

INSPECTION REPORT

BRADFIELD SCHOOL

Worrall, Sheffield

LEA area: Sheffield

Unique reference number: 107144

Headteacher: Mr David Bird

Lead inspector: Mr Graeme Clarke

Dates of inspection: 17th – 20th May 2004

Inspection number: 264008

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 – 16 years
Gender of pupils:	Mixed
Number on roll:	905
School address:	Kirk Edge Road Worrall Sheffield
Postcode:	S35 0AE
Telephone number:	0114 2863861
Fax number:	0114 2862246
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Christine Collis
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

Bradfield School is a comprehensive school that serves the rural district to the north west of Sheffield. It caters for 905 boys and girls aged 11 to 16 years, and is a popular and oversubscribed school which has remained about this size in recent years. It has a high reputation for its academic successes and is highly respected in the community. Students come from an about average range of social and economic backgrounds, and their attainment on entry is above average. Very few students leave or enter the school other than at the times of normal transfer. Hardly any students come from minority ethnic heritages, and none is at the early stage of learning English as an additional language. The number of students with special educational needs is broadly average, although well below average for those with a Statement of Special Educational Need. Of particular note is that the school gained the School Achievement Award in 2001 and the Artsmark award in 2003, and had its Investors in People status re-confirmed in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1547	Mr Graeme Clarke	<i>Lead inspector</i>	
11041	Mr Marvyn Moore	<i>Lay inspector</i>	
15940	Mr Norman Godfrey	<i>Team inspector</i>	English
31332	Mr John Marshall	<i>Team inspector</i>	Modern foreign languages
19043	Dr David Lewis	<i>Team inspector</i>	Mathematics
4720	Mr Graham Carter	<i>Team inspector</i>	Science
31096	Mr John Thornhill	<i>Team inspector</i>	Information and communication technology
15407	Ms Muriel Harrison	<i>Team inspector</i>	Geography
3755	Mr Trevor Hulbert	<i>Team inspector</i>	Geography Citizenship
15485	Mr Roger Butler	<i>Team inspector</i>	Religious education
24894	Mr Clive Petts	<i>Team inspector</i>	Design and technology
20533	Mr David Rogers	<i>Team inspector</i>	Art and design
11672	Mr Peter Harle	<i>Team inspector</i>	Music
32724	Mr Geoff Jepson	<i>Team inspector</i>	Physical education
28101	Mr Andrew Lagden	<i>Team inspector</i>	Special educational needs

The inspection contractor was:

VT Education Services Ltd
 Old Garden House
 The Lanterns
 Bridge Lane
 London
 SW11 3AD

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school which provides a very good quality of education. Good teaching makes an important contribution to students' very good standards of achievement and to well above average GCSE results. Students have very good attitudes to school. The school gives very good value for money.

The school's main strengths and weaknesses are:

- The school is governed very well, and is outstandingly well led by the headteacher.
- GCSE results in 2003 were well above average, and were very high in science, modern foreign languages, physical education and music.
- Students benefit from excellent provision in music and very good provision in English, mathematics, science, modern foreign languages and art and design, but citizenship is not sufficiently well co-ordinated.
- Students have very good equality of access to a broad curriculum that has very many opportunities for enrichment, especially in the arts, and is excellently planned for gifted and talented students.
- Excellent arrangements for helping students settle in when they join the school are followed by very good support and guidance, enhanced by excellent links with other schools and very good links with the community.
- Specialist accommodation for science, design and technology and drama is unsatisfactory.

Improvement since the last inspection has been good. GCSE results have risen significantly. More resources for information and communication technology (ICT) enable a substantial proportion of older students to take an examination course. Rigorous target setting, in English, mathematics and science particularly, is backed by very good use of information from tests and examinations. Higher achievement is the chief aim of strategic planning. Improvements to classroom accommodation have not included much needed improvements for science, drama, and design and technology. Teaching time meets recommendations.

STANDARDS ACHIEVED

Students' achievement overall is very good and improves consistently throughout the school. By Years 10 and 11 students achieve very well and their standards of work are well above average. In 2003, girls, and boys particularly, achieved well in the Year 9 tests. Results were well above average in English, and above average in mathematics and science. English results were at, and mathematics and science were well below, the average of schools where students had similar attainment on entry. However, these schools include some which select on the basis of high attainment and this makes comparisons unreliable. Year on year improvement is the same as the national trend in the Year 9 tests, and is above it in GCSE. In 2003, GCSE results were well above the national average and that of similar schools. The extent of improvement from Year 9 to 11 is above average. Girls and boys achieved very well. Gifted and talented students achieve very well and those with special educational needs well. Standards are above average in English language and literacy, and in mathematics. Information and communication technology skills are average.

Year 11 results

Performance compared with:		all schools			similar schools
		2001	2002	2003	2003
Year 11	GCSE/GNVQ examinations	N/A	A	A	A

Key: A – well above average; B – above average; C – average; D – below average; E – well below average.

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

Students' personal development, including their spiritual, moral, social and cultural development, is good throughout the school. Students show very good attitudes to school, and the behaviour of the majority is very good. Attendance is above average and punctuality is good.

QUALITY OF EDUCATION

The quality of education is very good. Teaching and learning are good overall, with a significant amount of very good and excellent teaching. Many lessons are very well planned, and teachers' very effective methods sustain students' involvement and lead to good learning and achievement. Teaching is very good in mathematics and music throughout, and in history and art and design in Years 10 and 11. It is good in most other subjects, and satisfactory in design and technology and citizenship.

All students enjoy very good access to a broad curriculum and a very good range of additional activities. Students benefit from very good support, advice and guidance, although in some subjects they do not yet know clearly enough how they can improve. Partnerships with other schools are excellent; between the school and community they are very good, and they are good with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management throughout the school are very good. The headteacher gives excellent leadership. Most heads of subjects lead their departments very well. The senior leadership team and other key staff effectively promote improvements to learning. Governors govern the school very well with great dedication and a high commitment to its support. Governors and the headteacher ensure that the school meets its statutory obligations, except for a daily act of collective worship. Although the hall is too small, alternative arrangements to meet requirements are well in hand for next year.

PARENTS' AND STUDENTS' VIEWS OF THE SCHOOL

Parents have a high degree of confidence in the school and are pleased with the range of provision, the standards achieved and the care their children receive. Some parents were concerned about the information, especially about their children's progress, but inspectors found it good. The school well respects students' views and the concerns they express through the pastoral system, and it quickly acts upon them. Students are generally very satisfied and value the support, help and advice their teachers give.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are for the governors and headteacher to:

- Make effective arrangements for co-ordinating the teaching and assessment of citizenship.
- Liaise with the local education authority to improve specialist accommodation for science, design and technology and drama.

In addition, ensure that arrangements for a daily act of collective worship meet statutory requirements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Students achieve well: in 2003, the Year 9 statutory test results in the core subjects were well above average in English and above average in mathematics and science. GCSE results were well above national averages, reflecting very good standards achieved. Students in Years 7 to 9 achieve well in their current work, and those in Years 10 and 11 achieve very well. Overall, standards of work seen are well above average.

Main strengths and weaknesses

- Students' overall achievement is very good.
- Standards are above average in Year 9 tests, and well above average in GCSE, particularly in science, modern foreign languages, physical education and music.
- The trend of improvement in GCSE is better than the national picture.
- Boys achieve particularly well.

Commentary

1. Standards on entry in Year 7 are above average. From when they join the school, most boys and girls achieve well and many do better than expected. They are rewarded by results which are above the national average in Year 9 tests. Results at the higher Level 6 are well above average in English, and above average in mathematics and science. Overall results have improved in line with the national trend in recent years, although science standards slipped because of staffing difficulties. The school exceeded its targets in English and mathematics, but not in science.

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

Standards in:	School results	National results
English	35.7 (37.9)	33.4 (33.3)
Mathematics	36.8 (35.6)	35.4 (34.7)
Science	34.8 (34.8)	33.6 (33.3)

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

2. Standards achieved in Years 10 and 11 are very good. Students do very well in Years 10 and 11 as a result of good, and often very good or excellent teaching. Their 2003 GCSE results were well above the national average, both for A* to C grades and the overall points score, and met the school's targets. Science, modern foreign languages, music and physical education results were particularly high. Results have improved over recent years at a faster rate than nationally. On the basis of students' prior attainment when they were in Year 9, results are above the average of similar schools, and the extent of their improvement is above the national average. More girls than boys attain higher grades, but overall, boys did particularly well in comparison with the boys' national average.

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

	School results	National results
Percentage of students gaining 5 or more A*-C grades	64 (61)	52 (50)
Percentage of students gaining 5 or more A*-G grades	92 (92)	91 (91)
Percentage of students gaining 1 or more A*-G grades	97 (97)	96 (96)
Average point score per student (best eight subjects)	39 (39.1)	34.7 (34.8)

There were 179 students in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

3. Students in Years 7 to 9 work hard to achieve very well in English, mathematics, science and music; they achieve well in most other subjects, and satisfactorily in design and technology, ICT, physical education and citizenship. Achievement in modern foreign languages is satisfactory because of a shortage of time. They attain very high standards in mathematics; above average standards in English, science, art and design, geography and history, and as expected in other subjects except ICT, where standards are below average.

4. The picture clearly improves in Years 10 and 11. Here two aspects of the very good quality of education make their mark. Firstly, more than one-third of teaching is very good or excellent and leads to very good learning. Secondly, rigorous target setting is backed by very good support and guidance and helps students to improve considerably. They achieve very well, notably in English, history, modern foreign languages, physical education and music, so that standards are above average overall. In religious education almost all students take an examination course and are achieving well. For the very few others who instead follow a very relevant vocational course at Sheffield College, their spiritual development is satisfactory because of the effect of opportunities elsewhere in the curriculum and through assemblies.

5. Gifted and talented students achieve very well to attain well above average standards. For example in most subjects the higher-attaining students gained above average A* and A grades in GCSE, in science, French, Spanish, history, music, physical education and religious education particularly. Excellent enrichment opportunities, arranged through the Excellence in Cities partnership with other schools, and through playing in music ensembles and representing the school's sports teams, all enhance their talents and foster very good achievement. Students with special educational needs achieve well. The additional help provided by the learning support department enables all of them to complete GCSE and other courses successfully.

Pupils' attitudes, values and other personal qualities

6. Students' attitudes and behaviour are very good. The school very successfully promotes good harmony and deals effectively with all forms of harassment. In turn, relationships and students' confidence and self-esteem are very good. Attendance and punctuality are good. The school makes good provision overall for students' personal development, including their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Students have a strong desire to learn.
- Behaviour is very good as a result of the school's high expectations for students' conduct and its work to achieve them.
- Students are confident and show good self-esteem.
- Attendance is good, as is the school's action to promote it.
- Students behave well.

Commentary

7. The school actively stimulates in students a desire to learn. They have very good attitudes and are keen to attend lessons. They take very good advantage of the full range of activities provided and enthusiastically join the various societies available to them. Students are willing to be enterprising and take responsibility. Inspectors were impressed by the courtesy of the students, who were pleased to show them around and demonstrated a pride in their school. Students are pleased to be appointed as receptionists or members of the school council. For example, a group of Year 10 students are making an important contribution by encouraging support from the community for the school's bid to seek Engineering Science Status. Many students are strongly motivated to raise considerable sums of money for local and national charities, including support for a local hospital. Students are rightly proud of their school.

8. Students have a good respect for the feelings, values and beliefs of others. The school has little litter and is free of graffiti and vandalism. Relationships between students and staff and students and peer groups are good. Lunchtimes and morning breaks are pleasant, social occasions when students are pleased to meet and socialise in an orderly and quiet manner. Staff successfully promote very good relationships. As a result, students have a high level of confidence and self-esteem. For example, lower-attaining students in modern foreign languages are willing to have a go in the language, even if they are unsure of the answer. Students with special educational needs are fully integrated into school life and mix well with others.

Attendance

Attendance in the latest complete reporting year 92.6%

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.9
National data	7.2	National data	1.1

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

9. Students are punctual on arrival at school and most registration periods and lessons start on time. Attendance, at 93 per cent, is above the national average and is improving as a result of the school's very good action. For example, prizes and certificates are awarded for good attendance, and a recently appointed attendance officer monitors non-attendance frequently and is proactive in following up absences with parents.

10. The school has high expectations for students' conduct and works hard to achieve them. Students are expected to be responsible for their own actions. They are pleased to receive merit certificates and achievement awards, and parents value being informed about their children's good behaviour. The school very effectively promotes racial harmony and deals with all forms of harassment. In turn, students behave well both in and out of lessons. Students interviewed during the inspection confirmed that they felt there was some low level bullying, particularly at Year 8, but this was dealt with effectively by staff. The behaviour policy is well understood by students, and is consistently well implemented by staff. Students whose special educational needs relate to behavioural difficulties respond well to the wide range of strategies employed by staff. Students in danger of exclusion from school for poor behaviour are effectively helped through the pastoral support programme and the attention of their form and intervention tutors (head of year). Exclusion is only used for very good reason and is below average in extent.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Asian

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
902	56	2
0	2	0
0	2	0

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

11. Students' personal development is good in Years 7 to 9, and satisfactory in Years 10 and 11. Arrangements are partly developed, but have some way to go. For example, the recent school policy is not clear enough either about what is specifically expected of form tutors, or about how the overall co-ordination and monitoring of this aspect of the school's work will be managed.

12. Provision for students' spiritual development is satisfactory. Many subjects make a good contribution, for example, work on soldiers' wartime prayers in history, empathetic writing about the lives of migrants in geography, and discussion of the motivation of characters in English. Year assemblies, and some tutors in tutor time, make further important contributions. However, the lack of guidance results in some subjects not contributing as much as they should and missed opportunities for students' spiritual development.

13. Provision for students' moral and social development is effective. Students are encouraged in many communal aspects of school life to participate in responsible ways and to care for each other and the wider community. Students work well in groups and in pairs in and out of class, for example, in geography fieldwork. History and religious education are among subjects that contribute explicitly through exploration and discussion of social issues and moral dilemmas, whilst physical education promotes both co-operation and teamwork, and healthy competition.

14. Cultural development is good overall. Music, English, drama and art make significant contributions. Students' participation in arts related activities is excellent. Although religious education lessons effectively address issues of racial and religious prejudice and discrimination, the school overall does not do all it reasonably might to promote understanding and appreciation of a range of other cultures.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education, which includes teaching, the curriculum, support and guidance given to students, and the use of links with parents, the community and other schools, is very good overall.

Teaching and learning

The quality of teaching, learning and assessment is good.

Main strengths and weaknesses

- Almost four out of ten lessons are very good or excellent.
- In the best lessons, teachers' very high expectations that students will work hard and behave well lead to very good learning and achievement.
- Teaching quality has improved considerably since the previous inspection.
- Assessing and commenting upon their work help students improve their achievement in many subjects, but the situation is not yet consistently good throughout the school.

Commentary

15. Excellent teaching takes place in all parts of the school, especially in music, where three examples of outstanding practice were seen. In addition, excellent teaching in a diverse range of other subjects – English, mathematics, art and design, and history – represents a significant number of all lessons. Very good teaching takes place in nearly every part of the school. In Years 7 to 11, almost two in five lessons were very good or better, with the higher proportion in Years 10 and 11. In Years 7 to 9 over three-quarters of lessons were good or better, and in Years 10 and 11 this figure was just over eight out of ten. Two unsatisfactory lessons were seen, in Years 7 and 9, in different parts of the curriculum. The strongest teaching is seen in English, physical education, modern foreign languages, history, and most particularly in mathematics and music. Overall, teaching is very good in mathematics and music, good in most subjects, and satisfactory in design and technology and citizenship.

Summary of teaching observed during the inspection in 126 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
9 (7%)	38 (30%)	52 (41%)	25 (20%)	2 (2%)	0	0

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

16. Most teachers have a very good command of their subject, and know how to communicate it well to their students. Notably, lessons in music are characterised by inspiration, enthusiasm and excitement, and a passion for the subject that is outstandingly well conveyed to students. In most lessons information about students' abilities usefully guides lesson planning. Such effective and often very effective lesson planning incorporates a good range of activities which reflect very high expectations of students, in terms of both their learning and their behaviour. In turn, they rise to the challenge and become completely absorbed in the lesson. In an outstanding mathematics lesson with Year 7, excellent use of the interactive whiteboard for plotting coordinates taught students to recognise patterns and showed a good understanding of the way children learn best. The best lessons' activities represent a variety of learning styles and lead to excellent or very good learning. For example, in geography, good starter exercises, targeted questioning and positive support for students' responses encourage good learning. Students' very positive attitudes to work are fostered by teachers' good relationships with them. Standards of behaviour in lessons are high, as students work to do as well as possible.

17. In the very best lessons, teachers use a secure grasp of their subject to challenge students as far as possible without allowing them to be overwhelmed. In such lessons students learn as well as could be expected, leading to excellent achievement. In English, for example, Year 10 students were inspired to interpret maturely the meaning of poetic language. In modern foreign languages, also in Year 10, lower-attaining students showed good reading and oral skills in their vocational Spanish course. Students in French were very successfully encouraged to show enthusiasm and concentration and achieved very well when competing in groups to find out about the recent holidays of others.

18. In only a very few lessons, in Years 7 to 9, did students fail to learn as well as they should because a sizeable minority of the class were not sufficiently involved. In lessons which were satisfactory rather than good or very good, the teacher often presented the material well, but did not do enough to make sure that all students understood the work. Hence, students were often unsure what to do. In such lessons, which were often led firmly by the teacher, students played a passive role and learning suffered as a result. In citizenship, inadequate direction and co-ordination lead to teachers drawing upon their subject expertise, but missing essential principles of citizenship. This in turn leaves students unclear about the areas they explore.

19. The teaching of students with special educational needs is good overall. Teachers are aware of students' individual needs and, in turn, employ a range of strategies and provide an appropriate level of work. Special support assistants are deployed well, particularly in English, mathematics and design and technology. Overall, students with special educational needs learn well. A very positive classroom environment in the learning support area enhances the achievement of students withdrawn from lessons for specific help.

20. Since the last inspection, the overall quality of teaching has improved. The school strongly encourages improvement in teaching and learning and seeks to promote the best teaching practices. Many good features of teaching have been consolidated. The proportion of excellent and very good teaching has increased significantly, and the extent of unsatisfactory teaching has been reduced.

21. Teachers in most subjects follow a sound marking policy and make good use of positive comments to raise achievement. For example, in English and ICT, work is marked conscientiously with constructive comment and guidance for improvement. Assessment is good overall. Procedures are helpful in art and design; in science, history and design and technology, they are

thorough and well used to help students understand how they can improve. In ICT constructive comments help students with their work, but students are not yet involved in evaluating their own progress in the subject. In religious education marking is not as effective as it could be because the high teacher-to-student ratio within the subject and the endeavour to mark too frequently lead to some that is superficial. Not all teachers yet indicate clearly what students need to do to improve, particularly in relation to using criteria for higher performance such as National Curriculum levels in Years 7 to 9. However, the picture is better in Years 10 and 11, where teachers' more frequent use of GCSE criteria contributes to students' higher achievement.

The curriculum

The curriculum is good: it is broad and balanced throughout Years 7 to 11 and includes a very good range of opportunities for enrichment outside lessons. The particularly broad range of options in Years 10 and 11 prepares students well for further study, training or employment. Staffing, accommodation and resources overall are satisfactory.

Main strengths and weaknesses

- There is an extensive range of additional learning opportunities.
- The recent development of new courses for Years 10 and 11 is very good.
- Participation in the arts is very good.
- Preparation for later stages of education or employment is good.
- The school's arrangements for a daily act of collective worship do not yet meet statutory requirements.

Commentary

22. Overall, the curriculum meets the needs of the students well, with no areas where breadth and balance are unsatisfactory. Governors keep provision under review and the school is developing new courses and flexible approaches to learning, often in co-operation with local colleges and employers. Inclusion is excellent. The school makes outstanding provision for all groups of students. Very good opportunities for enrichment are available to all students. Exciting opportunities in the arts and sport broaden horizons, and students respond very positively. Through the auspices of the Excellence in Cities initiative, planned activities give the school's gifted and talented students outstanding opportunities for extension work. The learning support department ensures good provision for students on the special educational needs register, and meets the requirements of their statements. However, a small number of teachers do not take sufficient account of individual education plans in planning their lessons.

23. The school has made good progress with developing the curriculum since the last inspection. There are strengths in many subjects. In science the new triple science course in Years 10 and 11 is well organised and resourced and has led to much higher standards being achieved. A change of examination board in English has further improved examination results in a department which offers an extensive range of learning opportunities. Important moral and social issues considered in citizenship and religious education enhance students' personal development. Students' art and design work benefits from using a wide range of two- and three-dimensional materials. In music, the excellent development of ICT has had a significant impact on raising standards. However, for Years 7 to 9, the design and technology curriculum offers only limited work with plastics and none with textiles, and the short time allocated for a second modern foreign language course in Year 9 restricts achievement.

24. Curriculum development and innovation have been very good in recent years and an impressive range of new courses has been made available in Years 10 and 11, many with college links. The 'Aim Higher' programme in Years 9 to 11 is offered to the small number of students who have low aspirations for their education beyond the age of 16. This is another curriculum strength

which draws upon college links and a range of outside providers to make it effective. Additionally, a range of accredited vocational courses at Sheffield College, for example, in catering and bricklaying, are available to small numbers of students in Years 10 and 11 for whom academic courses are less suitable.

25. The school has enough experienced and qualified teachers to produce above average standards in most subjects. However, instability in some subjects has lowered achievement and standards. Difficulties in science that caused a fall in Year 9 standards last year have now been resolved. Similarly, improvements for ICT are beginning to show a clearly beneficial effect, although it is too early for tangible outcomes in GCSE results. New leadership and management of design and technology are making inroads into improving the situation that previously had an adverse affect on students' learning. An effective but small team of student support staff includes technicians and learning assistants and makes an important contribution to students' achievement.

26. General accommodation is satisfactory but some specialist facilities are not. A recently refurbished classroom suite has helped improve general facilities. However, many rooms are small, and this restricts the range of teaching approaches that can be taken within them. Well-lit air conditioned rooms are an aid to learning in ICT. Only one science laboratory is equipped and furnished to modern standards; the outdated design in others is inflexible for modern science teaching. Preparation and storage facilities are cramped and inadequate for the number of students on roll. Floor space in the food studies area is cramped and restrictive without compromising safety, and old benching compromises hygiene standards. There are no specialist drama facilities.

27. Resources are generally good. They are very good in art and music, where access to ICT equipment significantly aids learning. The number of computer workstations in ICT rooms and the library is now well above the national average. However, other specialist ICT facilities for work in design and technology are outdated and insufficient for modelling work, which has a negative impact on standards. The library is well managed by a librarian, and students appreciate its good supply of books and ICT facilities to support their independent learning. Although small, it is a satisfactory facility.

Care, guidance and support

The school makes very good provision for students' care, welfare and safety. Students benefit from very well-informed support, guidance and advice. The school has good arrangements to seek and act on students' views.

Main strengths and weaknesses

- Induction arrangements for students are excellent.
- The school has very good procedures to ensure that students work in a healthy and safe environment.
- The school's arrangements for deploying intervention tutors and for giving support, advice and guidance to its students are raising achievement.

Commentary

28. The school offers a high level of support and care to its students. Child protection procedures are very good. The child protection policy is comprehensive and appropriate and the Child Protection Officer is well aware of his role. He has received appropriate training and has ensured that key points of his training are shared with all other members of staff. A dedicated First Aid room, an adequate number of trained First Aiders, and the services of a qualified nurse who regularly visits to offer advice and help to students on a confidential 'drop in' basis all enhance the quality of care.

29. Very good procedures ensure that students work in a healthy and safe environment. Risk assessment takes place in each department, and health and safety audits are carried out regularly by the local education authority. The site supervisor, together with the health and safety officer,

conducts regular inspections of the premises and fire alarm system, and promptly deals with defects.

30. Students receive very good advice and guidance. The pastoral system works well. Form tutors meet regularly with intervention tutors (heads of year) to discuss students' pastoral needs and monitor their progress. The recently developed role of the intervention tutors is already having a clearly beneficial effect upon achievement by interceding and providing appropriate support. One facet of the very good relationships at the school is that students know that they can approach staff for advice, guidance and help if needed. In turn, staff make every effort to ensure that students in need of support and guidance receive their help.

31. The school's meticulous collation of data about students' performance usefully includes information from tests and examinations and from assessing their class work and homework. Whole-school assessment data are proficiently assembled and monitored. The setting of targets to help individual students to improve in all subjects is at present less well developed in Years 7 to 9 than in Years 10 and 11. Students in Years 10 and 11 receive good guidance about how to improve through consistent use of subject-specific criteria, and this is having a noteworthy effect upon achievement. Planning to replace the current cumbersome manual system of analysing and using this data with a highly credible and well-tried computerised system is well under way for implementation in 2004.

32. Good arrangements help prepare students for education or employment after they leave the school. The arrangements for careers education and work experience are good. An unusual opportunity, which is currently at an advanced stage of development, is work experience abroad. Effective links with 'Connexions', the local careers service, and colleges in the city result in students having very good, impartial advice on routes to further education and employment.

33. The recently formed school council is used as a vehicle for obtaining students' views and, in addition, personal, social and health education (PSHE) and citizenship lessons give opportunities for students to express their opinions and discuss their problems. Students interviewed during the inspection week confirmed that they feel their views are taken fully into account and they are treated as responsible persons by staff.

34. Induction arrangements for new students are excellent. The school has a head of transition whose role it is to ensure that students transfer smoothly from Year 6 in primary schools to Year 7 at Bradfield School. Beneficial arrangements include key staff visiting all primary schools to meet prospective students and to discuss pupils' attributes with primary staff for possible setting arrangements. Primary pupils' foresight is enhanced by modern foreign languages, physical education and music teachers' visits to give demonstration lessons. Taster days are arranged for prospective students. Parents value the useful information evenings where a great deal of information is provided about Bradfield School, particularly about its ethos, policies and academic and pastoral arrangements. They also value the special evening for parents of newly transferred students shortly after they have commenced at school to see how they have settled in. The school does all that it can to ensure that transition runs smoothly, and, as a result, students make an excellent start to their school life at Bradfield School.

Partnership with parents, other schools and the community

Links with parents are good; with the community they are very good, and with other schools and colleges they are excellent.

Main strengths and weaknesses

- Excellent educational links with other schools benefit students greatly and significantly enhance aspects of leadership and management.
- The school's very good links with the community enhance its curriculum.
- Provision to parents of information about the school and about students' standards and progress is good.
- The school has good procedures to ensure satisfaction and to deal with any concerns or complaints.

Commentary

35. The overwhelming majority of parents who responded to the pre-inspection questionnaire feel that: the school actively seeks the views of parents; their children are making good progress; children behave well; teaching is good, and staff expect students to work hard. A significant minority thought they were not well enough informed about their children's progress.

36. The school makes very good arrangements to inform parents about their children's progress. Annual reports for each year group are factual and contain useful detailed information on a subject-by-subject basis on what students have studied, and an explanation of grades awarded. Parents' evenings are held at appropriate times throughout the year for each year group. Additional parents' evenings are arranged for Year 9 to discuss GCSE options, for Year 10 to explain work experience arrangements, and for Year 11 to explain post-16 opportunities and provision. A special evening is held for the parents of Year 11 students who are in danger of under-achieving, with opportunities to discuss arrangements for extra support. An evening to celebrate awards for achievement or effort in art, music and drama is also held. Parents have the option of contacting staff at any time if they have any causes for concern regarding their children's progress. Parents speak highly of the school's arrangement to send postcards home to advise them if their children have done particularly well.

37. The school prospectus is very well produced in a professional style and contains all the information that parents need to know regarding school policy, procedures and syllabus. The Governors' Annual Report to parents is similarly well produced and contains all appropriate information, presented in an easy-to-read style. Further information about school life and events is contained in the half termly newsletter. A comprehensive website is almost ready to be available for those with access to the Internet.

38. Parents contribute to their children's education by communicating with the school via 'The Student Planner'. The school effectively deals with complaints and the headteacher and school staff are available at all times to deal with parental concerns. Parents of students who have special educational needs are very involved in the review of statements and are generally satisfied with the school's provision for their child. Furthermore, the school values its contact with parents highly. It has very recently carried out a survey of parents' views, seeking their opinion on a variety of issues. In addition, it obtains their views through the governing body and The Friends of Bradfield School Association. Planning is well advanced to take views into account, together with parents' perspectives expressed in the pre-inspection questionnaire.

39. All parents are members of The Friends of Bradfield School Association, which arranges a number of fundraising social events. Everyone's efforts are greatly appreciated. For example, recently they raised £5,000 towards the purchase of a minibus, and they make regular contributions for its maintenance.

40. Links with the community are very good. Successful work with Street Force (a department of the Local Authority) is producing posters for an anti-litter campaign and staff from Street Force visit to talk with students. The school premises are remarkably free of litter. Students support the local hospital and have raised money for it and other local charities. Students in Years 10 and 11 have renovated the local village hall and have arranged to maintain it on a regular basis. Members of the community use new facilities to improve their own education; for example, they gain the European Computer Driving Licence. The school's membership of the local Chamber of Commerce and contact with local companies are benefiting the sponsorship needed for the school's bid to become a Specialist Engineering Science College. Students benefit directly from the contribution of representatives from local industries who give mock interviews and provide work experience placements.

41. Relationships with other educational establishments, primary schools and local colleges are excellent. Aspects of leadership and management are significantly enhanced through the school's very active membership of the local Leadership Initiative, supported by the Excellence in Cities and Leadership Initiative Grant (LIG). The school is part of a cluster of six others who regularly meet to discuss curriculum development issues and identify good practice. The school also benefits from its work with the City Learning Centre, where the headteacher is on the Joint Management Committee. Regular meetings are held between all primary schools and Bradfield School to discuss matters of mutual interest, and these contribute particularly well to the excellent induction arrangements previously described.

LEADERSHIP AND MANAGEMENT

Governance is very good. The headteacher gives excellent leadership. Leadership by other key staff is very good. Overall, management is good. A high consistency of approach leads to a very good ethos, which aids learning. Funding for the school is below average and constrains initiatives to foster further achievement.

Main strengths and weaknesses

- The headteacher and governors ensure that the school is fully inclusive so that all students have access to the same broad range of opportunities.
- Governors have a very high level of commitment and work with dedication to support and govern their school very well.
- The headteacher, the senior leadership team and other key staff effectively promote improvements to learning by their consistency of approach and good management.
- Financial management is meticulous and the school's commitment to principles of best value is good.
- The governors' and the headteacher's plans for providing a daily act of collective worship are not yet fully implemented.

Commentary

42. The headteacher joined the school since the previous inspection and his leadership is excellent. He has a clear vision for the school to become an Engineering Science College, and very effectively involves staff, governors and students in widely promoting its philosophy and development. An excellent commitment to inclusion and the welfare of every student is built into his approach to the curriculum, teaching and learning. Standards and achievement are very high, and he is determined to capitalise on the very positive attitudes of his students to raise them still further by ensuring high quality teaching, a very good range of extra-curricular activities, and extensive opportunities for students to contribute to the many strengths of the school.

43. A very good strategic plan gives a clear overview of the vision of the headteacher and governors for the future of the school. Priorities for improvement are appropriately aligned to raising achievement. Activities to address them are amplified carefully for each area of development.

Progress towards full implementation of the strategic plan is carefully monitored, but review does not benefit from an early identification of the evidence for successful outcomes. The school's performance is evaluated rigorously, and the headteacher and governors work strategically together to make the best possible use of their findings. Their success has been recognised in awards as different as Artsmark and Investors in People. Plans to apply for specialist college status are unfolding step by step.

44. Leadership by the senior leadership team, the head of special educational needs, and heads of subject departments is very good overall, and sometimes excellent, for example, in music. All are committed to the continued development of the school and work tirelessly to bring about further improvements. The teams of committed and hard-working administrative and support staff, and special educational needs assistants work well to support the school. The members of the leadership group have clearly defined roles which they discharge very well. The headteacher and leadership team display to students a high level of consistency of approach and unity of purpose, which contribute well to students' very good attitudes to learning and behaviour. They are very good role models and an inspiration to staff and students alike.

45. The school is well managed. Teachers are clear about their roles and responsibilities and the school's priorities for improvement. New procedures are well advanced for using information about students' performance in tests and examinations more effectively to support their learning, but it is too early to gauge their effectiveness. Good procedures for performance management and monitoring improve learning and standards. However, professional development is limited by financial constraints. There are very good procedures for the induction of new staff to the school. Newly qualified teachers are very well supported and advised on how to develop their teaching strategies and techniques. The trainee teachers in the school are also included in these professional sessions to the great benefit of all students in the school.

46. Governance is very good overall. Governors are very committed to their school, and they bring a high level of expertise to its work, for example, in buildings and financial management and in supporting the headteacher. Meetings are well attended, and governors make very good use of the school's reports and systems to keep them informed about its work. Governors have undertaken training to help them with their work, for example, in understanding students' test and examination data. Information they gain at first hand about teaching and other provision is more limited, and governors know that this is an area for their development. The very experienced chair gives very strong leadership to the governing body. She understands and is developing the strategic role of the governors. Governors work well to raise achievement and enhance the reputation of the school in the community.

47. Governors have addressed most of the issues raised at the previous inspection, but the planned development to meet the requirements for a daily collective worship is not fully in place. Nevertheless, the school promotes students' spiritual development satisfactorily throughout the curriculum. Governors acknowledge that, while problems of space within the school have prevented assemblies for large groups of students in the past, a new timetable structure should make it possible to move forward on this aspect of their work in the coming year.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	3,112,799	Balance from previous year	-65,463
Total expenditure	2,990,171	Balance carried forward to the next	13,240
Expenditure per pupil	3,314		

48. Financial management is excellent. The member of staff responsible for this aspect of the school's work ensures that the budget is administered assiduously, keeps up-to-date records of income and expenditure, and carefully monitors all accounts. All the recommendations the school's

auditors made in their recent report are implemented. The chair of the finance sub-committee of governors brings a very high level of expertise to his work and has worked closely with the school to repay its budget deficit. The school's overall budget is below average and there is little flexibility in its management. This means that the school is unable to proceed as quickly as it would like in implementing its strategic management plan.

49. Principles of best value are well established. They are secure in some areas; for example, the school spends its money very prudently. Governors, through the auspices of the local education authority, make comparisons with other schools to gauge students' attainment. They consult parents and students to ascertain views. Governors challenge themselves and the headteacher to assure the quality of work in the school and ensure that decisions are well founded, although there is scope for more systematic monitoring of existing practices to promote higher achievement.

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

SUBJECTS AND COURSES IN KEY STAGES 3 AND 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **very good**.

Main strengths and weaknesses

- Standards continue to improve because of good and often very good teaching.
- Leadership and management are very good, promoting high expectations and a clear vision for future development.
- The very good professional relationships between the teachers and students create a very good learning partnership and results in very good achievement for all.
- In the Year 9 national tests in 2003, results were well above the national average.
- Results in the GCSE for both language and literature in 2003 were above the national average.
- Assessment is very good, providing all students with a clear insight into their progress and achievement.

Commentary

50. In the 2003 national tests at the end of Year 9, the percentage of students gaining Levels 5 and 6 or above was well above the national average. There was no significant difference in performance between boys and girls. By the end of Year 9, achievement is very good for all because students respond very well to good teaching and learn very well. Results in the GCSE in 2003 for both language and literature were above the national average. No significant difference is evident between the achievements of boys and girls. In fact, boys achieve better than boys do nationally.

51. The general quality of speaking and listening throughout all years is above that found nationally, and contributes to students' very good achievement. Students listen attentively and they collaborate successfully in pairs and in groups. They respond eagerly to questions, and articulate their answers well. In discussion, students are often lively and imaginative, clarifying their thinking through the exchange of ideas, and developing confidence in their own ability. Standards of reading comprehension are good. All students study a range of poetry, prose and drama.

52. Year 7 students were seen working on genres. By writing about Mary Shelley and 'Frankenstein', they gained an insight into how the idea of horror is developed by authors. Year 9 students developed a fresh understanding of Macbeth by recreating a variety of events as newspaper reports. In Years 10 and 11, students study texts in intensive detail, and are increasingly mature in their discussion of writers' intentions. A mixed ability class of Year 10 students, for example, reading a complex poem by Edward Kamau Bathwaite, and guided by excellent teaching, explored surface meanings and deeper connotations with imagination and sensitivity. Most students present their written work carefully and handwriting is, in the main, legible. Students write effectively for a number of audiences and purposes. They mostly draft their work efficiently and are successful in narrative and persuasive types of writing. Some lower-attaining students make frequent errors in paragraphing, sentence structure and expression of ideas.

53. When results at the age of 16 are compared with students' standards on entry to the school, they show consistent progress, with nearly all of them doing at least as well as expected and many

of them exceeding their targets. In lessons they participate well and their high level of interest leads to very good learning. Overall, they achieve very well.

54. The quality of teaching is good, and often very good. Lessons are very thoroughly planned and prepared. The teachers' subject knowledge is good; lesson objectives are always clear and students know exactly what is expected of them. Relationships are very good, and sometimes excellent. Teachers challenge students through questioning, and use praise effectively to encourage and develop confidence. All these qualities help students to become absorbed in their studies, confident that they will be helped to learn well, free from distraction. They support very good achievement.

55. Support staff make a valuable contribution in lessons. Work is marked conscientiously and consistently with constructive comment and guidance for improvement. Because of very good teacher assessment, students know their strengths and weaknesses, and their targets. Homework is regularly set and is always relevant. There are not enough opportunities for students to use computers in their work.

56. All members of the department benefit from very good leadership and share the same clear vision and high commitment. The department is managed very effectively. Teaching and the curriculum are monitored and reviewed, leading to high expectations for raising achievement. Since the previous inspection improvement has been good.

Language and literacy across the curriculum

57. The standard of students' speaking and listening is good overall. Sometimes it is very good, for example, in design and technology, English and science. Students read well enough in all subjects to comprehend textbooks and printed materials. They read aloud audibly and fluently when required, but are too rarely given the opportunity to do so except in English. Vocabulary is being systematically enhanced, particularly in the technical terminology used in subjects. Most subjects display key words in classrooms. In religious education, specialist dictionaries are available for words and concepts used by a number of religions.

58. Most students present their work neatly and carefully. In history and art, students are taught to use a range of non-fiction writing. Additional opportunities are missed for students to explore a range of writing styles in mathematics and modern foreign languages. A school policy for literacy is in place and identified in all departments.

Modern foreign languages

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

Main strengths and weaknesses

- GCSE results for French and Spanish are well above the national average for the proportion of A* to C grades, and A* and A grades.
- Very good leadership and management make a substantial contribution to increasing the effectiveness of the department and raising standards.
- The quality of marking is not good enough; marking is not sufficiently analytical and does not indicate how students' work can be improved.
- The departmental development plan is very well conceived and it is proving to be a valuable instrument for improvement.
- Although satisfactory, the standards reached by the end of Year 9 are not as high as they might be because not enough curriculum time is allocated to modern foreign languages.

Commentary

59. The results of Year 9 teacher assessments are in line with the national average for Level 5, but below average for Level 6 or above. This indicates some under-achievement by higher-attaining students. Writing skills are not very well developed. Whilst the most competent students write accurate French and Spanish, lack of opportunity to write at length limits the range of vocabulary and expression. Oral standards in French and Spanish are good, and sometimes very good. Year 7 students spoke fluently and at length about themselves, and Year 9 students questioned each other confidently about holidays taken in the past.

60. The high proportion of students gaining Grades A* to C and A* or A at GCSE is well above the national average. French and Spanish are among the strongest subjects in the school. Currently, the highest-attaining students write accurately in French and Spanish, using a range of tenses and structures, but their work lacks individuality. The written work of others is not accurate enough, particularly in terms of verb forms and adjective agreements. Very good oral work results from students being challenged to work from memory. In a Year 10 French class, groups of students showed enthusiasm and concentration when competing to find out about the recent holidays of others, and they surprised themselves by their achievement. Lower-attaining students doing the vocational Spanish course showed good reading and oral skills as they compared the specifications of different makes of car and digital cameras in order to present their findings to other members of the group.

61. Achievement in Years 7 to 9 is satisfactory, but is affected by a shortage of time for French in Year 9, and by progress that is not rapid enough in Year 7. Achievement is very good in Years 10 and 11, where students benefit from very skilled examination preparation. The business focus and practical nature of the vocational courses in French and Spanish motivate lower-attaining students to achieve well. Students with special educational needs receive good support and achieve well. Gifted and talented students do not have enough opportunity to extend their language skills.

62. The quality of teaching and learning is good overall. In two-thirds of the lessons seen, it was good or very good. In one lesson, weaknesses in class management and organisation resulted in students making insufficient progress. Teachers have very good language competence and conduct lessons largely in French or Spanish, which develops students' own language skills. Very good planning and a clear purpose enable students to focus their attention and learn most effectively. Good relationships and an encouraging manner give the students the confidence to have a go, even when they are not sure of the answer. However, marking is a weakness, in that grades or marks are not related to National Curriculum or GCSE criteria, and comments do not indicate how the work can be improved.

63. The modern languages curriculum is good, and the vocational French and Spanish courses are particularly relevant for lower-attaining students. The curriculum is enriched by visits to France and Spain, work experience abroad, and a German club attended by students, staff and parents.

64. Improvement since the last inspection has been considerable. Very good leadership and management have led to a stronger department and improving standards. Teaching and learning are monitored rigorously; a new assessment policy is in place; the analysis of results informs modifications to teaching and the curriculum; good use is made of ICT in teaching, and the very good development plan is based on a rigorous analysis of current strengths and weaknesses.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good overall, and sometimes excellent.
- Leadership of the department is very good and management is good.
- Students' attitudes to learning are outstanding.
- Not enough is done to promote spiritual and cultural aspects of mathematics.

Commentary

65. Students' attainment is above average on entry. Standards by the end of Year 9 have improved and have been consistently above average since the last inspection. In comparison with national benchmarks, standards are above average, both at Level 5 and above and at Level 6 and above. However, in comparison with students who gained similar results at Key Stage 2 in 2000, their overall results are well below average.

66. In Year 11 in 2003, students gained well above average GCSE results, both in comparison with national figures, and in relation to their test results two years earlier. However, the proportion gaining the highest grades was below average. The department is working to build on these results and work seen in lessons reflects further improvements.

67. Since the last inspection, high standards have been maintained, and work seen in lessons has improved considerably. The most able, and those who have special educational needs, are well supported so that they too do as well as their different capabilities allow. Boys achieve as well as girls. Students are performing at levels higher than expected from their prior attainment and the work seen in lessons shows that standards are continuing to rise. Achievement overall in Years 7 to 11 is therefore very good.

68. Teaching is very good overall and one-quarter of lessons were excellent. Especially good teaching was seen in revision lessons in Year 11, in one with a higher-attaining set who were refining their skills in algebra, and one working with a lower-attaining set on examination technique. An outstanding lesson with Year 7, on plotting coordinates, taught students to recognise patterns, and made excellent use of the interactive whiteboard. Teaching is characterised by a high level of consistency of approach throughout the school, high quality activities, and a good understanding of the way children learn best. These qualities lead to outstanding attitudes and behaviour.

69. Good schemes of work develop the subject well. In the best lessons, the teacher catered very well for different learning styles, and for students of all abilities, including those with special educational needs. However, insufficient attention is paid to the development of problem-solving skills, and to spiritual and cultural aspects of the subject.

70. Leadership is very good and management is good. The head of department, who has been in post for less than two years, has an excellent vision for how to improve the quality of education provided, and has made very good progress towards realising his aims. He monitors the work of the department very well. In response to his monitoring, he gives his staff very good support, and creates very good teams who provide a consistent view of the subject to students. However, his efforts to raise attainment have not yet had time to be reflected in test and examination results.

71. Since the last inspection, the high standards in tests and examinations have been maintained, and work seen in lessons shows that further improvement is taking place. Very good leadership promotes a high level of consistency in the approach to raising standards for all students. Improvement since the last inspection has been very good.

Mathematics across the curriculum

72. Students' mathematical skills are good. They make good use of them in geography, in some aspects of design and technology, and in science. They can interpret graphs appropriately in the context of their other subjects. In these subjects, students' mathematical skills make a good contribution to their learning. However, not enough is done to develop numeracy skills consistently across the curriculum. There is a policy document which has been distributed to all staff. But there has been no monitoring of the contribution of other subjects to the development of numeracy skills, and no help apart from a booklet to support other departments in improving the quality of their contribution to overall development of numeracy.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- GCSE results are well above the national average.
- The quality of teaching is good and leads to good overall achievement.
- The quality of leadership is very good and management is good.
- Students' very good attitudes and behaviour contribute to good learning.
- Technical preparation rooms are cramped, and the laboratories are not all well designed to support modern teaching methods.

Commentary

73. Overall, standards in science have improved since the time of the last inspection. GCSE results in 2003 were well above the national average, and very high when compared with similar schools. Over the last four years, results have been well above average, and the performance of girls has been slightly better than that of boys. The 2003 national test results for Year 9 students were above the national average, but well below average when compared to similar schools. Boys performed better than girls when compared to the national differences between boys and girls. However, a period of staffing instability since the last inspection led to test results in 2002 and 2003 falling slightly below the generally rising trend. The school has now resolved these problems, and there is clear evidence in lessons that the department is making good use of assessment, rooted in national standards, to improve standards further.

74. Standards of work seen in Year 9 are above average and well above average in Year 11. Students have well-developed mathematical and evaluative skills, so that when students in Year 10 used different lenses to investigate images of a bulb filament, they offered very good explanations of the type of image viewed. The achievement of students, including those with special educational needs and the gifted and talented, is good at Year 9 and very good at Year 11. Steps taken to improve the curriculum planning and consistency of assessment in Years 7 to 9 mean that the department is well placed to improve achievement and raise standards further.

75. The quality of teaching and learning is good. Since the last inspection, the proportion of good and very good teaching has improved. In the best lessons, high expectations and skilful questioning, particularly during class discussions, promote very good learning. Teachers plan effectively for students to use interactive computer software to explain their thinking, as in a lesson in Year 11 about equilibrium applied to ammonia manufacture. This is an improvement since the last inspection, when the use of information and communication technology was criticised. Books are well marked and students in Years 10 and 11 receive very good feedback on coursework, which helps them to improve their performance. Good extra-curricular provision includes visits to university science and engineering departments, science access week and extension classes for Year 9 and Year 11 students. Resources have greatly improved since the last inspection. However, preparation

rooms are cramped, and laboratories do not all allow modern approaches to teaching science. Assessment information is consistently well used in Years 10 and 11 to predict performance and to develop learning targets for individual students. Similar systems have now been successfully introduced to improve performance in Years 7 to 9. Students' attitudes and behaviour are very good and help them to learn well.

76. Very effective leadership produces strong teamwork and shared commitment to raise standards. Good management enables the department to run smoothly and policies are consistently applied. The monitoring of teaching and learning through classroom observation is well used to improve the overall provision. The overall improvement since the last inspection is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Very good resources offer wider opportunities to more students.
- Good teaching in all years is beginning to raise standards.
- Constructive leadership and management are significantly improving performance.
- Standards at end of Year 9 are still below national levels.
- Staffing instability has adversely affected students' learning.
- Information and communication technology in other subjects is not yet fully mapped and monitored.

Commentary

77. Teacher assessments at end of Year 9 in 2003 suggested that students were more competent in using ICT than the majority of students nationally. However, these were inflated as they were based on an earlier and less demanding syllabus. The National Strategy introduced into Years 7 and 8 is helping to raise standards, though current work shows that standards are still below those of the average student nationally, and this represents only satisfactory achievement. For example, students can calculate the costs of making different cakes, but do not fully label the resulting graphs for a specific audience.

78. At the end of Year 11 in 2003, standards were below average, as a result of limited time for ICT in Years 7 to 9. Syllabus developments introduced in September 2003 have resulted in students achieving satisfactorily, with standards almost in line with the majority of students nationally. They use basic software techniques to demonstrate how ICT is used in a small business, such as designing effective logos or useable registration forms. However, they show limited understanding of more advanced features such as validation routines or navigation tools in presentations.

79. Good teaching and learning are developing students' experiences in ICT. Lessons are generally well structured and provide interesting and varied activities. Teachers explain lesson objectives, although not always fully enough to ensure that students understand why they undertake a particular task. Students of all abilities make similar progress, but higher-attaining students are not always fully challenged. Homework is set regularly to consolidate learning or prepare students for the next topic. Work is assessed with constructive comments, but students are not yet involved in setting targets or evaluating their progress.

80. Good leadership and management ensure that students are now gaining wider experiences in ICT. There is a sound commitment to improvement and very good vision about what is needed to raise standards. The recent development of the curriculum provides opportunities for all students to extend their knowledge of ICT and gain skills and understanding. Sound planning ensures a

consistent approach to subject delivery. Good use is made of the extensive resources, which are managed by a strong team of support staff.

81. The recent instability in staffing has adversely affected students' progress and is not fully resolved. Improvements since the previous inspection are good, with increased resources and all students enjoying a range of appropriate activities.

Information and communication technology across the curriculum

82. The increase in resources has allowed greater access to computers across other subjects. Information and communication technology is now embedded firmly in the schemes of work in most subjects, although the actual use of ICT is less well developed. In music, very good use of ICT enhances students' understanding of composition and the impact of different instruments. Students in art experience different approaches to using and managing a range of images that offer another level of artistic outcome. Modern foreign languages use ICT to explore grammar in a constructive manner, offering students wider experiences in writing and presentation. Video and digital cameras are well used in physical education to extend student's understanding of movement and performance enhancement. The more limited use in the core subjects, mathematics, science and English, is partly due to lack of access to the number of computer rooms. However, overall, students show satisfactory competence in using ICT. Students in Years 10 and 11 comment on the benefits of using ICT in a number of different subjects.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Very good fieldwork provision helps students to develop independent learning skills.
- There is too little monitoring of marking to ensure all students receive the same high quality advice.
- Procedures are good for assessment and for monitoring students' progress, but insufficient use is made of the outcomes to support further improvement.
- The teaching of skills in geography, numeracy and ICT is consistently good.

Commentary

83. Standards of work seen in Years 7 to 9 are above average. Students develop good geographical skills and learn to collect and analyse data. Detailed writing varies from good to satisfactory. By the end of Year 11, GCSE results at grades A* to C show that girls' attainment is above average, whilst that of boys is in line with national average. Both groups attain above average results for grades A* to G. In work seen, standards in Years 10 and 11 are good overall, especially in coursework studies. Standards overall are therefore above average.

84. Achievement is good for students in Years 7 to 9. They come to the school with average attainment in geography and develop good skills with maps, atlases, ICT and numeracy. In addition, they do research and build up a good knowledge of places. Overall, girls have better skills than boys do in writing enquiry projects and detailed answers. Students with special educational needs achieve well and make good progress. Higher-attaining students also achieve well, and build up very good detailed studies about places. Students in Years 10 and 11 maintain the progress made in Years 7 to 9. They add to their knowledge of places and of issues concerning the use and development of resources. Achievement for students in Years 10 and 11 is good.

85. Teaching is good overall. Lessons have good pace and there is good planning for varied activities and the use of resources. Good starter exercises, targeted questioning and positive support for students' responses all encourage good learning. When the teacher explains too much or develops students' responses for them, teaching, learning and students' concentration become satisfactory. Lower-attaining students need more varied tasks to enable them to finish more pieces of work.

86. There is very good provision for fieldwork and the use of enquiry projects in all years. Creativity is a feature of lessons in Years 7 to 9 and is used to develop students' learning. Higher-attaining students have extension work and have been taken to Leeds and to Sheffield University for special one-day courses. Assessment procedures and the analysis of data are both very good. Target setting is in place and regularly reviewed, but clearer strategies are needed to make the best use of targets to improve achievement still more.

87. Leadership and management of the subject are both good. Teaching is regularly monitored and departmental procedures and planning are good. Since the last inspection, resources, the use of ICT, and the progress of students with special educational needs have all improved. Overall, improvement of the department since the last inspection is good.

History

Provision in history is **good**.

Mains strengths and weaknesses

- Standards are well above average and the achievement of boys by the end of Year 11 is very good.
- Enthusiastic and well-planned teaching promotes independent study.
- Students in all years appreciate the dedication of staff and this contributes to the popularity of the subject.
- Detailed information on GCSE performance is used to track and support progress and results in a high proportion of top grades.
- Recent staffing instability, now resolved, has limited the effectiveness of monitoring and the development of the use of computers and fieldwork.

Commentary

88. Standards in history are well above average overall. Students make good progress and, by the end of Year 9, standards are above average. The majority are able to use historical sources critically to explain how local and world events affect people. GCSE results in 2003 were above the national average, and the proportion of boys gaining A* and A grades was well above the national average. Use of sources to explain complex elements is particularly well developed. Achievement overall is very good.

89. Teaching and learning are good overall, and very good in Years 10 and 11. A particular strength of the teaching is the very careful lesson planning with clear learning goals and progressively challenging tasks. Students develop the confidence to make cases by drawing on evidence to support them. Lessons are designed to develop independence. For example, in a Year 7 lesson, students used text and picture sources to deduce the events surrounding the murder of Thomas-a-Becket. Year 9 students use National Curriculum descriptors to analyse their work and have a good understanding both of strengths and of areas for improvement. Students appreciate the enthusiasm and dedication of their teachers, who successfully promote empathy. A Year 9 class was visibly moved when considering prayers written by soldiers before 'going over the top' in 1915. Teachers provide a wide range of interesting writing activities that focus on problem solving.

Regularly set homework is completed carefully. Many students use home computers to research and present assignments.

90. The most effective lessons have clear objectives, resource materials that provide for students with differing interests, and response time limits that are clear and motivating. Marking of GCSE work is very good. Precise improvement advice is offered so that students know how well they are performing and what they need to do to improve. The structure of tasks in Years 10 and 11 requires students to write thoughtfully but succinctly, with an emphasis on evaluation. Boys find this approach particularly supportive and their determination to do well contributes to the many top grades they earn. Tasks provided for students with a Statement of Special Educational Needs are appropriate and allow them to take a full part in class work and presentations. Where additional classroom support is available, these students make particularly good progress.

91. Very good leadership contributes to the popularity of this subject. Detailed schemes of work match the interests of students and the considerable expertise of the teachers. Very good use is made of performance information. Progress targets are set and performance is closely tracked in Years 10 and 11. Management is satisfactory, with newly appointed staff beginning to work well as a team. Recent staffing changes mean that marking is not yet of uniformly high standard. Use of computers and fieldwork is underdeveloped.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching is good or very good in a significant proportion of lessons.
- Some lessons have a significant impact on students' social and moral development.
- Assessment and marking practice does not yet support students' learning to the extent it should.
- There is scope to enhance the academic challenge offered to the highest-attaining students.

Commentary

92. Students arrive at the school with attainment in religious education that is below the expectations of the locally agreed syllabus. However, they make good progress in lessons throughout the school, attaining standards in line with or just above expectations by the end of Year 9, and well above by the end of Year 11.

93. In recent years the school has entered most students for short course GCSE in Year 10, and an option group for the full GCSE in Year 11. Last year the full GCSE group obtained very good results. A change in the school's option system has, in the last two years, led to much greater numbers opting to take full course GCSE with the rest pursuing the short course. These students appear to be on track for results that will reflect the good achievement apparent in lessons.

94. The school has begun, this year, to assess the attainment of students in Years 7 to 9 using the non-statutory national expectations provided by the Qualification and Curriculum Authority (QCA). This assessment shows students to be working in line with national expectations. Work seen during the inspection, both in class work and in students' folders, confirms the accuracy of the assessment.

95. Teaching and learning are good. Two experienced and innovative teachers of the subject have responsibility for most classes. The one non-specialist teacher of the subject has acquired considerable subject knowledge and teaches the subject accurately and enthusiastically, and in a way her students enjoy. Care is taken to ensure that lessons are accessible to all students, although some may be failing to provide sufficient challenge for the highest attaining students.

96. Students' work is assessed regularly, but marking is not as effective as it could be. This is because the two main teachers of the subject teach about 900 students and are trying to mark every student's work weekly. This burden leads to some marking that is superficial and that does not offer students suitably specific guidance about what they need to do to progress.

97. Leadership and management of religious education are good. The head of department has kept up with recent national developments in the subject, and has been quick to respond to new ideas about teaching and learning. Teachers work well together to form an effective team. Planning is thorough and day-to-day management of the subject is efficient.

98. There has been good improvement in this subject since the last inspection, with teaching and assessment both now being better than they were then. There has been significant development in provision for lower-attaining students and the use of ICT has increased.

TECHNOLOGY

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

Main strengths and weaknesses

- GCSE standards of work in food are above average.
- Planned lessons with clear learning objectives lead to consistent engagement of students.
- Students are keen to learn and take a good interest in design-and-make tasks.
- Accommodation has weak features, fails to stimulate and prevents full curriculum access.
- Teaching resources are limited, hindering motivation of students to develop quality ideas.
- Risk assessments do not do enough to identify hazards and decide whether controls are adequate for safe working.

99. Overall standards at the end of Year 9 are broadly in line with the national average. Achievement is satisfactory overall from a variable base of experience and skill on entry, and is good in food. Ideas are developed confidently, but the range and detail of design solution are restricted by unrefined graphical skills. Sound literacy skills foster the development of good technical knowledge and analytical skills, but a narrow range of experiences with different materials hinders the variety of potential design solutions. Students are confident when using tools, equipment and appliances, and display safe habits in what are often cramped practical areas. Accuracy and the finish of final products are satisfactory. The absence of planned progression in the use of ICT skills in research, drawing, planning and testing leads to a lack of complexity in final solutions.

100. Standards in GCSE across material areas are in line with national averages. In food, standards were above the national average in 2003, but they were below average in graphics. Girls consistently manage their coursework folios better than boys, leading to above average attainment. Students of all abilities achieve satisfactorily; their attainment at GCSE is close to that in other school subjects. Presentation of coursework in each material area is variable. In food, students assemble a detailed analysis with an appropriate specification and plan for making. In graphics, weak freehand sketching and narrow approaches to modelling, refining of design ideas and evaluating final outcomes all hinder achievement. Information and communication technology is not used effectively enough in the design and manufacture of products or to improve the quality of presentation. Computer aided design and manufacture are underdeveloped.

101. Teaching is always at least satisfactory; it is consistently good in food. Lesson planning is well structured with clear learning objectives; students know what is expected of them in lessons. Tasks are well matched to students' ability. Practical activity is thoughtfully organised. Relationships are very good and students respond positively to firm management. Students with special educational needs achieve well and often very well when supported. Assessment is thorough and well used in both key stages; students understand how they can improve. Challenge, excitement and motivation

of students to develop quality ideas are hindered by limited teaching resources. Robust questioning and intervention are required if students are to be stimulated to think and act in innovative ways. Workshop technical support is currently inadequate; support for preparation of food materials is barely adequate. Standards of cleaning and worktop quality in food areas compromise hygiene standards.

102. Leadership from the curriculum manager is good and is characterised by a strong sense of direction. The school has a very good vision for development as a specialist school, and the curriculum manager supports this very well. Day-to-day management of teaching is satisfactory despite continuing staffing difficulties. Staff work hard as a team to consolidate students' achievement. However, aspects of administrative management are unsatisfactory. The absence of risk assessments to identify hazards and decide whether controls are adequate for safe working in each practical area is a concern. Resolute action is needed to upgrade essential ICT resources, improve the range of material and manufacturing opportunities and upgrade accommodation if National Curriculum requirements are to be more closely matched.

VISUAL AND PERFORMING ARTS

The focus was upon art and design and music. Lessons in drama and media studies were also sampled.

103. **Drama** is available in Years 10 and 11 and students take the GCSE drama examination. Standards are average and all students entered have gained a pass. Written course work is well presented and often enhanced by good use of computers. Speaking and listening are strengths of all students. Research skills are developing. Therefore achievement is good.

104. Teaching is good and the students enjoy the experiences on offer. Professional relationships between the teachers and the students are based on mutual respect and are very good. The curriculum is well organised, extending the students' knowledge and understanding of society. An example of this was seen when Year 10 students were discussing the Stephen Lawrence tragedy and then conducting improvised actions in small groups.

105. A Year 10 **media studies** lesson was sampled. This was a good lesson that demonstrated good planning and course organisation. Enthusiastic teaching was enhanced by very effective use of the interactive whiteboard, which facilitated the use of film clips and added interest and variety to the teaching. Students were clear on course aims and familiar with the specialist vocabulary associated with the course. There was general enthusiasm for the course content and delivery, and behaviour was very good.

Art and design

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

Main strengths and weaknesses

- Teaching is good overall, and is often very good or excellent.
- Standards in Year 11 are above average.
- There is a very strong emphasis on drawing and painting.
- Relationships are very good and students are very well behaved.
- Assessment procedures are thorough and helpful.
- The evaluation of lessons could be more effectively managed.
- Use of assessment data in target setting is underdeveloped.

Commentary

106. Standards in art at the end of Year 9 are in line with national expectations. Students enter with below average standards and achieve well as the result of good teaching strategies and a good time allocation in Years 7 and 8. Teachers place great emphasis on the development of basic skills. As a result, many students learn to improve their drawing techniques, to use various forms of colour and to build and model in clay effectively. Consequently, standards are improving. Students also gain knowledge of famous artists, and this influences their work.

107. Standards at the end of Year 11 are above the national average. Predictions indicate that this upward trend will be maintained this year. Many students learn to develop good drawing and painting skills in a wide variety of media, such as acrylic, oil pastel and charcoal. Students also learn to develop three-dimensional skills in clay, and to make sculptured forms with skill and imagination. Many finished pieces are developed to good standards and show strong artistic influences. Research skills contribute well to the development of individuality in work. Overall, achievement is good.

108. Teaching and learning are good, often very good, and occasionally outstanding. Teachers have high expectations, very good subject knowledge and enthusiasm. Planning is very thorough. Assessment procedures are helpful and applied to coursework and homework. Learning outcomes could be more effectively evaluated in most lessons with regard to raising standards further. Provision for ICT is satisfactory in all years. Students with special educational needs generally match the progress of others as a result of teaching strategies and differentiated learning materials. Provision for gifted and talented students enables them to make good progress. Behaviour is very good because students enjoy their lessons.

109. Art makes a good contribution to students' social, moral and cultural development. Planning for spiritual development and for raising multicultural awareness needs to have greater impact. Art makes a good contribution to the school's ethos through the range of attractive displays in art rooms and public areas. The department is very well led and managed by an enthusiastic, highly experienced and dedicated specialist, who has the vision and commitment to raise standards further.

110. There is a strong team spirit. Improvement since the last inspection has been very good. A more systematic approach to the use of assessment is now needed as an aid to target setting and raising standards further, as well as a review of documentation to ensure that departmental practice consistently and effectively reflects whole-school policy.

Music

Provision in music is **excellent**.

Main strengths and weaknesses

- The consistently excellent GCSE results are well above the national average.
- Excellent resources and expertise in ICT-based composition is a major factor in examination success.
- Successful extra-curricular music is a strong feature of the school's image in the community.
- Very good achievement and progress are indicated by the rise in standards from below average on entry to well above average by Year 11.
- The good assessment system does not fully reflect National Curriculum criteria and levels in individual topics in student-friendly terms, and thus limits self-assessment.

Commentary

111. Attainment on entry is below the national average. GCSE results have been consistently well above the national average both for the proportion of grades A* and A, A* to C and for average points scores over the last four years; group sizes average 25 students. Most students do far better than their predicted grades, and do better in music than their other subjects. Points scores in music are consistently higher than the school's average. Standards seen in Year 9 were at the national average, with many students above this level. Standards in lessons in Year 11 were above the national average, but work seen and heard was well above this level. Recorded compositions and performances showed fluency in playing and improvisation, and compositions showed syncopation and stylistic accuracy. The Jazz and Wind Bands are excellent, with students expecting much of themselves and enjoying their own success.

112. Achievement is good in Years 7 to 9 and very good by Year 11. The foundation of this progress is laid in Year 7, as in the African drumming project, where musical ensemble underpins the achievement of all. Movement/dance work with Year 9 helped students to internalise compound time and its use in Irish music. Students with special educational needs achieve well, and more able musicians are given exciting extension tasks.

113. Teaching and learning are both very good at all levels. They are based on high quality relationships where students feel secure and are able to take musical risks. Expectations are very high, and students are constantly challenged. Lessons are characterised by inspiration, enthusiasm, excitement and a passion for music. Learning is promoted through listening and analysis, skill development, experiment, trial and error, through ensemble and above all by doing.

114. The curriculum is broad and balanced with strengths in ICT and world music. Assessment is good, but does not yet fully link National Curriculum criteria and levels in all topics in student-friendly terms, thus resourcing self-assessment. Information and communication technology is now very well resourced and very well used for composition, especially in examination work. The accommodation is overcrowded, with poor ventilation and soundproofing. Instrumental teaching provision is strong.

115. Leadership and management are excellent, and vision and enthusiasm are linked to a passion for making music with students. Teaching and learning are effectively monitored at formal and informal levels, and students respond to the high quality teaching with equal passion and enthusiasm. Lessons are greatly enjoyed, and students expect to succeed. Consequently the high quality music making and excellent results are no surprise.

116. Improvement since the previous inspection has been very good, especially in resourcing and teaching and learning using ICT. GCSE results have hugely improved since the last inspection, partly as a result of ICT-based composition work.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- There are examples of very good teaching which lead to good achievement.
- The very good relationships with students fostered by teachers are a significant aid to learning.
- Standards of work at GCSE are well above average.
- Some teaching styles inhibit learning and achievement as lessons lack pace.

Commentary

117. Standards of Year 7 students on entry are slightly below national expectations. By Year 9, standards are close to what is expected for students of this age and, in activities involving ball skills, are above average. This represents good achievement. For example, in lessons on tennis and volleyball, students were able to demonstrate good racket control and an ability to manipulate a ball with confidence. In Years 10 and 11, standards in core lessons are above average. Students showed high levels of fitness and good balance and agility in a lesson on self-defence. At GCSE, standards are well above average both in theory and practice, which represents good achievement. Students with special educational needs achieve in line with other students. The most able students make very good progress as they are targeted with high expectations.

118. Teaching and learning are good. In most lessons, teachers are able to maintain a good pace to learning as the students' very good attitudes and behaviour allow for maximum time to be spent on developing skills. Teachers have good subject knowledge and their ability to demonstrate and explain a skill with clarity and precision is a significant aid to learning. They have good assessment skills in relation to students' technical performance, and are able to use these skills to challenge different levels of ability appropriately. In a volleyball lesson the teacher cleverly broke down the ball skills required into achievable parts so that students at all levels, including those with special needs, were able to make rapid progress. Teaching is sometimes less good when pace and purpose are not present, and students spend too little time in developing their own skills.

119. The curriculum is broad and balanced, with a good distribution of subject expertise in staffing to ensure effective delivery. Specialist coaching from the community is used well, and provides additional opportunities for students. A shortage of internal accommodation can lead to problems when the weather prevents the use of the extensive playing fields, but this is managed well by teachers. Resources are good in athletics and games.

120. Leadership and management are good. Good team spirit is promoted by caring, well-directed leadership. Vision and a desire for improvement are evident and have led to a significant improvement in results. Documentation is very clear and well presented with good schemes of work and structured lesson planning. Assessment policies are in place and data are well recorded. However, although the marking policy is well related to National Curriculum and GCSE levels, it is not applied with sufficient rigour in practice. Performance management is in place and linked to professional development, and leadership provides a good teaching model for other staff.

121. Improvement since the last inspection is good. GCSE results were below the national average at the time of the last inspection and are now above the national average.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

122. Recent changes to the teaching of PSHE and citizenship are still evolving. The reorganisation has resulted in new teaching materials for Years 7 to 9. The subject is taught by form tutors during tutor time, using prepared students' booklets. Health education is taught through the time allocated to citizenship and is done by specialist teachers. Overall the provision is good in Years 7 to 9, but teaching in tutor time varies from good to satisfactory and some professional training is required to improve skills in the teaching of personal development issues. Current provision is satisfactory in Years 10 and 11. Health education is delivered as a one-day course for Year 10 students. In Years 10 and 11, students have some personal and social education coverage through citizenship lessons. Current provision is satisfactory and potential for further improvement is good.

Citizenship

Provision in citizenship is **satisfactory**

Mains strengths and weaknesses

- The quality of independently planned community projects in Year 11 is good.
- Teaching is good in Years 10 and 11.
- Teaching is not sufficiently co-ordinated, and in Years 7 to 9 does not always sufficiently focus on key citizenship concepts.
- Assessment is underdeveloped in Years 7 to 9 and does not provide students with enough details of their attainment or progress.

Commentary

123. Standards are satisfactory. Work seen in Year 9 is generally in line with National Curriculum descriptions. Moderated Year 11 GCSE coursework is in line with standards achieved in other subjects. Practical coursework in Year 11 demonstrates detailed planning by the students, who undertake a variety of community projects; keep accurate records of procedures, and produce constructive self-evaluations. Their work has made a positive contribution to charities and community facilities.

124. Teaching and learning are satisfactory overall and are good on the GCSE course. Work in Year 8 and Year 9 follows a national scheme and meets National Curriculum requirements. All teaching seen was satisfactory, or better, and most was good or very good. Well-planned, systematic use of good resources encourages thoughtful verbal contributions from students. For example, well-matched text, illustration and video clips in Year 9 stimulated thoughtful consideration of the causes and consequence of tobacco use. Year 10 students displayed a good knowledge of recent events, and confidently identified the complex rights issues involved.

125. Written work up to Year 9 is over-reliant on worksheets that do not sufficiently develop or extended discursive writing. Oral skills are encouraged. Students, including those with a Statement of Special Educational Need, confidently contribute views in lessons. However, these comments are often short and many need prompting before they offer justifications or supportive evidence. Teachers build on their own expertise and sometimes this does not fully serve the specific subject needs. For instance, students can explain in detail the procedures and skills involved in rôle-play but are unclear about which citizenship principles were explored. Good use is made of outside agencies and visitors, with students well prepared to take advantage of question and answer sessions.

126. Assessment in Years 7 to 9 is an area of weakness. Citizenship is a new National Curriculum subject with few national examples of good assessment practice. The present large team of teachers has concentrated on the development and use of resource materials rather than graded assessments and diagnostic marking. As a result, many students do not know how well they are doing or how they can improve. GCSE assessment is more secure and grades for Year 11 coursework have been confirmed by the examining board.

127. Leadership and management are satisfactory. The assistant headteacher, recently appointed, has reviewed existing provision. The development plan proposes changed timetable arrangements to support greater subject specialisation. The school recognises the need to develop assessment procedures, both to provide for a more systematic approach to the co-ordination and monitoring of teaching and learning, and to ensure that students who do not take the GCSE course access all elements of the subject.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
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	3
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	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	3

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