessons that have clear introductions, a good variety of activities and closing sessions that draw out of students what they have achieved. This helps to improve students' understanding of what they have to do to improve. All teachers have good subject knowledge and generally use this well in lessons as they move around students giving expert advice. Assessment procedures are good and teachers use them well to plan programmes of work. In the best planning work is well matched to ability.

100. Leadership and management of design and technology are good. The head of department has a clear understanding of what needs to be done to improve standards. She knows her department very well and her development planning addresses the problems square on. Overall there has been satisfactory improvement in design and technology since the last inspection.

VISUAL AND PERFORMING ARTS

ART

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

Main strengths and weaknesses

- Examination results are well above the national average
- Teachers' passion and enthusiasm leads to high quality teaching and learning with excellent response from students.
- Student management - especially with more challenging students, is excellent.

- The subject has a very positive impact on the development of students' self-esteem.
- Three dimensional work is extensive and excellent.
- Significant non-specialist teaching, mostly in non-specialist space, (which) leads to inequality of access to the highest quality work.
- Not all students have access to ICT at all levels.

102. GCSE results are well above the national average, and among the best in the school. Achievement is very good at all levels. Students enter with low skill levels, narrow experience and low self-esteem. This rapidly changes, and by half way through Year 7 students are already showing confidence in their art work, developing skills and using them to make good quality work in their African masks project. By Year 9 the large-scale three-dimensional work inspired by the ancient Egyptian civilisation is both skilful and exciting with stylistically appropriate decoration. This progress continues through Years 10 and 11, leading to the exceptional examination results. Some good quality sketch books were seen showing research and development work leading to large scale final pieces in a range of styles and techniques, and indicating the impact of many mainstream artists.

103. Standards are above average by Year 9, and also above average in Year 11, with potential to match previous results, which were well above the average. Students' achievement is very good. Some magnificent large-scale paintings were seen, one showing the influence of both Goya and the Pre-Raphaelites. Good observed drawing formed part of many portfolios. Students with special needs achieved and attained well, and many examples were seen whose quality bore favourable comparison with the best. The most able were stretched, and while given responsibility for their own development and were also responding to teacher enthusiasm. Some very good work using technology was also seen.

104. Teaching and learning were both very good at all levels. Excellent relationships in a relaxed but very positive working environment gave students the self-confidence to take artistic risks, and passion and enthusiasm are a norm in lessons. The management of very challenging students is excellent, and they too take responsibility for their own learning. Expectations are high both from teacher and taught, and success is built in from the start. Students were seen learning through observation and analysis, skill development, experiment and above all by doing and subsequent progressive refinement.

105. Leadership and management are very good; there is a clear vision at both faculty and department levels. A strong team of specialists has been built who share this vision, but a large number of classes are taught by non-specialists, often in non-specialist rooms. Many aspects of the accommodation are good, but the leaking roof diminishes its quality as a working environment. Access to resources for technology is not good, and the issue is already in the department development plan. The curriculum is broad and balanced except for the weak access to technology. There is a good assessment scheme but the role of self-assessment is insufficient. Display is very good both in the department and around the school, both celebrating and inspiring. The mural on the Co-Op wall in the nearby shopping centre is an example of students' high quality work.

106. Improvement since the previous inspection has been good. Starting from an already good level of provision, numbers in Years 10 and 11 have significantly increased, and examination results are now well above the national average.

DANCE

107. Provision for dance is **very good**.

Main strengths and weaknesses

- The number of students gaining A*-C grades in the GCSE examination is well above the national average.
- Leadership and management of the subject are excellent with staff sharing a commitment to raising the status of the subject and the level of attainment.
- The number of boys in the examination groups is significantly lower than the number of girls.
- The changing facilities for the subject are inadequate.

Commentary

108. Dance was introduced as an examination subject in 1999. Since then the number of students gaining the higher A*-C grades passes in the GCSE examination has increased each year and the number of students gaining the higher grades in 2003 was well above the national average.

109. Dance is taught in Years 7, 8 and 9 as one of a range of expressive arts subjects. Most students arrive at the school with only a limited experience of dance, but very quickly respond to the very good quality teaching, so that by the end of Year 9 most are able to demonstrate good patterns of movement and gesture that are performed with clarity and fluency. The level of attainment of both boys and girls by the time they are 14 years old is at least in line with national expectations with a significant minority exceeding this.

110. In Years 10 and 11 dance is not a compulsory subject, but since September 1999 students have had the opportunity to study for a GCSE award in the subject. Enthusiastic and able groups of students have taken up the offer, although there are significantly more girls than boys in the groups. Their attainment in lessons is above national expectations. They compose and perform accurately and expressively and successfully communicate their intentions through dance. They work hard to develop their techniques, and readily accept the opportunities to practise, refine and consolidate their skills. Their ability to plan and choreograph is well developed alongside their ability to appraise critically their own performances and those of others. They are achieving well.

111. Teaching is never less than good, and in the majority of lessons observed it was very good, and a minority excellent. Lessons are well prepared and content is well matched to students' interest and levels of attainment. Teachers continually make demands for high quality performances and good behaviour and usually these demands are met. Students respond very positively, are highly motivated and are anxious to be involved in the lesson activities.

112. Accommodation for the practical aspects of the subject is very good, but the changing facilities are inadequate. Students are involved in many public dance performances and many students take part in the school's musical productions. Many visits to both local and London theatres serve to extend the students' experiences of a very wide range of dance activities.

113. The leadership and management of dance are excellent. Both are founded on an enthusiasm for the subject and a commitment to its continuing improvement. Planning is detailed and course work is well marked helping students understand how to improve their work. Staff who teach the subject work collaboratively as an effective team.

DRAMA

114. Provision for drama is **good**.

Main strengths and weaknesses

- The good and very good teaching in the subject enables students to make good progress in their drama skills and techniques.

- The very positive attitudes that students display towards their work contribute to good learning in the subject.
- There are limited chances for students to consider the practices of influential directors and theatre practitioners and to use this knowledge to improve the quality of their own practical work.
- A number of students are insecure in their critical and analytical skills when evaluating their own practical activities.
- There is some inconsistency in schemes of work and assessment practices in the subject.

Commentary

115. Students arrive in Year 7 with a limited knowledge of educational drama and role-play. Students achieve well in Years 7 to 9 and make good progress in their knowledge and application of a range of drama techniques and strategies with the result that standards by the time students are 14 are above those expected of students of a similar age. Students make very good progress in Years 10 and 11 and use and extend drama skills within increasingly challenging drama activities with the result that standards by the time students are 16 are well above average. This is reflected in the most recent GCSE Drama examinations. Students with special educational needs achieve as well as other students.

116. Students in Year 7 were seen to use a good range of drama skills as they produced some imaginative improvisations based on the folk song, 'Soldier, soldier, won't you marry me?'. Students in Year 9 likewise displayed good improvisational skills as they explored scripted work, with a focus on the use of voice, tone, physicalisation and inter-relationships with other actors, with students sustaining a believable character over time. Students in Year 10 engaged in some imaginative drama work as they considered and explored the use of masks in drama whilst students in Year 11 worked with real interest in exploring the character of Malvolio in Shakespeare's *Twelfth Night*.

117. Students work well together in all lessons. They listen to and value each other's ideas and opinions and are prepared to explore a number of approaches to their work before arriving at an agreed framework. The good and very good progress in learning is enhanced by students' very good self-discipline, their positive attitudes to work and their very good working relationship with their teachers.

118. Although students make very good progress in their improvisational skills there are too few opportunities for students to consider the ideas and rehearsal skills of influential directors and theatre practitioners, and to use this experience to improve the quality of their own work.

119. Whilst a number of students produce satisfactory written work based on their own practical activities, an equal number of students tend to describe the activities they are involved in, rather than evaluating the success or failure of the techniques and strategies they use. Teaching in the subject is good, with some very good teaching being observed during the period of the inspection. Teachers are very secure in their subject knowledge and use it to good effect to stimulate students' imagination through some imaginative and well-planned drama work. Teachers have high expectations and provide students with well-sequenced activities with the chance to use drama skills within increasingly demanding improvisations and scripted work.

120. Leadership and management in the subject are good, though lack of a member of staff with specific responsibility for the subject has resulted in some minor inconsistencies in the organisation, delivery and assessment of the subject.

121. Students are given the chance to see plays and productions both within school and at local theatres. There is a drama club, with chances for students to show their GCSE practical activities to an audience of parents and friends. School productions are to be reintroduced this year with a production of 'Annie'. The significance, value and success of the subject were influential factors in the school being awarded an Artsmark. Standards in the subject have improved significantly since the last inspection.

MUSIC

122. Provision in music is **good**.

Main strengths and weaknesses

- The enthusiasm and commitment of the teacher supports high quality teaching and leads to very effective learning
- There is good quality instrumental teaching, which is free and involves a significant proportion of students.
- There is inadequate provision for music technology, which is to be resolved soon.
- Some students in Years 7 to 9 do not currently receive an adequate time allocation to cover the national curriculum.

123. GCSE results are at the national average for grades A*- C, but points scores are better than average. Achievement is very good in Years 7 to 9, and good in Years 10 and 11. Students enter the school with few musical skills and narrow experience. The school supports the instrumental teaching provision exceptionally well, and a significant proportion of students now have lessons, which are free. This enables those who show interest and ability to develop traditional musical skills, and this is already having an effect on extra curricular work and examination classes, especially in Year 10. Students with special needs make very good progress, and some good work was heard, as with the Year 7 low attaining students group working in groups at the interface between sound effects and music. The ablest are stretched both in lessons and extra curricular work.

124. Attainment is at the national average by the end of Years 9 and 11. The Year 9 students working on making their own short musical which involved arrangement, composition and performance were attaining well, and a song composed and performed as part of this project by four Year 9 girls was of good quality. Year 10 students were playing well, and composing effectively, although the lack of technology access was a problem. One Year 11 boy had composed a very good piece of wedding music for wind ensemble using the 'Sibelius' software – using the teacher's equipment. An unusual and very high quality vocal ensemble for Year 10 and 11 boys run by the singing teacher was heard, and although it is a recent innovation, it is already working at a good standard.

125. Teaching and learning are both very good at all levels. Relationships are very good, and the teaching is based on excitement, passion, enthusiasm and commitment. Pupil responses are a mirror image, and the working atmosphere in the music room is intense and full of fun. Work with lower ability students is particularly good. The joint hand chimes work with a local special school, which culminated in a performance at the Southampton Guildhall, was one valuable opportunity provided for students. Above all students were learning by doing, and polishing their own work to improve it.

126. Leadership and management are very good, based on enthusiasm and a strong belief in the value of music to children and their development. The head of department has a clear vision for the future, and a determination to match her vision. Because of factors outside the school's control, a significant number of students in Years 7 to 9 do not receive enough lessons to cover the national curriculum adequately, but the department has taken steps to minimise the effect of the problem. The curriculum is broad and balanced except for music technology, but the resources are ready for installation very soon. The short lunch break limits access to extension activities in music.

127. Improvement since the previous inspection has been very good, and music now fits into overall arts provision, which is a strength of the school.

PHYSICAL EDUCATION

128. Provision of physical education is **very good**.

Main strengths and weaknesses

- Very good leadership results in a shared enthusiasm for and commitment to continuing improvement in the department.
- Good teaching ensures that all students achieve well.
- The school has made very good improvement since the previous inspection.

Commentary

129. Since the previous inspection there has been a significant improvement in the quality of provision in the subject. There has been a big increase in the number of students gaining the higher level GCSE passes, a sharp increase in the participation rates, and a complete revision of how the subject is led and managed.

130. In the 2003 GCSE physical education examination the number of students gaining the higher A*-C grade passes was in line with the national average. This was a very significant improvement on the number gaining the higher grade passes in this examination at the time of the previous inspection.

131. Although there are variations in how well individual students perform, standards of achievement of students by the end of Year 9 are in line with that expected nationally, with a minority doing even better. The leadership and teaching within the department deserves particular credit for this given the lack of physical education skills and knowledge many students bring with them into Year 7. The good progress is maintained in Years 10 and 11 and by the end of Year 11 most students, particularly those in the examination groups, are achieving standards that are at least in line with the national average, with a significant number doing even better. Students with special educational needs are well integrated, are given much support by staff and fellow students and reach levels of attainment that are commendable for them. There is no evidence of students with special educational needs being disadvantaged by the curriculum offer.

132. The quality of teaching is good and sometimes is very good. The aims of all lessons are made clear, content is appropriate to the students' needs and abilities and the resources are well organised. The teaching has a clear purpose derived from well-devised and coherent schemes of work. Teachers are enthusiastic about their subject and the majority of students respond very positively and work hard. Teachers expect that students will work hard and behave well and in most lessons these expectations are met. Students' enjoyment of their lessons is very evident.

133. Strong leadership and a positive ethos characterise the management of the department. Since the previous inspection there has been a complete change of staff that has resulted in a considerable improvement in the overall provision of the subject, and a raising of the status of the subject within the school. The on-site accommodation has been supplemented by the use of the excellent facilities at the Chamberlayne leisure centre. Hard working teachers work together very efficiently as a team, sharing good practice, and demonstrating a strong commitment to the students. There has been very good improvement since the time of the previous inspection.

BUSINESS STUDIES

134. Provision in business studies is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching is good and establishes clear expectations of student performance.
- Learning is satisfactory and students have a clear understanding of what they need to do to improve.
- Many students behave well but the behaviour of a few others limits their own learning.
- The quality of departmental leadership and management is satisfactory and there are clear indications of improvement.

Commentary

135. It is difficult to make clear comparisons of standards in business studies over the last three years because the examinations entered in each of the years have changed. However, general standards have been above average for two of the last three years. In 2003 the school entered students only for GNVQ Part 1 and results were above the national average, with all students gaining a pass at levels A-C.

136. The department now offers a GCSE in applied business but inspection also focussed on GCSE leisure and tourism. Standards are in line with the ability of specific student groups nationally. Both courses attract a range of students, including some with potential for A*-C grades, but most are in the middle to lower ability ranges. In the two year 10 classes in applied business, for example, a total of 13 students are on the register of pupils with special educational needs. Some students are on track to achieve top grades and many are capable of achieving at least grade C. Hardly any are performing at a level below that required for grade G.

137. Student work indicates satisfactory achievement in year 10 and good achievement in year 11. There is challenge for all students regardless of ability. For example, the marking within student folders shows very clear guidance on how individual coursework assignments could be improved to achieve higher grades. Work is often designed to promote independent enquiry and a good range of investigations gives students plenty of opportunity to address *why* as well as *how* business decisions are made.

138. Teaching is always at least satisfactory and often good or very good. Teachers have very good subject knowledge and this is reflected in the range of work they set. Lessons are well-structured and purposeful and plenary discussions allow students to reflect on what they have learned. In some lessons inappropriate student behaviour detracts from the learning of a few students although this does not restrict the learning of others. In one lesson, very low student attendance reduced the success of a very good lesson because it significantly limited the level of student inter-action.

139. The subject is effectively led and managed. There are high expectations of what students can achieve and these are consistently communicated both during lessons and in the work marked. There is good tracking of student progress and this is used to inform planning. Learning objectives are a clear feature for all lessons and care is taken to share them with students. There is also a need to establish better links with other *Applied GCSE* subjects although a good range of inputs from local businesses enhances the quality of learning. For example, Year 11 students on the leisure and tourism course were comparing marketing materials produced by Marwell Park Zoo. There is extensive use of computers to process assignments. For example, Year 11 students were confident in producing a leaflet on '*Customer Satisfaction*' using *Power Point* and *Publisher*. However, other resources are limited. There are insufficient numbers and variety of books, learning materials and commercial computer programs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

CITIZENSHIP

140. Provision in Citizenship education is **very good**.

Main strengths and weaknesses

- The quality of leadership is very good and citizenship makes an important contribution to the whole curriculum and to extra curricular activities
- External agencies are used effectively to enrich citizenship
- Not enough attention is given to the assessment of students' achievement in citizenship to ensure accurate reporting to parents

Commentary

141. Citizenship is mainly taught within the excellent personal, social and health education programme, which covers Years 7 to 11. It is also reinforced through most subjects within the curriculum and is seen as an enrichment to the development of key skills in these subject areas. Student planners contain a section on citizenship that allows subject teachers to indicate their contribution to the three strands of 'knowledge and understanding about becoming informed citizens'; 'developing skills of enquiry and communication' and 'participation and responsible action'. This is a useful innovation and reminds students of the different components within citizenship.

142. No explicit teaching of citizenship was seen during the inspection and therefore it is not possible to comment on the quality of teaching. However, as this subject is taught within an effective personal, social and health education programme, it can be assumed that the teaching of citizenship is on a par with personal, social and health education and ranges from satisfactory to very good. Planning is always meticulous and ensures that students are able to develop a wide range of skills, together with knowledge and understanding of what it means to grow up in a democratic society. Teaching on politics is explicit at in Years 10 and 11 but needs greater visibility in Years 7 to 9. The subject draws on a variety of external visitors and agencies and these have a positive influence on students' motivation and learning.

143. One of the strengths of the school is its School Council. This is chaired by Year 11 students and is highly respected by all members of the school community. The agenda for the monthly meetings is divided into three sections of: Community, Environment and Learning, which ensures that the council is able to have an influence on decision making in all areas of school life, including teaching and learning. The impressive budget of £50,000 is evidence of the importance given to this group. School Councils provide an opportunity for students to experience democratic processes first hand and this is an integral part of citizenship education.

144. Although students' work is recorded within citizenship, more thought needs to be given to assessment of students' knowledge, understanding and skills developed through citizenship. This will ensure that statutory reporting to parents on students' achievements is based upon firm evidence at the end of each key stage.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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