

# INSPECTION REPORT

**Abbs Cross School and Arts College**

Hornchurch Essex

LEA area: Havering

Unique reference number: 102352

Headteacher: Mr Glenn Mayoh

Lead inspector: Mike McLachlan

Dates of inspection: 8<sup>th</sup> - 11<sup>th</sup> November 2004

Inspection number: 268329

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Abbs Cross School and Arts College
School category:	Foundation
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
Number on roll;	838
School address:	Abbs Cross Lane Hornchurch Essex
Postcode:	RM12 4YB
Telephone number:	01708 440304
Fax number:	01708 620360
Appropriate authority:	The governing body
Name of chair of governors:	Ms Gill Murkin
Date of previous inspection:	April 1999

## **CHARACTERISTICS OF THE SCHOOL**

Abbs Cross School and Arts College is an 11-16 Foundation school with 840 pupils. It has an intake of 168 pupils in each year and ten places are allocated on the basis of musical aptitude. Overall, there are more boys than girls. It is smaller than average in size for schools of a similar type. In the main, the school serves the nearby housing areas, although a minority of pupils attend from neighbouring districts. Overall, the socio-economic circumstances of the pupils are average, although pupils come from a wide variety of home circumstances, including advantaged and disadvantaged backgrounds, and there are fewer than the national average of pupils from homes where parents have higher education qualifications. The proportion of pupils in the school with special educational needs is just below the national average. Of these, the proportion with a Statement of Special Educational Needs is above the national average. The vast majority of these pupils have social, emotional and behavioural difficulties, some have moderate learning difficulties and a few pupils have physical, autistic or dyslexic needs. A small number of pupils, around 10 per cent, are from ethnic minority groups and only two pupils have English as an additional language. About 5 per cent of pupils are eligible for free school meals, which is below average. Pupils' overall attainment on entry to the school is broadly average, with few pupils whose attainment is well below or well above average, and this has been the case for the last few years. The school has been very successful in attracting additional funding to improve the curriculum, the accommodation and its links with the community, other schools and colleges. To this end, it has achieved Performing Arts College status and has funded the building of a "state of the art" sports and leisure centre, which provides excellent facilities for pupils, their parents and the local community.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9614	Carolyn Webb	Lay inspector	
7818	Brian Wardle	Team inspector	Mathematics
23393	Brian Dower	Team inspector	English
5714	Frances Thornton	Team inspector	Science
21873	Mary Le Breuilly	Team inspector	Information and communication technology
12331	Vera Grigg	Team inspector	Art and design Design and technology
33081	Mike Cooper	Team inspector	Geography
10895	David Wasp	Team inspector	History Religious education
1258	Helen Silverstone	Team inspector	Modern foreign languages Special educational needs English as an additional language
31660	Marianne Young	Team inspector	Music
14446	Barry Simmons	Team inspector	Physical education
32176	Maggie Fenwick	Team inspector	Work-related learning Business education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Abbs Cross School and Arts College is a **very good school with many excellent features**. Standards by the end of Year 11 are **well above average**. Pupils achieve **well** in Years 7 to 9 and **very well** in Years 10 and 11. This represents **very good** achievement overall given that pupils' attainment on entry to the school is average. Teaching is **very good**. Leadership of the school is **very good**. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides excellent, charismatic and inspirational leadership.
- The headteacher is very well supported by a talented senior leadership team with complementary skills and by middle managers who, overall, demonstrate very good leadership and management skills.
- The very good teaching results in pupils attaining well above average standards by the end of Year 11 and this shows very good achievement given the average attainment of pupils when they start school.
- The excellent ethos is evident in the pupils' very good attitudes, enthusiasm and engagement with all the school has to offer and this results in very good attendance by the pupils in all year groups and particularly in Years 10 and 11.
- The expertly led, committed and challenging governing body fully supports the school and actively leads change and improvement.
- There has been excellent work done by the school to acquire additional resources which are used very well to enhance the curriculum, in particular in performing arts and physical education, and to provide additional facilities for the pupils, staff and the community.
- There are excellent links with other schools and colleges and very good links with the community.
- The pupils have access to excellent extra-curricular provision.
- The monitoring and tracking of pupils' progress and setting targets for examination performance are very effective in Years 10 and 11 but are not yet as well developed in Years 7 to 9.
- The recently introduced very good frameworks for improving teaching, learning and assessment are not yet implemented consistently by all departments.

The school has made very good progress since the last inspection. Examination results are improving rapidly. The leadership is very good and the school now evaluates its work very well. Teaching and the use of assessment have improved in many subjects. The school has gained performing arts status and has built a magnificent sports and leisure centre for use by the school and community. This extended provision is making a significant contribution to widening the curriculum, enriching pupils' experiences and raising their achievement and aspirations.

### STANDARDS ACHIEVED

Overall, pupils' achievement is **very good**. In Years 7 to 9, pupils' achievement is good. Standards and test results at the end of Year 9 in 2003 were above average when compared to the national average and to schools with a similar social mix, but slightly below what would be expected given the pupils' prior attainment. The 2004 results show that achievement is good in English, very good in mathematics but only satisfactory in science, where the numbers achieving the highest grades fell. Overall, standards of work seen during the inspection were above average. Results are improving in line with the national trend.

The table shows the standards achieved at the end of Year 11 based on average point scores in GCSE and GNVQ examinations.

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with average points	all schools			Similar schools
	2002	2003	2004	2004 (2003)
	A	A*	A	A (A)

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

*Similar schools are those whose pupils attained similarly at the end of Year 11*

Standards achieved in the examinations in 2003 and 2004 were well above average. In years 10 and 11 standards seen, at this point early in the school year, were mostly above average or well above average and on track for similar performance in the examinations and this reflects very good achievement by the pupils. GCSE results have risen dramatically and in 2004 a remarkable three-quarters of pupils achieved five passes at grades A\*-C in GCSE/GNVQ, with 85 per cent of girls achieving this figure. Achievement in English and mathematics is very good but only satisfactory in science as too few students achieve the higher grades compared with their performance in other subjects. Pupils with special educational needs and pupils from different minority ethnic groups achieve as well as their fellow pupils.

The school has an excellent ethos. Spiritual, moral, social and cultural education are **very good**. Pupils show very good attitudes to school. Attendance and behaviour are also very good, particularly in Years 10 and 11. Pupils take a very active part in the very rich experience the school has to offer and are very proud to be members of the school.

### **QUALITY OF EDUCATION**

The overall quality of education provided by the school is **very good**. Teaching is **very good** and this leads to high standards by the end of Year 11. Teachers plan lessons that have pace and variety and often use new technology well. Pupils are very actively involved in their learning and their very good attitudes to work mean that they learn very well. Overall, the curriculum is very good, particularly in Years 10 and 11, and there is an excellent range of very well attended extra-curricular activities. Performing arts status and the development of the sports and leisure centre has broadened the curriculum overall. Opportunities for vocational courses have improved significantly and plans are in place to broaden the curriculum further to meet the needs of all pupils. The school provides very good support, advice and guidance and pupils say they are very well cared for and feel safe at school. There are very good links with parents and the community. Links with other schools and colleges are excellent.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good** and this has resulted in the very good improvements since the last inspection. The leadership of the headteacher is excellent; his very visible presence, drive and determination are an inspiration to all. The governing body is very good. Governors are very well led and provide the school with a vast range of experience and expertise which is actively used in supporting, but also challenging, the work of the school in order to bring about improvements. However, not all aspects of statutory compliance are met fully. The senior team provides very good, complementary skills ensuring very effective leadership and management of the school. They are well supported by the middle management team who provide very good leadership of their departments and pastoral teams.

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

Overall, parents are delighted with the school, although they are prepared to be critical when necessary. They are particularly impressed by the rising standards but also by the very good relationships that exist throughout the school. Pupils are very proud of their school and all it has to offer and this extends beyond the school day. They feel that staff work very hard on their behalf to raise their sights and aspirations, provide expert teaching and this results in the very good achievement. They feel they are treated as equals and their views are heard and acted on.

## **IMPROVEMENTS NEEDED**

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

- implement the current plans for the more detailed step-by-step evaluation, recording and reporting of pupils' standards and progress in each subject in Years 7 to 9;
- ensure that the very good frameworks for teaching and assessment are applied consistently across the school;

and, in order to meet statutory requirements:

- ensure that the support materials available to teachers in order to provide pupils with a daily act of collective worship are used consistently and that pupils have better access to using information and communication technology skills in science.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall, pupils achieve **very well**. Pupils' achievement is **good** in Years 7 to 9 and **very good** in Years 10 and 11. Standards are **above average** at the end of Year 9 and **well above average** at the end of Year 11.

#### Main strengths and weaknesses

- Standards achieved at the end of Year 11 are improving rapidly and achievement overall is very good.
- The proportion of pupils achieving the higher grades A\*-C in GCSE in 2004 was very high, particularly for girls, where a remarkable 85 per cent achieved five A\*-C grades.
- Almost all pupils achieve at least one pass and 95 per cent of pupils achieve at least five passes in the Year 11 examinations.
- Results in national tests at the end of Year 9 are above average overall.
- Pupils' performance in science in 2004, particularly at the higher grades, in Year 9 tests and at GCSE was not as good as the other core subjects of English, mathematics and information and communication technology.

#### Commentary

1. When pupils join the school, their standards of attainment are average. However, the profile of attainment on entry shows that there are few pupils of well below average ability and very few with well above average ability.

#### Key Stage 3 – Years 7 - 9

##### *Standards in national tests at the end of Year 9 – average point scores in 2004*

Standards in:	School results	National results
English	34.7 (32.8) (32.8)	33.3 (33.4) (33.3)
Mathematics	36.7 (37.4) (36.2)	35.5 (35.4) (34.7)
Science	33.4 (34.5) (33.8)	33.1 (33.6) (33.3)

*There were 168 pupils in the year group. Figures in brackets are for the previous years (2003) (2002).*

2. Overall, achievement in Years 7 to 9 is good. In 2003 the proportion of pupils in Year 9 achieving the expected standard of Level 5 was above average in English and science and well above average in mathematics. Overall, results measured by the average point score were in line with the national average in English, reflecting the pupils' less well developed literacy skills on entry to the school, but above average in science and mathematics. Pupils achieved above average standards compared with pupils from similar social intakes, but below average compared with pupils in schools with similar attainment levels on entry to the school. This is in part explained by the narrow attainment profile outline above and the less sophisticated and, therefore, less effective monitoring and tracking system used in Years 7 to 9 compared with that employed in Years 10 and 11. The 2004 results overall show a similar picture, although there has been an improvement in mathematics and a drop in science in the numbers of pupils who achieved the higher grades. Teachers' assessments in most other subjects are at or above national averages and standards seen during the inspection confirm these assessments in these subjects. The overall trend is one of continuous improvement in line with the national trend.

- Standards of work seen during the inspection were above average in English and well above average in mathematics. Work seen in science was only average due to the impact of previous but now resolved staffing shortages and a minority of unsatisfactory teaching. There are some minor variations within subjects but, overall, boys achieve as well as girls given their prior attainment. Nevertheless, the school has introduced more boy-orientated courses in an attempt to raise their attainment further. Pupils with special educational needs make good progress as there is considerable in-class support across a range of subjects.

### Key Stage 4 – Years 10 and 11

#### **Standards in GCSE/GNVQ examinations at the end of Year 11 in 2004 (2003) (2002)**

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	76 (60) (49)	53.4 (52.0) (50)
Percentage of pupils gaining 5 or more A*-G grades	95 (94) (96)	88.6 (91.0) (91)
Percentage of pupils gaining 1 or more A*-G grades	99 (98) (99)	95.8 (96.0) (96)
Average point score per pupil (best eight subjects)	315.7 (38.3) (34.7)	282.3 (34.7) (34.8)

*There were 157 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous two years (2003) (2002). The figures for 2000-2003 are based on GCSEs and GNVQ equivalents only. The 2004 figures are based on GCSEs and the wider range of approved qualifications. The average point scores for 2000-2003 are based on the old point score system of GCSE/GNVQs only. The 2004 average point scores are based on the new point scoring system devised by Qualifications and Curriculum Authority (QCA) to enable contribution by other approved qualifications.*

- Overall, achievement in Years 10 and 11 is very good. GCSE results in 2003 were above the national average and above average when compared with schools with similar social intakes. They were in the top 5 per cent of schools with similar levels of attainment at the end of Year 9. Overall, this high level of performance improved dramatically in the 2004 GCSE examinations, when a remarkable 76 per cent of pupils achieved five passes at grades A\*-C. Results over the last three years have been improving at a much faster rate than is seen nationally. Standards achieved in 2004 in science were below the school's average and were a cause for concern. Robust strategies are in place to improve the results, but the situation requires careful monitoring to ensure the work started this year is fully effective. Overall, standards of work seen were above average, reflecting very good progress since the start of the year and show that the pupils are in line to achieve similar standards to those in the previous year's examinations. Standards of work seen were above average or well above average in most subjects. Exceptions are art, where satisfactory standards are now showing signs of very good improvement following a significant decline in results two years previously; science, where some weaker teaching in one strand of the National Curriculum is reducing overall achievement so standards are average; and religious education, unusually taken to examination level by all pupils where standards were average.
- Overall, girls' achievement in the 2004 examinations was exceptional as 85 per cent achieved five good grades. Boys' results were lower; however, this was in line with what may be expected given the attainment on entry of this particular group of pupils where girls had an overall better profile than the boys. The school has helpfully introduced more boy-orientated courses to try and improve this position, so that in the main in the work seen, boys achieve as well as girls given their prior attainment. There is an above average proportion of pupils achieving the high A grade, but a below average proportion of very able pupils achieving A\* grades. Again, this in part reflects the profile of attainment on entry of the pupils, but also indicates a need for a more concerted and planned approach to getting these grades. Pupils with particular talents, in music and physical education, achieve very well. Overall, pupils with special educational needs make good or very good progress. For

example, in Years 7 to 9 over half make the same progress through National Curriculum levels as their peers and nearly all pupils, including those with special educational needs, achieved at least one GCSE A\*-G in 2003 and 2004.

6. In all years, all pupils' literacy skills are well developed and pupils make satisfactory use of their mathematical skills. Overall, information and communication (ICT) skills are well developed, although there are insufficient opportunities for pupils to develop ICT skills in some subjects, particularly in science. Generally, pupils with special educational needs improve both reading and spelling skills well during their time in the school. The very small number pupils with English as an additional language and the few pupils from different minority ethnic groups make very good progress overall as their achievement is in line with pupils of similar prior attainment.

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

Pupils' attitudes to school and their behaviour are **very good with some excellent features**. Attendance is **very good**. Their spiritual, moral, social and cultural development is **very good** overall.

### **Main strengths and weaknesses**

- Pupils are very enthusiastic about their learning.
- The school has very effective behaviour management and support systems.
- Pupils' moral and social development is very good.
- Pupils mature well in school and become confident, responsible young adults.

### **Commentary**

#### ***Attendance in the latest complete reporting year 2003 (%)***

Authorised absence		Unauthorised absence	
School data:	7.3	School data:	0.1
National data:	7.2	National data:	1.1

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

7. Pupils are very proud of their school. As a result of their enthusiasm and the comprehensive recording and monitoring systems, overall attendance is well above the national average and particularly impressive in Years 10 and 11, where, unusually, attendance is better than in Years 7 to 9. This is a real measure of the excellent ethos engendered by the school. The electronic registration system is effective, enabling good statistics to be gathered about pupils' attendance. The five-minute registration session is a positive start to the day and, overall, pupils' punctuality is good.
8. The school is a very well integrated and fully inclusive community. All pupils, whatever their strengths or difficulties, are included and well supported by their peers - a welcoming, vibrant atmosphere permeates the building. Pupils are interested and want to learn. They try hard to live up to the very high expectations of the headteacher and staff and, as a result, they are inspired to achieve very well. Excited by the range of activities outside lessons, they take full advantage of these opportunities to improve their skills, well aware of how fortunate they are. Pupils with special educational needs are happy to attend lessons with their peers and most make good efforts. The support they are offered by learning support assistants enables them to participate fully in classroom activities, which most do very enthusiastically resulting in excellent examples of high productivity, independent and collaborative learning. The special educational needs resource base offers a secure environment for them and many of them go there to meet friends and to spend time with assistants whose support they value highly.

9. Pupils' behaviour is very good overall. When immature or inappropriate behaviour occurs, it is dealt with swiftly and effectively and the behaviour support service is appropriately involved when necessary. Bullying is not tolerated and systems to manage such behaviour when it occurs are very effective. Senior staff and prefects monitor exits and the narrow corridors between lessons and at break times; little pushing was seen during the inspection and was generally good-natured when it occurred. There have been fewer fixed-term exclusions than in most secondary schools and only one permanent exclusion in the past 12 months. While overall numbers are below national averages, pupils from many different minority ethnic groups are represented at the school and none have been excluded, indicating a high level of inclusion and racial harmony in the school.

***Ethnic background of pupils***

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	743	51	1
White – any other White background	2	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	2	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	7	0	0
Black or Black British – African	3	0	0
Chinese	13	0	0
Any other ethnic group	9	0	0
No ethnic group recorded	40	0	0

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

*The number of individual pupils excluded was 35.*

10. Because of the very high standards expected and reinforced, pupils' social and moral development is very good. From the time they arrive, they are immersed in the powerful school ethos and quickly develop collegiate responsibility; no one wants to let the headteacher, staff or their peers down. Prefects, school councillors, arts captains, games captains and others carry out their duties conscientiously and work well with staff to encourage, monitor and praise others for their achievements – a good example of effective partnership between school and pupils. Achieving performing arts status has made a significant contribution to developing pupils' personal development and their social, moral and cultural development through the many performances, ensembles and concerts. Aware of others less fortunate than themselves, pupils raise money enthusiastically for different charities. Pupils' spiritual development is now good, an improvement since the last inspection. A spiritual element is very evident in assemblies, in religious education now taken to examination level by all pupils, in performing arts subjects and in some form groups. However, not all tutors follow the material carefully prepared to build on assembly themes and further opportunities for enhancing pupils' spiritual development in form times are lost. Pupils' cultural development is good. Interested in other faiths and different forms of worship, pupils are also aware of and enjoy literature, music, art, food and dance of other

countries. A wide-ranging programme of visits locally, across the country and abroad add to their knowledge and pupils develop a good understanding of what it means to be a citizen in today's Britain with its diverse society. Pupils leave the school as confident, thinking and responsible young adults and are well prepared for the next stage in their lives.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the quality of education provided by the school is **very good**. Teaching and learning are very good. The assessment of pupils' work is good. The school provides a very good curriculum and an excellent extra-curricular programme. Overall, care, guidance and support are good with very good features. The school's links with parents and the local community are very good. Links with other schools and colleges are excellent.

### Teaching and learning

Teaching and learning are **very good**. The assessment of pupils' work is **good**.

### Main strengths and weaknesses

- Teachers are a strong, committed and motivated team.
- Teachers have very good knowledge of their subjects and use teaching strategies that enable pupils to learn effectively.
- Very good working relationships exist between teachers and pupils.
- Pupils' very good behaviour and attitudes result in their excellent application, productivity and capacity to work independently and collaboratively.
- Teaching and support for pupils with special educational needs are good with some very good practice across the school.
- A very good teaching and learning framework and an assessment policy are both in place but not yet consistently applied.
- Some aspects of teaching and learning in science are unsatisfactory.

### Commentary

#### *Summary of teaching observed during the inspection in 109 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5(4.5%)	44(40%)	44(40%)	14(13%)	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.*

- Teaching and learning are very good in English, mathematics, design and technology, geography, history, art and design, music, physical education, drama and dance. Teaching and learning are good in information and communication technology, modern foreign languages, religious education and business education. Teaching and learning in science is good in Years 7 to 9 and satisfactory in Years 10 and 11. There are no subject areas where teaching and learning overall are unsatisfactory. A high proportion of teachers are experienced specialists who know their subjects well and how best to communicate them to pupils. They have very good classroom management skills and manage pupils' behaviour very well. The effective use of lesson time, asking challenging questions and using a variety of teaching approaches and activities all promote a good pace to learning.
- In response, pupils show an excellent attitude to learning and considerable interest in lessons and concentrate very well. They work very conscientiously whether as individuals, in pairs or groups. For example, in art and design the very enthusiastic teaching generates high involvement from pupils. In English, pupils talk confidently about their work and show respect for the contribution of others in discussions. In mathematics, pupils show excellent

application to work as individuals or in groups. In physical education, full use is being made of the superb facilities, resulting in pupils' high level of participation. In music the high level of musicianship ensures the total engagement of pupils in learning. However, pupils in Years 7 to 9 are not always challenged sufficiently in some mixed-ability groups in languages. In some science lessons, teaching is unsatisfactory as pupils' behaviour and classroom organisation are not managed well so pupils' learning is impaired. In these instances, learning is not as effective as it should be, resulting in lower attainment.

13. The school's teaching and learning framework, recently agreed, captures the essence of the very good teaching in the school and extends it. The framework has yet to secure common practice across the school. Assessment procedures are excellent in art and design and in design and technology and are very good in mathematics. They are good overall. Teachers are well informed about pupils' attainment on entry, including those whose heritage language is not English and the needs of those with learning difficulties. On-going assessment is conducted thoroughly and constructively by subject teachers who keep pupils informed about how well they are doing and what they must do to improve. This enables them to respond to pupils' individual needs in their lesson planning.
14. Overall, very good, detailed assessment and evaluations of pupils' progress are made in Years 10 and 11 and these are very helpfully given to form tutors to enable them to set challenging targets for improvement when they meet with their pupils individually. New targets are also set subsequently if there has been significant improvement. Whole-school monitoring of the pupils' progress in Years 7 to 9 is less well advanced and, although plans are in hand to replicate the level of detail used in the upper school, the work in this area has had less impact on raising standards. It is, however, rightly identified by the school as a priority for improvement. Overall, assessment for pupils with special educational needs is satisfactory. Although pupils' progress is tested, insufficient analysis is done and, as a result, it is difficult to identify what pupils need to learn based on these tests. Good work is being developed to bring in more detailed testing for the very few pupils who do not register on National Curriculum levels.
15. Overall, teaching for pupils with special educational needs is good with some very good aspects. Pupils with special educational needs are taught very well in small-group situations in English and meet the learning objectives of the lesson. Relationships are good and pupils concentrate well. Support in classrooms is also of good quality. Learning support assistants provide the major part of pupils' access to the curriculum. In some subjects the teachers brief assistants very well, such as in ICT lessons, but this is not the case in all subjects. In mathematics, pupils are sometimes withdrawn from the main group to work with assistants in another room and this work is of good quality. Assistants have detailed information about pupils' problems, which enables them to work with them successfully. Frequently, pupils with learning difficulties are enabled to participate fully in group discussions because of the support of the assistants. In a number of subjects, particularly in English, science, mathematics and history, work has been very well produced and tailored to meet the needs and abilities of pupils with special educational needs. While overall provision in these subjects is very good, further work is required to ensure that all departments follow the example of the best in providing work suited to pupils' needs and abilities. Support for visually impaired pupils is good.

## The curriculum

The school provides a **very good** curriculum. There is an **excellent** range of opportunities for enrichment. Accommodation is **good** and resources are **very good**.

### Main strengths and weaknesses

- The curriculum supports the raising of standards for all pupils.
- Pupils are very well motivated and achieve very well because of the very good curriculum enhanced through the performing arts status of the school and the excellent range of extra-curricular opportunities available for all pupils.
- The sports provision is excellent and it contributes to the pupils' very good attitudes.
- Curriculum provision in mathematics, physical education, dance, drama and music are particular strengths.
- There is innovative development and review of the curriculum, including the development of vocational subjects and courses in Years 10 and 11.
- There is good provision for pupils with special educational needs.
- Statutory requirements are not fully met in the provision of a daily act of collective worship and the use of ICT in science.

### Commentary

16. The school provides pupils with a very good, imaginative curriculum that matches their needs, interests and aptitudes. The school has used its performing arts status very effectively to enhance the curriculum for all pupils. The school selects ten pupils through their musical aptitude and these places are very popular with parents and are regularly oversubscribed. The curriculum includes many very good and some excellent features, such as an innovative arts week that involves all subjects, staff and pupils. All pupils have very good access to the curriculum and this allows almost all pupils to achieve very well by the end of year 11, including those with special educational needs or from different ethnic backgrounds. The curriculum in Years 7 to 9 is good. In addition to the full range of National Curriculum subjects and very good curricular provision in mathematics, there is excellent provision for sport and enhanced provision for drama and dance. In Year 9 there is also a choice of four modern foreign languages.
17. The curriculum in Years 10 and 11 is very good. The strong features of the curriculum in Years 7 to 9 continue into the upper school with excellent sport and very good drama and dance contributing to very good attitudes from all pupils. The school has managed curriculum development effectively and matches the curriculum to pupils' needs and interests. All pupils can make choices and the school works in partnership with the careers service to provide very good guidance for pupils on future pathways. In addition to academic subjects, the school provides a wide range of applied GCSE and vocational courses such as industrial technology and catering. All pupils take an information and communication technology course. The school has developed an effective partnership with a local technology college to develop an innovative course in industrial technology. Music is very popular and is enriched by excellent ICT resources. A targeted group of less able pupils are very enthusiastic about the work-related course they take at college. Although this course does not yet lead to any qualification, it provides an opportunity for pupils to establish good links with the college and its opportunities for further study. After further evaluation, the school intends to offer these opportunities to a wider group of pupils. The school is continuing to develop this very good provision imaginatively and has, for example, recently secured considerable funding to develop a course in creative technology in partnership with the local college and a neighbouring secondary school.
18. The personal, social and health education programme is good, although no lessons were available to be observed during the inspection. The enhanced learning provision for pupils with special educational needs is also good. The school has very inclusive practices which ensure all pupils have access to the National Curriculum, supported in many cases by very

good additional assistants. Pupils have open access to and take part in an excellent range of enrichment and extra-curricular activities, which is heavily influenced by the performing arts and physical education but has been sensitively widened to meet the needs and interests of all pupils. There is an excellent range of activities for pupils to take part in within and beyond the school, including trips to other countries. There is also very good support for learning outside the school day through a well-established extra-curricular study programme for revision and access to and support for ICT. This includes after-school homework support available through subjects and in the very well managed learning resources area Careers education is evaluated in the work-related learning (WRL) section later in this report.

19. Since the last inspection the school has improved the time for religious education and the use of ICT in almost all subjects. The school is meeting the statutory requirements of the National Curriculum apart from science, where there is insufficient use of ICT, but there are firm plans in place for improvement. Provision for spirituality is now good and all pupils take a GCSE short course examination in religious education. However, the school does not always provide a daily act of collective worship.
20. The match of teaching staff to the requirements of the curriculum is very good. Teachers and ancillary staff are very well qualified and experienced to teach and support their subjects. However, there is insufficient technical support available to meet the needs of the very good expansion the school has made in provision for information and communication technology and design and technology. The school's resources are very good and meet the needs of the curriculum. Considerable improvements have been made to the range and availability of information and communication technology (ICT) equipment, including many interactive whiteboards. The accommodation is good. It is excellent for physical education, where the opening of the new sports and leisure centre has allowed innovation and expansion of the curriculum and the provision of additional sports and fitness opportunities for pupils and the community. While the new sports centre and some refurbished areas are very attractive, the public areas and some classrooms in the main school now look tired and worn, although good efforts are made to improve their appearance through good quality displays.

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

The school has **very good** procedures to care for pupils and for their health and safety. Pupils receive **good** advice, guidance and support. The school's arrangements to consult with pupils are **good**.

### **Main strengths and weaknesses**

- Pupils are very well cared for and staff and pupils effectively demonstrate their pride in their achievements.
- Pupils feel very safe in the school and are very confident that there is an adult to support them.
- The target setting and examination preparation and monitoring in Years 10 and 11 are very effective in raising standards; however, the systems in Years 7 to 9 are not as well developed.
- Support and concern for pupils on the special educational needs register are very good.
- Careers advice and guidance are very good.

### **Commentary**

21. Pupils' health, safety and welfare are very high priorities for the school. Comprehensive risk assessments are carried out regularly so that, for example, the recent building works did not affect pupils' access to facilities. Despite increased community use, site security remains tight. Trained personnel carry out first aid, recording and monitoring all incidents. The very good procedures for child protection comply with current legislation and training has been arranged for all staff.



22. As a result of very good relationships, all pupils have an adult to whom they can turn, confident in the knowledge that any concern will be dealt with effectively. Tutors know pupils well. During form time, as well as personal, social and health education lessons, problems are discussed and issues of responsibility and citizenship debated amongst themselves and with visitors, including the local community policeman. Review and monitoring of targets is more structured and, therefore, more effective in Years 10 and 11 than in the lower school. Targets are set well in Years 10 and 11 and, overall, pupils are involved in setting and working towards challenging GCSE grades. In the lower school, pupils know their targets set for English, mathematics and science and what they have to do in order to reach the next National Curriculum level but, apart from the excellent practice in art and design, few are clearly set in most other subjects. This practice is currently under review and new computerised systems are to be introduced to improve this position. Pupils find teachers' marking and comments in lessons helpful and most can evaluate their own work constructively.
23. Pupils receive good advice about their careers and options and are very well supported by their parents at the guidance meetings the school organises. Support and concern for pupils on the special educational needs register are very good. Parents recognise this and pupils themselves cite staff in the special educational needs department as one of the best aspects of the school. The special educational needs co-ordinator works well with parents, often in their homes, for example to develop motor and organisational skills in pupils and to make suggestions about diet. The special educational need base is a well-used facility, the open door policy provides a very secure environment for pupils so they feel they can go to a safe haven and the facility enables the first-aider to administer vital medication privately. After school, the base is also used well as further support is provided by the staff to assist with homework. The majority of pupils on the special educational needs register have emotional or behavioural difficulties. Many of these pupils are well supported by external agents who come in to work with them and teachers manage them well in lessons.
24. The school has good systems for consulting with pupils. Questionnaires are analysed and, where possible, suggestions are acted on. Year council members canvass the views of their peers well and collect suggestions for the school council's agenda. Council representatives feel the school listens to their views and they are pleased with the action taken on their decisions. Once a year, the headmaster, in the 'hot seat', is 'interrogated' by council on whatever matters they choose to raise; an enjoyable meeting and indicative of the mutual respect each has for the other. However, there are further opportunities open to the school to encourage more pupils' participation and dialogue. For example, the school council is not sufficiently involved in the governance of the school as representatives do not report to nor attend any meetings with governors. Extending this opportunity would enhance the 'pupils' voice'. On leaving school, pupils are provided with a professionally produced Year Book which is an excellent memento of their time at school. The efforts and expense made by the school is a reflection of the high-quality care and pride shown by the school for its pupils.

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

The school's links with parents and the local community are **very good**. Links with other schools and colleges are **excellent**.

### **Main strengths and weaknesses**

- The excellent links with local schools and colleges are raising aspirations and providing pupils with very good educational experiences.
- Parents value the education their children receive and their links to the school and information they receive is very good.
- Induction and transfer procedures are very good.
- The specialist schools status and the new sports and leisure centre provide very good and increasing community use of school facilities.

## Commentary

25. Links with parents have improved since the last inspection and are now very good. They value the school's 'open-door' approach. Workshops have been held for parents, the last on information and communication technology, and home visits made. In their turn, parents are very satisfied with the school, demonstrating their strong support for the school through their excellent attendance at consultation meetings. The Friends' Association fund-raises successfully for 'extras'. Fully behind the school's performing arts bid, parents raised money through varied events and many are now members of the new sports and leisure centre, taking full advantage of the excellent facilities, as do their children during the lunch hour and after school.
26. Parents are very well informed about events at school through regular newsletters, the eagerly awaited annual AX Files magazine and other documentation. Those with computer facilities are regularly and very effectively contacted by e-mail. They learn of their children's progress and the National Curriculum level they have reached through the well-presented records of achievement, although a small number said at the parents' meeting that they would like more information in these. Parents sign the homework planners once a week and can communicate with tutors or teachers easily this way, although the targets for pupils' improvement are not always included in the planners, which would help parents to support their children more. Consultation with parents is good, with questionnaire results carefully analysed by the school and acted upon; for instance, parents are pleased that fizzy drinks are no longer for sale, although their children might disagree! Parents of pupils with special educational needs are involved in all meetings to do with their children's individual education plan and the co-ordinator herself works with parents at home to set programmes for pupils and to give advice. Additionally, parents can ring for advice on how to help their child with homework. Parents are generally very appreciative of all the help they and their children receive. Parents of pupils from minority ethnic groups and those for whom English is not their first language express a high level of satisfaction with the support their children receive.
27. With the advent of the new performing arts status and sports and leisure centre, Abbs Cross has become a greater focal point for the local community. This has strengthened the very good links with local residents. Many use the facilities and others help with such events as arts week and all enjoy the school productions they are able to attend. Pupils make very good contributions to community life. The school dance band performs locally and beyond and played a major part with the dance group at a national arts centre in October and pupils participate successfully in many different sporting events. Every month, one pupil is nominated to receive £300 from an award foundation to spend on an aspect of school life, just one example of community recognition for this high profile school.
28. Links with local primary schools are excellent, with many pupils using the facilities and taking part in activities before they join the school. Similarly, specialist and secondary schools pool their ideas and resources; for instance, the dance teacher taught a GCSE course last year at another school. The partnership between Chicken Shed – a theatre group specialising in working with pupils with special needs – and Abbs Cross is just another example of the excellent links, which all participants enjoy. Because of the very effective liaison with the local sixth form and other colleges, pupils benefit very well, choosing courses to suit their individual talents and ambitions so that almost all go on to further education.

## LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **very good**. Leadership is **very good** and management is **very good**. The leadership of the headteacher is **excellent**. The quality of the governance is **very good**. The school is not fully compliant with the requirements to provide a daily act of collective worship and for the use of information and communication technology in science.

## **Main strengths and weaknesses**

- The outstanding clarity of vision, sense of purpose and aspirations of the headteacher ensures that the quality of what the school provides is very good.
- The governing body is very well led and has a clear understanding of the school's strengths and weaknesses.
- The very effective leadership team provides very good support to the headteacher.
- The effectiveness of management is very good throughout the school.
- Performance management, induction programmes for new teachers and in-service training for all staff are very well organised and effective.
- Despite the very many successes of the school, the leadership is not complacent and at all levels is striving to improve provision.

## **Commentary**

29. The school is led outstandingly well by the headteacher who exerts a strong influence over its development and improvement. He has a very clear and realistic vision of what the school seeks to achieve. He has the skills, energy and determination to ensure that the necessary measures are put in place to ensure the school continues to be successful. He is a very visible presence around the school and is very approachable to pupils, parents and staff. Since the time of the previous inspection, he has overseen significant change and improvement in almost all aspects of the school's work. There has been very good improvement in the GCSE results, the school has gained arts college status, a superb new sports hall and leisure centre have been built and there has been a big increase in the amount of local community involvement. Much has been achieved and the headteacher is very clear about what still needs to be done.
30. The headteacher is very well supported by a dedicated and hard-working senior leadership team. Their roles and responsibilities have been changed and adjusted and this has resulted in the overall organisation and the day-to-day running of the school being much improved. The senior leadership team brings a range of skills and experiences that complement each other. They share a commitment to raising standards and are supportive of each other and to the headteacher.
31. The vehicle for much of the improvement that the school has enjoyed in recent years is the School Framework for Development. This is a joint endeavour between governors and staff. The current one covers 2003-5 and was last updated in September 2004. It is a well thought out plan. The focus is on the transformation of teaching and learning for the 21<sup>st</sup> century, improvement in standards and attainment and the realisation of the school's ambitions as an arts college. Each part of the plan has clearly stated objectives, which are developed through tasks, outcomes, responsibilities, resources required, achievement dates and a review process. The plan very clearly provides a framework for action and is making an important contribution towards the school achieving its stated goals.
32. The overall quality of management throughout the school is very good. A particular strength is the quality of leadership and management of departments. Rigorous departmental reviews are undertaken which are used to identify key issues. Departmental plans are very clearly linked with the overall development plan. The clear focus of all the departments is on raising pupils' attainment and their aspirations. In this respect, as in many others, they are being very successful. Leadership of the special educational needs department is very good. The co-ordinator is very caring and leads a very committed team who work very supportively with pupils in the school and with primary aged pupils before they start at the school. The ethos of the department is very good indeed, but further work needs to be done to develop the monitoring of the work that goes on in classrooms and to ensure that the records kept on pupils are analysed to provide information for the setting of targets and to show the way forward.
33. Performance management is on target, records are thorough and policies for managing weak teaching and complaints are clear. The leadership has robust plans for bringing about

improvements in subjects, for example in science, where the performance falls short of best practice. This helps the school's aspirations to be translated into practice. A comprehensive programme of in-service training for all staff successfully dovetails the needs of the school and those of individual teachers. A particularly good feature of this provision has been the comprehensive programme of in-service training for middle managers, organised by the leadership team with very good support from the local authority's advisory service and this is improving the quality of management within all aspects of the school. The climate of the school encourages all staff to raise their expectations of themselves and to contribute to the development of others. Teachers new to the school receive a very well-organised and taught induction programme which is very successful in helping staff settle into the school.

34. The school is very fortunate in having a very capable and committed governing body that is very well led. Many governors have specialist knowledge that they are prepared to use to the benefit of the school. They have a very clear vision for the future development of the school and have a very good understanding of its present strengths and weaknesses. There is a very well organised committee structure that ensures that governors are aware of developments in all aspects of the school's life. They have used the powers available to them as a Foundation school to work very well with the local authority and other schools to enhance provision and to receive and share best practice. The governors are not fulfilling their legal obligations to ensure that a daily act of collective worship is held and that the National Curriculum requirements for the use of ICT in science are fully met.
35. The school has an excellent track record of seeking additional funding to enhance the curriculum and the facilities available for pupils, such as achieving performing arts status, and has raised £3.5 million to build a state-of-the-art sports and leisure centre. These additional funds, along with the core budget, are used very well to raise standards and expand the wider experiences of the pupils. The headteacher, along with the excellent governors' finance committee and supported by the expert and very experienced bursar, ensure that financial resources are targeted at well-identified priorities. Although the school does not currently compare its spending with similar schools, the principles of best value are followed very well so that the school ensures it provides very good value for money for the funds available to members of the school and the partners it supports.

## Financial information

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

Income and Expenditure (£)		Balances (£)	
Total Income	3,635,433	Balance from previous year	158,741
Total Expenditure	3,664,347	Balance carried forward to the next	129,827
Expenditure per pupil	4,431		

36. The headteacher has overseen significant changes and improvements in nearly all aspects of the school's life since the previous inspection. However, with the gaining of arts college status and the building of the sports and leisure centre, the school is not complacent but is now poised and prepared to further improve the very good quality of education it provides for its pupils.

## Example of outstanding practice

### **Excellent leadership has led to significant and rapid improvements in standards and provision.**

Standards have been significantly and rapidly raised because of the excellent, visionary leadership of the headteacher, ably supported by a talented senior leadership team, committed staff and a far-sighted governing body all willing to take risks and accept the challenge of change to bring about improvements. Collectively, they have seized the opportunities available to them through the new 14-19 curriculum, the specialist schools programme and, as a Foundation school, through very good collaboration and support from the local education authority and other schools and colleges. This has resulted in a very broad curriculum, a significant increase in

the higher GCSE grades, performing arts college status and the building of a magnificent sports and leisure complex, owned and managed by the school for the benefit of the pupils and the community. Not surprisingly, the school has an excellent ethos and parents and pupils who are very proud to be part of this school.

## **OTHER SPECIFIED FEATURES**

### **Work-related learning**

Provision in work-related learning is **good**.

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

- All pupils undertake two weeks work experience and are well prepared for this.
- There is a well organised and co-ordinated careers programme in Years 7 to 11.
- The pupils are well prepared for progression at age 16.
- A detailed audit of work-related provision in curriculum areas across the school has not yet been undertaken but is planned for.
- There is little involvement of businesses within curriculum subjects.

#### **Commentary**

37. The progress against the statutory requirements for work-related learning (WRL) is good and the school has already identified which aspects they fully cover and which they need to address. They are well aware of the range of activities that are being provided in the school but now need to evaluate these and plan full coverage of the requirements. There is good practice in English which uses work experience as an assessed piece of coursework in speaking and listening. Other curriculum areas, for example business and design and technology, provide some experiences, but these are limited. There are insufficient opportunities for the involvement of local businesses within different subjects in the curriculum and further developments in this area would help pupils to understand the local economy and support achievement in subject areas.
38. The school has a very good work experience programme. It ensures that the pupils are well prepared, monitors effectively their progress during the two-week period and undertakes a thorough evaluation of their experiences. Most pupils now find their own work-experience placements and Havering Trident staff, overseeing this project, report positive messages from employers. Year 11's practice interview evening takes place in November when potential employers from very varied backgrounds advise about techniques, inform pupils whether they have succeeded in their job application and indicate how well the form was completed – a very useful, practical exercise with valuable feedback. This year the school helpfully organised a half-day review of work experience involving the form tutors and the Education Business Partnership to further develop the skills they have gained through a range of workshops. The careers programme is used very well across the whole age range to further develop their knowledge and understanding of the world of work and support progression into post-16 education, training or employment. The pupils are supported very well in this by the use of a range of ICT-based programmes, visits from people in different occupational areas and the opportunity to undertake mock interviews with business personnel.
39. The school is developing good vocational links with the local college in both Year 10 and Year 11, and the current course is motivating the pupils very well. The course provides good opportunities for pupils to study a range of options, including childcare, construction and catering, but is limited to a specific group of pupils and currently does not lead to a qualification. The pupils involved enjoy this course and have found it supports their choices post-16 well and has enabled them to broaden their experiences of vocational areas. Work-related learning is led and managed well and the co-ordinator has a clear action plan for its development in the future. Good work has already begun to further engage businesses and

to more clearly identify all the work-related learning activities in curriculum areas. The school has identified the development of the 14-19 curriculum and the expansion of college link courses in its school improvement plan and has already been successful in gaining funding from the local Learning and Skills Council to enhance partnership work with other schools and the local college.

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

## SUBJECTS IN KEY STAGES 3 AND 4

### ENGLISH AND MODERN FOREIGN LANGUAGES

#### English

Provision in English is **very good**.

#### Main strengths and weaknesses

- Pupils attain well above average standards by Year 11 and achievement is very good.
- Pupils achieve very well because of the very good teaching and their own positive attitudes to learning.
- There is an improving trend in standards because of the very good leadership and management of the subject.
- The procedure for monitoring and evaluating pupils' performance across Years 7, 8 and 9 lacks rigour.

Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Above average	Well above average
Achievement: whether the standards pupils reach are as high as they should be	Good	Very good
Attitudes of pupils to their work	Very good	Very good
Quality of teaching	Very good	Very good
Quality of learning	Very good	Very good
Quality of curriculum leadership	Very good	
Management of the department	Very good	
Improvement since the previous inspection	Very good	

#### Commentary

40. Work seen during the inspection at the start of Year 11 was well above average and achievement is very good. A marked improvement in the quality of teaching since the last inspection has led to these rising standards. Standards in the 2003 national tests at the end of Year 9 were average for boys and girls and for these pupils this represented satisfactory achievement when account is taken of their average writing skills on entry to the school. The results were a significant improvement on those attained at the time of the previous inspection but were below the standards reached in mathematics and science. Attainment in the 2004 national tests was above average and has improved significantly because there was greater emphasis in the teaching on improving writing skills.
41. The proportion of pupils obtaining a grade in the A\*-C range in the 2003 GCSE English language examinations was average for boys and girls and achievement was satisfactory. Overall, achievement was good as the proportion of Year 11 pupils entered for the examination was above that seen nationally and nearly every candidate passed. This testifies to the very good progress made by pupils with special educational needs and the small number of pupils whose heritage language is not English. The results were similar to those obtained at the previous inspection. Attainment in the 2003 English literature examinations was well above average for boys and girls, but fewer boys were entered for the examinations than was the case nationally. There was a significant improvement in standards in the 2004 English language results and high levels of attainment were maintained in English literature that year.

42. Pupils' learning is very good and this is demonstrated by the quality of their analytical writing and their ability to use the English language fluently and flexibly in a range of contexts. This is seen in the work of most Year 11 pupils whose standard of writing is well above expected levels and whose achievement is very good. The quality of written work seen at the start of Year 9 is above the standard expected nationally for boys and girls and their achievement is good. The improving trend seen in the 2004 national test results is being maintained. There remain areas of weakness in the use of complex sentences and in paragraphing extended writing, but the department is implementing strategies to address these. Reading skills are well developed and the issues pupils reflect on in the course of that reading contribute to their moral, social and cultural awareness. Pupils talk confidently about their work and show respect for the contribution of others in discussions. The skills of reading, speaking and listening are well above the standard expected nationally by Year 11 and achievement is very good.
43. Achievement over time is very good. Pupils show positive attitudes to learning and good behaviour. Pupils are managed well and are encouraged to give of their best. They form good working relationships in the classroom and are supportive of each other. The very good teaching underpins pupils' achievement. Expectations are high. Teachers have excellent subject knowledge and regularly review the way they work and plan their lessons to take account of the learning needs of individuals and groups. This has resulted in greater pace and rigour in the learning, which has contributed to the improvement in standards. There has been a marked improvement in the quality of teaching and learning since the previous inspection. Pupils make good use of computers for drafting and presenting their writing and for research. The subject also contributes to pupils' citizenship education. An extensive range of extra-curricular activities provides boys and girls with the means of extending their understanding and enjoyment of the subject.
44. Leadership and management are very good. Well-managed teamwork to improve teaching and learning has been a factor in securing the raising of standards evident in the 2004 results and in the work seen during the inspection. There is a strong sense of common purpose and morale is high. Clear developmental priorities are in place to improve further the quality of pupils' writing and the range and complexity of their reading. Although currently pupils' progress in Years 7, 8 and 9 is not monitored with sufficient rigour, the department is in the process of implementing appropriate tracking procedures. Teachers work closely to share good practice and are committed to on-going professional development. There have been significant improvements since the previous inspection in raising standards and on the quality of teaching and learning.

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

45. Pupils enter the school with average literacy skills. Their command of written and spoken English improves as they move through the school and by Year 11 their competence in the language is **above average**. This enables them to achieve well in their subjects. There is very good provision for pupils with special educational needs and for those whose heritage language is not English. The improvement in their language competency by Year 11 is very good.
46. Teachers have received training in strategies to improve pupils' ability to use the English language fluently and flexibly and this has resulted in much good practice. Provision is very good in art, resulting in a high standard of pupils' written evaluations of their work. In physical education, pupils are confident and articulate when discussing their work and so learn well from each other. The newly appointed literacy co-ordinator has identified the priorities for development to improve pupils' skills still further. The school does not have, however, a means of monitoring and evaluating what is being done across the curriculum to share good practice and to raise standards.



## Modern foreign languages

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

### Main strengths and weaknesses

- There are very good relationships between pupils and teachers which lead to very good behaviour management.
- Teachers have a very good knowledge of the languages they teach.
- There is insufficient use of the foreign language in the classroom by teachers and pupils.
- There is a high standard of work from the most able groups.
- Materials used do not always meet the needs of pupils of all abilities and this is very noticeable for the more able pupils in the mixed-ability groups.

Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Average	Average
Achievement: whether the standards students reach are as high as they should be	Satisfactory	Good
Attitudes of students to their work	Good	Good
Quality of teaching	Good	Good
Quality of learning	Good	Good
Quality of curriculum leadership	Good	
Management of the department	Satisfactory	
Improvement since the previous inspection	Satisfactory	

### Commentary

47. In 2003, GCSE results in French were below the national average. However, a much higher proportion of pupils took the examination than was the case nationally. Girls attained much better results than boys and achieved a similar proportion of higher grades, as was the case for girls nationally. Boys at the school achieved fewer high grades than boys nationally. Results in German were better than in French, although significantly fewer pupils were involved. The results in 2004 suggest a similar picture. Pupils are now able to choose whether or not to follow a GCSE language course so that those who are not able to or do not wish to succeed in languages are not present in classes in Years 10 and 11. Consistently good or very good teaching has resulted in standards of work seen during the inspection in Years 10 and 11 that are now average in French and German and this represent good achievement given pupils' prior attainment. In the recently introduced subjects of Spanish and Russian, although pupils are working well, their standards are as yet insecure as the work seen in the topics being studied required little in the way of long-term recall compared with end-of-course examinations.
48. Teachers' assessments at the end of Year 9 in 2003 in French indicate that standards are below expectations and more recent figures in 2004 show a similar picture, although the standards of work attained by the most able pupils, who are taught together in two discrete groups in Year 9, were seen to be above average and the work of other pupils is average or slightly below overall. This represents satisfactory achievement overall at this stage in the course as the work seen in lessons and in pupils' exercise books represents success unit by unit whereas the end of year 9 assessments and GCSE represents the whole body of work recalled under examination situations. Girls' written work is better than that of boys, but boys' oral contributions are as good as those of girls and often better. By the end of Year 9, overall achievement is likely to be slightly better than that of previous cohorts and pupils who are beginning a second language in Year 9 are progressing well.
49. Teaching and learning are good. In Years 10 and 11, teaching and learning are good or very good in all lessons and in Years 7 to 9 they are good or very good in almost two-thirds of

lessons seen and satisfactory in the rest. Very good relationships are a feature of almost all lessons and pupils' behaviour, although sometimes noisy, is always well managed by teachers who have high expectations of hard work. The best lessons involve lively presentations that involve all pupils and the materials and activities used are stimulating. Pupils' opportunities to learn are limited in some cases by the use of too much English by teachers and by the lack of provision of materials that are adapted to pupils' particular needs and abilities, for example, the most able in the mixed-ability teaching groups. Teaching is generally very well prepared, although teachers often miss opportunities to check on pupils' learning at the end of lessons when time is short. Learning objectives are shared at the start of some, but not all, lessons. Pupils with learning difficulties are well supported by learning support assistants. Assessment in the department is thorough, but is not yet used to set clear targets for individuals and for groups of pupils.

50. Curriculum leadership is good and the enthusiasm of the head of department is mirrored in the other members of the department. He and others in the department are good role models for pupils. The department has recently introduced an imaginative model for second language provision, but it is too early to see if this improves standards as well as providing a wider choice. Management is only satisfactory as the only methods of monitoring within the department are informal and, although materials have been developed to match the needs and abilities of all pupils, they are not yet in general use in classrooms. Pupils' learning is well supported by a series of foreign visits and foreign language experiences set up at a local centre. Improvement since the previous inspection is satisfactory. Elements of good practice have been maintained, but ICT is not yet used well in many classrooms and the impact of the work done on the second foreign language is too recent to have been evaluated.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- There are high standards of attainment at the end of Year 9 and in the GCSE examinations and pupils' achievement is very good.
- The quality of teaching and learning is very good.
- Very good leadership and management ensure that high expectations are put into practice through the very good work of the department.
- Assessment is very good, leading to targeted interventions with specific groups of pupils to raise standards.
- Pupils have very positive attitudes and behaviour.
- Lower-attaining pupils have weak numeracy skills.
- The number of GCSE grades A\* and A is low.

Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Above average	Above average
Achievement: whether the standards pupils reach are as high as they should be	Very good	Very good
Attitudes of pupils to their work	Very good	Very good
Quality of teaching	Very good	Very good
Quality of learning	Very good	Very good
Quality of curriculum leadership	Very good	
Management of the department	Very good	
Improvement since the previous inspection	Very good	

## Commentary

51. In the 2003 national tests in Year 9, results were well above the national average. In 2004 the school's results decreased slightly but remained above average. The proportion of pupils reaching the higher levels was also above the national average. In the 2003 GCSE examinations, results were well above the national average. In 2004 the school's results at grades A\* to C increased to 67 per cent, the school's best result ever. However, in both 2003 and 2004 the number of pupils attaining the top grades of A\* and A was below national averages.
52. The standard of pupils' work, seen at an early point in the school year, is above average and the previous well-above average performance appears secure because of a very good tried and tested, effective revision and examination preparation programme that enables pupils to improve their standards considerably during the last two terms in Years 9 and 11. Pupils enter the school with standards that are average. The high standards that pupils attain at the end of Year 9 and at GCSE indicate that they achieve very well overall. Both boys and girls achieve similarly. Pupils with special educational needs and those who are gifted and talented achieve well, although further work is needed to increase the proportion of pupils who achieve the highest grades in the GCSE examinations. Minority ethnic pupils achieve very well.
53. Teachers have a very good understanding of mathematics. New topics are introduced at just the right level so pupils can be successful whilst at the same time being challenged. Lessons have clear objectives for pupils. Teachers explain the subject very well so all pupils know what to do. The innovative use of electronic whiteboards increases pupils' understanding. Lessons are taught at a very good pace which sustains pupils' interest and concentration. Teachers have high expectations of their pupils. Pupils respond very positively to learning new skills and increasing their knowledge and understanding. They work extremely well together or as individuals. They answer questions constructively and ask if they do not understand. They listen and concentrate very well. Learning increases significantly when pupils present their answers to the whole class using the whiteboard.
54. Strategies to improve standards by focusing on improving teaching, learning and assessment are very effective. Pupils' progress is assessed very well through frequent testing and test marks are converted into levels. A very good system is in place in which a spreadsheet with the levels achieved is shown to the class so each pupil can compare their progress with that of other pupils and the progress overall. Teachers secure the best for pupils by working together strongly as a team that is very well led and managed. Improvement since the last inspection has been very good as almost all issues that were identified at that time have now become strengths, except that low-attaining pupils still have weak numeracy skills.

## Mathematics across the curriculum

55. Overall, pupils' use of mathematics across the curriculum is **satisfactory**. The majority of students are able to use and apply their mathematical skills and knowledge to solve problems, manipulate numbers and interpret graphs and diagrams with confidence both in mathematics and in their other subjects. In science, pupils draw graphs; in ICT they use formulae in spreadsheets; in languages they know numbers and the time using the 24 hour clock; in history they interpret timelines and population graphs; and in business studies they use percentages and calculations. However, pupils do not always measure accurately in design and technology.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- In Years 10 and 11, achievement for a minority of pupils is unsatisfactory because of unsatisfactory teaching.
- In Years 7 to 9, good teaching results in good learning for the majority of pupils.
- The school and head of department have identified key weaknesses in science and have appropriate strategies for improvement.
- Information technology is not used enough in the teaching of science.

Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Average	Average
Achievement: whether the standards students reach are as high as they should be	Satisfactory	Satisfactory
Attitudes of students to their work	Very good	Good
Quality of teaching	Good	Satisfactory
Quality of learning	Good	Satisfactory
Quality of curriculum leadership	Satisfactory	
Management of the department	Good	
Improvement since the previous inspection	Unsatisfactory	

### Commentary

56. Results in national tests at the end of Year 9 were above average in 2003 and, as pupils arrive at the school with average standards, these results represented good overall achievement for these pupils. However, this good achievement for the majority masked some underachievement for some pupils who achieved less well than expected given their prior attainment. In 2004 the overall results were above the national average at Level 5, but fewer pupils achieved above this level. Standards of work seen in Year 9 are average overall and overall achievement is satisfactory. While pupils' achievement is at least satisfactory, the teaching is unsatisfactory in some lessons and these pupils do not achieve as much as they should.
57. Overall, standards in Year 11 are average. The school enters more pupils for double-award science than other schools. Results in GCSE science were average in 2003 and, although results fell in 2004, they remained broadly average. In 2004, fewer pupils achieved the higher grades A\*-C than in 2003 so the achievement for a significant number of pupils was unsatisfactory. Pupils do less well in science in comparison with their performance in other subjects in the school. The underachievement is due to some unsatisfactory teaching and a lack of permanent teachers. The recruitment problems have now been resolved. However, while overall standards of work seen in the current Year 11 are average in one strand of the National Curriculum, a significant number of pupils do not achieve as much as they should because some unsatisfactory teaching remains. In lessons seen, pupils with special educational needs achieve well because they are well supported.
58. Teaching and learning are satisfactory overall. In the sample observed, it was good in Years 7 to 9 and satisfactory in Years 10 and 11, but in each stage there is some unsatisfactory teaching. Teaching is better in the lower years because the work is better matched to the requirements of the curriculum and the pupils' needs. Teachers have good specialist knowledge. Lessons are well prepared and homework is set to build on work completed in lessons. Most teachers have good behaviour management strategies, which result in the right climate for learning. Teaching supports literacy and mathematical development

effectively. In the best lessons observed during the inspection, the teachers asked questions that challenged pupils' knowledge and understanding of topics such as adaptation. Very good learning occurs when explanations are lively and less able pupils are willing to think for themselves about acid rain. When practical methods such as collection of hydrogen are used to capture the pupils' imagination, they become eager to learn. In the two unsatisfactory lessons seen, the work was too difficult for the pupils, who needed a lot of support and practical examples to support their learning, or the explanation for the practical activity was not clear and pupils were not well managed so these more able pupils did not learn as much as they should and their achievement was unsatisfactory.

59. The procedures for assessment in science are satisfactory. Teachers set targets and monitor pupils' progress on a regular basis. They know pupils' strengths and weaknesses through regular tests and homework. The teachers mark pupils' work regularly. The quality of their marking is generally satisfactory, but some teachers do not give enough guidance. In 2004, assessment of science enquiry lacked rigour and was inconsistent across the department. The head of science has made changes to improve the way pupils' work is assessed.
60. Leadership in science is satisfactory with some good features. There has been lack of continuity in the leadership in the recent past, but a stable team is now in post. However, overall improvement since the previous inspection is unsatisfactory as standards in Year 11 have remained broadly the same whilst national standards have improved, the time allocated to science in Years 10 and 11 is below the recommended time and the statutory requirements for the use of ICT are not fully met because of unsatisfactory resources and some lack of expertise. The new head of science and Key Stage 3 co-ordinator are working well, together with the senior management of the school, to improve pupils' achievement in science. They are consolidating the department's efforts, working to create effective teams and have started to improve provision. They have developed a clear plan for action, which identifies key priorities and strategies for improvement. These include the improvement of coursework and increased use of ICT, the rotation of groups in Years 7 to 9, providing additional support for underachieving pupils and support for teaching to tackle the most significant weaknesses. Management is good because the head of science and Key Stage 3 co-ordinator now monitor the achievement of individuals and review patterns across classes effectively. The individual recording system in Years 7 to 9 has recently been improved so that teachers, pupils and parents can identify achievement and weaknesses. Technicians work efficiently and effectively and provide good support to teachers.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Leadership and management are very good.
- The department is staffed by specialist teachers with very good subject knowledge.
- Pupils are regularly encouraged to evaluate their own work.
- Pupils show very good attitudes to their work, which leads to very good achievement.
- There is insufficient written feedback in marking to support pupils' learning.
- There is insufficient technical support for ICT.
- Effective support material encourages pupils to become independent learners.

Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Above average	Well above average
Achievement: whether the standards students reach are as high as they should be	Good	Very Good
Attitudes of students to their work	Very good	Very good
Quality of teaching	Good	Good
Quality of learning	Good	Good
Quality of curriculum leadership	Very good	
Management of the department	Very good	
Improvement since the previous inspection	Very good	

**Commentary**

61. Standards overall are well above average. Pupils arrive at the school with broadly average standards but very varying experiences of ICT. By the end of Year 9 these variations are no longer apparent and standards indicated by teachers' assessments and seen during the inspection are above average. Overall, standards at the end of Year 11 in the GNVQ examinations in 2004 were above average. Although they were well above average for pupils of average or higher ability, too many pupils received unclassified grades. The school has changed the entry policy for ICT examinations in order to address this issue and standards seen during the inspection were well above average. Pupils, particularly more able pupils, achieve well in Years 7 to 9 and very well in Years 10 and 11. Pupils in lower-ability groups in Years 10 and 11 benefit from small class sizes where they can have more individual attention. Overall, boys achieve less well than girls, but the gap is narrowing in Years 7 to 9. Pupils from different ethnic origins achieve in line with other pupils. Good verbal feedback to pupils during lessons and effective support materials contribute to the positive achievement of most pupils, allowing them to work with increasing independence.
62. Teaching is good across the school with some very good features. In Years 7 to 9, teachers deliver carefully planned lessons that are based on the national strategy. Where teaching is good, short tasks maintain pace and concentration, and regular evaluation of their own work gives pupils a clear understanding of how well they are doing and what they need to do to improve. Teachers have very good subject knowledge and provide very good encouragement to pupils so that they are very well involved in their work. Learning support assistants make a significant contribution to lessons. In a few lessons seen, pupils chattering at the start and end of the lessons detracted from the learning. In Years 10 and 11, pupils support each other well, supplementing the help available from the teacher and from written support material. This combination of support means that the pace of learning is kept brisk. Good relationships in the classroom between staff and pupils enhance the learning environment. Pupils show a very positive attitude to ICT and work with enthusiasm, especially when using the computers. In a small number of satisfactory lessons seen, tasks were not broken down sufficiently to enable pupils to maintain full concentration for the entire lesson and work was not differentiated enough to support the learning of the least able. Assessment of pupils' work is good overall. Criteria for different levels are shared with pupils at the start of modules, targets are set and pupils are encouraged to evaluate their own work. At times, however, individual lessons do not reinforce the assessment criteria sufficiently. Although verbal feedback to pupils is very good, written marking is perfunctory and does not give sufficient feedback to support learning.
63. Leadership and management of the department are very good. The recently appointed head of department has a clear vision for her subject and has improved the department in the short time she has been at the school and she has the full confidence of the rest of the staff. The department is highly organised and works as a very effective team. Monitoring of teaching across the department is supportive and aids the development of teachers' skills. The department is very well resourced. Pupils all work individually at a computer and this

makes a positive contribution to learning. However, there is insufficient technical support and this means that the head of department often has her lesson disturbed in order to deal with mundane issues. Improvement since the last inspection has been very good and the lack of technical support is the only issue from the previous inspection that has not been effectively addressed.

### Information and communication technology across the curriculum

64. Pupils' competence in the use of ICT is **good**. The use of ICT to support teaching and learning across the curriculum is **satisfactory** overall and improving with the introduction of a significant number of electronic whiteboards and additional computer equipment. In some subjects it is very good, for example English, mathematics, art, history, religious education and in music where pupils use the excellent facilities and music software to redraft compositions and listen to them being played back. ICT is insufficiently used in science, geography and modern foreign languages. Statutory requirements are met in all subjects except science. Apart from some lack of access to resources in science and geography, resources for ICT across the curriculum are good overall and particularly good for the information technology courses, mathematics, music and design and technology.

## HUMANITIES

### History

Provision in history is **very good**.

#### Main strengths and weaknesses

- Standards at GCSE are well above average.
- Teaching and learning are very good.
- Pupils develop historical skills rapidly from Year 7 onwards.
- The department is led and managed very well.
- Pupils have very positive attitudes in class.
- There are limited opportunities for pupils to work in small groups.

Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Above average	Well above average
Achievement: whether the standards pupils reach are as high as they should be	Good	Very good
Attitudes of pupils to their work	Very good	Very good
Quality of teaching	Very good	Very good
Quality of learning	Very good	Very good
Quality of curriculum leadership	Very good	
Management of the department	Very good	
Improvement since the previous inspection	Very good	

### Commentary

65. In recent GCSE examinations, results in both the A\* to C and A\* to G range have been above national averages and in the most recent examinations results in the A\* to C range were well above national norms. The number of pupils gaining the highest grades was also high. In lessons seen and work analysed during the inspection, standards are above those expected nationally by the end of Year 9 and this represents good achievement in terms of pupils' prior attainment and experiences. During this stage, pupils become familiar with the use of sources and are able to analyse change within society. They also develop their research skills very well and, in this context, some excellent projects on World War Two were seen from Year 9 pupils using computers to display their presentations. In Years 10

and 11, standards are well above national norms as pupils hone their historical skills to considerable depth as seen, for example, in some very good extended writing by Year 10 pupils on the reforms of the 1906 Liberal government. All pupils achieve very well at this stage. Lower-attaining pupils and those with special educational needs are supported well in class and their achievement matches that of their peers. Higher-attaining pupils have ample opportunities to develop their historical skills in depth.

66. The quality of teaching is very good. Teachers use their subject specialist skills very well to promote pupils' learning. Questioning techniques are particularly effective in probing pupils' knowledge and understanding of topics. Pupils are fully involved in lesson activities and this gives them the confidence to become budding historians. There is a sense of purpose and enjoyment in lessons and pupils respond very well to teachers' expectations. In order to improve on this very positive picture, pupils would benefit from more opportunities to work in small groups.
67. The department is led and managed very well and a very strong and experienced team is in place. Marking is thorough and teachers employ a variety of assessment techniques to monitor pupils' progress. ICT is used well as a teaching and learning tool, but there are limited opportunities for pupils to visit places of historical interest. Overall, very good progress has been made since the previous inspection and history is now a considerable strength in the school. The key issue now is to build upon the notable success achieved so far.

## Geography

Provision in geography is **good**.

### Main strengths and weaknesses

- Very good relationships and classroom management contribute significantly to the very good quality of the teaching.
- GCSE results are well above the national average.
- Achievement of pupils with special educational needs is very good.
- The results of assessments are not used fully to plan for future learning.
- More rigorous use of ICT is required.

Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Above average	Well above average
Achievement: whether the standards pupils reach are as high as they should be	Good	Very good
Attitudes of pupils to their work	Very good	Very good
Quality of teaching	Good	Very good
Quality of learning	Good	Very good
Quality of curriculum leadership	Good	
Management of the department	Good	
Improvement since the previous inspection	Good	

## Commentary

68. Standards in geography are above average overall. Pupils' performance in the 2003 GCSE examinations was well above average. The pupils who took the GCSE examination achieved very well. This very good achievement was sustained in the 2004 examinations. In teachers' National Curriculum assessments in 2003, pupils' standards were above average at the end of Year 9. This represents good achievement for pupils whose standards are average when they enter the school in Year 7. All pupils achieve well and those with special educational needs achieve very well because teaching is good, lessons have pace and pupils are



challenged to improve their work. For example, pupils in Year 7 identify complex contour features from maps and relate these to models in the classroom. Pupils with special educational needs receive a high level of individual support from teachers and teaching assistants.

69. Teaching and learning are very good in Years 10 and 11 because teachers plan their lessons carefully and encourage pupils to contribute to lessons in an atmosphere of trust and respect. The quiet, but firm, ethos created by teachers helps pupils to gain confidence in a supportive atmosphere. For example, in a Year 11 lesson on renewable energy sources, the teacher's relentless questioning and very supportive approach helped all pupils to gain a clear understanding of the difficult choices that governments have to make. In Years 10 and 11, pupils know what they need to do to improve their work and move up to a higher target grade. The use of information and communication technology is restricted because of a lack of accessible equipment. In Years 7 to 9 the use of assessments to help plan for future learning, while satisfactory, needs further development in order to better measure progress and inform pupils and parents.
70. Leadership and management are good. The head of department is a good role model, who has set clear priorities and brought together the experienced teachers to form an effective team. The comprehensive departmental handbook gives clear guidance and support to non-specialists. There has been good improvement since the last inspection because teaching and learning in all lessons are now at least good and often very good. Opportunities to develop numeracy skills have improved. GCSE standards have improved significantly.

### Religious education

Provision in religious education is **good**.

#### Main strengths and weaknesses

- The subject makes a very strong contribution to the personal and spiritual development of all pupils.
- Teachers plan lessons well and use very good classroom organisational skills.
- Higher-attaining pupils lack sufficient challenge in their work.
- There is a very strong emphasis on improving standards of literacy.
- There are no subject specialist teachers in the department.
- Pupils develop their knowledge and understanding rapidly from a low base on entry.

Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Average	Average
Achievement: whether the standards pupils reach are as high as they should be	Good	Good
Attitudes of pupils to their work	Good	Good
Quality of teaching	Good	Good
Quality of learning	Good	Good
Quality of curriculum leadership	Good	
Management of the department	Good	
Improvement since the previous inspection	Good	

### Commentary

71. In recent GCSE short-course examinations, results have been broadly in line with national averages, although the number of pupils achieving the highest grades has been low. Provision has improved significantly and now, commendably, all pupils in Years 10 and 11 take the short course examination and these results represent good achievement. Standards seen in the current inspection are in line with those expected by the locally agreed syllabus

by the end of Year 9. Pupils achieve well in terms of their prior attainment as many enter the school with low levels of subject knowledge. During this stage, pupils acquire a good understanding of Christianity and other world religions such as Hinduism. In this context, some good extended writing was seen from Year 9 pupils on different Creation stories. During Years 10 and 11, pupils continue to develop their subject skills, but the written work of higher-attaining pupils lacks depth. Lower-attaining pupils and those with special educational needs struggle with extended writing, but the department is making strenuous efforts to overcome this problem with a good emphasis on raising standards of literacy. Standards at this stage are also in line with expectations.

72. The quality of teaching is good. The concerns raised in the previous report about elements of unsatisfactory teaching have been addressed fully. There are still no subject specialist teachers within the department, but all teachers plan their lessons well with a variety of activities to stimulate pupils' learning. Classroom organisation is very good and this encourages pupils to participate in lessons and confidently air their opinions. There are occasional instances of poor concentration, but most pupils display very positive attitudes to their work and show maturity and respect in the classroom.
73. The previous report noted concerns about lack of curriculum time and subject monitoring. These deficiencies have now been rectified. The leadership and management of the department are good. Assessment is used well to monitor pupils' progress and the subject makes a very strong contribution to the personal development of all pupils. ICT is used well by staff and pupils, but there are few opportunities to visit sites of religious interest. Overall, good progress has been made since the previous inspection. This is a strong department, well poised for future development. The key issue now is to provide subject specialist teaching to complement the experienced teaching team.

## TECHNOLOGY

### Design and technology

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

#### Main strengths and weaknesses

- Very good teaching results in pupils who are motivated, work very hard and achieve well.
- The curriculum is very good in Years 10 and 11, where it meets the varying needs of pupils.
- Very good leadership and management give a clear direction to the subject.
- There is insufficient technical support for food technology and textiles.
- The schemes of work do not have sufficient detail of what needs to be taught to ensure that the most able make sufficient progress.

Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Average	Average
Achievement: whether the standards pupils reach are as high as they should be	Good	Good
Attitudes of pupils to their work	Very good	Very good
Quality of teaching	Very good	Very good
Quality of learning	Very good	Very good
Quality of curriculum leadership	Very good.	
Management of the department	Very good.	
Improvement since the previous inspection	Very good.	

## Commentary

74. Although the 2003 GCSE examination results were well below the national averages, they had improved. They improved further in the 2004 examinations, although they remained below the national averages. While results in textiles were very high in 2004, they were very low in resistant materials and graphics because of staffing problems. The staffing situations also affected standards at the end of Year 9, where the teachers' assessments showed a decline from 2003, although they were in line with the national averages. Standards seen in Year 9 meet national expectations and match those of the 2004 teachers' assessments. Standards have improved in Year 11 and now match national expectations. Department tests show that pupils enter the school with standards that are below those expected and, taken with the previously limited experiences of some of the Year 11 pupils, these improving standards demonstrate good achievement by the end of Year 9 and Year 11. Standards reached in the new GCSE vocational courses of industrial technology and catering indicate that achievement is very good, given the prior attainment of the pupils involved.
75. This improving picture is due to the quality of teaching which, overall, is now very good. The very good teaching is due to teachers' high expectations so that they believe that all pupils can achieve. Lessons are conducted at a brisk pace, so that much is covered. Demonstrations are very good, so that pupils learn new skills quickly. This was seen in a textiles lesson where a variety of embellishments were demonstrated very well. Questioning is probing, to make pupils think and therefore learn. Good workshop practices are well established as a result of this very good teaching and this gives the pupils the confidence to tackle difficult projects. Pupils enjoy the subject.
76. The department has undergone considerable changes. Very good leadership and management have resulted in the successful introduction of two new vocational GCSE courses in order to meet the specific needs of some pupils. These complement well the existing four design and technology courses. A good test has been devised and introduced to measure what pupils know when they start at the school and a very well equipped new area for ICT has been created within the department. These good initiatives have been developed while the department was meeting the additional demands that the staffing problems caused. However, although considerable progress has been made to create one department, the separate subject specialists are not yet fully working as a team. There is insufficient technical support for the food and textiles rooms, which results in teachers spending time maintaining these areas. Assessment procedures are good and pupils know how to improve. However, the schemes of work do not sufficiently document what additional work is needed to extend the learning of gifted and talented pupils. There has been very good improvement since the last inspection.

## VISUAL AND PERFORMING ARTS

The school has achieved Arts College status, particularly for performing arts. While subjects in this area have been inspected individually, the school has established a very good faculty structure to ensure coherence in this provision. The faculty is led and managed very well and receives effective and structured support from the line manager, who brings fresh ideas and challenge to the faculty, which meets on a very regular basis to consider individual subject and whole-school contributions to the curriculum.

### Art and design

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

#### Main strengths and weaknesses

- Very good teaching results in highly motivated pupils who work very hard and achieve well.
- Very good leadership and management result in a clear direction to the subject.
- Assessment procedures are excellent and are a driving force behind pupils' progress.
- The absence of a kiln inhibits the full development of three-dimensional skills.
- Visits are not an integral part of the curriculum and this limits the pupils' breadth of understanding of the subject.
- Activities and challenges for the most able are not sufficiently planned in the schemes of work.

Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Average	Average
Achievement: whether the standards pupils reach are as high as they should be	Good	Good
Attitudes of pupils to their work	Very good	Very good
Quality of teaching	Very good	Very good
Quality of learning	Very good	Very good
Quality of curriculum leadership	Very good	
Management of the department	Very good	
Improvement since the previous inspection	Very good	

### Commentary

77. The GCSE 2004 examination results, although below average, improved dramatically from the very low 2002 and 2003 results. This was due to very good teaching following a period of staffing instability. Standards seen during the inspection in Year 9 match the national expectations, as do the 2004 Year 9 teacher assessments. Again this recent improvement is due to the improved quality of teaching which is now also very good for Years 7 to 9. Standards seen during the inspection in Year 11 have improved and now meet national averages. As pupils enter the school with a low standard of attainment due to an incomplete experience of the subject, this is good achievement.
78. Teaching is very good because the enthusiasm of the teachers transfers to the pupils. Time is never wasted in lessons and teachers constantly move pupils on in their learning. Teachers have very high expectations that all will succeed. Teachers demonstrate techniques and skills very well and this ensures that skills are well taught and learnt. Also, there is an emphasis on developing pupils' individuality and creativity, which leads to a high level of motivation in pupils. This is seen in their sketchbooks, which show how ideas are developed with the use of different media and ICT.
79. The new head of department has moved the department forward in a very short time and very good leadership and management have created a very good department. Assessment procedures are excellent and pupils know in detail how they achieved earlier grades and

their specific targets to move them forward in their learning. The department does not have a kiln and, although pupils experience making three-dimensional artwork, the tactile element which comes with working with clay is missing. ICT is integral to the subject and is used very well. Visits and the experience of art in the environment, although planned, are not fully related to the activities in the schemes of work. Activities and challenges specifically aimed at the most able students are not fully planned in to the schemes of work to enable the most able pupils to achieve their full potential. Improvement since the last inspection is very good.

### Example of outstanding practice

#### Excellent practice in art enables high-quality peer and teacher assessment.

At the end of each unit of work, pupils paste into their sketchbooks individual sheets with their National Curriculum levels, with the separate elements of attainment given in exceptional detail. These also show what they have to do to attain the next level. National Curriculum level descriptors are broken down into the separate elements for each unit of artwork, so that, for example, they relate specifically to sculpture, drawing or composition. All these level descriptors are in pupil friendly language. Peer assessment is extremely well used. Pupils frequently evaluate others' work and discuss the evaluation. This focuses pupils' attention on how their artwork can be developed and they are highly motivated and determined to improve. Regular individual tutorials are also very effectively used, with detailed comments noted in pupils' sketchbooks. These are made after a thorough dialogue between the teacher and the pupil. This excellent practice in assessment forms the driving force behind pupils' extremely high level of determination to improve and make progress.

### Dance

The overall provision in dance is **very good**.

#### Main strengths and weaknesses

- Leadership and management of the subject are very good and the head of department has a commitment to raising the status of the subject and the level of attainment.
- Teaching is mostly very good or excellent.
- Standards seen and achievement are very good in Years 10 and 11, although no boys have chosen to take GCSE in the subject.
- The new accommodation is superb, although the changing facilities are inadequate.

Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Average	Above average
Achievement: whether the standards pupils reach are as high as they should be	Good	Very good
Attitudes of pupils to their work	Very good	Very good
Quality of teaching	Very good	Very good
Quality of learning	Very good	Very good
Quality of curriculum leadership	Very good	
Management of the department	Very good	
Improvement since the previous inspection	Very good	

### Commentary

80. Dance is taught in Years 7 to 9 as one of the expressive arts subjects. Most pupils arrive at the school with only a limited experience of dance. They respond very positively to the superb accommodation and very good quality teaching and by the end of Year 9 most demonstrate good patterns of movement and gesture that are performed with clarity and fluency. The level of attainment of both girls and boys by the end of Year 9 is at least in line with national expectations with a significant minority exceeding these standards.

81. Dance was introduced as a GCSE subject in 2003 as an extra-curricular activity and in 2004 was offered as a subject in its own right on the timetable. Very enthusiastic and able groups of girls have taken up the offer. Their attainment in lessons is well above national expectations. They compose and perform accurately and expressively and successfully communicate their intentions through dance. They work hard to develop their techniques and readily accept the opportunities to practise, refine and consolidate their work. Their ability to plan and choreograph is well developed alongside their ability to critically appraise their own and others' performance and they are achieving very well. However, no boys have opted to take this course.
82. Teaching is never less than good and in the majority of lessons observed it was very good or excellent. Lessons are well prepared and content is well matched to pupils' interests and levels of attainment. The teacher is continually making demands for high-quality performance and good behaviour and, invariably, these demands are met. Pupils respond very positively, are highly motivated and are very anxious to be involved in lesson activities.
83. Accommodation for the practical aspects of the subject is now superb, but the changing facilities are inadequate. Pupils are involved in public dance performances and many pupils take part in the school's musical productions. Visits to both local and London theatres serve to extend the pupils' experiences of a very wide range of dance activities. The leadership and management of dance are very good. Both are founded on an enthusiasm for the subject and a commitment to its continuing improvement. Planning is detailed and coursework well marked, helping pupils understand how to improve their work. Improvement since the last inspection is very good.

## Drama

Provision in drama is **very good**.

### Main strengths and weaknesses

- Pupils achieve very well and make very good progress.
- Pupils respond with commitment and enthusiasm to the stimulating and challenging teaching.
- The subject is led and managed very well.
- There are extensive opportunities for pupils to study the technical aspects of the subject.
- An inability to write well about their work is holding standards down for some pupils.

Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Above average	Well above average
Achievement: whether the standards pupils reach are as high as they should be	Very good	Very good
Attitudes of pupils to their work	Very good	Very good
Quality of teaching	Very good	Very good
Quality of learning	Very good	Very good
Quality of curriculum leadership	Very good	
Management of the department	Very good	
Improvement since the previous inspection	Very good	

## Commentary

84. The proportion of pupils obtaining a grade in the A\*-C range in the 2003 GCSE examinations was below average, but numbers were too small for valid national comparisons. There was a considerable improvement in standards in the 2004 examinations and this represents very good achievement. These results are better than the low standards attained at the time of the previous inspection. The standard of work seen during the course of the inspection was well above the levels expected nationally in Years 10 and 11 and above average in Years 7

to 9 and confirms the improving trend in pupils' attainment seen in the 2004 results. Achievement by Years 9 and 11 is very good. Pupils work well collaboratively and communicate ideas and emotions using a range of dramatic techniques. They have good evaluative skills, being prepared to offer critical comments on the shortcomings of each other's work. The subject makes a significant contribution to their personal development and the issues they explore through performance contribute to their moral and social awareness and their understanding of their place as citizens in the community. There is a minority of pupils whose attainment at GCSE will not reflect their good performance skills because of their inability to write about the subject.

85. The quality of teaching and learning is very good. The provision is challenging and stimulating and based on expert subject knowledge. Teaching is enthusiastic, creating very good relationships in lessons and fully engaging all pupils in preparatory work and performance. Expectations are high. There is a very wide range of activities available to pupils beyond lessons to broaden their understanding and enjoyment of the subject. Curricular provision is very good with opportunities for pupils to learn about sound and lighting as well as costume design and make-up.
86. The leadership and management provided by the head of department are very good. There is a strong sense of common purpose pervading all aspects of the department's work. Improvement since the previous inspection in standards and in the quality of teaching and learning has been very good. Rigorous systems are in place for monitoring and evaluating pupils' progress and taking action to celebrate good work and support the less competent. Accommodation is very good and the subject is well resourced.

## Music

Provision in music is **very good**.

### Main strengths and weaknesses

- Pupils attain well above average standards by Year 11 and their achievement is very good.
- High-quality teaching challenges all pupils to do their best.
- Pupils value and enjoy all that the department has to offer especially the excellent computer equipment.
- Leadership of the subject is characterised by clear vision and high aspirations.
- Pupils do not set themselves targets regularly enough in order to improve their work.

Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Above average	Well above average
Achievement: whether the standards pupils reach are as high as they should be	Very good	Very good
Attitudes of pupils to their work	Very good	Very good
Quality of teaching	Very good	Very good
Quality of learning	Very good	Very good
Quality of curriculum leadership	Very good	
Management of the department	Very good	
Improvement since the previous inspection	Very good	

## Commentary

87. Standards are above average by the end of Year 9. Pupils' musical ability is just in line with national expectations on entry to the school, so their achievement is very good. This is so for all groups, including those pupils whose heritage language is not English or who have special educational needs. The teachers' assessments indicate that girls' attainment is

higher than that of boys and both are above average. During the inspection, standards were above that expected nationally and similar to those reported at the time of the previous inspection. The standard of work by the current Year 11 pupils is well above average and their achievement is also very good. Performance in the 2004 GCSE examinations was well above average, maintaining a rising trend in standards, with just over half of the cohort attaining A\* or A grades. More pupils than in previous years attained the highest grades and this maintains the high standards noted at the previous inspection, but there are now many more pupils studying music. Pupils have strengths in performance, with some pupils playing several instruments to a high standard. The more competent pupils compose pieces using a wide range of musical styles. Their compositions show clear understanding of harmonies, syncopation and instrumental colour.

88. Pupils achieve very well because of the consistently very good and challenging teaching. This is characterised by teachers' comprehensive musical knowledge and their high expectations of their pupils. Teachers are very competent musicians, able to demonstrate tasks clearly. Pupils have very positive attitudes towards music, enjoy their lessons and are motivated to do their best. Very good class management helps pupils to relate very well to each other, especially when working in pairs. Pupils share their ideas with each other and demonstrate musically their ideas when composing and performing. Pupils are individually challenged in lessons because teachers know their strengths and weaknesses, so musical skills and knowledge are developed systematically. Pupils' work is assessed thoroughly, but at present pupils are not sufficiently involved in setting themselves targets in order to improve their work. Questioning is rigorous and used to reinforce and consolidate pupils' understanding. There is an excellent range of computers and keyboards which pupils use regularly in order to compose pieces of music.
89. Leadership and management are very good. Teamwork is strong; there is a consistency of approach combined with a clear sense of direction. All teachers, including visiting instrumental staff, give freely of their time, running ensembles and organising high-quality musical events for all pupils. The department provides an excellent musical environment for pupils who take part in the various activities offered. The experiences pupils gain through making music in a range of venues, in school, national and international venues, contributes significantly to their personal development. The high standards and quality of teaching reported at the previous inspection have been maintained, more pupils are now involved in music, new initiatives have been embraced and, as a result, improvement has been very good.

## PHYSICAL EDUCATION

Provision in physical education is **excellent**.

### Main strengths and weaknesses

- Results at GCSE are very significantly above the national average.
- The leadership and management of the department are excellent and all staff share a commitment to raising the status and standards of the department.
- Very good relationships and good lesson management means pupils have very positive attitudes to the subject.
- The accommodation for the subject is excellent.
- There is a very wide range of extra curricular activities that are supported by large and enthusiastic groups of pupils.



Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Above average	Very high
Achievement: whether the standards pupils reach are as high as they should be	Very good	Very good
Attitudes of pupils to their work	Very good	Very good
Quality of teaching	Very good	Very good
Quality of learning	Very good	Very good
Quality of curriculum leadership	Excellent	
Management of the department	Excellent	
Improvement since the previous inspection	Excellent	

## Commentary

90. This is a very successful and excellently managed department which promotes high levels of attainment and makes a positive contribution towards raising pupils' levels of physical fitness and confidence. In September 2004 a superb new sports hall became available for the pupils' use. This has had a very positive effect both on the attainment of the pupils and the status of the subject within the school. In recent years the proportion of pupils gaining A\*-C grades in the GCSE examination has been above the national average. In July 2003 the department entered an increased number of pupils for the examination and the number gaining the higher A\*-C grades was again very significantly better than the national average.
91. Pupils arrive at the school with varying levels of physical education skills and experiences, with some below those expected of 11 year olds. They settle into the school quickly, make very good progress and by the end of Year 9 the overall level of attainment is at least in line with national expectations, with a significant number of pupils doing even better. The overall standard of swimming in the school is high. Very good use is made of the excellent swimming pool and by the end of Year 9 only a very few pupils cannot swim and the majority of them swim with confidence and style. Pupils in Years 10 and 11 are also achieving very well and by the end of Year 11 they are demonstrating levels of skill and understanding that are much better than those seen nationally. Pupils in the GCSE groups are developing understanding and expertise in both the theoretical and practical aspects of the subject and are attaining examination results that are very significantly better than the national average.
92. Overall, teaching and learning are very good. Teachers are knowledgeable and enthusiastic and teach lessons that are well structured, contain a variety of activities and are conducted at a brisk, demanding pace. There is an expectancy that pupils will work hard, behave well and achieve good standards and generally these expectations are met. Pupils' enjoyment of their lessons is very evident. Pupils with special educational needs are well integrated into lessons. They are given much support by teachers and other pupils and are reaching good levels of attainment. Talented pupils are encouraged to extend their skills both in school and with outside clubs. Many pupils have represented Essex in a range of sports and a few pupils have gone on to gain international honours.
93. Excellent leadership and a positive ethos characterise the management of the department. High-quality documentation covers all aspects of the work and helps in the delivery of the subject. There is a very extensive programme of extra-curricular activities. Talented teachers work well together, support each other and show a strong commitment to their pupils. There has been excellent improvement since the previous inspection. The number of pupils opting for the GCSE in the subject has increased and the number gaining the higher pass grades has improved significantly. The accommodation for the subject has been significantly improved with the opening of the excellent sports and leisure centre.

## BUSINESS AND OTHER VOCATIONAL COURSES

94. The school provides a broad and very effective opportunity for pupils to take vocational related courses, including GNVQ Level 3 information technology, vocational GCSE's in health and social care and business education as well as GCSE's in industrial technology and catering. There is a non-accredited college work-related programme, as an alternative for some targeted pupils to taking a double-science qualification, which covers public services, childcare, construction, catering and motor vehicle maintenance.
95. Provision for information and communication technology is evaluated earlier in this report and business education below. Provision for catering, health and social care, industrial engineering and the work-related programme was sampled through lesson observations or, in the case of the work-related college programme, by interviews with pupils as there were no lessons available during the time of the inspection.
96. The achievement of pupils on the industrial technology and the catering courses is very good. The programmes are well targeted to interest, engage and motivate the pupils involved and standards achieved, particularly in catering, are better than may be expected given pupils' prior achievements in Years 7 to 9. The targeted pupils on the college programme are achieving well; they showed very good understanding of the work they had been taught in all the programmes covered. They talked authoritatively, for example, on the techniques of bricklaying, using technical language well. While this course is very motivating for these pupils and effectively raises their aspirations for future study, the current lack of accreditation or partial accreditation opportunities limits its overall effectiveness.

### Business studies

Provision in business studies is **satisfactory**.

### Main strengths and weaknesses

- Good teaching leads to good knowledge and understanding of business practice.
- Pupils are interested and well motivated.
- There is a lack of challenging work for the more able pupils.
- Good use of ICT improves pupils' skills in ICT, research and presentation.
- The assessment of work is insufficiently linked to the GCSE assessment statements.
- Greater involvement of local businesses needs to be developed to support coursework.

Summary of key inspection judgements:

Judgement	Year 10	Year 11
Standards of work seen during the inspection	Average	Average
Achievement: whether the standards pupils reach are as high as they should be	Satisfactory	Satisfactory
Attitudes of pupils to their work	Good	Good
Quality of teaching	Good	Good
Quality of learning	Good	Good
Quality of curriculum leadership	Good	Unsatisfactory
Management of the department	Good	
Improvement since the previous inspection	Unsatisfactory	

### Commentary

97. Standards at the end of Year 11 are satisfactory but are below the national average for the higher levels. The new head of department is developing strategies to raise standards and is rewriting schemes of work which will link more clearly to the examination assessment statements. The improved teaching and learning have contributed to the satisfactory achievement of all pupils, who demonstrate good engagement in lessons and a desire to

improve. In both years, the achievement of pupils with special educational needs is similar to that of other pupils. There is insufficient challenge for the higher attainers which is limiting the opportunities for these pupils to obtain the higher levels at the end of Year 11.

98. Teaching and learning are good and there is a good range of teaching approaches, which include the use of practical business examples and effective question-and-answer techniques to encourage pupils to develop their ideas. The good use of information and communication technology enables the pupils to use the Internet to develop their independent learning skills and to present their work to a high standard. The subject knowledge of the teacher enables the pupils to understand business practice and pupils are able to explain the different types of business and reasons for their location. There are insufficient links with local businesses to help pupils increase their understanding of the local economy. The assessment of work is satisfactory and the comments on the work enable pupils to improve, although pupils in Year 10 were not familiar with the GCSE assessment statements.
99. The leadership and management of the department are good. The new head of department has a clear view on the future direction of the department, how to raise standards and how to enhance the curriculum through the further involvement of local businesses. Since the previous inspection, progress has been unsatisfactory due to the department experiencing difficulties with staffing, but the new head of department has rewritten the schemes of work, produced a departmental handbook and has re-motivated the pupils to learn. The department is now on track for further improvement under a good leader.

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

### **Personal and social education**

100. There is a good, well-planned programme of personal and social education within the school, but no lessons were available to be seen during inspection week. However, samples of work were scrutinised and pupils from all year groups were interviewed about their work and experiences. Pupils spoke very positively about their lessons and with good understanding of the topics and issues covered. Parents expressed a high degree of satisfaction with the course and its content. Relevant issues of health, relationships and dangers of substance abuse are covered well and external personnel and interesting alternative approaches, such as the use of drama groups, are used effectively to enhance the curriculum. Appropriate emphasis is placed on citizenship and work-related learning across all year groups. Pupils are encouraged to evaluate the units of work and are positive about their work in personal and social education. Assessment, however, lacks rigour and delivery of the programme through form tutors is not monitored sufficiently to ensure a consistent approach.

### **Citizenship**

Provision in citizenship is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils have very good opportunities for participation in school and community life and to take responsible action.
- Arrangements for assessing the subject lack rigour.
- Some subjects, especially in humanities, provide good citizenship opportunities for pupils.
- Some subjects do not plan for lessons which directly contribute to citizenship opportunities in their schemes of work.

Summary of key inspection judgements:

Judgement	Year 9	Year 11
Standards of work seen during the inspection	Insufficient evidence available to make overall judgements.	
Achievement: whether the standards pupils reach are as high as they should be		
Attitudes of pupils to their work		
Quality of teaching		
Quality of learning		
Quality of curriculum leadership	Good	
Management of the department	Good	
Improvement since the previous inspection	Not applicable	

**Commentary**

101. It is not possible to reach an overall judgement about standards and achievement in citizenship. There is no public examination in the subject, no specific citizenship lessons were observed during the inspection and there has been little written work in the subject so far this year. However, in lessons observed where citizenship had a distinct focus, pupils made good progress in understanding different aspects of society and demonstrated good attitudes to learning. In English, for example, pupils examined the issue of prejudice through *Of Mice and Men* and, in geography, pupils reflected on the concept of globalisation. Overall, the teaching seen in these lessons was good. Teachers develop skills of enquiry and communication well, for example, in examining the role of the social services in a lesson on health and social care and the nature of discrimination in a religious education lesson. Some subjects, such as geography, drama and religious education, have taken a lead and incorporate citizenship fully into their schemes of work, but others as yet do not.
  
102. There are very good opportunities for pupils to participate and take responsible action throughout the school and in the wider community and the pupils are very good citizens in their own school. The school council is a very effective channel of communication and there is a very wide range of extra-curricular activities with high levels of participation. In addition, the system of prefects and arts and sports captains allows pupils to take further responsibility within the school. Pupils are also encouraged to become involved in citizenship activities outside school through charitable events and performances within the local community.
  
103. These arrangements for the provision of citizenship are led and managed well. A departmental audit of citizenship opportunities has been undertaken and is reviewed and monitored regularly. Plans to assess, record and report the subject have been implemented recently and reports to parents were published in 2004, but more rigorous assessment procedures are required in order to give pupils a clearer idea of their progress in citizenship. Overall, the school is making satisfactory provision in this area of the curriculum. The key issues now are to ensure that all subjects make citizenship opportunities explicit within their schemes of work and to sharpen assessment procedures in the subject.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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