

INSPECTION REPORT

CIRENCESTER KINGSHILL SCHOOL

Cirencester

LEA area: Gloucestershire

Unique reference number: 115770

Headteacher: Mr M H Redman

Lead inspector: Mrs E Gillmon

Dates of inspection: 29th September – 3rd October 2003

Inspection number: 260940

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Foundation
Age range of pupils:	11 to 16 years
Gender of pupils:	Mixed
Number on roll:	819
School address:	Kingshill Lane Cirencester Gloucestershire
Postcode:	GL7 1HS
Telephone number:	01285 651511
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Soper
Date of previous inspection:	18 th January 1999

CHARACTERISTICS OF THE SCHOOL

Cirencester Kingshill School is a co-educational foundation comprehensive school for pupils aged 11 to 16. It is a Beacon School, with Sports College status, holding a Sportsmark Gold Award from Sport England and an Eco-School Award. The school is of average size and is over-subscribed. It is situated on the eastern outskirts of Cirencester, and pupils come from more than 30 primary schools, mainly serving the surrounding rural villages but also including some wards in which there is a relatively high level of social deprivation. Attainment of pupils on entry at age 11 is broadly in line with national averages. The proportion known to be eligible for free school meals is below the national average, as is the proportion of pupils who speak English as an additional language. The proportion of pupils from ethnic minority backgrounds is very small. The percentage of pupils with special educational needs is broadly in line with the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2774	Mrs E Gillmon	Lead inspector	
9446	Ms H Griffiths	Lay inspector	
19925	Ms M Price	Team inspector	Mathematics
1085	Mr J Laver	Team inspector	English English as an additional language
1249	Mr J Edge	Team inspector	Science Special educational needs
14573	Mr H Wareing	Team inspector	Information and communication technology
8503	Mr A Allfree	Team inspector	Art and design
8503	Mr A Allfree	Team inspector	Design and technology
16930	Mr J Plumb	Team inspector	Geography
17732	Mr D Martin	Team inspector	History
31536	Mr C Gill	Team inspector	Modern foreign languages
31683	Mr S Beaven	Team inspector	Music
32930	Mrs J Edwards	Team inspector	Physical education Citizenship
10807	Mr P Quest	Team inspector	Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Cirencester Kingshill School is a very good school with an excellent ethos. It provides a very good quality of education for pupils of all backgrounds and levels of prior attainment. External examination results at the ages of 14 and 16 are well above national averages and represent very good and often outstanding achievement. Pupils' attitudes to learning are excellent and the teaching is predominantly good. The school provides very good value for money, evidenced by the considerable value added to pupil achievement during their time at the school.

The school's main strengths and weaknesses are:

- Very good achievement by pupils.
- Very good teaching.
- A positive ethos within which pupils demonstrate very good learning attitudes.
- Very good leadership and consistently good management at all levels.
- There are some inequities in curriculum provision.
- Statutory requirements in relation to religious education and information and communication technology (ICT) are not met.

The school has made good improvement since its last inspection in 1999 when standards and the quality of education were also judged to be very good. The key issues raised have been addressed, but the school still does not meet the requirement to hold a daily act of collective worship.

STANDARDS ACHIEVED

Year 11 results

Performance in GCSE examinations at the end of Year 11, compared with:	all schools			similar schools
	2002	2001	2000	2002
	A	A	B	A*

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

Standards attained in all years and in most subjects are above average and frequently well above. There is little difference between the attainment of boys and girls by the end of Year 9, but the performance of girls exceeds that of boys by a greater margin at the end of Year 11. In ICT, standards of pupil capability, measured by teacher assessments and through GCSE examinations, are average.

Throughout their time in this school, the great majority of pupils achieve very well in relation to their capabilities and their prior attainment in national tests at the end of Year 6. Pupils with particular needs, including the very able and talented, those for whom English is not their mother tongue and those with special educational needs, achieve very well because of the level of support provided.

Pupils' attitudes, behaviour, social development and attendance are very good. Their attendance record is well above average and they are punctual to school and to lessons. Some unacceptable behaviour is linked with a minority of pupils, usually in transit to or from school. Pupils demonstrate sensitive responses to spiritual matters and have a good sense of right and wrong. They are not, however, sufficiently aware of the diverse cultural nature of our society. Evidence indicates that the Sports College status is already contributing to the promotion of high standards throughout the school, particularly respect, fair play and positive attitudes to learning.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning outcomes are very good overall. Examples of very effective teaching were most consistently observed in mathematics, science and design and technology. Examples of excellent teaching were observed in geography. Pupils' response to the school's ethos and the high standard of teaching is a significant contributor to the high standards attained.

The curriculum meets National Curriculum requirements for the great majority of pupils. However, some inequities exist in relation to accessing the pastoral curriculum by those pupils who study two languages from Year 9 onwards, and there are deficiencies in the provision and assessment of ICT in Years 9 to 11 and in religious education in Years 10 and 11. The school is at an early stage in developing partnership arrangements which will enable the necessary broadening of the curriculum to include vocational pathways for pupils in Years 10 and 11. Pupils are benefiting significantly from the recent designation as a Sports College through extended curriculum provision and additional resources.

The provision for pupils' care, welfare, health and safety is very good, and the school involves pupils very well in seeking and acting on their views. The provision of support, advice and guidance, based on monitoring of pupils' achievement, is very good, although the limited careers advice available does not meet the needs of all pupils. **Links with parents are very good** and the school works in close partnership with other schools through its Beacon School status.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good at all levels. The headteacher provides direction for the school and is an excellent role model for staff and pupils alike in his determination to uphold standards in all walks of school life. In this, he is well supported by the senior leadership team and middle managers who oversee day-to-day operations and promote high professional standards. Governors provide good support to the work of the school, but now need to be more rigorous in ensuring that statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents show strong support for the school. In particular, they recognise the good teaching and the high standards expected. The great majority consider that the school is well led and managed. They have concerns about the behaviour of a minority of pupils, usually beyond the perimeters of the school, and would like homework to be more consistently set, and inspectors found evidence of inconsistent adherence to the homework timetable in some subjects. Pupils are proud of their school and also endorse the teaching and standards expected of them. Through the pupil questionnaire, a significant minority expressed concerns about bullying and about unfair treatment by teachers, but inspectors were unable to corroborate these and believed that misinterpretation of terminology may have been a factor. Both parents and pupils expressed dissatisfaction with the school's lack of a suitable hall.

IMPROVEMENTS NEEDED

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

- Accelerate and build on current plans for the 14 to 19 curriculum development to secure alternative vocational pathway choice for all pupils.
- Ensure that all pupils have equal access to personal, social and health education (PSHE), citizenship and religious education.

and, to meet statutory requirements:

- Secure appropriate provision and assessment of ICT capabilities for all pupils in Years 9 to 11.
- Secure access to the full citizenship curriculum for all pupils.
- Comply fully with the religious education locally agreed syllabus in Years 10 and 11.
- Comply with the requirement to provide a daily act of collective worship.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils at Kingshill consistently attain above average and well above average standards in external examinations at the end of both key stages; their achievement in relation to individual capability is very good. A significantly high proportion of pupils attained the higher grades in GCSE examinations in 2002 and 2003 and there has been a rising trend overall during the past six years.

Main strengths and weaknesses

- Attainment is above average at the end of Year 9.
- GCSE results are well above average.
- Standards in work seen during the inspection were generally appropriate to the age and stage of courses being followed, and frequently beyond expectation.
- Many pupils achieve beyond what might have been expected based on their prior attainment.

Commentary

1. The attainment of pupils entering the school in Year 7 is broadly comparable with the national average. The school's results in the end of Year 9 national tests have been above average in recent years and have improved at the same rate as nationally.

Standards in national tests at the end of Year 9 – average point scores in 2002 (the latest year for which comparative results were available at the time of the inspection)

Standards in:	School results	National results
English	33.6 (36.6)	33.3 (33.0)
mathematics	35.8 (37.3)	34.7 (34.4)
science	35.2 (36.6)	33.3 (33.1)

There were 153 pupils in the year group. Figures in brackets are for the previous year

2. In 2003, the school's overall average point score was well above the national average, placing the school amongst the top 25 per cent of maintained schools nationally.
3. Pupils make very good progress in the core subjects of English, mathematics and science, and there is no significant difference between boys and girls overall, although boys attain slightly higher in mathematics at this level. Standards observed during lessons and in the sampling of pupils' work matched the test and examination results. They were above average in 56 of the 91 lessons observed. Standards of this measure were observed in history, geography, German, religious education and physical education. Standards in art and design, design and technology, drama, French, ICT and music were considered to be in line with expectation relative to age and stage of the course.
4. GCSE results at the end of Year 11 were well above the national average in 2002, with 74 per cent of pupils achieving five or more A*-C grades. Unvalidated results in 2003 increased further with 77 per cent of pupils achieving five or more A*-C grades, of which about 25 per cent were at grades A*/A. Over time, the trend at GCSE has improved at a rate in excess of the national trend. In comparison with the national average, the school shows that it adds significant value to the learning and achievement of its pupils by the end of Year 11.

Standards in GCSE/GNVQ examinations at the end of Year 11 in 2002 (the latest year for which comparative results were available at the time of the inspection)

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	74.0 (67.8)	49.9 (48.4)
Percentage of pupils gaining 5 or more A*-G grades	100.0 (98.0)	90.9 (90.9)
Percentage of pupils gaining 1 or more A*-G grades	100.0 (100.0)	96.0 (96.0)
Average point score per pupil (best eight subjects)	49.8 (48.5)	39.8 (39.0)

There were 150 pupils in the year group. Figures in brackets are for the previous year.

5. A steady rise in GCSE results, well above national averages in recent years, is evident. In 2002, they were also well above those of similar schools nationally, and when compared with other schools within the Gloucestershire Local Education Authority. The unvalidated results in 2003 reflect a similar pattern, with pupils' average point scores exceeding the national trend. Boys achieved less well than girls within the school, but remain well above the national average for boys.

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with:	all schools			similar schools
	2000	2001	2002	2002
	B	A	A	A*

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

6. Amongst overall very high attainment in most examination subjects, the best GCSE outcomes have been in science and mathematics. In 2003, very good improvement in standards was achieved in humanities. Although there has been significant improvement, standards in ICT are not as high as in other subjects. Insufficient curriculum time and lack of planned development for all pupils in Years 9, 10 and 11 limit pupil progress and achievement in this area.
7. Pupils with special educational needs progress very well and their GCSE results in recent years provide evidence that they achieve well in relation to their individual capability. Very able pupils and those who demonstrate particular talents also achieve very well, as evidenced by the number of higher level grades at GCSE. The very small number of pupils for whom English is an additional language achieve well.
8. The quality of pupils' work throughout is supported by good skills in speaking, listening, reading and writing. Pupils use good numeracy skills effectively throughout the curriculum.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, social development and attendance are **very good**. Their spiritual, moral and cultural development is **good**.

Main strengths and weaknesses

- The great majority of pupils demonstrate excellent attitudes to learning, work extremely hard and behave very well in lessons and around the school.
- Relationships are very good between adults and pupils and among pupils.
- Pupils have a very strong sense of community and support one another very well.
- Pupils have a good awareness of right and wrong and are responsible and mature.
- Attendance is very good.
- Pupils' appreciation of cultural diversity within the United Kingdom is too limited.

- Pupils have too few opportunities to develop and nurture a spiritual dimension.

Commentary

9. Pupils are keen to come to school, and punctuality and attendance are very good, especially considering the long distances that many pupils travel. The school has good procedures to monitor attendance, with the good support of the educational welfare service, and to support the small number of families with attendance problems. Parents are aware of the importance of good attendance and do their best to ensure that their children come to school. The number of exclusions is low.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.3
National data	7.8

Unauthorised absence	
School data	0.5
National data	1.2

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
795	17	1
1	0	0
11	0	0
1	0	0
4	0	0
1	0	0
1	0	0
5	0	0

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

10. Behaviour is very good in lessons, assemblies and around the school. There are few school rules, but pupils understand very well what is expected of them. They are very well supported by the tutor system and fully understand the difference between right and wrong. The school has very good systems for rewarding high standards of behaviour and attendance. It also has very good procedures for monitoring the rare incidences of inappropriate behaviour through the report card system and the remove room. The great majority of parents consider that pupils behave well. Most pupils report that behaviour is good and that there is little bullying; a high incidence of negative comment on this question in the pupil questionnaire is not reflected in the school's experience or by observed behaviour during the inspection, and this may be due to variable interpretations of what constitutes bullying. It is taken very seriously by the school, and pupils in interviews did not feel that it was a problem. The many favourable comments included tributes to the teachers' helpfulness, the support of their tutor groups, the friendly atmosphere and the fact they were treated more as adults as they moved up the school.

11. Pupils feel safe and secure in school. Because teachers have high expectations of them, they are thoughtful, helpful and understand the importance of personal responsibility. They handle themselves with dignity and are open, confident and friendly to visitors. They have a very strong commitment to their work, and their concentration and perseverance are very good. They are eager to contribute to discussions and work very well both independently and co-operatively. They are strongly self-disciplined and able to assess their own and others' work very well. Relationships are consistently very good, fostered from the beginning by the 'buddy' system – younger pupils commented on the help and support given them by older members of the school. Adults offer them consistent examples of courtesy and fairness.
12. Pupils are proud of their school. They are eager to take up the many opportunities for responsibility offered by the school and to participate in the many school activities, clubs and residential trips. Their social development and sense of community are further promoted through the school uniform, tutor groups, assemblies and the PSHE programme. They are encouraged to think of others by raising money for charities such as 'Jeans for Genes'. The well-established Duke of Edinburgh Award involves a small number of pupils. Evidence indicates that the Sports College status is already contributing to the promotion of high standards throughout the school, particularly respect, fair play and positive attitudes to learning.
13. Pupils have some exposure to other cultures through the expressive arts, links with a school in Kenya, theatre trips and the well-established foreign exchanges programme. However, opportunities to learn about other cultures within the United Kingdom are limited, and pupils do not fully appreciate the cultural diversity found in our society because of limitations in the provision of religious education and lost opportunity in assemblies.
14. The spiritual and moral development of pupils is good. Some subjects such as English, drama and humanities have focused on this aspect and do make very good provision but it is not consistently included in lesson planning in all subjects and opportunities are missed.
15. The spiritual development of pupils is further hindered by the fact that the school does not always ensure that assemblies include an act of worship. Nevertheless, pupils are sensitive to the beliefs and values of others and, when given the opportunity, demonstrate a good understanding of spiritual issues. Of particular note is the response of pupils to the concept of a garden of remembrance for former pupils who lost their lives at an early age.
16. The school ethos is very positive and supportive. Although a minority of pupils who responded to the questionnaire did not feel that teachers were always fair, during the inspection, both pupils and staff were observed to treat each other with fairness and respect at all times. Pupils are helpful and polite. Ethical issues are confidently discussed in several curriculum areas with pupils displaying a very mature and responsible attitude. There is a strong understanding of issues, such as caring for the environment, with pupils taking an active role in ensuring that the school environment is carefully maintained. Pupils have a strong sense of social justice.

The Eco-School Project

The Eco-School Project makes a very valuable contribution to pupils' personal development. Through the Eco-School Committee, democratically elected by the student body, the student representatives make robust strategic decisions about how the school environment can be improved. Actions agreed and implemented as a result of this committee's decisions include the design of a logo (in the shape of a lion) strategically positioned on selected litter bins on the school site and this has been a key motivator in encouraging pupils to drop less litter on the ground. In addition, the creative and imaginative strategic thinking of this committee has contributed to the design of recently erected cycle sheds; a very aesthetic feature on the school site.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**.

Teaching and learning

Main strengths and weaknesses

- Pupils demonstrate very good learning attitudes and respond well to teachers.
- Teaching is mainly good and very good.
- An effective assessment and progress reporting system contributes to pupils' learning and achievement.
- Monitoring of homework is not consistent between subjects.
- Planning for the assessment of ICT capability within subjects is weak.

Commentary

17. The quality of teaching and learning are closely interdependent at Kingshill. The school has succeeded in establishing a culture of expectation amongst pupils in relation to learning and the great majority of pupils demonstrate an unusual level of self-reliance and independence in its pursuit, both within and beyond the classroom. They come to school expecting to learn and they do. The above-average attainment of the majority of pupils in the school is undoubtedly the result of the combination of very good teaching and excellent pupil attitudes.
18. Good and very good teaching was observed in 80 per cent of lessons overall, and some excellent teaching was also observed in geography where valuable contributions to the development of pupils' thinking and literacy skills were noted. Of the 18 lessons which were just satisfactory, the majority were in Years 7 to 9. In these lessons, inadequate planning and failure to make learning objectives clear to pupils reduced the effectiveness of teaching. Differences in prior learning and attainment were not always taken into account and sometimes resulted in insufficient challenge to more able pupils and low expectations of some others. Lack of variety in teaching approach, coupled with a slow pace, on occasions produced behaviour by a minority of pupils which was not conducive to learning.
19. Pupils' views about the teaching they received were overwhelmingly positive, as was their recognition that teachers had high expectations and assessed their work helpfully.
20. Planning for the needs of different groups within lessons is predominantly good and a wide range of strategies is employed. Lessons are conducted at a good pace and pupils are given very clear instruction. During the inspection, homework was observed to be set in accordance with an agreed timetable, and it is marked. However, a significant proportion of pupils commented on the fact that homework was not always worthwhile, nor was it set regularly. Relationships between teachers and pupils are very good and contribute significantly to the pupils' achievements. In practical and aesthetic subjects, the very good teaching leads to performance levels and artefacts of very high standards.
21. Pupils with special educational needs are included fully in the life and work of the school. They are effective learners in lessons because of the care taken by most subject teachers. Almost all subject teachers have either a good or a very good impact on pupils with special educational needs, although there are differences of approach and use of materials. Instances of a weak impact by subject teachers on learning by pupils with special educational needs are rare, and usually related to insufficient attention to available data about pupils at the lesson planning stage. Support workers further improve learning in lessons. Through 'withdrawal' sessions, judiciously applied, pupils receive tuition in basic skills and build confidence in how they can learn.

Assessment

22. Overall, the school has good assessment procedures and uses assessment constructively as a means of raising standards and achievement. Data is collected and analysed by senior managers and used in subject departments to set appropriate individual learning targets for all pupils. This underpins the much valued system of personal and academic support which gives both pupils and parents a clear picture of how well children are doing and how they can progress further. The use of assessment data in day-to-day classroom work is less effective, largely because it is applied inconsistently. In some subjects, such as English and science, assessment is very thorough and used constructively for pupils to improve their work. In other subject areas, for example physical education, history and modern foreign languages, targets are either not clearly set or are not shared sufficiently with pupils. There is no assessment of standards in ICT when used by pupils in their various subjects, and this is a factor in the limited progress made in skills development and application.
23. For pupils identified as having special educational needs, individual education plans express pupils' targets clearly. Pupils benefit because they are closely involved in writing and reviewing these targets, but the individual education plans do not guide teachers' planning, as the school uses other channels to inform teachers about what methods and strategies they should use to do this, and this is effective.
24. The quality of everyday marking is variable between teachers and departments. Where good practice exists, it is having a positive impact upon standards. Overall, its use has improved since the previous inspection.

Summary of teaching observed during the inspection in 91 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (3%)	19 (21%)	52 (57%)	18 (19%)	0	0	0

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

Areas for development include:

- *Closer monitoring of the setting and marking of homework.*
- *Planned assessment of pupils' ICT capability within subject teaching.*

The curriculum

Main strengths and weaknesses

- The curriculum is well structured and implemented.
- Opportunities to pursue vocational courses are very limited.
- Accommodation to support the curriculum is of good quality overall, but shortcomings exist in some areas.
- Extra-curricular provision is very good, particularly in relation to sport.
- Elements of ICT provision in Years 9,10 and 11 are unsatisfactory.
- The citizenship/PSHE curriculum is not equally accessible to all pupils.
- There is a lack of spiritual content in assemblies.

Commentary

25. The curriculum for Years 7 to 9 is well structured with an appropriate time allocation for most subjects, an exception being in ICT in Year 9 where no discrete teaching is provided. Schemes of work in other subject areas include the use and extension of ICT skills, but the delivery and

assessment of pupils' attainment and progress are not co-ordinated beyond Year 8. This has an adverse effect on standards achievable in Years 10 and 11, where progress is not planned adequately.

26. The school successfully prepares the 60-70 per cent of pupils who continue their studies at Cirencester Sixth-Form College, as the range of provision meets the needs of those pupils suited to academic courses, which the school has identified as being the great majority. Optional subject choices are wide, and pupils are able to mix and match these with considerable flexibility. For a small group of pupils, alternative arrangements have recently been introduced in place of modern foreign language teaching, involving vocational courses taught at a further education college some 15 miles from the school. This is currently a pilot scheme, funded through a Pathfinder Enterprise Learning bid, and is the focus of a wider partnership arrangement with local schools and colleges known as the Cirencester Partnership. This pilot scheme is the nucleus for a new curriculum pathway offering greater opportunities in vocational courses and including financial capability, problem solving, decision making and risk assessing through enterprise projects, workshops and work-related learning.
27. Whilst the introduction of this opportunity meets the identified needs of some pupils, the principle of equal opportunities is not altogether served at the present time by the lack of vocational pathways open to all pupils, and the school needs to consider whether the achievement of some already high-achieving pupils might not be further enhanced by exposure to alternative teaching and assessment styles. At present, vocational choice is restricted mainly to a small cohort of pupils whose attainment at the end of Year 9 was below average, or who have become disaffected with education generally. The Cirencester Partnership potentially offers a vehicle for the widening of choice 14 to 16, but the pace of its development needs to be accelerated.
28. There is a well-structured programme in place to support the PSHE of pupils and this is integrated with the teaching of citizenship. Unfortunately, a significant proportion of pupils in Years 9 and 10 – those who study two languages – are disenfranchised from these programmes due to timetabling constraints, and there is no structured alternative to ensure that they receive appropriate guidance in areas such as drugs and sex education. A more flexible approach to timetabling on the part of faculties will be needed to enable the school to secure every pupil's entitlement to a broad and balanced curriculum.
29. Curriculum provision for pupils with special educational needs is good. There is a good balance of small-group withdrawal work for a few, and a good amount of in-class support deployed beneficially. Some pupils with special educational needs also have opportunities, within the alternative vocational programme mentioned above, to acquire initial units leading to National Vocational Qualifications (NVQ).
30. The range of extra-curricular activities and out-of-school learning opportunities is a strength of the school. A good choice of clubs and opportunities, particularly in sporting and cultural activities, operates on a daily basis. Theatre visits support the expressive arts curriculum and show a clear commitment to learning outside the school day and to experiences that will enrich pupils and help their cultural development. Take-up of excursions abroad and foreign exchange visits is good, and the school ensures that no pupil is precluded through financial disadvantage. Through the Sports College programme, and in the expressive arts, opportunities to develop individual talents are provided. The school has recently appointed a member of staff to oversee the development of those with exceptional abilities and talents in particular areas.
31. The school is well staffed with appropriately qualified teachers and high-quality support workers. A relatively high turnover reflects the quality of professional development experience leading to promoted posts elsewhere.
32. As a specialist Sports College, the school is exceptionally well resourced to support its work. Although small, the library is well resourced and is popular with pupils. Other areas of the

school are well accommodated and the quality of the environment is good. The open-plan design of the school facilitates monitoring procedures well. Litter and graffiti are low-level. However, staff suffer from a lack of adequate administrative working space, and there is no school hall. This is a serious defect in a school which is otherwise well resourced. It impinges on its ability to hold whole-school functions, including the corporate act of worship, and it is a distinct barrier to the development of the expressive arts.

33. ICT network problems mean that data cannot be added or accessed at times, and there are occasions when lessons cannot proceed due to network problems which place an additional burden on the teacher.

Areas for development include:

- *Full compliance with National Curriculum requirements in relation to religious education, ICT and citizenship.*
- *The development of diverse curriculum pathways providing equal opportunity in respect of vocational pathways to accreditation.*

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. The provision of support, advice and guidance, is **very good**.

Main strengths and weaknesses

- The induction arrangements for pupils in Year 7 are very good.
- There are very good procedures for health and safety, child protection and first aid.
- Adults know pupils well and provide very good levels of support and care for their wellbeing.
- The school has good systems to monitor pupils' academic standards and progress and these are used well to provide pupils with advice and guidance.
- Arrangements for monitoring pupils' personal development are very good.
- The involvement of pupils in the school's work and development is very good.
- Not all pupils have full access to the PSHE/citizenship curriculum.
- Careers guidance for pupils wishing to follow vocational courses is limited.

Commentary

34. The school has very good health and safety procedures in place. Governors, staff and the conscientious site manager make regular risk assessments and checks of equipment. Arrangements for dealing with pupils' medical conditions are very thorough and a significant number of staff have had first-aid training. There is very little vandalism and the site is commendably free of litter. The standard of hygiene in the boys' toilets, however, does not reflect the school's high standard of pastoral care and this was the focus of much comment in the pupils' questionnaire.
35. The child protection officer and head of Year 7 have undertaken training in this field. They give very good support through training to all staff. Teachers and learning support workers maintain thorough logs of any concerns. The educational welfare service gives good support, but feedback from social services is inconsistent.
36. The school has very good induction arrangements for new pupils. These include visits to all of the many feeder primary schools and meetings for all parents and pupils, at which new pupils are introduced to their Year 9 'buddies'. Pupils in Year 7 felt welcomed into the school and had already settled in quickly. Arrangements for tutor groups are very efficiently organised.
37. Staff have very good relationships with pupils and the tutor system provides very good opportunities for pupils to develop trusting relationships with adults. Pupils are very well supported by the school nurse, the doctor's drop-in clinic and by the counselling and mentor

services. All pupils undertake work experience in a well-organised programme in Year 11. Academic assessment is used well to inform targets. The PSHE programme makes a strong contribution to pupils' personal development and this is monitored well through progress reports and annual reports. However, some pupils in Year 9 do not have access to the full PSHE programme, although provision is made for some careers advice sessions. The local Connexions service provides good support for the relatively small number of pupils wishing to follow vocational courses but not to the majority of pupils following academic courses.

38. The school has highly effective procedures for seeking pupils' views, through the school council, the Sports College council and the eco council. They have discussed such whole-school issues as the school charter, the school planner and the canteen, and their views have a positive impact on school life.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents are very supportive of the school.
- Information supplied to parents is very good.
- The school involves and consults parents very well.
- The school has good links with its feeder primary schools and with local secondary schools.
- Links with the local community are good.
- The mechanisms for the transfer of pupils are good.
- Links with other Sports Colleges are in the early stages.

Commentary

39. Through the high number of questionnaires returned, and at the pre-inspection meeting with the lead inspector, considerable support for the school was expressed by parents, especially in the areas of teaching, leadership and management and in the behaviour of pupils. They expressed very strong satisfaction with the support given to their children by teachers and other staff. They were pleased with the regular information supplied to them on their children's progress and on the options available to pupils at GCSE, although a few expressed concern about the policy relating to language choice and to lack of vocational courses.
40. The information supplied to parents is very good. The prospectus clearly lays out the nature and ethos of the school. The governors' annual report contains all-important information and offers further documentation if parents require it. Good curriculum guides are offered to all year groups. Good progress reports are given to parents each term, including pastoral reports each year. These give parents and pupils the opportunity to comment. The school regularly seeks parents' views through an educational perception questionnaire and responses show that parents felt strongly involved in the school's work. They particularly value the homework planners as a means of communication between home and school. Parents value the consultation meetings with teachers, where targets are discussed, and attendance at these is high. Any complaints are handled very effectively and sensitively. The Friends Association is very supportive of the school and raises very good sums each year to support the school's work.
41. The school has developed good links with the local community, through its work-experience programme and the Duke of Edinburgh Award and through local business sponsorship of the Sports College and the Leavers' Yearbook. Good links have been established with the wider community through exchanges with schools in France and Germany and with a school in Kenya.

42. As a Beacon School, Kingshill works closely with many local schools; for example, teachers of English and science work closely in partnership with a secondary school outside the local education authority, exchanging expertise in assessment procedures and the handling of pupils with behavioural difficulties. Good links have been established with several primary schools, principally in physical education – for example, the school hosts a primary school athletics festival and a cross-country event. Very good arrangements are in place for the exchange of information with primary schools at the age of transfer. Development of the school's links with other specialist Sports Colleges are in the early stages.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **very good**.

Main strengths and weaknesses

- The drive to maintain and improve on already high standards is at the forefront.
- Management is consistently good at all levels.
- The governing body is supportive of the school and has systems in place to hold it to account.
- The governing body does not ensure compliance with some statutory curriculum obligations.

Commentary

43. Governors seek to ensure that the school fulfils statutory requirements, but the requirement to hold a daily collective act of worship is only met sporadically and not all pupils currently receive their statutory entitlement to religious education, ICT or citizenship. This is linked to curriculum and logistical considerations which need to be addressed at governing body level.
44. The school is blessed with a strong and committed governing body. Many governors have been associated with the school for many years, including some parent governors who subsequently chose to remain and support the school in other capacities, and a number of education professionals whose expertise is well deployed. They hold the school's management to account systematically and effectively, using a committee structure and a network of link governors to departments. This works well on two fronts as it provides middle managers with an intermediary as well as ensuring that they are held to account.
45. The governors have a strong sense of the needs of their own community. They know the school well, are sensitive to parents' concerns and are prepared to question the relevance of some national initiatives in the context of their school. They work in close partnership with other schools in the community and take a cautious but exploratory approach to curriculum development.
46. The governing body has a strong partnership with the senior leadership team and undertakes conscientious monitoring of financial control and management. Training opportunities are taken up and, through these, governors are able to keep abreast of national developments.
47. The headteacher has a clear vision for the school he leads. He is a man of strong convictions and has led the school towards successively higher attainment for many years, during which he has created an ethos and built a team of teachers who share his high aspirations for pupils. His relentless drive for consistency and high standards is manifested in the above average, and often beyond expectation, examination results achieved by many pupils and he provides an excellent role model for staff and pupils alike in his determination to uphold standards in all walks of school life. He delegates effectively and succeeds in drawing the best performance from individuals through a combination of high expectation and trust. This, in turn, has led to a relatively high turnover as staff leave for promoted posts but it is to the credit of the school that it is able to attract high-quality young staff and successfully develop newly qualified teachers within an environment which sets high standards and challenge.

48. The school's relatively newly appointed senior leadership team is compact, enthusiastic and committed to the future development of an already high achieving school. They are very well placed to lead this already successful school through the necessary period of curriculum change which will underpin successful schools in the early twenty-first century. Through a distributed faculty structure, they monitor the work of teachers and the learning of pupils well, and they have instituted and are developing new approaches to teaching and learning, together with more flexible curriculum models in partnership with local schools. They have used opportunities such as the implementation of the Key Stage 3 Strategy to provide all staff with professional development, and systems are in place to link performance management to training needs of individuals.
49. The leadership team monitors carefully the attainment and progress of individual pupils and analyses the achievements of all sub-groups and any minority groups. The school monitors closely the achievements of the very small group of pupils who find conformity to school and school expectations difficult. Through the pastoral system, and the learning support department, these pupils are frequently counselled and supported. The relatively large team of learning support workers is deployed well to maximise benefits to pupils' progress. The approach is to solve problems and ensure that complex priorities are balanced well. This team combines a very impressive variety and depth of skills and talents.
50. A considerable strength of the school lies in the fact that it has created a data-rich resource which enables teachers to track the progress of each individual pupil. Pupils' progress is tracked in all subjects and reported three times a year to parents in jargon-free terminology. Pupils are involved in their own progress tracking and can describe their strengths, weaknesses and development targets.
51. ICT is used well to support the administration of the school. It helps to reduce teachers' workloads and is used imaginatively and effectively to support the production of regular reports on pupils' progress and achievement. However, network problems mean that data cannot be added or accessed at times. This undermines the use of ICT in this way and must be addressed if the school is to gain maximum benefit from these systems.
52. Whilst the school is clear about its strategic intent, planning processes at the present time are not sufficiently coherent to secure the longer-term future development of the school. The admirably succinct strategic priorities are insufficiently developed and shared with middle managers to inform their own short-term development plans. There is a need for a greater whole-school focus on longer-term planning, bringing together a number of currently fragmented activities, such as professional development planning, curriculum review and asset management. The involvement of governors in such planning from the outset will enhance the expertise available to the school and bring a wider vision to bear on future needs of the community.
53. Kingshill School is an efficient and orderly place. Heads of faculty and heads of year are effective. Parents and pupils consider the school to be managed well, and the staff culture is one where all contributors to the life and work of the school feel valued. The systems which underpin its routine operation of teaching and extra-curricular activity are effective but unobtrusive. Communication within the school, and with external partners, is very good. The cycle of formal meetings, briefings and daily bulletins is appropriate and efficient and a strong teamwork ethos is evident amongst middle managers and support staff. Financial management is very good. Monitoring of performance is systematic, and effective checks on departmental expenditure are in place. The principles of best value are understood well and applied throughout the school.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	2,612,481
Total expenditure	2,489,695
Expenditure per pupil	3,040

Balances (£)	
Balance from previous year	121,990
Balance carried forward to the next	235,248

Areas for further development include:

- *Greater integration of whole-school planning.*
- *More rigorous holding to account by governors in connection with statutory requirements.*
- *Improvement of the ICT network infrastructure.*

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 AND 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils attain good standards and achieve very well.
- Teaching is consistently good.
- Leadership is good.
- Assessment procedures are very good.
- Pupils have very good attitudes towards the subject.
- The level of work is not consistently matched to pupils' capabilities.

Commentary

54. Standards in English are good and are above the national average for pupils at the end of Year 9 and Year 11. Standards of writing and reading are closely matched, and many pupils speak confidently and articulately. Since pupils join the school with standards broadly in line with national expectations, by the time they leave, they have achieved very well. This is due mainly to good teaching and the very positive attitudes which pupils themselves have towards learning. Standards seen during the inspection confirmed the most recent national test results for pupils at the end of Year 9 and GCSE results at the end of Year 11, both of which were above average. Girls achieve better than boys overall, but the gap in standards and achievement is not great. Effective leadership is also an important factor in promoting very good progress, since the faculty has recognised the need to create a good climate for learning among boys, so that at all ages, teachers have succeeded in making them feel confident about contributing fully in class and they generally take pride in their work. Particularly pleasing is the good progress made by pupils who have particular abilities and talents, and those with special educational needs. This is due to appropriate levels of challenge in the teaching, and the range of strategies used in most lessons.
55. All teachers of English are specialists, and their very good subject knowledge is a strong factor in promoting knowledge and understanding of a range of novels and poetry. Another characteristic of the good teaching is the ability of teachers to quickly establish and maintain a very good working atmosphere which encourages pupils to remain focused and work productively. Teachers question pupils very effectively. They give prominence to detailed feedback and highlighting assessment objectives, thereby enabling pupils to realise exactly how they can improve their writing technique. On the few occasions where learning was observed to be less effective, the choice of tasks and resources was not sufficiently challenging to allow higher attaining pupils to make sufficient progress.
56. Leadership and management in English are good. Although the head of faculty is newly appointed, she has a clear vision of how standards and achievement can be raised further. She has begun to audit existing provision, including teaching methods and resources.
57. The good standards, progress, attitudes, teaching and leadership identified in the previous inspection have been maintained, and the department is managed effectively. Teachers now use ICT more constructively, and have developed the use of assessment to target individual pupils, thus helping to raise their achievement. Overall, there has been good improvement.

Areas for development include:

- *Planned extension work to challenge and stretch higher attaining pupils.*
- *Continued development of use of ICT as a tool for teaching, learning and presentation.*

Language and literacy across the curriculum

58. The school has a good strategy for developing literacy throughout the curriculum. A recently appointed literacy co-ordinator has begun the process of auditing and co-ordinating its development. In several faculty and subject areas, there is evidence that teachers are using effective strategies to promote good speaking, listening, reading and writing skills. In subjects such as history, design and technology, expressive arts and mathematics, there is a strong emphasis on developing the correct use of appropriate technical vocabulary. English and religious education develop extended writing skills. In several subjects, including physical education and ICT, pupils are encouraged to give full, substantiated answers when speaking aloud in class. Although there are some inconsistencies in the way in which teachers address literacy skills, their development overall is making a significant contribution to the raising of standards.

Modern foreign languages

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

Main strengths and weaknesses

- Standards are consistently high in both French and German.
- Teaching and support for new teachers are very good.
- Leadership is clear.
- Pupils have a good work ethic.
- Pupils are not always aware of, or involved in, their own progress.

Commentary

59. Standards have remained consistently above average since the last inspection. The achievement of all pupils has also continued to be very favourable, particularly in German, where GCSE results were well above average in 2002 and 2003. Boys do better in German than in French. The majority of pupils learn one modern foreign language to GCSE level, and a significant number learn two. The school is therefore providing very effective language learning opportunities for a considerably greater proportion of its pupils than is the case nationally and in similar schools.
60. Standards and achievement are high because the department has been staffed over the years by very competent teachers who have been able to ensure that this teaching competency is developed by mutual observation and training as new staff have arrived at the school. Like many schools, the department has been affected by a shortage of qualified and experienced teachers and continues to face the challenge of supporting and training new teachers entering the school this year. The department is already embracing much of the good practice encouraged by the National Key Stage 3 Strategy. The very good teaching is well structured and most teachers are effectively sharing learning objectives with their pupils. Some teachers are making very good use of thinking skills to help the learning.
61. Pupils have a very positive attitude to learning and expect to work hard both during lessons and for their homework. However, they are not always aware of the level they are working at or what they should do to improve.
62. The status of the subject is very high within the school because the head of department has a very clear sense of purpose and direction, and this is communicated effectively to the school community. Management is very good. The department reflects on its practice and has

developed a number of systems to ensure improvement. For example, it is aware of the difference in achievement between boys and girls in French and is sharing teaching approaches between teachers through regular staff meetings and mutual lesson observation. The effective use of ICT is developing well since the recent introduction of an interactive whiteboard, and materials and learning tasks are being rapidly developed. Developments in this area are being disseminated more widely to other local schools. Consistency of teaching methods is evident, contributing to a sense of departmental integrity, which helps pupils with their learning as they move from one teacher or language to another.

Areas for development include:

- *The setting of short-term targets to make pupils aware of their own progress.*
- *Develop strategies to raise the attainment in French to the same standard as in German.*

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils attain well above average results by the end of Year 9.
- GCSE results are well above the national average.
- Teaching is good with very good features.
- Assessment should be used more effectively to set short-term targets for individual pupils.
- Computers should be used more effectively to enhance pupils' learning of mathematics.

Commentary

63. Results of the national tests at the end of Year 9 have been consistently well above average when compared with all schools. Results in 2003 improved further and exceeded the school's target for the subject. In relation to their recorded prior attainment, pupils achieved very well.
64. In Years 7, 8 and 9, standards observed in lessons and in pupils' work covered a range and were above average overall. Pupils achieve well in lessons. The more able pupils achieve highly; they understand sequences and develop formulae to find the 'nth' term. They competently calculate angles and sides of polygons when constructing pie charts. Pupils, who enter the school with below average attainment at the end of Year 6, follow the National Numeracy Strategy and use the associated materials (Springboard); they achieve well.
65. The high standard in GCSE results has been maintained for a number of years. In 2002, results were above the average for all schools nationally, and the high level was maintained in 2003. All pupils were entered for the examination and all gained a grade. The proportion of pupils gaining the highest grades (A*/A) in 2003 was exceptional and better than in 2002. Although boys performed a little better than girls in national tests at the end of Year 9, the attainment of girls at GCSE was higher than that of boys in 2003.
66. By the end of Year 11, most pupils have achieved very well. The most able achieve highly; they have a good working knowledge of formulae relating to circles to find lengths of arcs and areas of sectors. They use calculators efficiently to find solutions. Middle attaining pupils use computers competently. They understand the use of spreadsheets to input data and determine correlation. When drawing conclusions from scatter-graphs, they recognise positive and negative correlation. All pupils would benefit from more opportunities to use computers to enhance their investigative and problem-solving skills.
67. Teaching is good overall and frequently very good. Pupils learn and achieve well because their attitudes to learning are very good and they are taught with skill and commitment. Teachers have good knowledge of the subject and this enables them to pose questions that encourage pupils to participate confidently in lessons. Lessons are well planned and include activities that

interest and motivate all of the pupils. Explanations are clear and help pupils to understand the work. Teachers plan time at the end of each lesson to reinforce the key points learned but, too often, inadequate time is allowed to conduct this effectively. Pupils' work is monitored using regular assessments; however, teachers do not make consistent use of National Curriculum levels or GCSE grades in exercise books to inform pupils of their learning. Pupils would benefit from the setting of short-term targets to help them assess their own progress.

68. Leadership and management of the subject are very good. A common purpose unites teachers of the subject, and systematic review of performance is undertaken.

Areas for development include:

- *The setting of short-term targets to help pupils assess their own progress.*
- *More frequent use of computers to enhance mathematical understanding.*

Mathematics across the curriculum

69. Standards are good overall. In mathematics, teachers plan and use a variety of activities to strengthen numeracy skills mentally and in writing. There is, however, no whole-school strategy to improve pupils' number skills across other subjects.
70. Although some subjects use numeracy well, most lack planning for promoting numeracy skills. In science, younger pupils use skills of estimation and calculation when interpreting data from graphs, and pupils in Years 10 and 11 are able to determine lines of best fit from given data. In ICT, pupils, including those with special educational needs, undertake basic numerical operations when using spreadsheets; standards are good. Pupils in geography demonstrate above average competency in using graphs. In design and technology, they measure and weigh accurately and use bar charts and pie charts to represent data and scales to draw plans.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Excellent improvement in science standards over pupils' five years at the school.
- Innovative leadership of curriculum and teaching plus very effective management of the provision.
- Very good learning of pupils in Years 10 and 11 generated by very good teaching to those years.
- Overall good quality of teaching for Years 8 and 9, although with inconsistencies.
- The limited coverage of ICT is not yet secure.

Commentary

71. Pupils of all abilities thrive very well in GCSE science. Standards are well above the national average and boys and girls achieve equally well.
72. Results in the national tests taken at the end of Year 9 show attainment well above that found in other schools with a similar intake. In 2002, these results were above the national average and were further improved in 2003.
73. All pupils study double award GCSE science within classes which have an equal mix of ability and gender. The excellent standards of attainment of pupils during Years 10 and 11 in recent years have been consistently higher than those in other schools in the local education authority. In 2002, 81 per cent attained A*-C grades, many more than expected attaining A and A* and very few with grades below E. The unconfirmed GCSE results for 2003 are somewhat higher. Overall, the trend reflects year-on-year improvement, with significant increases in the

proportion of pupils achieving A*-C grades in GCSE. This is an improvement on the high standard reported in the previous inspection.

74. Two main reasons create these successes. Firstly, teachers lead pupils to work maturely and independently, especially in Years 10 and 11. Secondly, the teachers have developed resources which suit pupils' levels of previous success, from low to highest. Assessment systems measure attainment accurately. Teachers then use the data to set ambitious targets. Pupils work very hard toward the targets, relying on the very good school-designed resources.
75. Overall, both teaching and learning are very good – consistently very good in Years 10 and 11. There is some inconsistency in the teaching for Years 8 and 9 because some teachers do not always set work which ensures that higher attaining pupils think hard enough. Even so, the work in books shows that higher than average levels are reached to a large extent. The overall quality of teaching for these years is good and the pupils learn well; they work hard, collaborate well and improve their work after assessment and marking.
76. The science provision is led very effectively. Much has been done since the previous inspection to keep an already effective department on an upward track. For example, the design and implementation of adapted schemes of work and of resources for teachers, plus a very thorough assessment process, sustain the remarkable improvements over recent years. As yet, the implementation of the ICT dimension within science is not satisfactory because the assessment process is too minimalist. Overall, staff are very well managed so that they share a wide and ambitious range of tasks focused on further improvement.

Areas for development include:

- *Departmental consistency in setting more challenging work for higher attaining pupils in Years 8 and 9.*
- *Resolve the present weaknesses in providing the ICT dimension in science.*

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good teaching.
- Pupils display a high degree of independence in their learning.
- Weaknesses in assessment of ICT capability in work done in other subjects.
- Lack of recording of pupils' progress in using ICT in subjects across the curriculum.

Commentary

77. Pupils' ICT capability, measured by teacher assessment and reported at the end of Year 9, is broadly at the national expectation for this age. However, as no discrete teaching or assessment takes place after the end of Year 8, it is not an accurate reflection of standards achieved. The ICT course in Years 7 and 8 is reinforced with a course taught within design and technology in Year 8, and with use of ICT in other subjects across the curriculum in all years.
78. Most pupils achieve well in ICT lessons and the expectations of both pupils and teachers are high. Pupils display a mature attitude when network problems interrupt lessons, thus minimising disruption.
79. The proportion of pupils in Years 10 and 11 who are following the GCSE course have made good progress from their recorded standards at the end of Year 9, and achievement overall is good. Results in the GCSE examination were below average in 2002 but, in 2003, (unvalidated data) had risen above the 2002 national average. This rise in attainment is linked to pupils' increased confidence and competence following the introduction of discrete ICT teaching in

Years 7 and 8 which led to an increase in the numbers choosing to follow the GCSE course. A small number of higher ability pupils were also successful in an AS-level examination, achieving high grades while still in Year 10. This represents very good achievement by these pupils. The least able pupils, and those with special educational needs, make good progress and achieve well, due to the quality of support provided.

80. The teaching in discrete ICT lessons is good. Teachers and support assistants are knowledgeable, enthusiastic and imaginative in the way they provide the work to stimulate pupils' interest. Teachers give clear explanation of tasks and demonstrate effectively the use of new skills. Pupils are keen to learn and, once they have received instruction, they work independently and achieve well. Information about pupils' prior attainment is used by teachers to set targets for improvement. Pupils following the GCSE course have a greater understanding of how to improve their work because of the emphasis teachers place on using examination syllabus grade descriptors to set the standards for coursework. These help pupils understand how to achieve their targets. However, the same focus is not yet provided in learning objectives for other pupils in Years 7 to 11.
81. The department is well led. There is a clear vision for future development and a strong focus on the development of teaching and learning. Good attention is paid to pupils' literacy skills. These are extended by ensuring pupils are familiar with the technical vocabulary and can use it effectively. Improvements since the previous inspection include the provision of a full GCSE course as an option and an increase in the A*-C grades attained.
82. The development of pupils' ICT capability in Years 9, 10 and 11 is planned through other subjects across the curriculum. However, this strategy does not enable compliance with National Curriculum requirements for pupils in Years 10 and 11 as it does not include the assessment of pupil capability or achievement, nor does it enable the setting of targets for further progress.

Information and communication technology across the curriculum

83. ICT used across the curriculum to support learning has improved since the previous inspection. ICT is now a feature of many subject areas and the number of computer terminals available to pupils has increased significantly. Many teachers have received training in the use of ICT to support learning in their subjects, although this is not consistently applied either within subjects or across the curriculum. This is due in part to teacher expertise. It is also due to teachers' confidence in the reliability of the ICT network. This was not without problems during the inspection week and lessons were interrupted, with pupils being unable to find work. The pupils' mature attitude meant that non-machine-based work could continue until the problems had been resolved, but a high degree of frustration for teacher and pupils alike was evident.
84. The school relies on the provision of ICT within other subjects to give most of the pupils their entitlement to ICT in Years 9, 10 and 11, and to extend pupils' entitlement in Years 7 and 8. The provision is not sufficiently well co-ordinated to ensure that development in pupils' ICT capability from one subject is recognised, reinforced and extended in other subjects. This use of ICT to support learning in other subjects is not assessed against National Curriculum level descriptors and parents and pupils are not informed as to their progress. The lack of assessment at this time also means that there is no prior attainment data available to teachers planning to use ICT in subjects, so progression in pupils' ICT capability cannot be planned for in these lessons.

Areas for development include:

- *Assessment of cross-curricular ICT.*
- *Consideration of the learning time and personnel cost of network problems.*

HUMANITIES

The school offers discrete examination courses in history, geography and religious education as well as an integrated humanities course. A vocational GCSE course in leisure and tourism has just commenced with ten pupils. This subject was not inspected. The results gained by pupils in humanities GCSE examination in 2003 were well above the national standard with 27.8 per cent achieving the highest A*/A grades and 76.5 per cent achieving A*-C grades. This was a significant improvement on the above average results in 2002. There was an especially good improvement in boys' results.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- The subject is a popular option choice at GCSE.
- The provision for historical site work and museum work for all pupils in Years 7, 8 and 9.
- More effective use of ICT is needed.
- Insufficient focus on the syllabus assessment criteria within teaching at GCSE.

Commentary

85. The standards of work being achieved by pupils currently in Year 9 are on target to be above the national average by the end of the year. Pupils show good knowledge and understanding of events, people and changes in the past, such as the impact of the Industrial Revolution, and communicate these effectively orally and in writing. This represents good achievement for all pupils, including those with special educational needs.
86. This is the second year of the teaching of history as a separate subject at GCSE so no pupils have yet taken the final examination. The standards being demonstrated by the current Years 10 and 11 pupils in their written and oral work are clearly above those being reached nationally. This represents good achievement for pupils of all abilities, including those with special educational needs. Pupils show a very good knowledge and understanding of the syllabus content and clearly enjoy the topics that their teachers have wisely chosen for them to study. The relative weakness in their work lies in their use of historical sources. The pupils are particularly well supported by a range of recently purchased up-to-date resources. The course is well planned, although some elements will require revision as teachers gain more experience of the syllabus.
87. The quality of teaching is good. The relationships between teachers and pupils are very good, ensuring that pupils are willing to ask and answer questions. Pupils respond positively to the well-planned lessons and work hard and with interest. They seize the opportunities teachers give them to choose how to organise their own work. Teachers' marking is conscientious and encouraging. In Years 10 and 11, there is insufficient focus on the GCSE assessment requirements and pupils require greater guidance on what they need to do to improve. The provision of a range of site work and museum work opportunities for all pupils in each of Years 7, 8 and 9 is a notable strength and this sense of enjoyment in history lessons clearly contributes to the popularity of the subject as an option choice at GCSE. In a very good Year 10 lesson on the development of medicine, the teacher was able to draw upon the pupils' previous experience of visiting Chedworth Roman Villa when they were in Year 7. Her questioning helped the pupils to recall the visible remains of the baths and the toilets that they had seen. This concrete experience helped pupils to appreciate how Roman public health measures had affected the lives of individual Romans, and the significance of such public health measures in Roman cities. Subsequently, the pupils were able to consider how this differed from the approach to public health in Ancient Greece. Their work on this site supported the pupils' learning and it was also work that the pupils recalled with real pleasure.

88. The leadership and management of history are good. The teachers of history are committed to their work. They have successfully introduced the new course at GCSE and have responded very positively to the government initiatives on teaching and learning in Years 7, 8 and 9. They have developed the use of ICT but need to take this further. The introduction this year of a history club is another positive development.

Areas for development include:

- *More effective use of ICT.*
- *Greater focus on the syllabus assessment criteria within teaching at GCSE.*

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Good and very good teaching.
- Good achievement and consistently above average standards.
- Very good use is made of fieldwork.
- Teaching is not always planned sufficiently flexibly to meet the needs of pupils with special educational needs.
- There are inconsistencies in the use of assessment.
- More use could be made of ICT to support teaching and learning in the subject.

Commentary

89. Teacher assessments at the end of Year 9 in recent years indicate that standards are consistently above the national average. There were no GCSE results in 2002/3 as the current Year 11 is the first group to follow the discrete geography course.
90. Achievement in geography is good throughout the school. Standards of work seen in Year 9 and also in Year 11 are above the national average. Year 9 pupils have well-developed enquiry skills, are able to ask meaningful geographical questions and have the skill to justify the answers they give to their teachers. Their knowledge and understanding of life in Japan is above that expected for pupils of their age and they have very good map work skills.

By the end of an excellent Year 8 geography lesson, all of the pupils were able to ask relevant questions about life in Japan because of the outstanding quality of the teaching. Due to excellent teaching delivered at a cracking pace with a high level of challenge, all pupils, including those with special educational needs, developed the skill of being able to justify their answers to questions posed by the teacher. A range of fun activities provided by the teacher motivated all pupils in their learning as their imaginations were captured by such an interesting lesson. By the end of the lesson, the pupils had made rapid gains in their knowledge and understanding of life in Japan, had deepened their thinking skills and their literacy skills had been improved.

91. Year 11 pupils can set and test hypotheses very well. Their graph work is of a high standard and they are able to construct flood hydrographs with a high level of competence. Although they use computers to research websites, too little use is made of computers for data analysis; for example, following very good fieldwork which makes a valuable contribution to the subjects.
92. The quality of teaching and learning is good overall. It ranges from satisfactory to excellent. Where teaching is good or better, pupils are challenged to think and solve problems, the teaching is delivered at a very good pace and planned to meet the needs of all pupils in the group. Where teaching is less good, activities are not sufficiently matched to the needs of pupils with special educational needs, the pace is pedestrian and some pupils lose concentration as a result and so do not achieve their full potential. Pupils' attitudes to learning are very good overall and this contributes to their high level of achievement.

93. Leadership is good. The head of humanities and his line manager have the vision to move the subject forward. There is a robust development plan and so the management of the subject is good. The folders of pupils are not monitored sufficiently robustly to ensure that all teachers of the subject annotate pupils' work with specific and clear comments stating exactly what is needed to improve the work.

Areas for development include:

- *Use of computers for data analysis.*
- *Planning of activities matched to the individual needs of pupils with special educational needs.*

Religious education

Effective provision of religious education for all pupils is **unsatisfactory** because insufficient time is allocated to the subject in Years 10 and 11.

Main strengths and weaknesses

- By the end of Year 9, standards are well above the national expectation.
- Examination groups in Years 10 and 11 achieve well and reach standards above the national average.
- Experienced teachers prepare lessons that are interesting and challenging, and in which the quality of learning is good.
- The subject leadership is very good.
- In Years 10 and 11, the inclusion of religious education in a citizenship course does not provide sufficient time to comply with the requirements of the locally agreed syllabus.

Commentary

94. Standards of work seen in Years 7 to 9 are well above the national expectation and have improved since the last inspection. Pupils have a very good understanding of the main teaching, festivals and practices of Christianity. They also have a good understanding of the main beliefs of the religions that are found in our society. Projects produced by pupils in Year 9 were extremely well presented. In discussions, they showed a good understanding of the issues being dealt with and demonstrated a sensitive awareness of the beliefs and values of others. The great majority of pupils make very good progress and achieve very well. A shortage of structured learning materials for pupils with a range of special educational needs hinders their progress but good support from the teachers means that they also achieve well.
95. Achievement in the examination groups in Years 10 and 11 is very good. Pupils of all abilities are making good progress, achieving grades that reflect their level of ability. They have a very good understanding of the two religions that are covered by the syllabus. Written work is well prepared, homework completed on time and they are orally proficient.
96. For non-examination pupils in Years 10 and 11, the inclusion of religious education in the one lesson per week allocated to citizenship, careers and personal, social and health education means that there is insufficient time to cover the requirements of the locally agreed syllabus in sufficient depth. Some of the citizenship units give pupils an opportunity to discuss contemporary moral issues but there is no work of any substance available to show that pupils have made any progress in their understanding of the beliefs and practices of any of the major religions. As a result, the foundation that is laid in earlier years is not built upon and pupils' understanding of the cultural diversity of the society in which we live is not consolidated. Progress is therefore unsatisfactory.
97. Teaching and learning are very good. In a well-managed department, experienced teachers prepare lessons well, using a good range of teaching methods to interest and motivate pupils. The use of ICT by both teachers and pupils is gradually increasing. Pupils are well behaved, work well in lessons and, when given the opportunity, make a positive contribution to

discussions. Relevant homework is set and marked well. Work is marked well and pupils are aware of the progress that they are making.

Areas for development include:

- Full compliance with National Curriculum requirements.
- Coverage of the locally agreed syllabus.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Very good standards attained by all pupils.
- Very good achievement and progress made by those on GCSE courses.
- Good teaching and learning with high expectations by teachers of what their pupils can do.
- ICT skills need further development to have a greater impact on learning.
- A more innovative approach needs to be applied to the development of design and make projects so that results will rise further.

Commentary

98. When pupils enter the school, their experience of design and technology is uneven and standards overall are below those expected nationally. By the end of Year 9, standards are in line with national expectations because design and technology skills are well taught. The majority of pupils in Years 10 and 11 follow a design and technology course and, unusually, some follow two courses. Girls do better than boys in the GCSE examination but both attain well above the national average and all achieve well in relation to their capability.
99. Pupils of all ages and abilities achieve well because teaching and learning are good. The structured approach to teaching was the strongest feature of the lessons seen. Teachers give clear explanations about what pupils are to do and, where specialist instruction is required in relation to tools and processes, it is expertly given. This means that pupils have a clear understanding of what they are to do and the approach they are to take. This was exemplified in a Year 10 textiles lesson where the clear breakdown of the tasks relating to the development of the design work ensured pupils understood what was required, leading to improved standards. Similarly, in a Year 9 electronics lesson instructions about the soldering of components to printed circuit boards were clearly and systematically given and, as a result, pupils could do the job themselves with confidence. Teachers expect a lot of their pupils. This is particularly true of those who follow the GCSE courses. Pupils are expected to work hard, both in and out of school, and the high-quality design folders – a feature of all design and technology courses – reflect these high expectations. Pupils confidently present their ideas visually using a range of graphical techniques and they respond well to the demanding targets set for the completion of their folders. This makes a significant contribution to their skills as independent learners and is a key factor in raising achievement.
100. When pupils construct a product, the same high standards are expected. They select and use tools and materials appropriately, and the importance of high-quality finish is constantly emphasised and expected. In the Year 7 work where pupils make small figures linked to electronic circuits, the products were of a consistently good standard throughout the class. When pupils work more independently, standards of making are still high, as demonstrated in the professional design and manufacture of a rug, and leg protection for a horse by a Year 11 pupil. Similarly, in resistant materials, a range of products made, from electronic guitars to bedside cabinets, showed very good craft skills and high standards of finish.
101. This is a well-run department which is reflected in the well-organised, purpose-built rooms which provide the right atmosphere for learning about design and technology. Good leadership and management have been effective in raising standards. Regular meetings are held and the

routines of review and evaluation are well established, and have resulted in the development of an attitude of corporate endeavour among the teachers which makes a significant impact on the achievement of pupils.

102. Since the last inspection, standards have continued to improve, although further development is still needed. The use of ICT, which was a weakness at the time of the previous inspection, is now more securely embedded within the curriculum. This is a good department whose head has a good understanding of where weaknesses lie and what needs to be done to improve further.

Areas for development include:

- *Being more innovative in the design tasks that pupils are encouraged to undertake.*

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- Improved GCSE results as a result of good teaching.
- The numbers doing GCSE have increased reflecting the improvements in the department.
- Good progress during Years 7 to 9 and very good progress in Years 10 and 11.
- There should be some formal ICT teaching to support art and design for pupils in Years 7 to 9.
- The sharing of good practice between the teachers in the department needs improving.

Commentary

103. Teachers encourage pupils to work as artists by placing great emphasis on developing ideas and experimenting with media. From a relatively low base, standards are raised because of this approach and, by the end of Year 9, are in line with national expectations. Older pupils continue to work in this way and those doing the GCSE course reach standards that are well above average by the end of Year 11. Girls do better than boys, but both boys and girls attain above the national average with girls gaining significantly more A* and A grades than is the case nationally.
104. The good achievement of all pupils is a result of the good teaching they receive. In Years 7 to 9, lessons move at a brisk pace, they have clear targets and are well structured with time being used well to take full advantage of the single period devoted to art and design. In a Year 9 lesson on a theme of animals, sketchbook work, discussing the work of others and technical instruction about the use of oil pastels, coupled with high expectations, ensured that all pupils worked hard and achieved well. Teachers expect pupils to make a significant contribution to sketchbook work in their own time. This approach is established early in Years 7 to 9 and continues to be vital to the good achievement of older pupils whose sketchbooks are sensitive documents showing a high degree of individuality in the exploration of personal interest and styles. Such preparation always forms the basis of larger work as, for example, the natural form compositions in Year 9 and the paintings based on landscape in Year 11. This well-established methodology is a significant factor in raising standards.
105. Since the last inspection, standards have improved at all levels. This improvement is reflected in the increased numbers who now do GCSE. At the last inspection, it was judged that pupils were not very good at using a specialist art vocabulary. Encouraging such skills is now routine and pupils show confidence and competence when they talk about art in class.
106. Pupils also achieve well because of the good leadership and management by the subject co-ordinator. In recent years, the courses for all pupils have been refined and developed to ensure

that they meet the needs of all abilities and promote good achievement and high standards. The schemes of work now in place provide a good balance of experience for pupils and opportunities to work in both two and three dimensions. However, pupils in Years 7 to 9 do not have an opportunity to produce art using computers.

107. Procedures for reviewing the work of individual teachers and of the department are good, but a more proactive approach to the sharing of good practice needs to be developed to achieve even greater consistency.

Areas for development include:

- *Improve the use of ICT in the teaching of art and design.*
- *Encourage greater sharing of good practice between teachers.*

THE EXPRESSIVE ARTS

Impact of expressive arts

108. During the inspection, there was not enough evidence to judge the effect that the expressive arts have on standards in the school but the recently appointed head of faculty and his strong team have the vision, sense of purpose and high aspirations to co-ordinate work in drama, music and visual arts so as to make a significant impact on standards and the lives and learning of pupils.
109. Lessons in the arts seen during the inspection showed consistently that this work contributes to pupils' development as independent and collaborative learners. The scheme of work in drama addresses powerful issues that relate to pupils' spiritual, moral and social development and arts teachers promote and build on the positive values and attitudes that were evident throughout the school.
110. GCSE courses in art and design, dance, drama, combined expressive arts and music are available to pupils in Years 10 and 11. This range of subject options allows pupils to study more than one course in the arts and they are able to choose examination subjects in which they can develop their own particular talents and interests. In discussion with inspectors, a group of Year 11 pupils said that courses in physical education and the expressive arts give opportunities for 'more imagination and freedom'.
111. Governors are clearly committed to extending investment in the arts; plans are in place to develop storage and accommodation. This will facilitate group work in drama, acoustic work in music and reduce constraints in accommodation that currently limit provision for extra-curricular instrumental and vocal teaching. For its part, the faculty has practical plans to raise the profile of the arts in the school through a programme of concerts, events, theatre visits and whole-school productions. The current lack of a school hall means that available spaces for performances, particularly large-scale ones, are limited.

Drama

Provision in drama is **good**.

Main strengths and weaknesses

- Very good leadership with a practical vision of what will be achieved and when and how it will be achieved.
- Good studio accommodation but insufficient spaces conducive to group-work.
- Very good understanding of examination requirements.
- A scheme of work balancing subject skills with issues that are relevant and important to young people.
- Lack of whole-school productions.

Commentary

112. Standards attained in the GCSE drama examinations have been close to and above national averages in recent years. During the inspection, standards seen in Year 9 and in Year 11 were in line with national expectations; standards observed in the GCSE expressive arts course were above average. The combination of good teaching and positive attitudes to learning leads to all pupils making progress and the majority making good progress. Achievement is good in relation to pupils' individual capabilities.
113. Teaching and learning are good. Teachers show good subject skills and knowledge, they understand examination and course requirements thoroughly; they build on pupils' positive attitudes and they manage behaviour effectively. This results in well-structured lessons in which pupils grow in self-esteem and confidence so that they are able to share their work with respect for themselves, for others and for the subject. It also means that examination candidates are well prepared and their efforts are channelled towards success at GCSE. Because teachers know their pupils well, pupils with special educational needs make good progress and talented pupils are given opportunities to excel.
114. Leadership and management in drama are very good. There are clear, practical plans to develop the subject within the context of the faculty in a staged, systematic way. Data regarding pupils' attainment is carefully analysed and used to plan the work of the department.
115. The drama studio is used well and one of the art rooms has been adapted to accommodate a wider range of arts activity. During the inspection, stage lighting was used to very good effect, enhancing performances of group work and helping to invest pupils' work with a spiritual dimension. However, some drama lessons are held in the less suitable area of the dining room where pupils who have their lessons immediately after lunch have to stack the tables and chairs before they can commence work. Despite this, pupils and teachers work together to make optimum use of time and space. Plans are in place to improve accommodation and make more spaces available for group learning.

Areas for development include:

- *Implementation of planned improvements to accommodation for the expressive arts.*
- *Raising the profile of the arts in the school through whole-school productions.*

Music

Provision in music is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Pupils' good behaviour and positive attitudes lead to effective learning.
- Subject leadership is good.
- Accommodation and resources have improved since the previous inspection.
- Insufficient administrative support for peripatetic provision.

Commentary

116. Despite a comparatively small allocation of curriculum time in Years 7 to 9, music is a high-performing department, as evidenced by teacher assessments at the end of Year 9 and GCSE results which were above average in 2002 and 2003. During the inspection, the standards observed in Year 9 were in line with national expectations; those observed in the small Year 11 examination group were above average. This is because pupils arrive at lessons punctually, settle to their work quickly and are given well-structured lessons. In Years 10 and 11, pupils make good use of the musical skills and knowledge that many of them develop in instrumental

and vocal lessons outside the mainstream curriculum. The teacher has a clear understanding of syllabus requirements and pupils' efforts are focused and directed well. In consequence, a high percentage of pupils gain A*-C grades at GCSE.

117. The music teacher has good subject knowledge, a marked enthusiasm for her subject and she plans effectively. She expects pupils to behave well and they respond positively. Lessons have pace and variety; instructions are clear and easily understood. As a result of this good teaching, all the pupils acquire new knowledge and skills and they grow in confidence, engage with learning tasks and work well together. Some pupils accept challenge, extend themselves and extend their work in new, imaginative directions. Good teaching and learning result in good achievement.
118. Since the last inspection, the department has sustained the level of instrumental and vocal tuition. The learning experiences and achievement of pupils in these extra-curricular lessons are not as consistently good because the quality of teaching varies and not all of the pupils approach this area of work with the same diligence that they show in classwork. However, these lessons, combined with ensembles and concerts, provide a good range of opportunities for enrichment.
119. Accommodation and resources for music have been improved with the introduction of a number of computers in the department but, as yet, the network is not totally reliable and this impinges on the effectiveness of teaching and learning.
120. Subject leadership in music is very good. There are clear and practical ideas of how the curriculum, opportunities and provision can be developed further.

Areas for development include:

- *Implementation of plans to develop assessment, accommodation and the further use of ICT.*
- *Greater use of support staff in the administration of the peripatetic provision to enable monitoring of the teaching.*

PHYSICAL EDUCATION

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Leadership and management are good.
- GCSE results are well above average.
- Fewer girls than boys study physical education to GCSE level.

Commentary

121. At the end of Year 9, standards are above national expectation but with boys outperforming girls. This was further reflected in a Year 10 badminton lesson when the difference in practical ability between boys and girls was observed. The boys were rallying at high standard and most were competent at a range of strokes. The girls demonstrated a lower level of skill acquisition, working on the underhand service action. Pupils are not aware of the levels they are working at or what they need to do to improve their level by the end of Year 9. The great majority of pupils achieve well in relation to their capabilities.
122. Most pupils achieve well, particularly in Years 10 and 11. At the end of Year 11, standards are well above national averages in GCSE physical education and dance. In core physical education, they are at the national expectation, and pupils also make very good progress in Year 11, as was seen in a trampolining lesson when pupils demonstrated a high level of skill.

123. The numbers accessing both GCSE physical education and dance have risen since the school's designation as a Sports College, with 55 pupils in Year 10 following either GCSE physical education or dance, although there is a significant gender divide evidenced by a 3:1 boy/girl ratio in the physical education examination course. The subject meets National Curriculum requirements with a bias towards games. All pupils receive two and a half hours of physical education, giving them an opportunity to access the wide range of activities offered.
124. Of the lessons observed, standards were higher in games, as seen in a Year 10 netball lesson where pupils demonstrated a good level of skill acquisition as well as an ability to evaluate their own and others' work. As pupils move through the school, they are given the opportunity to develop their leadership skills through the Junior Sports Leader Award, and a range of National Governing Body awards in basketball, gymnastics and hockey.
125. The provision for pupils identified as having special educational needs is good. The integration of a wheelchair-using pupil into a Year 9 gymnastics lesson was observed to be very effective, and all pupils are identified in planning so that lessons address their different needs to ensure learning takes place for all pupils. Over 60 per cent of pupils with special educational needs access at least one extra-curricular activity.
126. The quality of teaching and learning is good with some features of very good teaching, particularly in trampolining. In a Year 11 lesson, the teacher's very good subject knowledge and skill enabled very good demonstrations. As a result, pupils made rapid progress, with most performing basic sequences and learning the front drop by the end of the second lesson.
127. The new facilities, developed as part of the Sports College, support the department's vision to offer as broad and balanced a provision as possible, both within and beyond the curriculum. Pupils commented to inspectors on the improved range of activities, as well as the off-site activities offered to Year 11 pupils in core physical education. The appointment of new Sports College-funded staff has had a positive impact on the department. In particular, the availability of a full-time technician has created more quality teaching time and this was observed during lessons.
128. The use of ICT in the department is very good, both in administration and in teaching and learning. Year 10 pupils use re-writable CDs, updated by staff with their progress, including video clips of their practical performance and allowing opportunity for evaluating and improving their own work. GCSE pupils use electronic mail to contact the teacher and are encouraged to research websites and share them with the whole class. This interactive approach is promoting learning, particularly with boys.
129. Leadership and management of the department are good. Schemes of work have been updated to include planning for assessment at the end of Year 9. GCSE performance is systematically reviewed and this has resulted in a more interactive approach to the teaching of theory. Close liaison with the director of sport in implementing the Sports College development plan includes the use of external coaches to support teaching and learning.
130. The greatest impact of the acquisition of Sports College status to date has been within the physical education department. The department is well placed to share its good practice across the whole school, particularly in the use of ICT to motivate learners.

Areas for development include:

- *Assessment at the end of Year 9 needs to be standardised both within the department and with other schools.*
- *To address the gender imbalance evident within GCSE physical education.*

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHE) and citizenship is **satisfactory**.

Main strengths and weaknesses

- Leadership and management of both subject areas are good.
- Active involvement of pupils is a key feature of the teaching.
- Teaching is not monitored in either PSHE or citizenship.
- Some pupils do not attend timetabled citizenship lessons.

Commentary

131. The school has developed a linked approach to the provision of PSHE, citizenship and religious education in Years 10 and 11. Whilst this is unsatisfactory in terms of time available to cover the religious education locally agreed syllabus, there are good and well-structured schemes of work for PSHE and citizenship which support pupils' personal development well through timetabled lessons and tutor periods. Not all pupils have access to the timetabled lessons, however, and although involvement in school community activities and tutor periods enables some coverage, their entitlement is not secured. Lessons observed showed younger pupils especially developing a good understanding of rights and responsibilities in society. The school nurse and local police give valuable support.
132. It is not, as yet, possible to compare standards in this subject against any national standards, but observations indicate that pupils are working to the national expectation. Written work observed during the inspection was good, and pupils are actively involved in recording their own learning and collating the evidence to support teacher assessment.
133. During the inspection, good teaching and learning, using a wide range of resources, were observed. In one Year 10 lesson, a variety of stimuli, including photographs, newspaper clippings and a video, were used to stimulate discussion on homelessness. The pupils were responsive to the teacher and challenged each others' views.
134. Leadership and management of citizenship are good. The subject leader has carried out the subject audit, has produced schemes of work, consistently reviews resources and liaises with other subject leaders in other schools to share good practice. The team of teachers who teach the integrated course has received specific training. This ensures that the subject is well co-ordinated and that teachers have the skills and knowledge necessary to have most impact. Health professionals, police and theatre companies support the teaching, but there are no formal procedures for monitoring the teaching and learning.

Areas for development include:

- *Safeguarding the entitlement of all pupils to the citizenship programme.*
- *Monitoring of the quality and consistency of teaching and learning.*

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	5
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).

