

INSPECTION REPORT

Bohunt School

Liphook, Hampshire

LEA area: Hampshire

Unique reference number: 116500

Headteacher: Mr Alan Taylor-Bennett

Lead inspector: Jan Allcorn

Dates of inspection: 11th - 14th October 2004

Inspection number: 268349

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Foundation
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
Number on roll;	1283
School address:	Longmoor Road
	Liphook
	Hampshire
Postcode:	GU30 7NY
Telephone number:	01428 724324
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Appropriate authority:	The governing body
Name of chair of governors:	Dr Ray Morton
Date of previous inspection:	21-Sep-1998

CHARACTERISTICS OF THE SCHOOL

Bohunt School is an oversubscribed 11-16 mixed comprehensive school situated in the very pleasant rural village of Liphook. Pupils come from the village itself and neighbouring areas and generally from families that are socially and economically advantaged. A much lower proportion of pupils is eligible for a free school meal than nationally. Attainment of pupils on entry to the school is at least above average and for a significant number of pupils it is well above, although not as high overall as results in national tests for 11-year-olds suggest. The proportion of pupils with special educational needs is equivalent to that nationally, with some having specific reading and writing needs. The proportion of pupils from minority ethnic groups is slightly higher than that found nationally outside metropolitan areas, but very few pupils are at the early stages of learning English. The school also has a very small number of travellers who are mostly permanent residents in the local community and integrate well. Since 1996 the school has been a specialist language college. One half of pupils study two languages up to the age of 16 years and all pupils at least one language, which are much higher proportions than found in most schools nationally. The most gifted pupils have the opportunity to study three languages.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1068	Jan Allcorn	Lead inspector	English as an additional language
11418	Donya Urwin	Lay inspector	
22657	Mark Madeley	Team inspector	Mathematics
3266	Peter Baker	Team inspector	English
33116	Sylvia Odell	Team inspector	Science
4329	Christine Seal	Team inspector	Information and communication technology Business education
31688	Brian McGonagle	Team inspector	Art and design Work-related learning
12721	David Riddle	Team inspector	Design and technology
4223	Garth Collard	Team inspector	Citizenship Geography
23137	Ron Fewtrell	Team inspector	History
32937	Nick Jones	Team inspector	Modern foreign languages
34176	Annabel Bolt	Team inspector	Music
14446	Barry Simmons	Team inspector	Physical education
10895	David Wasp	Team inspector	Religious education
28106	Michele Majid	Team inspector	Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bohunt School is an effective and successful school. It provides good value for money. Pupils not only attain well above average standards but are also extremely well cared for and supported whatever their needs or difficulties. Leadership and management are good and result in a school that is friendly, calm and orderly, where behaviour is good overall both within lessons and around the school. Pupils respond well to the good teaching they receive. Governors are very well informed and make a significant contribution to the school's achievement of its priorities.

The school's main strengths and weaknesses are:

- Performance at GCSE is well above that nationally and better than that of similar schools.
- The support and care of pupils and their personal development are very good and are largely due to a high level of trust between staff and pupils.
- Provision in religious education is excellent and very good in history, science, sport and the arts.
- The work of the learning support department helps pupils with special educational needs to achieve very well.
- The headteacher provides strong clear leadership.
- The curriculum for citizenship is not sufficiently well planned and is, therefore, unsatisfactory.
- Extra-curricular activities and community links make a significant contribution to pupils' learning.
- The very best teaching takes full advantage of the pupils' willingness to debate and explore ideas for themselves.
- Although the school's monitoring of its work is generally good, it does not always evaluate the results of this monitoring rigorously enough to identify areas for further development.

Improvement since the last inspection in 1998 is good. The rate of improvement of GCSE results is better than that nationally and in 2002 and 2003 the school received the government's achievement award. The key issues from the previous report have been addressed effectively. Boys are performing better than they were. A greater proportion of teaching is very good or excellent, especially in Years 10 and 11. Very thorough assessment procedures are beginning to have a positive effect on pupils' knowledge of how well they are doing and how to improve, although less effective in Years 7 to 9 than Years 10 and 11. Provision for information and communication technology has improved significantly.

STANDARDS ACHIEVED

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with:	All schools			Similar schools
	2001	2002	2003	2003
	A	A	A	B

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

Pupils achieve well by the time they leave school at 16 years of age. In summer 2003 the overall performance of Year 9 pupils in national tests for English, mathematics and science was well above the national average. It represents satisfactory progress for these pupils since entry to the school with good progress in science. At GCSE in 2003 the proportion of pupils gaining five or more A*-G grades was well above that nationally, with the proportion gaining five or more A*-C grades above average. Results for 2004 continued to improve, especially at GCSE, where the performance of boys improved to be equivalent to that of girls. A greater proportion of pupils achieve the highest A/A* grades than nationally.

Overall, standards seen during the inspection were above average in Years 7 to 9 and well above average in Years 10 and 11. In Years 7 to 9 pupils make very good progress in science. In mathematics and English it is satisfactory because teaching does not always challenge pupils to

produce their best. Year 11 pupils are working at well above average standards in most subjects and achieve particularly well in art, drama, history, music, religious education and the three separate sciences of physics, chemistry and biology. Pupils with special educational needs make very good progress and the small number of pupils from minority ethnic groups achieve as well as other pupils. The most able pupils achieve well overall, although in some lessons in Years 7 to 9 they are not always sufficiently stretched.

The pupils want to succeed and work hard. They get on very well with each other. Behaviour is good and attendance and punctuality are very good. Opportunities for pupils to develop socially, to take responsibility and to help others are very good. The arts and the personal, social and religious education programme support pupils' cultural and spiritual development very well.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall, but better in Years 10 and 11 than for younger pupils. The best teaching is well planned. It motivates and interests pupils because it encourages them to work together and share ideas. This was particularly noticeable in religious education lessons. Other teaching, whilst satisfactory, provides fewer opportunities for such work and limits the pupils' learning. In the small number of lessons where learning is unsatisfactory the poor behaviour of a small number of pupils, usually boys, hinders progress. Learning opportunities for pupils are very good overall and particularly good in Years 10 and 11. Half of the pupils study two modern foreign languages and the most able the three separate sciences. New requirements for work-related learning are being well introduced, but provision for citizenship is unsatisfactory. Extra-curricular activities, particularly in sport and music, and links with the community support pupils' learning and personal development very effectively. The care, support and guidance provided for pupils are very good. The school works hard to ensure all pupils can achieve their best and pupils with special educational needs achieve particularly well at GCSE. The very small number of traveller pupils and those at an early stage of learning English are well known to staff and appropriately supported.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Leadership by the headteacher is very good. With his senior leadership team he has a clear vision for the work of the school. This focuses not only on academic achievement but also the development of each pupil as a mature and caring adult. This is reflected in all the school's work that is managed well by all key staff. The governing body is very effective in overseeing the work of the school and ensures the needs of the parents and pupils it represents are met. Financial management is excellent and enables the school to implement its priorities effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the work of the school, even the very small number with some concerns. They value the care and support their pupils receive as well as the high standards of work. Pupils are very happy and pleased that they attend Bohunt School.

IMPROVEMENTS NEEDED

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

- ensure a clearly planned citizenship programme is in place;
- evaluate the outcomes of teaching and learning more rigorously to ensure teaching meets the needs of all pupils in Years 7 to 9 and gives pupils more opportunities to participate actively in lessons and to understand how to improve their work.

and, to meet statutory requirements:

- ensure its programme for a daily act of collective worship is fully implemented.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

The standards achieved by pupils in Bohunt School are very good. GCSE results are well above national averages and have continued to rise since the last inspection. **Achievement is good** and in summer 2004 boys' achievement improved to be equivalent to that of girls overall.

Main strengths and weaknesses

- GCSE results are better than those of pupils in similar types of school.
- Achievement is particularly good for pupils in Years 10 and 11 in art and design, drama, history, religious education, music and science.
- Pupils with special educational needs achieve particularly well by the time they leave school.
- Pupils' progress is monitored well and ambitious targets are reached.
- Progress in English and mathematics for 11 to 14 year olds, whilst satisfactory, could be better: progress is very good in science.
- Progress in citizenship is unsatisfactory.

Commentary

1. Although the overall attainment of pupils in national tests for 11 year olds is well above average, other testing, including reading scores, shows that standards for pupils on entry to the school are not always as high as these test results indicate. Nevertheless, attainment on entry is clearly above that of most schools nationally in the core subjects of English, mathematics and science. Standards vary in other subjects, ranging from below those expected to above average, and depend on the previous experiences that pupils have had.

Key Stage 3

2. The overall standards achieved by the end of Year 9 are good. Throughout Years 7 to 9, pupils make good or better progress in most subjects. However, although during the inspection standards observed for Year 9 pupils in English were above average and in mathematics well above average, they were judged to represent only satisfactory progress for these pupils since entry to the school. This is because the teaching does not always meet the needs of individual pupils and ensure the best possible progress in lessons. For other subjects standards observed during the inspection were particularly good in information and communication technology, modern foreign languages, music, religious education, science and drama. Pupils make very good progress in physical education given that a significant number of pupils enter Year 7 with below average skills.

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

Standards in:	School results	National results
English	35.3 (35.3)	33.4 (33.3)
Mathematics	37.1 (37.8)	35.4 (34.7)
Science	36.7 (37.1)	33.6 (33.3)

There were 243 pupils in the year group. Figures in brackets are for the previous year

3. Pupils' performance in national tests at the end of Year 9 in 2003 were for English and mathematics above average and for science well above national averages. They were equivalent overall to those of schools with a similar intake, being better in science, the

same in English and not as good in mathematics. Initial indications from the tests in 2004 show improvements in mathematics and results in all three subjects continue to be at least above national averages.

Key Stage 4

4. Achievement is good throughout Years 10 and 11. Pupils make at least good progress in all subjects of the curriculum, except citizenship where it is unsatisfactory. They make very good progress in art and design, drama, history, music, religious education and science. Standards seen during the inspection were well above average in art and design, drama, information and communication technology, mathematics, science, history, and religious education and excellent in music. They were above average in all other subjects, although for citizenship insufficient evidence was available to make an assessment.

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	72 (72)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	98 (99)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	100 (100)	96 (96)
Average point score per pupil (best eight subjects)	42.6 (42.9)	34.7 (34.8)

There were 247 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

5. The good progress pupils make throughout Years 10 and 11 is reflected in their overall well above average performance at GCSE, including above average results at the highest A*-C grades. The trend of improvement in results is better than that nationally for the three years up to summer 2003. Bohunt pupils do better than pupils in similar types of schools. Provisional results for summer 2004 reflect an even better picture than those in 2003. Pupils in all subjects build well on their achievements in Years 7 to 9. GCSE results are significantly above national averages in most subjects, being particularly good in religious education and music. In religious education this is due to the high quality of teaching and in music the very good instrumental tuition that supports the GCSE course. Results in 2003 were also strong in art and design, business studies, English literature, history and physical education. They were weakest in German, geography and the GNVQ information and communication technology course, but provisional results for 2004 show improvement in all three subjects.

Performance of different groups of pupils

6. In 2004 boys' performance improved to be close to that of girls. During the inspection, boys were observed to achieve as well as girls, apart from a small minority that disrupts some lessons. Pupils with special educational needs make very good progress in relation to their prior attainment. The GCSE results in 2004 show very good progress for these pupils. A study support group gave the pupils extra help to plan and improve their coursework. In English, mathematics and science, pupils with special educational needs are taught in smaller groups and the individual support they receive helps them to overcome their difficulties. The small number of traveller pupils and pupils at the early stages of learning English do well because of the school's high emphasis on monitoring individual pupils' progress and providing support when needed. There are no significant differences between the performances of pupils from different ethnic groups. Overall, the highest attaining pupils do well, although sometimes lessons lack sufficient challenge in Years 7 and 8. The proportion of pupils achieving the highest GCSE A/A* grades is above the national average.

Monitoring of performance and key skills

7. Pupils' competence in literacy and numeracy effectively supports their learning across the curriculum and enables them to achieve well in other subjects. Pupils with special educational needs in Year 7 are making good progress in a specialist literacy programme. Pupils with learning difficulties in other years benefit from specific skills lessons. Since the last inspection, provision for information and communication technology has improved and pupils use these skills in most subject areas to support their learning. Nearly all pupils gain a qualification in information and communication technology at GCSE.
8. The school's procedures for tracking pupils' progress are very good. All pupils have subject targets and progress towards these is monitored on a termly basis such that any underachievement can be addressed. As result, the school achieves or exceeds its targets.
9. Since the last inspection, results have continued to improve, keeping them well above national averages. However, there is the potential for even better progress in English and mathematics for pupils in Years 7 to 9.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes towards learning and this contributes strongly to the very good standards they achieve. **Behaviour is good and pupils' spiritual, moral, social and cultural development is good. Attendance is well above the national average.** The school has continued to develop an enthusiastic and encouraging learning environment as at the time of the last inspection.

Main strengths and weaknesses

- Pupils participate with interest and work hard in nearly all lessons.
- Relationships between pupils and staff are very good.
- The personal development and self-esteem of pupils is very good and reflects the high priority the school gives to this aspect of its work.
- Pupils are happy and enthusiastic about all aspects of school life and behave well.
- The attitudes of pupils with special educational needs when working in the learning support room are excellent.
- Attendance and punctuality are very good.

Commentary

10. Pupils have very good attitudes towards learning and most display a mature and conscientious approach to their work, whether working independently or in groups. Relationships between pupils and school staff are lively and confident and there is an atmosphere of enjoyment and enquiry in most classrooms. Pupils from all ethnic groups mix well and those with special educational needs respond extremely well to the very good support they receive, especially when working in the learning support area. This is because Bohunt School has created a very strong environment of trusting relationships, high expectations of work and behaviour and a respect for traditional values. The learning environment is lively and flexible where working hard to 'do your best, regardless of ability' is expected and usually achieved. In the best lessons, such as in art and design, religious education and physical education, pupils are focused on their tasks, work enthusiastically and are keen to learn and make progress. Where there are issues, specifically with small groups of boys, the school is putting in the support required to ensure these pupils' attitudes improve and other pupils' learning does not suffer.
11. Behaviour is good. Pupils are enthusiastic about the school and even those pupils whose behaviour requires additional support are complimentary about the school. There was no specific evidence of bullying or vindictive behaviour during the inspection and, when discussed with them, the pupils were keen to point out that, despite some irritating

behaviour by some of the younger boys who 'most people know about', this aspect is well managed. The school is very clear about where the 'lines are drawn'. Penalties are non-negotiable and, as a consequence, a significant number of temporary exclusions, as shown in the table below, occurred during the last school year. However, this clarity of expectation works well and the number of permanent exclusions is very low. The school responds very well to a wide range of complex needs and all staff work very hard to keep even the most disruptive pupils at school.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	1158	111	2
White - Irish	2	0	0
White – any other White background	34	2	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	7	0	0
Mixed – White and Asian	9	0	0
Mixed – any other mixed background	4	1	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Bangladeshi	3	0	0
Asian or Asian British – Any other	2	1	0
Black or Black British - African	4	0	0
Chinese	12	0	0
Any other ethnic group	3	0	0
Parent/pupil preferred not to say	13	0	0
No ethnic group recorded	26	0	0

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

12. The school gives a high priority to pupils' personal development, which is very good. The development of personal skills and self-esteem is integrated into all school activities with good results, and most pupils are considerate in their actions towards others. Pupils are keen to take responsibility and demonstrate personal initiative and use opportunities to do so well. Year 11 pupils are mentors to younger pupils, there is an active school council and younger pupils take turns in showing visitors around the school.
13. Moral and social values are enthusiastically examined and explored through the personal and social education programme and assemblies. Through the house system, pupils actively support work with local charities and the elderly. Opportunities to develop spiritual and cultural understanding are good and provided well in a number of subjects. Provision in the arts is particularly good. In religious education, pupils explore 'the meaning of life' and develop an understanding of other faiths. Music and modern foreign languages also make a strong contribution to pupils' understanding of the multi-cultural society in which they live. The African choir performs regularly at assemblies, a wide range of visits are made abroad and the school always celebrates 'One World Week'.

Attendance

Attendance in the latest complete reporting year (%)					
Authorised absence			Unauthorised absence		
School data:	5.8		School data:	0.1	
National data:	7.2		National data:	1.1	
<i>The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.</i>					

14. Attendance is very good. Monitoring of attendance is rigorous with good follow-up by staff. Unauthorised absence is well below the national average. Punctuality to lessons and to school is very good and most pupils are eager to learn.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is good. Teaching is good. Learning opportunities are very good for pupils in Years 10 and 11. Pupils participate well in a wide range of extra-curricular activities. Provision for pupils with special educational needs is very good. Throughout the school pupils are very well cared for and supported and this contributes significantly to the good progress they make. Parents and pupils are very pleased with the work of the school.

Teaching and learning

The quality of **teaching and learning is good overall** and is particularly good for pupils in Years 10 and 11. **Assessment procedures are good and** help teachers to know how well the pupils are doing. Since the last inspection the school has worked hard to improve the proportion of very good and excellent teaching and in this it has succeeded.

Main strengths and weaknesses

- For pupils in Years 10 and 11 a high proportion of teaching is at least good and often very good or better.
- Where teaching is best, pupils are very actively involved in the learning process.
- The teaching of pupils with special educational needs is good overall. In the learning support room it is very good.
- Teaching in English and mathematics for Years 7 to 9, whilst satisfactory overall, does not always meet pupils' learning needs.
- In the small number of lessons, mostly in Years 7 to 9, where teaching and learning are unsatisfactory, teachers do not manage the pupils' behaviour well, especially that of boys.

Commentary

15. Teaching and learning are good overall and contribute significantly to the pupils' well above average performance in public examinations and tests. This judgement is based not only on the lessons observed but also on discussions with both pupils and teachers and the scrutiny of pupils' work.

Summary of the teaching observed during the inspection in 141 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (2%)	34 (24%)	62 (44%)	36 (26%)	6 (4%)	0	0

16. Teaching and learning are best in Years 10 and 11 where, during the inspection, a much higher proportion of very good and excellent teaching was observed than in Years 7 to 9. Throughout the school, pupils work hard and take full advantage of well-planned lessons and the teachers' good subject knowledge and this contributes significantly to the very good standards achieved by the time pupils leave the school.
17. Very good and occasionally excellent teaching occurs most often in science in Years 7 to 9, drama, history and religious education. This is because the teachers enthuse and motivate pupils through the use of a wide range of learning activities that allow pupils to share ideas with each other, to work in groups and to reach their own conclusions. As a result, their learning is extended. In the quarter of lessons where pupils' learning is satisfactory, teachers miss opportunities to engage pupils fully in the learning process. The teachers' questioning is not as probing and does not prompt pupils to expand on their ideas further. Pupils tend to sit and listen and take notes and have fewer opportunities to contribute. Homework is set regularly and the work many pupils do at home significantly extends their learning.
18. In Years 10 and 11, teaching in the core subjects of English, mathematics and science is good. However, in Years 7 to 9 teaching in English and mathematics, whilst sound, does not always meet the needs of the wide range of ability in some classes. This is reflected in national test results which fluctuate between above and well above average national figures, whilst those for science are consistently well above average.
19. In the small number of lessons where teaching and learning are unsatisfactory, this is predominately due to the poor behaviour of a few pupils, in most cases boys, that slows the learning process. A very small number of parents expressed particular concern at this, particularly when it affects their children's learning. The school is aware of these concerns and is addressing them. Most parents are, however, happy with their children's progress in lessons, although in Years 7 to 9 a few parents also commented on the lack of challenge for more able pupils.
20. The teaching and learning of pupils with special educational needs are good overall. These pupils are included well in lessons. In some subjects the very good support of learning support assistants helps the pupils to learn particularly well. Where pupils are withdrawn for specialist work in the learning support room, teaching is very good and very appropriately supports the work being done in class. The school has a small number of travellers and observations in lessons indicate that these pupils learn as well as other pupils. The very small number of pupils with English as an additional language is appropriately supported, although developing strategies require greater dissemination to all staff.
21. The school's very thorough assessment procedures ensure teachers and pupils know how well they are doing and where weaknesses lie. With marking and feedback to pupils on their work generally being good, all this motivates pupils to achieve the highest GCSE grades. In some subjects though, particularly in Years 7 to 9, pupils are less sure how they can improve because teachers' comments are more limited and some confusion exists over the meaning of the symbols used in marking their work. Good marking and feedback, that helps pupils to know how to improve, occurs in mathematics, modern foreign languages, religious education and within the special educational needs department. Although all teachers know the needs of pupils with special educational needs, they do not always refer to the individual education plans to ensure that pupils are meeting their targets.
22. Improvement since the last inspection has been good. During this inspection, a greater proportion of very good and excellent teaching was seen. This is the result of well-planned in-service training and monitoring by heads of department and the senior leadership team. However, the senior leadership team need to evaluate the outcomes of their monitoring

more rigorously to identify the best practice and areas for development. This would enable them to share the best practice and ensure teaching is more consistently good or better, especially for pupils in Years 7 to 9.

The curriculum

The overall quality of the curriculum is very good and meets the needs of all pupils well. Staffing, accommodation and resources are good. Opportunities for enrichment through extra-curricular activities are very good.

Main strengths and weaknesses

- The range of learning experiences for pupils is very good, especially in Years 10 and 11.
- Pupils can choose their modern foreign languages from an impressive range.
- The provision of extra-curricular activities is very good.
- The needs of pupils with special educational needs are met very well.
- Provision for religious education is excellent.
- Provision for citizenship is unsatisfactory.
- Staffing, accommodation and resources have a positive impact on the delivery of the curriculum.
- The school does not fully meet the statutory requirement for a daily act of collective worship.

Commentary

23. The school provides a very good range of curricular opportunities, including opportunities for pupils' personal development, that meet the needs, aptitudes and interests of the pupils very well. There are well-supported clubs for a very wide range of sporting and musical activities. In addition, good opportunities exist for extra-curricular enrichment in computing, journalism, languages, drama and dance, design and technology, and games clubs such as that for scrabble.
24. Assemblies and tutor time are purposeful and well planned, but implementation of the school's policy to ensure a daily act of collective worship is not consistent. So even though most assemblies and tutor time sessions are worthwhile they do not always meet the statutory requirement for a daily act of collective worship.
25. Curriculum innovation is good. The range of languages taught, including Italian, Russian and Japanese, is impressive. The breadth of the curriculum has improved since the last inspection. In particular, there has been a significant improvement in the use of information and communication technology across the curriculum, resulting in good provision. Higher attainers have the opportunity to study three modern foreign languages and the three separate sciences and this year an AS level course in critical thinking, run by a local sixth form college, has been introduced. A summer school is run for the gifted and talented.
26. Provision for pupils' personal and social education is good, but the provision for citizenship is unsatisfactory. There is no coherent policy for delivering citizenship across the curriculum and no effective monitoring of the pupils' work in the subject. Provision for religious education is excellent, with imaginative delivery in Years 7 to 9 and a very successful GCSE short course for all pupils in Years 10 and 11.
27. Opportunities for vocational and work-related learning have improved and provision at this early stage of implementing new national requirements is good. There is very successful delivery of this programme through information and communication technology lessons, business studies and travel and tourism. Very good links exist with local colleges, giving opportunities for Year 10 pupils to study vocational courses in subjects such as hairdressing and construction as part of their curriculum.

28. The provision for pupils with special educational needs is very good. Support for pupils with reading and writing difficulties is good; for example, the school provides an intensive basic course in spelling and writing skills for identified Year 7 pupils, extra literacy support instead of the second language in Years 8 and 9, study support groups for pupils in Years 10 and 11 and work placements when appropriate. The small number of pupils at the early stages of learning English is well supported, but provision for all pupils with English as an additional language requires a clear structure to meet an increasing need.
29. The school is set in extensive grounds, which are well maintained, pleasant and a safe place in which to work. The good level of accommodation and resources has a positive impact on the delivery of the curriculum. Accommodation is very good in art and design and physical education and the level of resources is very good in modern foreign languages and physical education. In physical education the pupils' learning is enhanced by access to a sports hall, activity and fitness rooms and squash courts as well as very good outdoor facilities. These are shared with the local community as part of the Bohunt Centre facility which has helped their funding. There is a good match of specialist teaching staff to the curriculum as a whole and a very good match in modern foreign languages, where specialist teachers and language assistants enhance the teaching of every language.
30. The governors monitor all curriculum issues effectively through their curriculum committee. Members of the committee are well informed and proactive in raising issues. They are very supportive of the work done at the school and enhance the delivery of the curriculum through their monitoring, which involves identified governors working with individual subject areas.

Care, guidance and support

The care, guidance and support provided by the school are very good. This aspect of the school's work continues to be a strength, as it was at the time of the last inspection. Close and trusting relationships exist throughout the school and the quality of regard for the welfare and safety of all pupils is very strong. Good systems are in place to track pupils' progress. The school values and acts upon pupils' views.

Main strengths and weaknesses

- The quality of trusting relationships between pupils and staff is excellent.
- All staff know pupils very well, nothing is missed.
- Formal and informal support networks are very well developed.
- Individual pupils' needs are well met, but subject teachers do not always use the individual education plans of pupils with special educational needs to help them to know what to do to improve.

Commentary

31. The school house system ensures that an individual pupil's needs are quickly identified and rapidly addressed. All staff work very hard to create a strong sense of order and security throughout all relationships and activities. Most pupils report that the school provides friendly and thoughtful support to everyone regardless of their background and in school they always feel 'well cared for'. Close relationships exist between pupils and staff and strong principles of 'whatever it takes' are in place for all aspects of pupils' welfare.
32. Pupils have very good access to well-informed support, advice and guidance as they progress through school. Individual and group learning support provided by a dedicated team is a key feature of the efforts made by the school to ensure that the needs of all pupils are considered and their requirements included in the range of education and support that the school provides. Pupils are aware of their targets and in most subjects, especially in Years 10 and 11, they know what they need to do to improve. Procedures for monitoring and supporting pupils' academic and personal development are good and the academic

review days led by form tutors provide pupils with a coherent view of how well they are doing. This ensures that nothing is missed and pupils' progress and achievement clearly benefits as a result.

33. All staff know the pupils very well and strong in-school networks ensure that information is noted and used to strengthen the support provided to individual pupils. Close liaison is maintained with relevant authorities concerning the well-being of pupils, with some excellent examples of proactive training for staff such as that provided by the DART drugs education programme. Child protection procedures and health and safety arrangements are very good. Very good induction arrangements are in place for new Year 7 pupils and with the support of the 'Connexions' careers service pupils are well prepared for their move onto further education and/or the world of work at 16 years of age.
34. There is very effective, well-informed advice and support for pupils with special educational needs. All pupils with special educational needs have individual education plans that indicate areas for improvement, and targets to be achieved are in the pupils' planners. There are valuable suggestions for strategies to help these pupils. However, targets are not always used in the classroom. The use of individual education plans would be improved if they were shared more frequently with pupils and renewed at least once a term. Arrangements to support the very small number of pupils with English as an additional language who have recently joined the school are good. However, the school recognises more informed and systematic procedures need to be put in place.
35. The extent to which the school seeks, values and acts upon pupils' views is good. The school has an open style and pupils are not afraid to ask for what they want. As well as a formal pupil voice via the school council, the school consistently uses informal opportunities to check pupils' perceptions, from the 'uniform review' through to the 'code of conduct'. They are systematically involved in the development of school activities and facilities.

Partnerships with parents, other schools and the community

Links with parents and other organisations continue to be very good as at the time of the last inspection. Community links are very well developed and there are very good links with other schools. Parents are very pleased that their children attend Bohunt school, even the very small number who expressed some concerns.

Main strengths and weaknesses

- Information for parents is detailed and comprehensive.
- The school regularly asks parents for their views.
- Links with the community are very well developed.

Commentary

36. Detailed and comprehensive information to parents is provided through school publications, newsletters, consultations evenings, home visits and regular reports. The school has clear expectations of the home-school partnership and makes substantial efforts to keep parents informed about pupils' progress and school life. Most parents respond enthusiastically and make some contribution to their children's learning through comments and topics highlighted in school planners and by offering practical support. Although parents' views are positive overall, a small minority of parents are critical of some aspects of the school's work, specifically discipline amongst a small group of pupils in Year 8, curricular information and pupils receiving too much homework. These issues were explored during the inspection. Action is already being taken to address them. For example, the school has just published a booklet for parents about the curriculum in Years 7 to 9 and strategies to improve specific discipline problems are in place. Inspectors judged the amount of homework set for pupils as appropriate. The school is not prepared to

compromise the expectations or standards it sets for pupils and whilst these can create some tension, it does respond to parents' concerns quickly and thoughtfully. The school consistently seeks parental involvement in its attempts to resolve difficult issues involving particular pupils and this produces good results.

37. The range of information and consultation events provided by the school for parents is more than enough to keep them reliably informed about school activities and pupils' progress towards both learning and behavioural targets. Although 'what next' is not explicitly described in all subjects, the annual reports are comprehensive and provide a detailed and informative summary of current and anticipated achievement and progress. Most parents find the new report format helpful, although some would prefer more written comments for individual subjects.
38. Community partnership and relationships with other schools and colleges are very good and well organised. The school has many links including each 'house' working to very good effect with specific named charities. These provide an excellent extension to school facilities and curricular opportunities, all of which are used well and appreciated by pupils. Links with further education to extend the vocational opportunities for pupils in Years 10 and 11 are developing well. The work of the language college in primary schools is very much valued and this gives most pupils an enthusiastic start to their work in modern foreign languages in Year 7.

LEADERSHIP AND MANAGEMENT

Bohunt school is an effective and successful school. Leadership and management are good. The leadership provided by the headteacher is very good and he is well supported by all staff. This leads to a pleasant, enthusiastic and orderly environment in which the standards pupils achieve are very good. The school's work is very well supported by a committed and hardworking governing body. The statutory requirement for a daily act of collective worship is not fully met.

Main strengths and weaknesses

- There is strong leadership by the headteacher that influences clearly the continued success of the school.
- The governing body is very effective in helping the school to achieve its priorities and to raise standards further.
- All staff enjoy working in the school and show a strong commitment to the achievement of the school's priorities.
- Whilst the school regularly monitors its work, the outcomes are not always systematically evaluated to identify areas for further development, especially in Years 7 to 9.
- Financial management is excellent.

Commentary

39. Leadership and management are good. The strong leadership of the headteacher influences the success of the school and he has overseen many significant changes since the previous inspection. These include two national achievement awards, Investors in People status, full implementation of the school's specialist language status and GCSE results which are improving at a faster rate than nationally and continue to be well above the national average. The headteacher has a clear vision for the school and, together with the senior leadership team, has well-developed strategies to implement the school's priorities. He has the confidence of pupils, staff, parents and governors. He is accessible to all staff, parents and pupils, closely in touch with day-to-day events and active in setting the tone and direction of the school. Improvement since the last inspection has been good.
40. Senior managers successfully promote a very positive ethos, which values all members of the school community and underpins good behaviour and positive attitudes to learning. Members of the senior leadership team monitor the work of departments through regular

reviews of teaching and learning and by a critical analysis of examination results. This monitoring process is very effective in helping to raise the standards of attainment of pupils, especially in Years 10 and 11. However, the results of the monitoring of some aspects of the school's work, such as the implementation of citizenship and observation of lessons, particularly in Years 7, 8 and 9, are not always evaluated rigorously enough to identify areas for further development.

41. A detailed and comprehensive school development plan is a significant strength and is built on good consultation with staff and governors. It has clear but realistic and measurable targets to which all staff subscribe. Responsibilities across both pastoral and academic areas have been delegated effectively. Senior tutors, in charge of pupils' academic and personal development, know pupils very well and are very effective. Management of subject areas is good overall, with some very good practice in art and design, geography, history, modern foreign languages, physical education, religious education, science and special educational needs. Several subject leaders of departments are new to the school and are receiving strong support from the senior management team, which is enabling them to lead their departments effectively.
42. The school values its staff, who clearly enjoy working in the school. The professional development of all staff is related clearly to school priorities and offers a wide range of opportunities for all staff to improve their contribution to the work of the school. As a result, staff turnover is comparatively small and difficulties in recruiting are less than those found in most schools in the country. This makes a significant contribution to the standards pupils achieve. The effectiveness of the school's procedures for supporting and developing its staff have been recognised by its achievement of Investors in People status.
43. Governance of the school is very good. Governors are very well led, highly committed and draw on a wide range of expertise both from the business and educational world. A significant number of governors have or have had children in the school. Monitoring the work of the school is achieved effectively through written and oral reports and contact with subject areas. There are appropriate committees with delegated powers and governors regularly visit the school. Governors have ensured that all statutory requirements of the National Curriculum are being met, although the programme for a daily act of collective worship is not consistently implemented. Financial management is excellent and ensures the school is able to implement its priorities very effectively.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	4,534,902
Total expenditure	4,436,698
Expenditure per pupil	3,544

Balances (£)	
Balance from previous year	256,196
Balance carried forward to the next	354,400

OTHER SPECIFIED FEATURES

Work-related learning

Provision for work-related learning is good.

Main strengths and weaknesses

- Work-related learning (WRL) is very well led and very good systems have been put in place.
- All pupils in Year 10 are provided with two weeks of successful work experience.
- The school has very strong links with local further education colleges which are helping to develop the range of vocational courses the school can offer.
- Pupils are given the opportunity to study for National Vocational Qualifications.
- Some subject areas have been slow to become involved in the delivery of work-related learning.

Commentary

44. The standard of work produced by pupils in their vocational subjects, such as the GCSE applied ICT and the business and communication systems courses, is above national expectations. Pupils enjoy these subjects and can see their relevance to the adult world of work. Those pupils interviewed showed a growing awareness of the importance of learning through practical applications related to the world of work.
45. The programme leaders have carried out a very thorough audit of work-related learning in the context of subjects and activities already on offer in the school. Through this process it has established that many of the requirements of work-related learning will be met through GCSE travel and tourism, GCSE Business Studies, the Year 10 core information and communication technology course, the personal and social education course and the Year 10 module on work experience. Further, the international business day for Year 9 pupils and the language and business days run by the language college are designed to give the pupils a real understanding of the problems they would be expected to resolve in the adult world of work.
46. All pupils in Year 10 are involved in a two-week work experience placement that is highly successful in enabling pupils to learn through the world of work. The school is clear about the aims of work experience and its place in enhancing each pupil's general, personal and social development, to assist in the development of economic awareness and to improve pupils' awareness of the world of work. This knowledge and understanding is reinforced through the core ICT and business communication systems course which all Years 10 and 11 pupils follow.
47. The school has established good and effective links with other local schools and further education colleges over time and a small number of Years 10 and 11 pupils currently have the option to take vocational courses through local college-based provision. Some courses are based in the school and this strategy ensures that lessons in English and mathematics are not missed. Courses on offer include agriculture, construction, equine studies, horticulture, motor vehicle and sports studies. All local colleges have very good links with companies such as BAE and Ford.
48. Although at a very early stage in the process, some subject areas have been slow to respond to the demands of this work-related learning programme of study and identify opportunities for pupils to gain an understanding of business or work or to use work as a context for learning. The programme leaders, however, are monitoring this situation very closely and are taking appropriate action to ensure that all subject areas become more actively involved in the delivery of work-related learning in the school.

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 **good**.

Main strengths and weaknesses

- GCSE results for 2003 and 2004 are well above national averages.
- Boys' GCSE results improved markedly in 2004.
- Excellent relationships between teachers and pupils enhance learning.
- The leadership and management of the department are good.
- In some lessons, teachers lack effective ways of improving the learning of lower attaining pupils, particularly boys.
- Although the assessment of pupils' work is satisfactory overall, teachers do not always give clear feedback to pupils on how well they are doing and how to improve.

Commentary

49. In 2003 the results in national tests for pupils in Year 9 were above the national average and in line with the results of similar schools. Overall, progress since entry to the school was satisfactory. Early indications are that results in 2004 are similar. 2003 GCSE results in English language and English literature were well above the national average. The performance of girls at GCSE exceeded the performance of boys, as it does nationally. However, thanks to the English department's drive to raise the standards of boys, there was a marked improvement in the performance of boys in GCSE in 2004. The attainment of current Year 9 pupils is judged above average, with pupils' achievement since entry to the school being satisfactory. Achievement by Year 11 is good with the attainment for pupils currently in Year 11 judged as good.
50. Teaching and learning are satisfactory in Years 7 to 9 and good in Years 10 and 11. The relationships between teachers and pupils are very good and provide a very positive climate for learning. Lessons which have clear objectives and are divided into manageable, well-paced and varied sections have the best impact on learning. Effective questioning enables pupils to develop their ideas and consolidate their learning. In Years 7 to 9 some teaching lacks challenge and does not meet the needs of all pupils. As a result, lower-attaining pupils, particularly boys, do not make as much progress as they should. When stimulated and challenged, pupils work productively and are attentive. They respond confidently to questions and contribute positively to discussions. Pupils write in a wide range of styles and there is some excellent extended writing by more able pupils in Years 10 and 11. Pupils use information and communication technology competently to present their work and are proficient at using the Internet and the well-resourced library for research. Pupils with special educational needs benefit from good support in the classroom by teaching assistants. The assessment of pupils' work is inconsistent in Years 7 to 9. Although satisfactory overall, not all teachers ensure individual pupils have clear, frequent guidance on the quality and standard of their work and what they need to do to improve.
51. Pupils and staff are benefiting from the good leadership and management of the recently appointed head of department, who has high expectations of her staff and for her pupils. She has effectively analysed the situation and determined the direction the department needs to take. She is undertaking a comprehensive review of schemes of work, assessment and target setting to improve pupils' progress. The department has good

accommodation and is well resourced. English staff are well qualified and work as a collaborative team. The department offers a wide range of enrichment and extra-curricular activities to support pupils' learning. Since the last inspection, there has been a steady improvement in standards at the end of Year 9 and in GCSE language and literature. In addition, no unsatisfactory lessons were observed during the inspection, confirming good improvement since the last inspection.

Language and literacy across the curriculum

52. Pupils' literacy skills and their use across the curriculum are good. The school literacy policy is comprehensive and clear, but not all departments implement the policy consistently. In departments where the policy is fully incorporated - religious education, science, modern foreign languages, history, geography, design and technology and art and design, for example - there is a clear focus on literacy which has a positive impact on the development of pupils' language skills. The learning support department provides good support for pupils in Year 7 who need to improve their literacy skills.

Modern foreign languages

Bohunt School is a specialist language college and as such all pupils study one language and approximately half of these two languages up to the age of 16 years. The very highest attainers have the opportunity to study a third language.

Provision in modern foreign languages is **good**

Main strengths and weaknesses

- Teaching is good and sometimes very good.
- Overall achievement is good, although in Years 10 and 11 average and less able boys do not achieve as well as girls.
- Pupils have the opportunity to study a wide range of foreign languages.
- Good links with the local community and other schools support well the learning of foreign languages within both the school and community.
- Management of the work of the language college is very good.
- The use of information and communication technology is underdeveloped.

Commentary

53. By the end of Year 9, pupils' overall level of attainment in the first foreign language (French, German or Spanish) is well above the national average. In Years 7 to 9 pupils make very good progress and by Year 9 some pupils have made an early start to their GCSE course. Pupils enjoy their lessons and want to do well. Overall, pupils achieve very well, but in a small minority of lessons, lower-attaining pupils are less motivated to learn. This is because in these lessons there is a lack of pace and opportunity for pupils to become actively involved in their learning.

54. Standards achieved by pupils in Years 10 and 11 are good given that half the pupils study two modern foreign languages in the time generally allocated nationally to learning one language. In the GCSE examinations in 2003 the proportion of pupils gaining grades A*-C was well above the national average in French, Italian and Russian, above the national average in Spanish and below the national average in German. In 2004, preliminary figures indicate results close to national averages in all languages. Nationally only 5 per cent of pupils in comprehensive schools study two languages in Years 10 and 11 so comparisons with national averages do not necessarily reflect how well the pupils in Bohunt School achieve. Pupils who study more than one language achieve very well because, although they do not always achieve the very highest grade in a single language, the sum of their achievement over two languages is very good. Although the most able boys are achieving in line with girls, the difference between the attainment of boys and girls doing only one language is greater than found nationally. In 2003 there was significant underachievement among boys in GCSE German. However, German continues to be a popular option for

boys and classroom observations, together with improved 2004 exam results, indicate better progress. Even though GCSE results fell in some languages in 2004, achievement is still overall good.

55. Teaching is good overall and some of the teaching is very good. Lessons are well planned and include a variety of activities and imaginative resources. All teachers have an expert command of the languages that they teach and they use this well in class to extend their pupils' capabilities. Most pupils acquire a clear understanding of what they need to do to improve because they are given good advice that is regularly reinforced in lessons and exercise books. For example, in two GCSE German classes, pupils judged the quality of their own and their classmates' work and arrived at a collective view of what constitutes good written work at this level. In Years 7 to 9, although pupils have references to National Curriculum levels in their exercise books, they are not always clear on what they mean. This is because they are not referred to regularly in lessons.
56. Many pupils display a curiosity about language. They are keen to understand why things are as they are and relate work in one language to their experience of other languages. The language assistants have a high profile around the department and one group of pupils was highly motivated when they had the opportunity to ask the Italian assistant about life in her own country. Teachers value pupils' previous language experiences, including those of a small number of pupils who do not have English as their home language. These pupils have the opportunity to take GCSE in their first language. Pupils with special educational needs are well supported in lessons and make good progress.
57. Management of the work of the language college is very good and the director provides good clear leadership. She has a clear understanding of developments relating to language teaching and the role of the language college. Good support is provided by the subject leaders for each language and a team of committed teachers, who are keen to engage in professional dialogue to ensure that teaching and learning are consistent across the languages taught. Resources available for information and communication technology are very good and there are examples of good practice, particularly in relation to the use of the interactive whiteboard. However, the use of information and communication technology has not been sufficiently widespread to have a positive impact on key areas of development, such as the achievement of boys.
58. As a language college the school has established a range of productive partnerships. Pupils who transfer to post-16 language courses are well supported by the languages department and a key role is played in supporting partner primary schools involved in the government's primary languages initiative. A course is run for parents of pupils in Year 7 to help them to support their children in language study and links are established with local companies through a languages and industry day. The school also works closely with other local secondary schools. The school is applying for the International Schools Award and this is an opportunity to promote its language college status even further.
59. Improvement since the previous inspection is good. The achievement of boys is improving in Years 7 to 9, more pupils study a second language in Years 10 and 11 and pupils of all abilities have a clearer idea of how to progress. However, GCSE results for different groups of pupils are not yet analysed closely to ensure all pupils, especially boys studying one GCSE, achieve their best. The use of information and communication technology requires further development.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils make good progress throughout their time in school, achieving well above average results by 16 years of age.
- Teachers use their good subject knowledge effectively to help pupils attain well above average standards.
- Pupils like the informative way their class work and homework are marked.
- Too little use is made of computers to help pupils understand and use their mathematical skills.
- Whilst teaching in Years 7 to 9 is satisfactory overall, it does not always maintain pupils' interest and their learning slows.

Commentary

60. In the 2003 Year 9 national tests, pupils' results were above the national average and when compared to their attainment in Year 7 progress was not as good as that for similar types of school. Nevertheless, results have been above or well above national averages overall for the last four years and have improved slightly over that period. The 2004 results are much better with more pupils reaching the highest levels. Inspection evidence indicates that pupils' attainment in Year 9 is well above national expectations. This represents satisfactory achievement because these pupils' attainment on entry to Year 7 was well above that nationally. The school did not quite meet its challenging target for the 2003 national tests, but exceeded it in 2004.
61. The 2003 GCSE results were well above the national average because larger proportions of pupils achieved the 'A' and 'B' grades than did nationally. The 2004 results are even better, with boys' results improving considerably. There has been a steady rise in results over the last four years. Inspection evidence indicates that pupils' attainment in Year 11 is well above national expectations. This represents good progress since Year 7 when this year group's attainment was broadly above average.
62. Teaching and learning are good overall. They are satisfactory in Years 7 to 9 and good in Years 10 and 11. Teachers use their good subject knowledge well to explain new ideas, especially in Years 10 and 11 where, for instance, the graphing of quadratic equations was understood by most pupils. They set homework regularly and mark pupils' work informatively so that pupils know how to improve. Teachers who have access to an interactive whiteboard use it well to help pupils visualise methods, such as constructing the bisector of a line in Year 9. Pupils' attention is held by teachers who involve them in the lesson. These teachers ensure that pupils learn at a good pace, for example, by setting time limits to complete questions and, as a result, pupils respond very positively, working hard throughout the lesson. Where teachers mainly talk to the class and then set an exercise, pupils work more slowly, particularly in Years 7 to 9.
63. Provision for pupils with special educational needs is satisfactory. It relies heavily on setting arrangements and a high staff to pupil ratio to support the weaker pupils in the older classes. In some lessons, high quality teaching that encourages pupils to adopt an 'I can do this' attitude motivates pupils very well. In a small number of lessons, particularly in Years 8 and 9, teachers find it difficult to support pupils who want to learn because disruptive behaviour by others takes up too much of their time. Teachers do not consistently match the tasks to the different learning needs of the pupils in these years.
64. The curriculum has been recently revised and covers the required aspects well. There are sound opportunities for pupils to develop their skills in problem solving and investigations,

but very little use is made of computers. This is partly because the facilities available to the department are unsatisfactory.

65. The leadership of the subject is good. The recently appointed head of department is a high quality role model for colleagues. She has a very good team of colleagues, who are very experienced and supportive of each other. Management is satisfactory. Whilst some monitoring of teaching has taken place, including by the local authority, it is not undertaken systematically and has not improved teaching methods sufficiently to eliminate the small amount of unsatisfactory teaching. There has been satisfactory improvement since the last inspection. Standards have improved in both Years 9 and 11 and greater use is made of investigations, but little headway has been made on the last inspection's recommendation that greater use should be made of computers.

Mathematics across the curriculum

66. Pupils' use of their mathematical skills in other subjects is good. They confidently use basic arithmetic skills across the curriculum. In science, physical education and geography they represent data in a variety of ways and interpret the information with good accuracy. They measure to the required degree of accuracy in physical education, but not consistently in design and technology because materials are sometimes prepared for them. Through these activities pupils realise that mathematical skills are useful and have practical applications. The head of department recognises the need to ask other departments what mathematical skills they would like pupils to have in their subject.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above national averages.
- Very good teaching in Years 7 to 9 leads to rapid progress.
- The head of science provides very good leadership.
- Pupils' achievement is very good.
- Not all teaching areas have good quality resources and accommodation and this adversely affects teaching and learning.
- The teaching of investigative skills is well integrated throughout the curriculum.

Commentary

67. Pupils' achievement is very good. In national tests at the end of Year 9, results are well above average for both boys and girls and able pupils achieve very well. In 2003 they were better than those for schools with a similar intake and preliminary evidence suggests a matching picture for 2004. Standards have increased over the past five years. At the end of Year 11, results are significantly above national averages for biology, physics and double award science, with results being the same for girls and boys. This is an improvement since the previous inspection. For pupils taking all three science subjects, the percentage obtaining the highest grades is significantly above average. The standards seen in lessons are very good for all ages of pupils. Pupils make very rapid progress from Years 7 to 9 because teachers build very effectively on earlier learning. In Years 10 and 11 they continue to make very good progress overall, although achievement is highest for those at the top end of the ability range.
68. Teaching and learning are good overall and have improved since the previous inspection. In Years 7 to 9 the teaching is very good. All the lessons seen began with the objectives being explained to pupils so that they were clear about what they would be learning. The best lessons occur in Years 7 to 9. Learning from the previous lesson is recalled, teaching is enthusiastic and the pace brisk with pupils being consistently challenged. In these lessons pupils investigate scientific ideas and are encouraged to talk fluently and knowledgeably

about the science they are studying. For example, in a Year 7 lesson on particles pupils readily discussed in small groups the ideas of the Ancient Greek scientist, Aristotle. In Years 10 and 11, whilst good, teaching does not stimulate and enthuse pupils to the same extent. The teaching of investigative skills and ideas and how to consider evidence is well integrated into all aspects of the curriculum. Staff make good use of information and communication technology in their teaching where the resources are available. The curriculum meets pupils' needs well.

69. Leadership of the department is very good. The newly appointed head of department leads by example and is dedicated to ensuring high standards. Staff, including the very competent technicians, work collaboratively and are very much a team. Management is good, there is clear delegation of tasks and procedures and good support for staff. However, in some classes pupils are unsure how well they are doing because they don't understand the marking and, as a result, how to improve. Examination results are analysed well and parents are kept informed of progress.
70. Overall, the accommodation for science teaching is good. However, in some teaching spaces pupils can be disrupted by noise because of the inadequate divisions between some laboratories. The number of hours for which technical support is contracted is below recommendations.
71. There has been very good improvement since the previous inspection. Results at the end of Year 11 are now well above national averages with boys obtaining results at least as good as those of girls. The quality of teaching is now much better with very good progress being made through both key stages.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are well above average at the end of Years 9 and 11 and pupils achieve well.
- Pupils are confident users of information and communication technology and nearly all gain a GCSE qualification in the subject.
- Progress since the previous inspection has been very good.
- Confident and skilled teachers provide good quality teaching.
- There is insufficient use of assessment information to monitor pupils' progress and to set pupils targets for improvement.
- Planning does not always meet the needs of more and less able pupils.
- The use of information and communication technology in art and design, mathematics, modern foreign languages and music is not yet good enough.

Commentary

72. Provision in information and communication technology has significantly improved since the last inspection such that standards are now well above those expected nationally. Pupils' achievement is good.
73. By the end of Year 9, standards are well above average. From Year 7, pupils quickly become confident in using a range of software to investigate, research, design and present information taking account of purpose. For example, Year 9 pupils' designs for a theme park note customers' needs and health and safety requirements.
74. Overall, standards at the end of Year 11 are well above average. In the last two years all Year 11 pupils were entered for GCSE business and communications systems (this qualification requires pupils to apply their information and communication technology skills

within a business context) and results have been well above national averages for the proportion of A*-C grades. This represents very good achievement given that these pupils have one lesson a week. Some pupils opt to take the double/applied GCSE examination and achieve results above national trends. Standards seen during the inspection reflect the above GCSE results.

75. Pupils learn well because teaching is consistently good and they work hard in lessons and in their own time. In Years 10 and 11, pupils apply their skills effectively to a range of assignments. Most pupils present work to a high standard. Many access the computer suites during the daily lunch-time club to complete assessed coursework. Overall, pupils are highly motivated in all year groups, but more could be done to challenge the more able and support those with special educational needs.
76. Teachers are confident and skilled users of information and communication technology and have good subject knowledge. They organise and manage lessons well and provide relevant and motivating tasks. Pupils have individual access to computers and this motivates them to make good progress in lessons. Teachers mark work thoroughly, but information on prior attainment and progress is not used sufficiently to help pupils improve.
77. The leadership and management of information and communication technology are satisfactory. The recent changes to responsibilities and teaching staff continue to support improvement through a planned programme of further professional development. The head of department has plans in place to improve the monitoring of standards, which requires greater rigour.
78. There has been very good progress in the areas identified for improvement in the previous inspection. Statutory requirements are now met well at Key Stage 4 and the investment in computers and support staff has supported further improvement in access and use in most subjects. This has improved standards.

Information and communication technology across the curriculum

79. The use of information and communication technology across the curriculum is improving in most subjects and has positive benefits for pupils' learning. It is good overall. There is very good use within religious studies lessons, but insufficient use is made in art and design, mathematics, modern foreign languages and music. Senior staff have ensured that there has been very good progress in the provision of training, hardware and computer suites since the last inspection. The technicians are providing good support to the management and development of information and communication technology across the school.

HUMANITIES

History

Provision in history is **very good**.

Main strengths and weaknesses

- Teaching, learning and pupils' achievement are very good overall.
- There is very good leadership and management of the subject.
- Standards at GCSE have improved significantly since 2001.
- There are very good relationships between teachers and pupils.
- Pupils' attitudes towards their learning are very good.
- Results are not yet analysed sufficiently to identify areas for further improvement.

Commentary

80. Standards achieved in history are good in Years 7 to 9 and very good in Years 10 and 11. These judgements reflect 2003 and 2004 Year 9 assessments that show attainment is well above that expected nationally and indicate good achievement over time. Attainment at GCSE in 2003 was well above the national average and represents very good achievement based on the pupils' standards on entry to the school. Standards at GCSE have risen significantly since 2001, with boys and girls doing equally well. The proportion of pupils obtaining A/A* grades at GCSE in 2003 is also well above the national average. Results at GCSE in 2004 are equally impressive.
81. Teaching and learning are very good. Lessons are very well planned and teachers have very good subject knowledge. Both features have a positive impact on pupils' learning. There are very good relationships between teachers and pupils. As a result, the attitude of the pupils to their learning is very good and this has a positive effect on their achievement in lessons and over time. In Years 7 to 9 there are insufficient opportunities for group work and some pupils do not fully understand the assessment policy that is followed. In these situations the pupils' learning and achievement are not as good. In most cases, however, teachers make good use of National Curriculum levels and GCSE grades when assessing their pupils' work and this has a positive effect on pupils' understanding, motivation and achievement. The subject is well resourced, including very good access to information and communication technology. These resources are used effectively in lessons, contributing positively to the pupils' learning.
82. There is very good, committed leadership and management of the subject. The head of department has a clear vision for the development of the subject and gives very good support for an effective team of experienced teachers. There is a willingness to innovate and take risks in order to improve the overall provision. A better understanding of how to analyse results would enable the department to identify more easily areas for further development. The pupils benefit from a very good programme of extra-curricular opportunities, including trips for every year group. Since the last inspection, improvements in resources, standards of attainment, extra-curricular opportunities and the use of information and communication technology have been good.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- The subject is very well led and management strategies are effective.
- Good teaching and learning are raising the standards of all pupils.
- Positive relationships create a good working atmosphere.
- The range of fieldwork opportunities is very good.
- Marking in Years 7 to 9 does not give pupils sufficient guidance on how they can improve their work.
- Teaching does not always give pupils enough opportunities to play an active role in their own learning.

Commentary

83. Standards in Year 9 are above average and achievement is good. Standards in the 2003 GCSE examination were in line with the national average. The standards of work seen in Years 10 and 11 during the inspection and in the 2004 GCSE examination are above the national average. The ability levels of pupils opting for the subject accounts for these variations in standards. At GCSE, consistently good teaching, very good systems of assessment and a strong focus on improving examination techniques enables pupils to achieve well. There are no significant differences in the achievement of boys and girls, those who speak English as an additional language or those with special educational needs.

84. The effectiveness of good and sometimes very good teaching and learning is a key factor in raising standards. Teachers plan very carefully, have a very thorough knowledge of their subject and make good use of a wide variety of teaching resources. Sensitive questioning allows pupils of all abilities to play a full part in lessons and most work is closely matched to individual needs. In the few lessons where teaching is only satisfactory, teachers do not encourage pupils to express their own ideas and to talk about their work together enough. Good quality computer and library facilities support the development of pupils' enquiry skills. A strong emphasis is placed on literacy and important vocabulary is learnt when new topics are taught. This, together with the use of structured frameworks, gives most pupils the confidence and expertise to write more extended pieces of work. Marking and assessment are very good in Years 10 and 11, but marking needs to be further developed in Years 7 to 9 so that all pupils know how they can improve their work.
85. The subject is very well led and management strategies are effective. The team of teachers has a shared vision of how the subject should be taught and how standards can be further improved. Fieldwork opportunities are very good and have contributed to the popularity of the subject at GCSE. Good improvement has been made since the last inspection.

Religious education

Provision in religious education is **excellent**.

Main strengths and weaknesses

- Pupils achieve well above average standards in public examinations.
- The quality of teaching and learning is very good and sometimes excellent.
- The department has excellent leadership and management.
- All pupils are fully involved in lesson activities.
- The subject makes an excellent contribution to the personal development of all pupils.

Commentary

86. Results in the full and short-course GCSE examinations have been well above national averages in recent years. This represents very good achievement as the short course is studied by all pupils as part of the PSRE (personal, social and religious education) programme and has a relatively limited amount of time allocated to it. Standards seen in the current inspection are also well above those expected by the locally agreed syllabus by the end of Years 9 and 11. During their first three years at the school, pupils make very good progress in developing their knowledge and understanding of Christian beliefs and those of other world religions such as Judaism and Sikhism. In this context, some very good extended writing was seen from Year 8 pupils on the beliefs and customs of Judaism. In Years 10 and 11, pupils develop a deeper understanding of spiritual and moral issues, including medical ethics and genetic engineering. All pupils achieve very well, including those with special educational needs. Higher attaining pupils, in particular, write in considerable depth and some excellent coursework assignments by Year 11 pupils were seen on the nature of God. Pupils following the full course GCSE attain very high standards in terms of developing their subject skills. All pupils, through following the short course GCSE, develop a thorough knowledge and understanding of spiritual and moral issues, especially in the area of multi-faith beliefs and customs.
87. The very good standards noted above are directly linked to the quality of teaching, which is very good overall and sometimes excellent. There is an air of rigour and purpose to lessons and all pupils are expected to become active learners through the imaginative use of group work, presentations and classroom debate. The specialist teachers have excellent subject knowledge and use this to stimulate and motivate all pupils. Very good support is also given to non-specialist teachers within the department to maintain high standards of

teaching and learning. Classroom organisation is very good and, as a result, pupils thoroughly enjoy their lessons. They behave very well and show a high level of respect for their teachers and for each other.

88. The leadership and management of the religious education department are excellent and are due to the very good knowledge and commitment of the head of department and her ability to communicate this to others. This includes the very good management of the GCSE short course by the head of personal, social and religious education. Documentation is very thorough and assessment is used very well to monitor the progress of all pupils. The subject makes an excellent contribution to the personal development of all pupils. Information and communication technology has an increasingly beneficial effect on the work of the department. The department has built effectively on the very good standards noted in the previous inspection. Religious education is a considerable strength to the school, both in terms of promoting very high academic standards and in terms of promoting pupils' personal development. Improvement since the last inspection has been very good.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- GCSE results have improved since the previous inspection.
- Pupils' good attitudes to learning contribute to their good achievement.
- The assessment system for pupils in Years 7 to 9 does not help them to improve their work.

Commentary

89. By the end of Year 9, standards of work of all boys and girls are at nationally expected levels. This represents good achievement as many pupils enter the school with lower than average attainment in design and technology. However, the course structure and assessment system do not enable more competent or talented pupils to work at higher levels. Pupils of all levels of ability have good practical skills. They competently use computers when designing their product. They know how computers can be used in the manufacturing process. However, they have insufficient skills in developing their own product design ideas. Pupils with lower levels of competence do not always show the link with product specifications when evaluating the outcomes of their work.
90. The 2003 GCSE results were below the national average. The results for 2004 show a significant improvement and there has been a rising trend since the previous inspection. In 2004 boys' results were better than those of girls, but girls' results were similar to those of their other subjects. Food technology results were below average in both years, but in 2004 they were similar to the results for these pupils' other subjects. The current standard of work in food technology is at the expected level. Overall, the standards of work seen during the inspection are above average and represent good achievement. All pupils work confidently and safely in a practical environment. More competent pupils use a wide range of information sources when designing. Less competent pupils do not always produce a wide variety of design ideas.
91. Teachers are well aware of pupils who have special educational needs and of the small number at the early stages of learning English. Good support enables these pupils to achieve as well as other pupils. Higher attainers are supported through an extra-curricular

club, but less so in lessons. Pupils have good attitudes to learning and these are a significant factor in their good progress.

92. Teaching and learning are both good, which is an improvement since the previous inspection. All staff have good subject knowledge. In the best lessons this is applied well to extend pupils' understanding, for example, by the skilled use of questions. However, in some lessons pupils do not contribute to whole class sessions. Marking and assessment of work in Years 10 and 11 is good and indicates how pupils can improve.
93. The department is led and managed well. Improvement since the previous inspection is good. There is good delegation of responsibilities within the department. The head of department has a clear idea of what needs to be done to improve provision, for example revision of the assessment system. Improvement to some product design elements of the curriculum in Years 7 to 9 is already under way. However, some aspects of development planning lack sufficient focus. There is a low quantity of consumable resources.

VISUAL AND PERFORMING ARTS

94. In June 2004 the school received the Artsmark Award. This is a national award managed by the Arts Council of England that provides recognition and reward for schools dedicated to the full range of the arts.

Art and design

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

Main strengths and weaknesses

- Pupils make good progress in Years 7 to 9 and very good progress in Years 10 and 11.
- Results in the 2003 GCSE examination were much higher than the national average.
- Pupils are well taught and learning is good overall.
- The use of information and communication technology is unsatisfactory.

Commentary

95. Achievement from the start of Year 7 to the end of Year 9 is good. Attainment on entry to Year 7 is below national expectations. The standard of the initial drawings in the visual diaries of pupils in Year 7 is quite weak and pupils have very little understanding of how to make effective use of line, shape and tone. However, they enjoy the subject and work well to improve the standard of their work. This good progress is maintained into Year 8 and by Year 9 most pupils are working at a standard that is in line with national expectations.
96. In the 2003 GCSE examination in art and design the proportion of pupils achieving the highest grades A*-C was much higher than the national figure. Overall, pupils performed much better in art and design than in all of their other school subjects. Standards attained by pupils over the past three years have consistently been much higher than the national average. Pupils with special educational needs make good progress. Achievement from the start of Year 10 to the end of Year 11 is very good. Standards seen during the inspection confirm these very good results, although GCSE results fell slightly in 2004. This was due to changes in the moderation of coursework, which the school is already addressing.
97. Teaching is good overall. Teachers are well informed and possess good subject knowledge, which enables them to provide advice and support for pupils. Planning is carried out thoroughly before lessons and good use is made of exemplar material in the form of reproductions of artists' paintings or pupils' artwork. Teachers have high expectations and pupils are expected to work to the best of their ability. This is particularly

so in Years 10 and 11 and results in these pupils making very good progress. Although accommodation is very good, class sizes that were too large for the available studio space had an adverse impact on learning. A small minority of pupils would have benefited from additional support from classroom assistants in this situation.

98. Most pupils settle readily to the tasks that have been set by the teacher. They work with a sense of purpose and concentration to improve their basic drawing, painting and craft skills. For the most part, pupils in Years 7 to 9 are relatively productive and work at a good pace. However, it is really only in Years 10 and 11 that pupils demonstrate the capacity for working with a high degree of independence.
99. Leadership is very good and management good. The new head of department has already formed a very clear vision of how she would like to see the department develop in the future. She is a very good role model for staff and pupils alike and relationships between staff and pupils are very good. Planning for the department is good and there is a departmental development plan in which attention is drawn to the need for improvement in the use of information and communication technology. Resources are good within the context of a traditional model of the curriculum, but the provision of information and communication technology and photography resources within the department is unsatisfactory. Assessment takes place regularly, but more formal written recording and tracking systems currently lack rigour.
100. Improvement since the last inspection is good. Teaching is now good throughout all years and in the 2003 GCSE examination there was little difference between the attainment of boys and girls.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Attainment at the end of Year 9 is well above national expectations.
- GCSE results are excellent.
- Instrumental provision is very good.
- Not all pupils are involved in the planning of their work.

Commentary

101. Standards for current Year 9 pupils are well above national expectations and show considerable improvement since the last inspection. GCSE results are excellent and standards have been maintained since the last inspection. Singing in Year 7 has improved and is now satisfactory, accommodation for small group work has been increased and the head of department monitors the work of the department. There is no significant difference between the attainment of girls and boys. Improvement since the last inspection has been good.
102. Pupils make good progress in Years 7, 8 and 9 and achieve well, largely because of the very good instrumental tuition outside of lessons that about a third of the pupils have. This enhances pupils' own work and also improves the work of others, particularly when working on group compositions and performances. The progress made by less able pupils is good; they are identified in planning and supported through appropriate homework tasks and teacher support. Pupils with English as an additional language are also supported well by planning, appropriate tasks and their classmates. Gifted and talented pupils are identified in lesson plans and mostly given work of a suitable challenge. Behaviour in lessons is mainly good. Pupils in Years 7 to 9 who do not have instrumental tuition would benefit from more topical and engaging material to improve achievement, in particular

expanding the use of information and communication technology. This would allow pupils to perform their own compositions, without technical limitations.

103. Standards at GCSE are excellent. Good relationships and very good attitudes to learning enable pupils who continue with music to this level to express themselves creatively and achieve the highest standards. The pupils are supported by good subject knowledge from the teacher and the very good instrumental teaching they receive which ensures very good progress. For example, in a Year 11 composition lesson, pupils concentrated very well when listening to and analysing each others work. The following good questioning by the teacher extended their knowledge and understanding of composing techniques. Achievement for these pupils is very good.
104. At the last inspection, teaching was satisfactory. It is now good overall because of the very good work of the instrumental teachers. It is still satisfactory in Years 7, 8 and 9, but it is good in Years 10 and 11. Teachers have good subject knowledge and give clear explanations to pupils. Prior learning is regularly reviewed and pupils' retention of knowledge is good. Standards would be even higher for pupils in Years 7 to 9 if pupils had more opportunities to plan and direct their work and their understanding and use of technical vocabulary was better.
105. Learning opportunities in music are good. Music makes a very valuable contribution to school life, in particular to pupils' spiritual, moral, social and cultural development: pupils take pride in their own and others' performances; schemes of work include music from different cultures; pupils respect each other, their possessions and the learning environment, and co-operate and collaborate well. Extra-curricular activities for instrumentalists are very good in range and quality and choral activities are growing. Concerts performed by the pupils contribute to positive relationships with the community.
106. The leadership and management of the department are good. The head of department manages well the large number of instrumental staff; she keeps extensive monitoring records and teachers share their work with each other.

Drama

Drama was sampled and hence no overall judgment on provision is made.

107. Drama is taught as a separate subject in Year 7, where good teaching establishes a sound foundation of drama skills. Clear planning, good pace and focused questioning enable pupils to make good progress and achieve well. Pupils evaluate each other's work constructively.
108. In Years 10 and 11, GCSE results in 2003 were well above the national average, with boys performing better than girls. In 2004, standards at GCSE were higher and there was a marked improvement in the performance of girls. Attainment and achievement are very good in Years 10 and 11. The teaching seen during the inspection was very good. It was stimulating, challenging and extremely well managed. Pupils were engaged, focused and actively involved in drama and analysed each other's work constructively. They made very good progress. Excellent relationships between pupils and teachers have a very positive impact on learning.
109. Drama has a very high profile in the school and offers a range of extra-curricular activities, including theatre trips. Over 100 pupils participate in the department's annual productions, which are very popular.

PHYSICAL EDUCATION

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

Main strengths and weaknesses

- By Year 11, pupils have made very good progress in developing their skills in physical education.
- Leadership of the department is very good and its work is well managed.
- Many extra-curricular activities are well supported by enthusiastic groups of pupils.
- The on-site accommodation is very good and has a positive impact on the attainment of the pupils.

Commentary

110. In July 2003 the proportion of pupils who gained A*-C grade passes in their GCSE examination was significantly better than the national average. Examination results for 2004 continue to show good achievement. Inspection evidence indicates that pupils in the current Years 10 and 11 examination groups are producing work of a good standard with some of the more able producing work at the highest level.
111. Pupils in Years 7 to 9 make very good progress in their learning. They arrive at the school with a variety of levels of physical education skills and experiences; the standards of a significant number of pupils are below those expected nationally. Pupils settle into the school quickly, respond very positively to the very good facilities and the very good teaching they receive. By the end of Year 9, most pupils achieve standards that are at least in line with those expected nationally and a significant number do even better. Pupils perform well in a wide range of physical activities. In games activities, particularly in soccer and netball, they demonstrate good levels of skill, often showing good ball control and being aware of simple attack and defence strategies. In gymnastics pupils perform a wide range of balances and turns with an increasingly competent ability to link them together to create good quality sequences. Skills, knowledge and understanding are extended during Years 10 and 11 and by the end of Year 11 the overall standard of attainment is better than that seen nationally. Good levels of skills are clearly evident in a wide range of activities. Pupils with special education needs are well integrated, receive much support from both staff and fellow pupils and achieve appropriate standards of performance. All this represents very good achievement.
112. Staff, including non-specialist teachers, give very freely of their time to provide a wide range of extra-curricular activities that are very well supported. Many pupils have represented Hampshire in a wide range of sports and a few have gone on to gain national recognition, including seven pupils who represented a junior Great Britain team in a recent tchoukball (a non-contact team game) international competition in Taiwan.
113. Teaching is good overall. All lessons are well planned and learning objectives are clear. Teachers' subject expertise is high, tasks are challenging and pupils' skills and knowledge are developed simultaneously. There are high expectations, successfully achieved, that pupils will work hard, behave well and achieve a good level of skills. The very good level of accommodation makes a positive contribution to the wide range of activities in which pupils can participate.
114. The department is strongly led and its work is managed well. High quality documentation supports the teaching. Hard working talented teachers work well together, support each other and show a very strong commitment to their pupils.
115. There has been good improvement since the previous inspection. In September 2004 the department renewed its Sportsmark award. This is a national award that recognises high quality provision in physical education.

BUSINESS AND OTHER VOCATIONAL COURSES

116. To meet the new requirements of work-related learning the school is developing the range of vocational subjects it offers pupils. These include expanding the opportunities for pupils to undertake NVQ courses in collaboration with local further education colleges and other schools. GCSE travel and tourism has been introduced this year.

Business studies

Provision in business education is **satisfactory**.

Main strengths and weaknesses

- GCSE business studies results are well above national averages for the last two years.
- The teachers have good subject knowledge.
- Access to and the use of information and communication technology are good.
- Whilst assessment procedures are satisfactory overall, there is insufficient use of assessment information to set targets or monitor pupils' progress.
- Planning does not yet always meet the needs of more and less able pupils.

Commentary

117. GCSE results in business studies have been well above national averages for the last three years and there has been an improving trend overall. Standards of achievement in Years 10 and 11 are good overall. Pupils make good progress over time in their understanding of business concepts. They apply their knowledge well within coursework assignments, for example a research project on setting up a small business.
118. Pupils make good progress in their learning because they work hard and take full advantage of their teachers' good subject knowledge. Over time, the pupils become increasingly confident in using business terminology. Many show good levels of motivation and they recognise the relevance to their future careers and this significantly contributes to the good standards achieved. Pupils have good access to information and communication technology and they use computers well to support their learning.
119. The teaching observed during the inspection was satisfactory rather than good. Weaknesses in teaching mainly relate to lesson organisation, including insufficient challenge in tasks set and sometimes a lack of pace. As a result, pupils' concentration dips and the pace of learning in the lesson slows. Teachers mark work conscientiously, but they do not pick up sufficiently on standards of presentation, literacy, numeracy and other key skills. They do not yet provide sufficient feedback to pupils on how they can improve. Opportunities are missed to ensure the lessons support pupils' spiritual, moral, social and cultural development and contribute to the development and understanding of citizenship. However the teachers do use their good subject knowledge to deepen pupils' understanding of the world of work.
120. Leadership and management of business studies are sound. The recent changes to responsibilities and teaching staff have strengthened subject expertise and the new head of department has plans in place to improve the use of assessment data and the overall monitoring of standards. A programme of professional development has been put in place with senior staff to support developments in teaching.
121. Business studies was not fully reported on in the previous inspection. Overall, progress has been satisfactory. The improving trend in attainment has been maintained.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

122. The school has an effective programme for personal, social and health education, which forms part of the school's personal, social and religious education programme, which also includes religious education in Years 9 to 11 and work on citizenship. The leadership and management of the subject are good overall. However, although only citizenship was fully inspected, some lessons seen involved aspects of both programmes.

Citizenship

Provision in citizenship is **unsatisfactory**.

Main strengths and weaknesses

- The curriculum for citizenship does not ensure that pupils acquire the full range of knowledge and understanding required.
- The subject is not taught in a sufficiently planned or coherent way.
- The newly appointed co-ordinator is beginning to address weaknesses.
- There are good opportunities for pupils to develop the skills of responsible action through school councils, charity fund-raising and house responsibilities.
- The assessment and monitoring of pupils' progress are not sufficiently developed.

Commentary

123. Standards of achievement in citizenship are unsatisfactory throughout the school. This is because there is no planned citizenship curriculum in place and no records of pupils' performance in the subject. The school provides a good range of opportunities for pupils to develop their personal and social skills through the school council and as mentors for younger pupils. Pupils have been involved in recycling, anti-litter and anti-bullying projects, which have encouraged individual initiative and a sense of independence. However, these positive inputs are not linked to a coherent citizenship course and, therefore, pupils have an unclear understanding of what citizenship means. Whilst the skills of communication and enquiry are developed in many subjects, there is little opportunity for their direct application to citizenship topics. The contribution of departments is inconsistent. Some have identified citizenship elements in their schemes of work while others are less advanced.
124. During the inspection no specific citizenship modules were being taught so only personal, social and health education lessons were observed. Some of these contained elements of citizenship. The quality of teaching and learning is satisfactory. In the best lessons teachers have good subject knowledge and involve pupils in class discussions. However, in less satisfactory lessons teachers are unable to capture the interest of pupils because lessons lack pace and pupils' active participation.
125. The school has recognised the deficiencies in its citizenship provision, particularly arrangements for its leadership and management, which have been unsatisfactory. It has appointed a new co-ordinator to manage the subject and give it a higher profile in the school curriculum. The co-ordinator has already established clear priorities and appropriate targets for the successful implementation of the subject. Currently, it lacks a coherent scheme of work and a co-ordinated approach. An audit of provision has been completed, but teaching remains incidental to subjects, rather than planned and taught as specific citizenship topics. Little has been done so far to monitor, evaluate or develop the teaching of the subject across the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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