

INSPECTION REPORT

BROAD OAK HIGH SCHOOL

Bury

LEA area: Bury

Unique reference number: 105364

Headteacher: Mr N O'Connor

Lead inspector: Mr T Wheatley

Dates of inspection: 13th – 16th September 2004

Inspection number: 268357

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 – 16
Gender of pupils:	Mixed
Number on roll:	725
School address:	Hazel Avenue Bury Lancashire
Postcode:	BL9 7QT
Telephone number:	0161 7976543
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Appropriate authority:	The governing body
Name of chair of governors:	Mr B Fogg
Date of previous inspection:	1 st February 1999

CHARACTERISTICS OF THE SCHOOL

The school has 725 boys and girls aged 11 to 16 and there are more boys than girls in most years, the exception being Year 9 where there are more girls than boys. Pupils are predominantly from white British backgrounds and about one in six pupils is from Pakistani background. There are small numbers of pupils from white and black Caribbean, other Asian, black, Chinese and Irish backgrounds. There are also small numbers of pupils from refugee families and very small numbers from traveller families. About one in five pupils comes from a home where English is not the first language and a small percentage have very little English language and receive specialist support. The proportion of pupils with special educational needs is above average and the proportion with statements of special educational needs is also above average. The range of learning difficulties covers moderate learning difficulty, social, emotional and behavioural difficulty, dyslexia and multi-sensory difficulty. The percentage of pupils entitled to free school meals is above average and a small proportion of pupils come from backgrounds of multiple deprivation. Attainment on entry to the school is well below average overall and below average in the current Year 9. There is a significant proportion of pupils who join and leave the school during the year.

The school is part of a single regeneration budget programme. It is in its first year of being a specialist sports college, and has the Healthy Schools award (2002), Investors in People (2002) and Sportsmark (2004) and is an 'Enterprise Learning Pathfinder' school for remodelling the work force.

INFORMATION ABOUT THE INSPECTION TEAM

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7084	Jack Haslam	Team inspector	Design and technology
12118	Allan Paver	Team inspector	Geography Work-related learning
2740	Betty Barratt	Team inspector	History
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2626	Marion Thompson	Team inspector	Modern foreign languages English as an additional language
1340	David Wigley	Team inspector	Music Citizenship
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10275	John Cosgrove	Team inspector	Religious education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory standard of education and has areas for improvement that have been clearly identified by the newly appointed headteacher and senior staff. The school is well led and management is satisfactory overall. The standards achieved are satisfactory and are starting to rise. The level of commitment by staff to improvement is very good. The school has had severe staffing difficulties which affected standards and achievement but these have now been resolved. Overall, pupils' attitudes are satisfactory. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is very good and provides a very clear direction for how the school should improve.
- Achievement is unsatisfactory in science, and in non-examination religious education and Urdu in Years 10 and 11 but planned improvements are starting to have a positive effect.
- There is insufficient focus on raising standards of literacy and numeracy across the curriculum.
- There is some good achievement in English, mathematics, design and technology, information and communication technology (ICT), music, physical education and religious education.
- Teaching and learning are improving and currently there is much good and very good teaching, but also a small amount that is unsatisfactory.
- The use of assessment, and procedures for assessment, are unsatisfactory but improving.
- The range of extra-curricular activities is good and pupils' participation is good, especially in sports.
- Links with other schools and colleges are very good.
- Provision for pupils with special educational needs and for those with English as an additional language is good, and results in these pupils achieving well overall.
- Statutory requirements for collective worship, religious education in Years 10 and 11, and reporting on pupils' progress in citizenship are not met.

Although there have been improvements since the inspection in February 1999, improvement has been unsatisfactory overall. Pupils' achievement has improved in ICT and music, and higher attainers are achieving better. The opportunities for pupils to engage in independent learning have improved slightly, and noticeably so in English and ICT. ICT across the curriculum has improved throughout the school and there is increased use of the learning resource centre. While examination results did not improve in 2004, inspection evidence indicates the initiatives started under the leadership of the new headteacher are starting to have a positive effect: teaching has improved and standards are rising. However, the school literacy policy is not detailed enough and standards have not risen enough in science.

STANDARDS ACHIEVED

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

*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' achievement is satisfactory and improving, and standards are starting to rise. In the end of Year 9 national tests in 2003, results were in line with the national average in English, below the national average in mathematics and well below the national average in science. Compared with pupils' prior attainment, achievement was broadly satisfactory. Results have risen in recent years. Standards seen in the present Year 9 are below the national average overall and this represents satisfactory achievement. In the GCSE examinations in 2003 results were below the national average and have improved over recent years. Results were average compared with similar

schools. Results in 2004 were a little lower than in 2003 – a result of the staffing difficulties. Standards seen in Year 11 are below average overall, that is, similar to those of 2003. Pupils' achievement is satisfactory overall, but it is unsatisfactory in science due to past staffing problems, in non-examination religious education where the requirements of the local agreed syllabus are not met and in Urdu where pupils do not have a subject specialist for one lesson each week. Achievement is now improving and standards are starting to rise. Pupils with special educational needs and English as an additional language achieve well.

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Pupils show satisfactory attitudes and behaviour in lessons and around school. Attendance and pupils' punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education is **satisfactory**. Teaching and learning are **satisfactory** overall and improving and there is some very good teaching and learning, particularly in Years 10 and 11, though there is a small amount of unsatisfactory teaching. The curriculum is **satisfactory** overall but is unsatisfactory for the non-GCSE religious education course in Year 10 and for provision for literacy and numeracy across the school. Provision for pupils with special educational needs and English as an additional language is good. Assessment is unsatisfactory. The range of extra-curricular activities is good. Staffing is good, and resources and accommodation are satisfactory.

The school provides a **satisfactory** level of care for pupils through good support for their personal development and by improving monitoring of their academic performance. The very good links with other schools and good community links enhance pupils' learning and personal development well. Links with parents are satisfactory overall and the school is increasingly involving them more in their children's learning. The school actively seeks pupils' comments and involvement in school life.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher provides very good leadership and he is well supported by senior managers, governors and staff. Much has been achieved in the two terms since the headteacher's appointment, especially in improving teaching and learning, and pupils' attitudes to learning. Management is satisfactory overall. There are thorough and rigorous procedures for monitoring and evaluation at senior management level and satisfactory procedures at departmental level.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils' and parents' views of the school are good. Most parents are supportive of the school and are happy with the experience they and their children have. Pupils enjoy being at the school and appreciate the changes and improvements in recent months.

IMPROVEMENTS NEEDED

- Continue to work on raising standards in science, literacy and numeracy throughout the school and statutory religious education and Urdu in Years 10 and 11.
- Work with teachers to improve the small amount of unsatisfactory teaching.
- Ensure that assessment information is used consistently to evaluate pupils' performance and to set targets for improvement.
- Ensure statutory requirements for collective worship, religious education and reporting on pupils' progress in citizenship are met.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Standards are **below average** overall. Pupils' achievement is **satisfactory** overall but is starting to improve due to the school's focus on improving teaching and learning.

Main strengths and weaknesses

- Pupils' achievement is improving as a result of more settled staffing.
- Pupils' achievement is unsatisfactory in science.
- Pupils' literacy and numeracy skills are below average.
- Pupils with special educational needs and those who do not have English as a first language achieve well.
- Pupils' achievement in Urdu and the non-examination course in religious education is unsatisfactory.

Commentary

1. Attainment on entry to the school is well below average and has been so for several years, with the exception of the current Year 9 where it was below average. Pupils' literacy and numeracy skills are poor when they join the school.
2. The school has experienced severe staffing difficulties over recent years, particularly in science, mathematics, design and technology, history, geography and modern foreign languages. There has been a history of staff leaving and joining the school and teacher illness, which has disrupted pupils' learning in many subjects. This has had a detrimental effect on how well pupils achieve. This difficult period is now over and staffing appears to be stable.
3. In the end of Year 9 national tests taken in 2003, the latest validated ones, results were below the national average overall. They were average in English, which was an improvement on previous years. They were below average in mathematics, also part of an improving trend. The results continued to be well below average in science. Compared with the results of schools with pupils of similar prior attainment, results were broadly average overall. They were well above average in English, below average in mathematics and well below average in science. The unconfirmed results for 2004 show little change.
4. Currently, standards in Year 9 are still below average but pupils' achievement is satisfactory overall, considering their starting points. In English and mathematics standards are broadly average, representing good achievement based on pupils' attainment on entering the school. In science standards are below average – unsatisfactory achievement from when pupils entered school. Standards are average in design and technology, citizenship, information and communication technology (ICT), physical education and drama. They are below average in art and design, geography, history, French, music and religious education. Pupils achieve well in design and technology, music, physical education and religious education, where their attainment on entry to the school was particularly low, and in other subjects their achievement is satisfactory.
5. Written work, stretching back several months, frequently shows unsatisfactory achievement. However, with stable staffing and a concerted whole-school drive to improve teaching, achievement is beginning to improve.

6. In the GCSE examinations in 2003 results were below average overall but have improved broadly in line with the national trend of improvement over recent years. The percentage of pupils obtaining five or more A*-C grade passes at GCSE was well below average, a fall on the previous year. The percentage of pupils obtaining five or more A*-G grades was in line with the national average and the percentage obtaining at least one GCSE pass was well above the national average. Results were best in French and religious education. Results were also good in music, history and Spanish though numbers taking these subjects were low. Results were worst in science, graphics and resistant materials. Unconfirmed results for 2004 show a drop on the previous year and also fall below the school's targets. However, it was too soon after the appointment of the new headteacher for the changes introduced to have had a recognisable impact.
7. Standards in Year 11 are currently below average overall, but stable staffing and a concerted approach throughout the school to improving teaching and learning are now starting to have a positive impact on standards. Changes introduced under the leadership of the new headteacher are now starting to have a positive impact on how well pupils achieve. Standards are below average in English, average in mathematics and well below average in science. Standards are above average in music and non-examination physical education, and average in design and technology, ICT and citizenship. Standards in non-GCSE ICT are below average overall, but are rising due to investment in new resources and achievement is now satisfactory. They are below average in art and design, geography, history, modern foreign languages, GCSE physical education, religious education and drama. Standards are well below average in the non-examination religious education course.
8. Overall, pupils' achievement is satisfactory. However, in science it is still unsatisfactory due to past disruptions to staffing and inconsistent expectations from teachers. Nevertheless, improvements in teachers' expectations and recent new science staff appointments are leading to better achievement. Achievement is also unsatisfactory in religious education taught as a non-examination subject in Years 10 and 11 because there is insufficient time to cover the local agreed syllabus. It is also unsatisfactory in Urdu because the teacher is part-time and cannot teach all of the lessons. Achievement is good in French where there are small numbers of talented pupils, in design and technology, in non-examination physical education and in citizenship where there has been a school focus on encouraging pupils' responsibility to themselves and the school.
9. Over time, pupils' work has been affected by the disruption in staffing affecting continuity in pupils' education. There is also evidence of low expectations in pupils' recent past work in some subjects. Now that staffing appears to be stable, and the school's efforts to improve teaching and raise expectations are starting to have a positive effect, achievement is improving. The commitment to sustain improvement is enormous.
10. Standards of literacy are below average, but are improving. Though pupils improve their reading and writing in English, they are not sufficiently supported in other subjects apart from drama, religious education and design and technology. Pupils' knowledge of technical terminology is sound and helps them to spell correctly but they struggle to write at length.
11. Standards in numeracy across the curriculum are below average. In science, graph work is poor and numeracy unsatisfactory, despite close liaison with the mathematics department. In physical education, the GCSE programme uses basic statistics and some graph work. Geography is one subject with numeracy embedded in its work, but only at a low level and pupils' skills do not develop well enough. In art and design, pupils' skills are satisfactory, particularly when pupils deal with proportion and scaling. In modern foreign languages, pupils employ low level numeracy skills when dealing with Euro currency, but their skills at using graphs and discussing the outcomes of surveys are satisfactory.

12. Standards of ICT skills are below average overall, but are improving as a result of changes in teaching, curriculum and resources. Achievement is satisfactory in Years 7 to 9 and good in Years 10 and 11 where pupils work enthusiastically to build on their skills and knowledge. For some pupils, poor standards of literacy present a barrier to progress.
13. Pupils with special educational needs achieve well. Support from teaching assistants is very effective and teaching staff are aware of pupils' needs and work extremely hard to ensure that appropriate strategies and resources are used, and the vast majority achieve success in GCSE examinations. The pupils who have statements of special educational needs make good progress and many have their statements cancelled during their time at the school and achieve well in GCSE examinations. Many of the pupils with special educational needs experience difficulties with literacy skills. A significant number of the pupils on the special educational needs register have specific or moderate learning difficulties. Inevitably the majority of these pupils tend to perform below the level of other pupils in their year group with regard to basic skills and in particular speaking, listening, reading and writing. Their difficulties also affect their ability to progress in other areas of the curriculum. Nevertheless, they make good progress because of an effective mixture of support in lessons and individually from teaching assistants, and some withdrawal from lessons and a very good appreciation of their problems from most teaching staff.
14. Standards attained by pupils with English as an additional language are in line with those of other pupils. This represents good achievement for those pupils entering school with very little English. This is a result of support from both English as an additional language staff and classroom teachers, which is well planned to meet pupils' specific needs in individual lessons and over time. This was well illustrated by a Year 9 pupil who understood little English, achieving well in a mathematics lesson on reflection of shapes in horizontal and vertical lines because the support assistant ensured that vocabulary and language were well understood. Class teachers also enable pupils to achieve well. For example, Year 10 pupils made good progress in a lesson on identifying adjectives, similes and metaphors because the teacher drew attention to key words on the walls and provided good individual support.

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

Standards in:	School results	National results
English	33.7 (30.9)	33.4 (33.3)
Mathematics	33.0 (32.3)	35.4 (34.7)
Science	30.8 (29.8)	33.6 (33.3)

There were 146 pupils in the year group. Figures in brackets are for the previous year

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	31 (36)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	91 (91)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	98 (98)	96 (96)
Average point score per pupil (best eight subjects)	29.0 (30.5)	34.7 (34.8)

There were 123 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities (ethos)

Pupils' attitudes, behaviour and attendance are **satisfactory** overall. Personal development is **satisfactory** as a result of overall **satisfactory** provision for their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- The school has effective systems to improve attendance, punctuality and behaviour newly in place but the full impact of these has yet to be felt.
- Provision for the social development of the pupils is good.
- The school is a harmonious multicultural organisation.

Commentary

15. While attitudes are satisfactory overall, the majority of pupils have good attitudes and speak well of the school but some have low confidence, low personal esteem and low aspirations. The school's restructured pastoral system is designed to bolster such pupils, raise their confidence, give them responsibility and, if necessary, provide them with counselling from within the school and from outside. Pupils like being at the school and in their interviews speak well of the senior management and the recent changes made to improve the school's ethos. They like being part of a sports college, and this has played a significant part in bolstering self-esteem. Although a substantial minority of parents and pupils expressed concern about incidents of bullying and bad behaviour, the pupils, when interviewed, reported that such incidents were relatively few and were dealt with by the school in an efficient way. The behaviour of most pupils in class and around the school, including passing through fairly narrow one-way systems, is satisfactory. Although behaviour is often good, occasionally there are some negative attitudes and disruption. Exclusions are high and the exclusion policy is under review with a determination to develop procedures to deal with problems within the school and to exclude only for serious offences. The school prides itself on being inclusive and pupils of different cultural backgrounds maintain good relationships. Satisfactory and improving efforts are made to engage disaffected students.
16. Attendance is satisfactory overall, though authorised absence is a little above average, and this is of concern. The school is working closely with the local authority to reduce it and has a new attendance co-ordinator, electronic registration, the restructured pastoral care system and the support of an education welfare officer to help tackle this problem. The school has the co-operation of the majority of parents although there remains a small minority that has yet to be persuaded of the necessity of abiding by the legal requirements about taking holidays in term time. Recent changes to improve punctuality are satisfactory but have not yet had time to make a big impact on its improvement.
17. Provision for the spiritual development of the pupils, which was unsatisfactory at the time of the previous inspection, has improved and is now satisfactory. However, the school does not comply with the statutory requirements for an act of collective worship, partly because of accommodation difficulties, but some opportunities for reflection can be found in most subjects. Assemblies usually contain a good moral message and a brief opportunity for reflection; form tutor time usually does not. Religious education contributes satisfactorily to the spiritual, moral, social and cultural development of all pupils.
18. Provision for the moral development of the pupils is satisfactory. There is a clear code of conduct and the pupils know what kind of behaviour is expected of them. There are instances of poor attitudes and poor behaviour but pupils confirm that they are relatively few and are dealt with effectively. The behaviour of the majority of the pupils is good and there are many instances of politeness to visitors, of charitable activities and of older pupils helping younger ones. Moral issues are effectively considered in several subjects including religious education

and personal, social and health education (PSHE). There is a good contribution from drama to several aspects of moral development such as domestic violence, and to cultural development such as discussion of arranged marriages.

19. Provision for the social development of the pupils is good and it is very good in history lessons. Relationships are good and pupils work harmoniously together. The school is inclusive in that pupils of different, backgrounds, abilities and cultures mix well together and participate in various clubs and activities relevant to a school and a sports college. There are opportunities for pupils to take on the responsibilities of prefects or members of the school council and they learn about the workings of society in subjects such as history and business studies. Physical education provides the opportunity for good community links through the many activities of the specialist sports college.
20. Provision for the cultural development of the pupils is satisfactory. The cultural heritage of this country is well represented in most subjects including history and geography, although both these subjects are having to overcome some previous difficulties of staffing and provision. Modern foreign language studies present a European dimension. Art, music and religious studies give pupils a multicultural awareness, and the school itself is an example of a harmonious multicultural organisation.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.6
National data	7.2

Unauthorised absence	
School data	1.1
National data	1.1

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

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	564	106	3
White – Irish	1	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Asian	2	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	119	14	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	7	0	0
Black or Black British – African	4	1	0
Black or Black British – any other Black background	2	0	0
Chinese	1	0	0
Any other ethnic group	13	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory** overall. Teaching and learning are **satisfactory** and assessment is unsatisfactory overall. The curriculum is **satisfactory** with strengths in provision for pupils with special educational needs and English as an additional language and for ICT across the curriculum, and with some weaknesses in religious education for some pupils in Years 10 and 11 and for literacy and numeracy across the school. The quality of care and guidance is **satisfactory**, but is improving to give more specific advice and support to pupils. Pupils' opinions are increasingly taken into account and pupils are actively involved in school life. Relationships with parents are **satisfactory** and the school has **good** links with the community and **very good** links with other schools and colleges.

Teaching and learning

Taking into account pupils' achievement over time, the quality of teaching and learning is **satisfactory** overall though the teaching seen during the inspection was often good and sometimes very good. Assessment is unsatisfactory or inaccurate in some subjects and there is none in citizenship.

Main strengths and weaknesses

- Teaching seen is good overall and is starting to promote effective learning.
- Teachers plan effective, challenging lessons which increase pupil motivation.
- Teaching of pupils who have English as an additional language, both by classroom teachers and support assistants, is good and these pupils achieve well.
- The teaching of literacy and numeracy is unsatisfactory.
- The teaching of ICT across the curriculum is good.
- The quality of homework given to pupils is inconsistent.
- There are not enough opportunities for independent learning across the curriculum.

Commentary

21. Teaching is improving and that observed during the inspection was good throughout the school, promoting effective learning and starting to raise pupils' expectations about their work and behaviour. It has improved considerably since the time of the last inspection. A close scrutiny of the past year's work shows clear signs that the significant work done under the new leadership in the past two terms, to adopt common approaches to lesson planning and to match work closely to pupils' learning needs, is having a positive effect on teaching and learning, but is not yet reflected in test and examination results. The considerable turnover of teachers has now stopped and currently the school benefits from a committed and competent staff.
22. Teaching in most subjects is good and is slightly better in Years 10 and 11 than in Years 7 to 9, with almost two out of ten lessons being very good or occasionally excellent for older pupils. There is very good teaching in many subjects and in these lessons teachers have high expectations, a sharp focus on the development of specific skills and a brisk pace that ensure pupils are fully involved. Pupils in a high attaining class in Year 8, whose task was to interpret evidence about whether Henry VIII was a good king, made excellent progress, because of a very well planned lesson with a sustained and clear focus, and a very high pace of learning which constantly challenged pupils. The teacher showed excellent awareness of pupils' learning needs and had an expectation of high quality responses. Whilst the lesson was fun, there was an insistence that all pupils should work accurately in the interpretation of evidence.

23. Teaching is predominately satisfactory in science throughout the school, ICT and art in Years 7 to 9 and in English and geography in Years 10 and 11. All of these subjects are showing recent improvement. In a few lessons, unsatisfactory teaching was seen; there were instances of unsatisfactory behaviour management in a graphic design lesson, a lack of planning for progression in a science lesson and irrelevant subject material in a religious education lesson.
24. Most teachers are knowledgeable and skilled in their subject areas; however, for one lesson a week in Years 10 and 11 work is set for Urdu and covered by a non-specialist teacher. This lowers motivation which adversely affects the standards achieved.
25. Strengths of teaching include good planning, which incorporates a high level of challenge, except in some lessons for average attaining pupils in geography in Years 10 and 11 and work for lower attaining pupils in English. Lessons include a variety of approaches and activities, which motivate pupils to work purposefully. There are, however, limited opportunities for independent learning across the curriculum, which limits pupils' abilities to work independently. Teachers are skilled in behaviour management, ensuring all pupils have the opportunity to learn, even when some pupils have negative attitudes to work.
26. Homework is set and marked regularly, although some work lacks challenge. In a number of subject areas pupils lack pride in the presentation of their work and this is not consistently challenged.
27. Teaching of literacy is unsatisfactory. Not enough effort has been made to support pupils with low literacy levels. There is no common marking scheme that focuses on ways to help pupils improve their writing. Opportunities to read are rarely provided in lessons beyond English and drama. There is no co-ordinated plan to raise reading levels or promote reading despite the obvious enjoyment that many pupils have in books and magazines. Nevertheless, under the newly appointed literacy co-ordinator, work has started to improve the teaching of literacy.
28. Teaching of whole-school numeracy is unsatisfactory overall. There are too few opportunities in science and geography to develop pupils' numeracy skills, though in ICT, teachers liaise closely with the mathematics department so that concepts are presented to pupils in a consistent manner. Other subjects, notably art and design and design and technology, plan the use of numeracy effectively and teachers employ it to good effect.
29. Teaching of ICT skills across all subjects and in all year groups is good and has improved recently due to improvements in planning. Teachers make good use of resources including the widespread use of interactive whiteboards and the Internet. Very good teaching was seen in mathematics, English and French. Teaching is well supported by technicians who provide expertise to improve pupils' access to a wide range of programs.
30. The teaching of pupils with special educational needs is good. Pupils' needs are well known by teaching staff and a wide range of teaching activities and resources is used. Procedures for identifying pupils are very thorough. Arrangements for assessing, recording and reporting the progress of pupils with special educational needs are very good. However, individual education plans are not extensively used by staff to set subject-specific targets although all staff have a very clear knowledge of all pupils' special educational needs and respond very well in lessons to these needs; the achievement of pupils is consequently good. Support from teaching assistants is a significant factor in pupils' achievement. Staff are very well informed and work very well with teaching staff to ensure that pupils make appropriate progress. In some lessons where there was no support, progress of those pupils with special educational needs was restricted. Pupils withdrawn from lessons receive a structured programme of support and make good progress, often with the extensive use of ICT.
31. The teaching and learning of pupils who have English as an additional language are good overall and promote good achievement. Teaching is satisfactory in science, where pupils

occasionally struggle with work, and also in history, ICT and design and technology. Pupils make rapid progress and reach standards which are in line with their peers. Both teachers and support assistants have a good awareness of pupils' needs, and plan lessons with a good focus on the development of literacy skills. In a Year 10 drama lesson, for example, three pupils were enabled to make a presentation because the teacher had explained the key terms clearly. A variety of teaching methods is used to reinforce learning; for example a support assistant reinforced the meaning of classroom instructions like "Shut the door" by getting the pupil to perform the action.

Summary of teaching observed during the inspection in 114 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (1%)	21 (18%)	60 (53%)	28 (25%)	4 (4%)	0	0

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

32. Assessment is unsatisfactory overall. It is good in English and design and technology so pupils know what they must do to improve. Assessment is also good in science where teachers are developing effective systems to identify where extra support is needed for underachieving pupils, and in mathematics where target setting is effectively used and shared with children. Good procedures in drama and music enable pupils to evaluate their own performance. Assessment is unsatisfactory in geography where pupils do not know the levels they perform at or their estimated grades, in French and history where new systems are not sufficiently rigorous or reliable, and in citizenship where there is no assessment policy and no assessment or reporting to parents. Non-GCSE pupils in Years 10 and 11 are not assessed in ICT. There are inaccuracies in end of Year 9 teachers' assessments. National comparative information is used to set targets for faculties and individuals. However, although some heads of faculty use assessment information well, not all yet feel confident in its interpretation.

The curriculum

The curriculum is **satisfactory** and there are **good** opportunities for enrichment. However, there are weaknesses in provision for literacy and religious education for some pupils in Years 10 and 11. Overall, accommodation and resources make a **satisfactory** contribution to the curriculum.

Main strengths and weaknesses

- Curriculum planning is good and is effectively focused on meeting the needs of all pupils.
- The sports college curriculum is improving and participation in sports activities is very good.
- The school does not meet its statutory requirements to teach the local agreed syllabus for religious education to all pupils in Years 10 and 11.
- Provision to develop contacts with the community is very good.
- Provision for pupils who have English as an additional language is good and enables them to achieve well.
- The provision for pupils with special educational needs is very good.
- Community provision is very good.
- Careers education and guidance is very good.
- Provision for literacy and numeracy is unsatisfactory, but improving.
- There is insufficient specialist teaching in Urdu.

Commentary

34. The range of subjects offered in Years 7 to 9 is good: all subjects of the National Curriculum and religious education are taught with drama, PSHE, and 'Learning to Learn' which is aimed

at improving basic learning skills for younger pupils. In Years 10 and 11, the range of subjects is good. Pupils study a compulsory core of subjects and one compulsory vocational subject. Careers, ICT and religious education are taught in Year 11 and business enterprise replaces ICT in Year 10. However, the agreed syllabus in religious education is not fully covered. There is also opportunity to choose a vocational course at the local college and pupils with low prior attainment can follow a life skills course. Provision in Urdu is unsatisfactory because there are insufficient specialist staff to teach the subject.

35. The school monitors the curriculum closely. New timetable arrangements are aimed specifically at raising standards, enabling pupils to be taught in small classes organised according to their capabilities for all subjects except PSHE. PSHE is organised according to tutor groups, incorporates citizenship and is well planned and taught. The lunchtime arrangements are effective in providing longer lessons for those subjects requiring them and for managing large numbers in the small dining room. The needs of all pupils are met, though in some classes of lower attaining pupils, the poor attitudes of a small number of boys disrupt the learning of others, particularly some girls.
36. Provision for literacy is unsatisfactory. The current policy is too brief and lacks sufficient guidance for teachers. The new co-ordinator has completed an audit and there is now an urgent need to provide more direction for teachers to support the development of an improved literacy policy in the school as a whole. Provision for numeracy is unsatisfactory, and after a period of staffing turbulence which disrupted the adoption of a whole-school numeracy policy, a co-ordinator is now in post and work has begun to establish a whole-school approach. Some departments have moved ahead of others, having numeracy built into schemes of work and lesson plans.
37. Provision for ICT is good in Years 7 to 9 where pupils extend knowledge gained in discrete courses through opportunities in all of their subjects. In Years 10 and 11, while provision is satisfactory overall, the school has not audited and evaluated the effectiveness of its provision. The access to laptop computers and the availability of specialist rooms enhance the work of all departments. The learning resource centre has been recently equipped and is a valuable asset for a range of subject teaching as well as out-of-hours provision. Provision has improved since the last inspection.
38. Community provision is very good. The school has a strong and very clear commitment to the social, cultural and educational inclusion of all and sees itself at the heart of its immediate community. Much of this has grown through the activities of the sports co-ordinator programme and the recent sports college status and is clearly embedded in the school's priorities for development. Sports are used as a powerful vehicle for communication and interaction with many young people and, through this involvement, families and friends have a chance to understand and appreciate the benefits of physical exercise and healthy lifestyles. However, some pupils are slow to appreciate these benefits. The school's commitment has resulted in its designation as a 'Fully Extended' school and many services will soon be available to help and support the diverse needs of the local community. A few examples include crèche facilities, drop-in clinics for health-related issues such as smoking, drug use and stress, a meeting place for groups such as asylum seeker families and refugees, and courses in parenting skills, using computers and healthy living. Such developments make a huge difference to the aspirations and beliefs of adults and children.
39. The curriculum for pupils with special educational needs is very good. Pupils with statements of special educational needs receive good support, as do all other pupils on the special educational needs register. Support from teaching assistants is very good for pupils with special educational needs. All pupils receive their basic curriculum entitlement. Pupils aged 14 to 16 have good opportunities to participate in vocational courses. For some pupils who have difficulty accessing the main curriculum there is an accredited vocational and life skills course which is very flexible and involves a range of providers outside the school.

40. Provision for pupils who have English as an additional language is good. Initial assessment and ongoing tracking ensure their needs are precisely identified. Effective provision is well planned and organised to meet their needs. Staffing is deployed well to support these pupils. At the time of the inspection the school was in the process of recruiting a replacement support assistant, so support was at times thin on the ground, but this is a temporary situation. Staff go to considerable effort to locate or make appropriate resources to support the learning of individual pupils, for example picture cards and English-Urdu dictionaries
41. Careers education and guidance is very well prepared and effectively taught in Years 9, 10 and 11, and the school is also providing careers guidance for pupils in Years 7 and 8. There is an effective programme of support from the school, Connexions service, work placement, mock interviews and applications, and advice and guidance from various businesses and industries. The whole programme is enhanced by the use of visiting speakers, and visits to employers and local colleges. Good use is made of local groups to support the aspirations of pupils from the minority ethnic communities. There are good plans to expand provision still further with the introduction of an 'industry day' in Year 9, and the introduction into the Year 10 curriculum of compulsory vocational subjects is a further recent addition to increase the amount of work-related learning.
42. The work-related learning (WRL) curriculum is satisfactory. The school is making an imaginative start to pulling together the elements of its WRL programmes. This is moving towards meeting new statutory requirements well, though monitoring pupils' experience is not yet full enough. Provision in individual subjects is mixed, but improving. Links with parents, the local business community and the local college are strong and include ensuring representation from all ethnic sections of the community. All Year 10 pupils follow compulsory vocational courses, including some at the local college, through which they gain work experience. The school leads a local business enterprise consortium for schools and has introduced a business enterprise module to the Year 10 curriculum.
43. Support for learning outside the school day is good overall: whilst participation in the arts overall is satisfactory, participation in art is good, participation in sports is very good and participation in other activities is good. There is good extra-curricular participation in clubs and the learning resource centre is heavily used after school.
44. Staffing is good and after a period of staffing turbulence which affected several subjects, staffing is now stable. The school has a full specialist team other than in modern foreign languages, religious education and ICT. Teaching of Urdu is dependent on a teacher who has commitments in other schools and this means that work has to be set and left for pupils when he cannot be present, an unsatisfactory situation. Support staff are well matched to the demands of the curriculum.
45. Accommodation is satisfactory but not spacious. Many rooms are small, and poor ventilation in mathematics, science and geography rooms makes teaching and learning very uncomfortable. Facilities are unsatisfactory in graphics, where the room is especially small and badly shaped for teaching, and in music, where lighting is unsatisfactory and accommodation is unattractive. Facilities for food technology and ICT are good – the rooms are large, well organised and well ventilated. Accommodation for drama is good and improvements are presently taking place in physical education; a new artificial turf is being laid and the changing rooms are being upgraded. There is a large sports hall, but its use for examinations sometimes impinges on the delivery of physical education. Almost all the school is accessible to the disabled and a lift, being installed at the time of the inspection, will give improved access to the upper floor.

46. The provision of resources to support the delivery of the curriculum is satisfactory overall and resources for ICT are very good. . Resources in ICT have improved as a result of specialist sports college status. All subjects have interactive whiteboards, all staff have laptops and class sets of laptops are available. Resources in music are unsatisfactory because keyboards are in a poor condition and there are insufficient pitched percussion instruments. Although provision is satisfactory in science, there is a shortage of textbooks so pupils have to share, and data-logging is not used enough. The learning resource centre is well used and although small is well resourced with computers.

Care, guidance and support

The school provides a **satisfactory** level of care, welfare, health and safety for its pupils which is improving and has some good features. The school's support and guidance based on monitoring their achievements and personal development are **satisfactory**. Pupils' views are well sought, listened to and appreciated.

Main strengths and weaknesses

- Genuine interest in pupils' needs and progress results in happy pupils who are loyal towards and proud of their school.
- Good strategies support individual pupils' personal development well.
- There are good links between subject departments and learning support staff.
- Tutors have insufficient involvement in monitoring and developing pupils' academic performance.
- Pupils are confident their views are listened to and appreciated.
- The school does much to raise pupils' self-esteem and aspirations.
- Good arrangements help new pupils settle into school life quickly.

Commentary

47. The school provides good support for its pupils' personal development on a day-to-day basis. Teachers know their pupils very well and have a good understanding of their individual circumstances and needs. As a result, pupils have trust and confidence in their teachers and know problems will be taken seriously and dealt with appropriately. Good relationships throughout the school mean that teachers and pupils interact well and there is a happy and purposeful atmosphere.
48. The school is improving its support for pupils to help them achieve better. The mentoring programme for Year 11 pupils has been recently improved. It is well organised and prepares and guides pupils well for their GCSE examinations, although the impact has yet to be seen. There are plans to extend this to Year 10. Pupils in Years 7 to 9 follow the new 'Learning to Learn' course which concentrates on helping them understand how they learn and how to use these skills in other lessons. The pupil support centre is well managed and provides effective support for those pupils whose behaviour prevents them, and others, from learning effectively and getting the best out of their time at school. In recent months, the school has changed and improved the pastoral structure and method of assessing and monitoring pupils' academic performance. However, as yet, tutors and pupils are not fully involved in this process. There is currently insufficient regular self-assessment, discussion and review of targets and of how to improve.
49. Pupils in Years 10 and 11 receive good information and support to help them make decisions about their future once they leave the school. Good information from school, good links with colleges and a vast and varied range of opportunities within sports are doing much to raise the self-esteem and aspirations of many pupils.

50. Pupils are very positive about the changes since the new headteacher and feel that their views and opinions are genuinely sought and considered. Pupils believe the school council is effective and many say that staff welcome their comments and suggestions on any aspect of school life. Good emphasis is put on recognising and celebrating achievement in and out of school, which pupils enjoy. This is having a positive effect on pupils' confidence and self-esteem.
51. Year 7 pupils settle into secondary school quickly and easily because of the good arrangements to help them. They are well prepared during Year 6 and well supported once in school. New pupils arriving during term time are also well looked after.
52. Links between subject departments and the learning support staff are good and are very effective in ensuring that most staff have an appropriate understanding of the specific learning needs of those pupils with special educational needs. Liaison with primary schools is good and forms the foundation for initial assessment which is then developed through testing of pupils on entry. This provides relevant information which helps the school to make decisions about the level of support.

Partnership with parents, other schools and the community

The **very good** links with schools and colleges and **good** links with the community support and develop pupils' learning well and broaden their experiences. The school has a **satisfactory** partnership with parents.

Main strengths and weaknesses

- Very good links with primary schools and colleges are improving the teaching of and access to specialist sporting skills.
- Good relationships with the community are widening the opportunities and experiences for pupils, staff, parents and neighbours.
- Parents are supportive of the school and communication between home and school is good, but reports do not give enough advice about how pupils can improve their work.

Commentary

53. The school has established very good links with schools and colleges in the area, from which many people benefit. Through the sports co-ordinator programme and now the sports college, there is very good sharing and developing of specialist skills which is greatly increasing the awareness of and participation in sporting activities and healthier lifestyles. Teachers work alongside primary staff to enable pupils of many ages to benefit from specialist skills and resources. Many Broad Oak pupils have achieved sports leader qualifications and there are many opportunities for secondary and primary pupils to work together. Other curriculum areas also work together. The annual primary fair and 'French Bath' day give many primary pupils a taste of secondary school life and Year 10 pupils have worked with Year 6 pupils to design a playground area.
54. Similarly, very good relationships with local colleges have increased the range of curriculum and leisure choices for pupils. A recent joint venture with a local further education college involved Year 10 and 11 girls from five secondary schools who were not interested in physical education on a 10-week health, fitness and beauty course after school. All these initiatives are doing much to raise the confidence, self-esteem and aspirations of many pupils and raise the profile of sport and healthy living in the community.
55. The school has good links with its local community and is working hard to develop them further. The school is an active part of the local sports association promoting sport in the

community . The school was instrumental in organising a 'Sport in the Park' event and the 5-a-side football competitions specifically tackling racial issues within the community. The school is also adept at using expertise within the community to extend learning in schools. For example, highly talented exponents of fencing, gymnastics, dance and volleyball have worked and coached pupils of all ages to high standards, introducing them to activities often unavailable for them. Close work with a local organisation has provided good support academically and personally for Asian heritage pupils.

56. The school values the support and interest of parents, and communication between school and home is good. Most parents have positive views about the school and are happy with the experience they and their children have. Parents receive good quality information on school life and are kept up to date with new initiatives and events, particularly with the changes since the arrival of the new headteacher. Many of the new initiatives in school are beginning to involve parents more and give them a greater role in their child's learning. For example, the mentoring programme for Year 11 pupils is giving parents advice on how to help pupils prepare for examinations. The school is improving its work effectively with parents in an attempt to reduce absence. The homework policy is also being reviewed to include ways in which parents can support learning at home. The recent developments in the assessment of pupils' performance are improving the information parents receive on their child's progress. From this term onwards, parents are to receive termly interim reports which show whether pupils are working on target or not, giving parents a useful snapshot of progress. The full annual reports give more detail but rarely provide pupils and parents with practical and useful targets that help improvement.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall and the newly appointed headteacher is providing very good leadership and very clear direction for the school's work to improve. The leadership of other key staff is **good**. Management is **satisfactory** and improving. Systematic procedures are being established with the intention of raising standards, but these are not yet fully embedded throughout the school. Governance is **satisfactory**. The school does not meet the statutory requirement for a daily act of collective worship for all pupils.

Main strengths and weaknesses

- The headteacher's dedication to ensure that provision improves is resulting in improvements in teaching and learning.
- Senior managers and the staff as a whole share a very strong commitment to improvement.
- Procedures for the monitoring and evaluation of standards are well conceived but at too early a stage of development to be fully effective in improving achievement.
- The quality of professional development is very good.
- Financial management is very good.

Commentary

57. The headteacher has an exceptionally clear vision of the improvements needed and of his role in ensuring that changes are rapidly introduced. The interests of the pupils are foremost in his thinking. His strong focus on the improvement of teaching and learning is based on an excellent understanding of how pupils learn, and the conditions needed to ensure that learning is of the highest quality. His collaborative approach, combined with firm leadership, has won him the respect of staff and pupils. His astute thinking has resulted in clear strategic planning and the introduction of many changes in the two terms since his appointment, particularly to improve teaching and learning, and pupils' attitudes to learning.

58. The headteacher is strongly supported by the senior management team and school staff. The roles of senior managers are clearly defined and very well supported. The senior management team works very effectively together, sharing a clear view of the school's strengths and weaknesses, and of the areas needing improvement. The targets in the school improvement plan are clearly focused, and are agreed and supported by the whole staff. The headteacher and senior staff have carried out an effective consultation and shared their perceptions about the school's performance that have resulted in a united view on what the school needs to do to improve. The action needed and criteria for judging success are clearly specified. The strong emphasis in the school improvement plan on the review and development of the curriculum throughout the school further emphasises the deep commitment to ensuring that the curriculum is fully inclusive and well matched to pupils' interests and abilities.
59. Governance of the school is satisfactory overall. Governors have a very good knowledge of the school. They support the headteacher's plans for improvements, work well with the members of staff and have the shared objective of raising standards. The chair of governors visits very regularly, and is a familiar presence around the building. All governors are well informed through full and sub-committee agendas. Their individual links with departments and faculties are effective. Financial arrangements are carefully planned. However, statutory requirements are not met for collective worship, religious education in Years 10 and 11, and reporting citizenship in Year 9. In spite of these weaknesses, governors are doing much to help and support the school's drive for improvement.
60. The leadership and management of subjects are good though newly established in citizenship, history, ICT and physical education. The drive and enthusiasm of senior managers are having a positive impact on the work of all subjects. However, in geography, religious education and citizenship, the effectiveness of the leadership and management is weakened by the head of subject having other management responsibilities.
61. Special educational needs provision is very well managed. Teaching assistants are well supported and deployed to support teachers. The work-related learning programme is well managed.
62. The management of English as an additional language is very good and the programme of support for pupils is well organised. There is clear leadership that has a focus on ensuring that all pupils from minority ethnic backgrounds are supported and receive as many opportunities as other pupils in the school.
63. Thorough and rigorous procedures are being developed for the close monitoring and evaluation of the work of subject departments and of the school as a whole. Reporting includes outcomes from work scrutiny, monitoring of pupils' progress towards their targets, the quality of the learning environment and lesson observation. Teachers are observed regularly, once by the subject leader, and twice by senior managers including once by the headteacher. Criteria for observation are shared with the teachers, and teachers are starting to receive feedback intended to aid improvements. Examination results are analysed carefully, and procedures are being developed for the analytical assessment, tracking and reporting of pupils' progress. However, the new procedures are inconsistently implemented at this early stage of their development and have not yet had time to be effective.
64. The procedures for monitoring and evaluation, together with very well structured arrangements for performance management and professional development, are already resulting in significant improvements in teaching and learning. They are well supported by teachers, and have the potential to be very effective in raising standards and improving achievement, but are too newly established to yet have an impact, especially on longer-term achievement.

65. The school runs very smoothly. It is organised efficiently and essential functions are organised and managed with the minimum of bureaucracy. Recent timetable changes have resulted in smaller teaching groups, and the introduction of setting by ability has enabled teaching to be matched more closely to pupils' learning needs, leading to improved challenge and support. Both of these, along with key appointments to the teaching staff, have enhanced the quality of teaching and learning.
66. Induction of staff is well planned and delivered, as is the continuing professional development of all staff, teaching and non-teaching. All teachers are well supported in their identified needs to improve their teaching and extend their professional skills. Links with Manchester Metropolitan University for the purposes of initial teacher training are on hold until 2005 to allow the school to recover from its recent high level of staff turnover. Each faculty has a qualified professional mentor to re-establish this link. The school has successfully adopted the national workload agreement, with eight clerical assistants in post to help faculties with general duties.
67. The co-ordinators for literacy and numeracy have only recently taken up appointment and they have made a good start to prepare guidance for teachers on raising standards in literacy and numeracy across the school.
68. Management of health and safety is satisfactory. Checks across the whole school are conducted periodically and subject departments ensure that risk assessments are regularly carried out. The statutory policy regarding racial harassment is in place.
69. Approaches to financial management are very good. Clearly the governors exercise their duty to manage the budget and to focus spending on raising standards very well. The governors' financial sub-committee is ably led and very well supported by a very competent bursar. The most recent auditors' report congratulates the school on the quality of its management of secure financial systems. However, the school faces difficulty in maintaining the present level of services and in keeping a balanced budget in the light of changes in government funding, and there is no contingency fund in the budget for 2004-5. The large sum carried forward from 2003-4 consisted largely of ear-marked standards funds, mostly associated with the sports college spending.
70. Special funds are effectively managed to best effect. Funds to support pupils with special educational needs and English as an additional language are used well and these pupils make good progress. Funds have been invested heavily to produce rising standards in ICT, more efficient teacher assessment and more dynamic teaching and learning. Sports college funding is leading to much improved accommodation and facilities and is making a positive impact on pupils' self-confidence and provision in the local community.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	2,369,242
Total expenditure	2,509,083
Expenditure per pupil	3,858

Balances (£)	
Balance from previous year	167, 641
Balance carried forward to the next	27,800

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

SUBJECTS AND COURSES IN KEY STAGES 3 AND 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils, especially those with English as an additional language achieve well between Years 7 and 9.
- The development of pupils' writing style is beginning to improve because of good teaching.
- The presentation of much hand-written work lacks care and is untidy.
- Higher attaining pupils in Year 10 produce good, detailed analysis of literature and the media.
- A significant number of boys in Year 11 lack motivation and find much of the work difficult.
- Clear leadership and management of the subject are leading to recent improvements in assessment and planning.
- The standards of literacy are below average and are not supported well enough across the whole curriculum.

Commentary

71. Results in the National Curriculum tests for Year 9 in 2003 were in line with the national average and they have steadily improved over recent years. They were better than those of similar schools. Most recent results (2004) have not yet been validated. Results in the GCSE examination in 2003 were below the national average and have remained static over recent years. The results in English literature were steadily improving but, as with English, unvalidated results for 2004 showed a small decline.
72. Standards seen during the inspection in Year 9 reflect average levels of attainment. Pupils make good progress and achieve well overall by Year 9, having entered the school with very low levels of attainment. The well-paced teaching and carefully-structured lessons ensure that all pupils improve their writing skills. They plan carefully and shape their ideas in discussion with the others in the class and with the teacher. Teachers provide challenging questions to stimulate debate and this, together with opportunities to read, extends pupils' command of vocabulary. Pupils with English as an additional language achieve well. They contribute fully to lessons and many attain good results in the National Curriculum tests. The only weakness is that few pupils show pride in the presentation of their written work. As a result some untidy work leads to carelessness in spelling and punctuation. On the whole, however, most pupils, including the least able, improve the accuracy of their writing over time.
73. Standards in Year 11 at this early stage of the year are below average and pupils' achievement is not as good as it is in Years 7 to 9 though it is satisfactory. This is largely because a significant minority of pupils, many of them boys, find much of the literature work difficult and do not concentrate in lessons. They respond better when the work is more practical and they are given opportunities to use ICT. Pupils in the higher attaining sets produce lively and engaging writing showing good command of the language and an ability to evoke emotion, for example "the letter in the soldier's hand was stained by the tears of his wife." The work of the current Year 10 is of a higher standard than Year 11 – their attainment was higher on entry to the school than that of pupils in Year 11. In Year 10 pupils at all levels of ability are being encouraged to think for themselves. Imaginative teaching that employs a

range of good resources proves effective in helping more able pupils to produce dramatic monologues and others to use their senses to describe unusual scenes.

74. Teaching and learning are satisfactory overall, and good in Years 7 to 9. They are more consistently good in the higher ability sets although some instances of effective teaching were seen with classes who find learning difficult. These lessons were characterised by good humour, trusting relationships, sensitive encouragement and a wide variety of tasks. All teachers plan well and set out the intention of the lessons clearly. Work is well paced and pupils understand exactly what is expected of them. Where teaching is less successful the work set does not interest or engage less motivated pupils and they become bored and restive.
75. Leadership is good and management is satisfactory. The new head of department has quickly established a rigorous system of monitoring teaching and learning. The teachers operate consistently as a team because the planning and assessment systems are clear. Pupils are now starting to be more involved in their own assessment as they grow in understanding of how to improve their work. The vision for the future is starting to be shaped but lacks sufficient clarity on the curriculum that best fits the needs of the wide range of capability levels.
76. Improvement since the last inspection has been satisfactory. Standards are closer to the national average than they were then and the quality of teaching and leadership have remained satisfactory and leadership has remained satisfactory. Presentation of written work is not as good as reported previously but the learning resource centre is used to good advantage now.

Language and literacy across the curriculum

77. Pupils' literacy skills are unsatisfactory overall. Provision is **unsatisfactory** because there is not enough consistency in promoting literacy skills in all classrooms. Few subjects offer pupils the chance to read in lessons and though opportunities for reading are given in some form periods there is no planned programme to support and monitor the progress of pupils. Apart from English, drama, design and technology and religious education there is little evidence of extended writing. Most subject teachers do promote awareness of technical language and reinforce pupils' understanding of key words. This helps spelling and vocabulary but does little to develop a fluency of style. The marking often fails to pick up errors or to suggest improvements in expression, except in English.

French

Provision in French is **satisfactory**.

Main strengths and weaknesses

- Teaching is good and promotes effective learning throughout the school and good achievement in Years 10 and 11.
- There is insufficient emphasis on the development of pupils' written skills and on developing pupils' confidence to speak in French.
- A minority of pupils in Year 9 have negative attitudes, which adversely affect their progress.
- Few pupils choose to study French in Years 10 and 11.
- Assessment is unsatisfactory.

Commentary

78. In 2003 results of the teachers' assessments at the end of Year 9 were well below average. They improved slightly in 2004. Results in GCSE at the end of Year 11 were well below average in 2003 and they fell further in 2004. Over the last 18 months the department has

undergone a period of severe disruption, with two changes of leadership and a prolonged period of teacher absences and staffing difficulties. This has disrupted the work of the department. These issues have now been satisfactorily resolved.

79. Standards observed in Years 9 and 11 are below average, representing satisfactory achievement for Year 9 pupils from their below average starting point and good achievement for Year 11 pupils, who entered the school with well below average attainment. Achievement in Years 7 to 9 has not been as good in Years 10 and 11 because of past staffing difficulties. Very little work of the highest standard was seen in any year group. While achievement overall by Year 9 is satisfactory, that of a small proportion of boys is unsatisfactory because they do not take an active part in lessons.
80. By Year 11 pupils produce extended writing, containing complex sentences and expressing opinions, for example views on school uniform. However, work contains basic errors and spelling is poor. From Year 9 onwards, curriculum planning places insufficient emphasis on the development of writing. In addition, during the previous year, work was sometimes accepted which was poorly presented or careless. Pupils manage to respond to questions in class, but some limit their replies to single words, or short phrases. Teachers do not always insist on full replies and opportunities are sometimes missed to encourage pupils to talk more frequently, accurately and at greater length. Nevertheless, considering their low starting points, overall pupils achieve well.
81. Reading is taught well and whilst reading aloud is hesitant, understanding is quite well developed. Pupils pick out details and understand the gist of short texts. Because teachers make good use of French for the conduct of the lesson, pupils of all capabilities respond to instructions and directions in French during lessons and are successful in completing listening tasks, such as recognising towns from descriptions. Achievement is good in this aspect of the subject.
82. Teaching and learning are good overall. Past staffing difficulties in Years 7 to 9 affected teaching detrimentally, but staffing is now stable and teaching and learning are good though it is too early to have had a noticeable impact on achievement over time. Individual lessons are well planned, with clear objectives and a variety of activities such as games, songs and competitions, which motivate most pupils to work hard and participate in lessons. The majority of pupils have positive attitudes to work, and good pupil management ensures that even reluctant pupils learn. Lessons are conducted at a brisk pace. Good use is made of ICT to enhance lessons, particularly the interactive whiteboard. Laptop computers are used by pupils to develop their research skills by using the Internet.
83. Assessment is unsatisfactory overall, although teachers provide good feedback in lessons, and teachers use their knowledge of pupils well to plan work, and to provide individual support when necessary. Work is marked regularly and some provides guidance which leads to improvement. However, target setting, whilst improving, is in its early stages and assessment of pupils' progress against national benchmarks is sometimes inaccurate.
84. Take-up of French in Year 10 is very low. One teaching room is unsatisfactory as there is no electronic whiteboard, which is essential to the delivery of the newly acquired French course. Acoustics are poor, which affects the development of listening skills.

Urdu

Provision in Urdu is **unsatisfactory**.

Main strengths and weaknesses

- Teaching is unsatisfactory overall. Where specialist teaching is available, it is good, but because it is not available for all lessons, pupils underachieve.
- Assessment is unsatisfactory because assessment information is not used well enough to set targets.

Commentary

85. Only two lessons of Urdu were observed during the inspection and a scrutiny of work was undertaken. Urdu is taught in Years 10 and 11 and in 2003 GCSE results were well below the national average. They fell sharply in 2004. Inspection evidence shows that standards are below average overall. Reading and writing are varied, reflecting the diverse previous experiences of pupils, but are below average. Standards of speaking and listening are higher and pupils develop an understanding of how language works throughout the course. The school shares a specialist teacher with other schools and for one lesson a week in Years 10 and 11 pupils do work set by their teacher under supervision. In addition, timetabling problems result in the late arrival of the teacher to a second lesson. This difficulty leads to underachievement by pupils.
86. Teaching and learning are unsatisfactory overall, though in the lessons where the specialist teacher is employed, teaching is good and pupils learn well. The part-time teacher has good subject knowledge. However, achievement over time is unsatisfactory due to staffing difficulties. Lessons are well planned, with clear objectives which are understood by pupils. Good use is made of Urdu for the conduct of the lesson, though pupils are not always encouraged to speak as much as they should. Resources are well prepared and enhance teaching and learning. Lessons proceed at a steady pace and pupils work fairly conscientiously. In both Urdu and French a number of pupils arrive late for lessons and teachers consistently challenge late arrivals without unduly wasting time. Assessment is unsatisfactory, as in French.
87. Leadership and management of the modern foreign languages department are satisfactory, though the school has not appointed a full-time Urdu teacher. Progress in both French and Urdu since the last inspection has been unsatisfactory. However, the recently re-instated head of department is implementing whole-school policies, for example on monitoring and assessment, which are beginning to lead to improvements in teaching and learning and to raise expectations.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievement is good.
- The department is well led and has a strong team of teachers with a commitment to improve and with good subject knowledge.
- Development of whole-school numeracy is unsatisfactory.
- ICT is used well and plays a significant and increasing role in the subject.

Commentary

88. The department has recently emerged from a long period of staffing turbulence which had an adverse impact on pupils' attainment. Staffing is now stable.

89. In the National Curriculum tests taken by pupils at the end of Year 9 in 2003, results were below the national average and represent unsatisfactory progress when compared with schools with similar prior attainment. The 2004 results showed an improvement, are better now than at the time of the last inspection and show minor differences between boys and girls. In the GCSE examinations taken in 2003, results were below the national average, with girls out-performing boys. These results, nonetheless, represent satisfactory achievement taking into account that attainment of pupils starting the course in 2001 was below the national average. The 2004 GCSE results represent a fall in standards, most of which can be attributed to the staffing turbulence between 2001 and 2003, now resolved.
90. Standards seen are average overall by Year 9. In one class of higher attaining pupils, pupils dealt competently with the standard form of both very large and very small numbers. In other work, a group of pupils made very poor estimates when checking the reasonableness of their answers. There was no significant gender difference in lessons seen and pupils for whom English is a second language do not differ from others in their standard of work. Pupils with special educational needs are mostly grouped in lower sets and they make good progress, reaching satisfactory standards taking into account their prior attainment.
91. By Year 11 standards are average and the achievement of pupils is broadly satisfactory. In one top set pupils worked confidently, calculating surface areas and volumes of cuboids where dimensions were algebraic terms. A few had difficulty clearing brackets, and a small number fell to use of calculators even for 10×10 . Another group began work on two-way tables and coped well with the new concepts. In this class, most could subtract large two-digit numbers mentally but small numbers of pupils relied on finger counting. There is no significant difference between boys and girls in either attitudes to work or degree of application though some boys chatter too much as they work. Pupils with special educational needs are again mostly grouped in lower sets and they make progress commensurate with their abilities.
92. Teaching and learning are currently good overall and frequently very good, though achievement over time, because of the disruption to staffing, has been only satisfactory. Teachers have a good command of their subject and this is amply demonstrated by the way they deal with a range of pupils' questions. In many lessons, teachers use interactive whiteboards to good effect and this helps maintain pupils' interest so that the pace of the lesson is high. Teachers' explanations are cogent and well delivered so that, in many lessons, pupils work with interest and understanding on material that is new to them. Work with classes that are predominantly pupils with special needs is ably supported by teaching assistants. These have good working relationships with pupils and provide very good support. Very good help is provided for recently arrived pupils with poor command of English. In one example a helper used an English-Urdu dictionary and with her help, a pupil was able to deal successfully with most of the class work. Pupils' behaviour and attitude to work are both good. In these cases, lessons move smoothly and cover a lot of ground. Only in a few middle sets in Years 9 and 10 were the attitudes of a small number of pupils sufficiently poor to detract from the quality of the lesson. Marking is good overall and teachers use assessment information satisfactorily to guide pupils and to plan work.
93. Good leadership and a strong and now stable staff both contribute to a trend of improving teaching and learning. Management is satisfactory overall. The staff have assimilated the use of interactive whiteboards well after only a very short time. This exemplifies their determination to continue to improve teaching and learning and to further raise standards. Monitoring the performance of individuals and groups is good and the information gained is used to adjust teaching material and, when necessary, move pupils between sets. Some elements of management are unsatisfactory, such as the inclusion of citizenship and how mathematics can contribute to pupils' cultural development. Despite a whole-school effort to use a 'quick-fire' start to lessons, this approach is not used in all lessons.

94. Since the last inspection, improvement has been good. The use of ICT is now firmly established, with good use of interactive whiteboards and with pupils' use of laptops. Numeracy, though unsatisfactory, is now improving rapidly. Attainment, particularly at the end of Year 9, has improved.

Mathematics across the curriculum

95. Pupils' mathematical competence is below average. Numeracy across the curriculum is unsatisfactory overall and there are inadequacies in several subjects. It is a barrier to learning in science. In geography, too little use is made of numeracy, while its use is good in design and technology. Some departments have a numeracy policy but this is not universal. Full co-ordination of numeracy has been planned but is not in place mainly because a numeracy co-ordinator has only recently been appointed.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Achievement is unsatisfactory though progress in lessons is now often good.
- There are low expectations in presentation of work and some higher attaining pupils are insufficiently challenged.
- There is a good programme of assessment in place and pupils' progress is monitored well.
- The new leadership is good; well-organised strategies have been put in place to improve achievement.
- The teaching team has stabilised and there is now a corporate commitment to raise standards.

Commentary

96. Following a period of significant staffing difficulties that have affected standards and achievement, this is now an improving department.
97. In the National Curriculum tests, taken by pupils in Year 9 in 2003, results were well below average when compared with all schools and when compared with pupils of similar prior attainment. In the more recent 2004 tests, the proportion of pupils achieving levels 5 and 6 were lower. Over the last four years, results have stayed about the same, but are a little better than at the time of the last inspection. Compared with their attainment on entry to the school, pupils' achievement has been unsatisfactory. In the GCSE examinations, taken in 2003, results were well below average. These results represent unsatisfactory achievement, taking into account the attainment of pupils starting the course. In recent years, results had been improving, but dipped in 2003. In the recent 2004 examinations, the percentage of pupils gaining A*-C grades rose, though the proportion achieving the highest grades was less.
98. Standards seen are below average by Year 9, and because of disrupted teaching and low expectations in the recent past, achievement is unsatisfactory. Standards seen are higher than recent test results indicated because pupils' attainment on entry was higher. Pupils' knowledge and understanding lack depth. The highest attainers have not been, and to some extent are still not being, challenged sufficiently. Middle to lower attaining pupils have poor literacy skills; their written expression is weak and their spelling poor, though they are encouraged to answer questions in full sentences. In investigative work, they are able to make simple predictions using scientific concepts and they understand fair testing. Their ability to draw valid conclusions and evaluate their work, however, is limited. Pupils with special

educational needs and those for whom English is not their first language, achieve well because of good, specialised support and because of sensitive teaching.

99. In Year 11, standards are well below average and reflect the GCSE results of 2003. The progress of a very significant number has been hindered by staffing changes and a lack of continuity. Even though progress in lessons seen is at least satisfactory and often good, overall achievement is therefore unsatisfactory. The most capable pupils lack the detailed knowledge and precision necessary to gain the highest grades. Most of the lower ability pupils have only a fundamental grasp of scientific concepts, though many can make valid deductions. Scrutiny of previous work across the ability range indicates a lack of rigour; practical work and data are poorly presented and there is too much unfinished work, especially amongst the mid to lower attainers. Weak literacy skills impact on standards and many pupils, including the more able, lack the confidence to cope with the necessary mathematics.
100. Teaching and learning are satisfactory overall though much of the teaching seen was good, and some very good. After a period of instability, there is now a full complement of teachers, all of whom are very committed to raising standards. At the time of inspection, most of the team were relatively new to the school and two teachers had been in the department for only a week. Much of the pupils' work sampled, therefore, relates to the period of staffing difficulties. Almost all lessons are well planned and include a variety of activities that effectively keep pupils engaged. Learning objectives are always shared with pupils but sometimes are not sufficiently emphasised. In the better lessons, pupils are encouraged to think for themselves and are given the opportunity to write independently. However, extensive use of handouts does little to support literacy. Teachers make good use of time; lessons are lively and productive, though occasionally some of the higher attaining pupils are not always sufficiently challenged. Relationships are good and there are high expectations of behaviour that are having a positive impact on learning. Consequently, in lessons, behaviour and attitudes of pupils are mostly good. Work in exercise books, however would indicate some low expectations – it is often untidy and unfinished and learning points are insufficiently clear. Day-to-day marking is often limited and not always constructive. Little investigative work is evident, though in lessons pupils are being given the opportunity to predict, plan and evaluate experiments. The technical support is of a very high quality and is much valued by teachers.
101. The quality of formal assessment is good. Procedures are thorough; pupils' progress is monitored well and areas of underachievement identified. Targets are set and the pupils are aware of their attainment. However, they are not always given a clear understanding of how to improve.
102. Leadership is good and management is satisfactory. The new head of department has a clear, positive vision and high aspirations to raise standards. She has worked hard to overcome a legacy of staffing difficulties and has been successful in creating a team, all of whom share her enthusiasm and commitment to succeed. With good support from the school's senior management, a number of strategies have been put into place to raise achievement, but there has been insufficient time for them to have had a measurable effect on standards. Good systems have been put in place for very regular monitoring and evaluating of teaching and for evaluating performance of pupils. An improved revision programme is in place. The department's efforts to develop new schemes of work are commendable. Whilst there has been a significant investment in resources, there is still a shortage of books, and pupils must share.
103. Improvement since the last inspection has been satisfactory. Teaching has improved; lessons are better structured and pupils are keener to learn. New schemes of work are providing a more consistent approach. Formal assessment now relates to National Curriculum levels more clearly. Whilst some upgrading of laboratories has improved the accommodation, poor ventilation in some laboratories means that rooms become too hot. The improvement in ICT

resources is having a very positive impact in lessons and is being used very effectively by teachers. Pupils also make good use of ICT for research and simulation but its use in measurement remains an area for development. Test and examination results have improved a little since the time of the last report but improvement in achievement has been insufficient.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching and learning are good and are leading to good achievement in Years 10 and 11.
- Very good use is made of technicians to support effective teaching by non-specialists.
- Resources for ICT are very good.
- GCSE courses have not been sufficiently evaluated for relevance and suitability to pupils.

Commentary

104. In the 2003 teachers' assessments at the end of Year 9, pupils' attainment was well below the national average and was broadly the same in 2004. GCSE results for business and communications studies and ICT were below the national average. Standards have been at the same level for the past three years. Standards on entry are well below average.
105. In Year 9, standards seen are broadly average and are better than the 2003 assessments suggest. Standards in Year 11 in GCSE courses are also broadly in line with the national average. Pupils write well and produce good quality coursework. New approaches to the teaching of ICT in Years 7 to 9 and the return to vocational programmes in Year 11 have increased pupil motivation and enjoyment, contributing to the improved standards of work seen during the inspection.
106. Achievement across Years 7 to 9 is satisfactory overall, whatever pupils' prior attainment or ethnic background. In Years 10 and 11, the great majority of pupils work hard and achieve well. Higher attaining pupils in all years write well, extending answers and communicating responses effectively; however, some pupils whose literacy skills are weak make slower progress. Number skills, though below average, are sufficiently well developed to help pupils understand, for example, how spreadsheets are constructed. Attitudes to work are good overall but a very small proportion of pupils show poor attitudes to work and poor behaviour, both of which inhibit their progress. Overall, pupils, whatever their prior attainment or ethnic background, achieve well.
107. Teaching and learning are good overall and are occasionally very good. Previous work indicates that over time achievement has been satisfactory and that improvements in teaching and learning are recent. Lessons are well planned and there is a consistent approach to teaching the subject. Teachers are experienced and knowledgeable, have good relationships with pupils and have high expectations. Pupils respond well to the challenge of the tasks and work well independently and in groups. Technicians are used very effectively in supporting non-specialist teachers. They provide expertise and additional supervision, which help pupils make good progress.
108. The assessment policy is well established and is leading to effective marking of pupils' work and accurate target setting to help pupils improve their work. Reports to parents contain detailed information but some are impersonal and bland because of the use of generalised statements.

109. The curriculum in Years 7 to 9 is good; pupils cover the full range of applications. Pupils in Year 9 completed a complex Internet research task and used the information to create formal memoranda. In Years 10 and 11, good use is made of mind-mapping techniques to improve learning by helping pupils clarify the areas of work they need to consider and study in depth. Pupils have good independent learning skills; they produce assignments independently and often support their peers when help is needed. The GCSE business and communications systems course is not matched to all pupils' needs; it lacks opportunities for practical applications and consequently some pupils, particularly girls, lose concentration and the motivation to succeed.
110. Leadership is good; the head of faculty has a clear view of what needs to be done and is moving towards improved provision. She has a strong team of teachers and leads them effectively. Management of the subject is satisfactory. Procedures for evaluating teachers' work are in place though some aspects of monitoring and evaluation are not well developed, for example the involvement and interest of girls in the GCSE course. Recent improvements in resources have led to very good facilities being available for all aspects of the subject. Rooms are spacious and well ventilated. Improved links with feeder schools are giving opportunities to raise standards in ICT on entry, contributing to raising standards throughout the school. Improvement since the previous inspection is satisfactory.

Information and communication technology across the curriculum

111. Provision of ICT across the curriculum is satisfactory. Standards are rising as a result of recent investment in new facilities. In Years 7 to 9, pupils have many opportunities to extend skills. Provision in Years 10 and 11 is satisfactory overall and pupils cover all elements of the subject. However, the school does not monitor provision to ensure coverage and does not have consistent procedures to assess pupils' work across the curriculum.
112. Teachers are confident users and most make good use of interactive whiteboards, though some do not use equipment to its full advantage to enhance the quality of pupils' learning. Recent investment in computers and improved technical support have increased opportunities for cross-curricular work, and good practice was noted in a wide range of subjects. In French, pupils use software to improve speaking and listening skills. In English, use is made of a wide range of applications including multi-media presentation tools. Science teachers use computers for modelling and simulations, though both in science and geography data logging is under-used. Pupils in design and technology use cameras and scanners and some control programs, but the sophistication of use is limited. In mathematics, some very good practice was seen in Year 9 involving the use of wireless laptops and the interactive whiteboard to explore symmetry. In art, graphics software is used to manipulate images of faces as part of mask development, but there is little evidence of other applications. In music, Years 10 and 11 use computers to aid composition. Health and safety risks are not always identified where trailing power leads to laptops cause a hazard. ICT is also used around the school well, for example to display daily school bulletins, to support pupils' work in the learning resource centre and to support pupils who do not have computers at home.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Pupils' unsatisfactory achievement in the recent past was caused by changes in staffing and unsatisfactory teaching.
- Currently teaching is good.

- Planning for improvement is good and is the result of clear direction from the subject leader.
- Assessment is inaccurate.
- Some misbehaviour of boys adversely affects learning.

Commentary

113. The poor performance in the 2004 GCSE examination was a product of a temporary staffing problem and unsatisfactory teaching that regular monitoring of teaching failed to identify. New staff are now teaching the subject, and monitoring procedures have now changed for the better.
114. In teachers' assessments at the end of Year 9 in 2004 the performance of pupils was stated as being above average, but inspection evidence indicates that this was an over-estimation of pupils' capabilities. Attainment seen in these pupils' books was below average and their achievement was unsatisfactory. Assessment is therefore inaccurate. GCSE results in 2003 were below the national average but pupils met their target grades and against the school trend, boys did better than girls. Until 2003, improvement in results since the last inspection had been good. However, in 2004 GCSE results fell dramatically and for most pupils geography was their worst result. The achievement of pupils in Years 7 to 9 was unsatisfactory and pupils now in Year 11 regressed from higher standards at the beginning of Year 10.
115. Standards seen in Year 9 are below average. Achievement is satisfactory overall – it was unsatisfactory until recently, but is now satisfactory due to stable staffing and good and sometimes very good teaching. Pupils with special educational needs and English as an additional language make good progress towards their targets. The progress of those pupils in the newly created classes for higher attaining pupils is improving but is not yet good enough. Attainment in lessons in Year 11 is still below average but achievement is now satisfactory. Behaviour management is good but there is an undercurrent of demanding misbehaviour by boys which reduces the attention given to girls.
116. Teaching and learning are now satisfactory overall, and good in Years 7 to 9. In the recent past teaching and learning have been unsatisfactory, as shown by low expectations, and unchallenging work in pupils' exercise books, that were leading to unsatisfactory achievement. Achievement is now improving and is satisfactory. Good planning, good classroom management and good resources for learning create a secure environment where pupils know what is expected of them. Lessons proceed at a fast pace with a good variety of tasks that mostly engage, interest and challenge pupils. However, teaching does not yet provide sufficient opportunities for pupils to develop their literacy, numeracy and ICT skills. Video material is used well, for example to stimulate learning about the River Tees in Year 10. Good individual support from special educational needs and English as an additional language staff make a strong positive impact on learning about tectonic activity. A river study at a residential field centre offers a simple experiment for GCSE coursework where all pupils have opportunities to succeed. The department has extensive information about pupils' attainment but makes insufficient use of it to set targets and improve standards.
117. Leadership and management are satisfactory. The school's drive to raise standards is reflected in the humanities faculty and the new team of geography teachers. Faculty development planning is good but there has not been enough time yet to implement improvement strategies fully.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Recent staff changes are resulting in much improved teaching and learning, and standards are now beginning to rise.
- The very good leadership of the new head of department is beginning to have a positive impact on the quality of provision.
- Assessment is unsatisfactory and marking is inconsistent.
- Written work is careless and poorly presented.
- ICT and numeracy skills are not practised enough.
- There is a weakness in homework.

Commentary

118. The results of the Year 9 National Curriculum teachers' assessment in 2004 were above average, but the assessment procedures were inaccurate and these results are not a true reflection of pupils' attainment. Scrutiny of the pupils' work at the time, and other inspection evidence, shows that attainment was below average. GGSE results have been well below average over the last three years and were similar in 2004. While still below average, current standards in both Years 9 and 11 are starting to improve. Achievement is satisfactory given pupils' overall well below average prior attainment. Pupils with special educational needs and those with English as an additional language achieve well, and there is no significant difference in the achievement of boys and girls.
119. Recent staffing difficulties have had an adverse effect on both standards and achievement. The appointment of a new head of department and also of another specialist history teacher, both of whom took up their appointments a week before the inspection, is already having a dramatic positive effect on pupils' progress, standards and attitudes to history.
120. Pupils are now making good progress in developing their historical knowledge, understanding and skills. In lessons they are developing a sound understanding of personalities and events. Year 8 pupils, for instance, used their knowledge well to judge Henry VIII's personality and Year 9 pupils were insightful when discussing the impact of changes in the textile industry. The great majority of pupils are becoming increasingly confident in the use of historical sources, and learning to judge their reliability, as shown by Year 11 pupils in their evidence about whether Dunkirk was a deliverance or a disaster. Pupils understand the sequence of events, and can empathise with people and conditions in the past, albeit rather simplistically. Written work frequently lacks detail and explanation and there is very little evidence of analysis or structured extended writing. Much work is careless and poorly presented and reflects poor literacy skills, though the most recent work is starting to show improvement. There is little evidence of the use of numeracy and ICT skills. Overall, pupils achieve satisfactorily, whatever their prior attainment or ethnic background.
121. Teaching and learning are good. In many lessons they are very good, and occasionally are excellent. As a consequence pupils are beginning to achieve standards which are much better than those shown in last year's exercise books. They are responding and adjusting very well to the new challenge and high expectations in lessons. This was particularly evident in a Year 8 lesson on Henry VIII where pupils were clearly relishing the pace and fun of the learning, and responding very well to skilful behaviour management. The teachers' very good subject knowledge, and understanding of how pupils learn are highly effective in enabling all to progress well. Lessons are very well planned and structured. Innovative strategies capture the pupils' interest, and motivate and inspire them to work at full stretch. Approaches are highly interactive with skilled questioning testing knowledge and understanding, but sometimes missing opportunities to generate discussion to help in-depth understanding. Very good relationships foster very good learning. Historical skills are promoted strongly and there is very strong focus on improving literacy skills. Homework is set as an integral part of learning, but lacks sufficient focus on promoting independent research. Work is marked regularly but not all

marking provides enough guidance to aid improvement. Current arrangements for assessment are unsatisfactory, but priority is being given to the development of systematic and rigorous procedures to assess and track progress, and set targets for improvement.

122. The new head of department is having a very strong influence on improvements in teaching and learning. He has a very clear vision for the excellent provision to be made to raise standards and enthuse pupils for the subject. Management of the subject is good. The head of department is well supported by the head of faculty, and the other two history teachers. All are dedicated to the achievement of excellence, and the development of rigorous monitoring and evaluation procedures to this end. Innovative approaches to curricular planning, including the good use of local history, visits such as those to World War I battlefields and the improvement of resources, are well under way. Progress since the last inspection has been satisfactory. Very good progress is now being made in addressing issues identified at that time, especially the pace of lessons and the need to fully challenge higher attaining pupils.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- The achievement of pupils in Years 7 to 9 is good.
- Pupils in Years 10 and 11 not following the GCSE course underachieve because statutory requirements for the religious education are not met.
- Religious studies is a popular choice for pupils in Years 10 and 11 and leading to good examination results.
- Good leadership underpins improvements in results and in provision.
- Procedures for the assessment and tracking of pupils' progress are much improved.
- The full religious studies course makes a good contribution to citizenship and to the spiritual, moral, social and cultural development of all pupils in the school.

Commentary

123. By Year 9 the majority of the pupils reach standards below the expectations of the local agreed syllabus. They achieve well considering their very low attainment on entry to the school. In the GCSE examination in religious studies in 2003 results were below the national average. This represents satisfactory achievement and progress over Years 10 and 11. Examination results dropped slightly in 2004, but indicated good achievement for those pupils entered for the examination. In 2003 and 2004, pupils either gained or exceeded their predicted grades and some of the higher attaining pupils gained the highest grades. At this level religious studies compares favourably with other subjects in the school and has understandably become a popular option choice.
124. Work seen shows that standards are below average in Year 9. Pupils demonstrate a sound knowledge and understanding of Christianity and other major religions as required by the agreed syllabus. They describe the chief beliefs of different faiths and appreciate the significance of Hindu signs and symbols. They are respectful and co-operative learners in lessons and they respond well to the often very good teaching they receive from the principal specialist teacher. They learn more *about* religions than *from* religions.
125. By Year 11 the pupils who do not enter for the GCSE examination achieve standards well below the expectations of the local agreed syllabus and this represents unsatisfactory achievement over Years 10 and 11. This is because there is insufficient time to cover the agreed syllabus fully; statutory requirements are not met. This is a temporary arrangement and timetable plans for September 2005 indicate that sufficient time will be allocated to the subject in the future.

126. The majority of pupils studying for the GCSE examination perform at broadly average levels, a consequence of improving teaching and learning. They profitably discuss moral issues and exchange personal opinions but some are limited by literacy weaknesses and weak background knowledge upon which skills can be exercised. Gifted and talented pupils usefully discuss moral issues such as divorce, and adultery. They select and organise evidence in order to arrive at and express considered personal opinions and are capable of achieving high marks.
127. Throughout the school pupils with special educational needs and those for whom English is not their first language make good progress with the help of appropriate teaching styles, modified materials and some in-class support. The department has good strategies for improving vocabulary and extended writing skills, and satisfactory strategies for improving numeracy skills. The use of ICT by teachers and pupils is good and improving. The subject is inclusive and pupils of all backgrounds feel at home and it makes a good contribution to citizenship and to the spiritual, moral, social and cultural development of all pupils who experience the full GCSE course.
128. Teaching is satisfactory overall. It is sometimes characterised by very good subject competence, very good relationships and a manner that is well suited to the more sensitive messages conveyed by religious studies. Some classes are taught by non-specialist teachers. Teaching was unsatisfactory when the subject matter used in the lesson was insufficiently linked to religious education. All the teachers make good use of worksheets, videos, booklets and the interactive whiteboard, which provide variety of teaching methods that engage pupils' attention.
129. Underpinning the work of the department are good leadership, good assessment and good tracking of pupils' progress. Management is only satisfactory – the subject shows unsatisfactory improvement since the last inspection because statutory requirements are not met for non-GCSE pupils in Years 10 and 11. However, the school's planning shows that all pupils will receive their entitlement for religious education from September 2005, an immediate result of the appointment of the new headteacher. Apart from a dip in the unconfirmed results for 2004, the results show a rising trend. Except for more specialist staffing the subject has benefited from recent whole-school improvements and particular departmental changes.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Teaching and learning are good.
- Systems for assessment and monitoring of pupils' progress and attainment are good.
- The lack of computer equipment restricts the range of curriculum opportunities.

Commentary

130. The department has gone through a period of significant staff change over recent years and this had had an adverse effect on achievement. Currently, staffing appears to be stable.
131. In teachers' assessments at the end of Year 9 in 2003 attainment was below the national average with very few pupils attaining higher levels. The unconfirmed results for 2004 were similar to those of 2003. In the 2003 GCSE examinations for design and technology, results

were below the national average overall. The results for graphic products and resistant materials were much lower than the food and textiles results. The unconfirmed GCSE results for 2004 show improvement over the previous year in all subjects.

132. Work seen during the inspection confirmed that standards are improving. By Year 9 pupils' achievement is good and the standards they reach are broadly average. They produce articles of good quality, but they lack the skills to express their ideas well and communicate their designs clearly. Pupils' attainment in Year 11 is average and their achievement is good. Higher attaining pupils perform at average and above average levels, as can be seen, for example, in the detailed and well-presented project folders, and the good quality practical project work. Where pupils use ICT, their quality of coursework is improved. However, in general pupils make limited use of computers particularly for computer-aided design and manufacture. Pupils with special educational needs and English as an additional language achieve well.
133. Teaching and learning are good overall. Teachers use their good subject knowledge, a wide range of activities, enthusiasm and high expectations to engage pupils. Effective classroom management is based on good relationships. Lessons are sharply focused and the objectives are shared effectively with the pupils. Key learning points are systematically reinforced and new knowledge is introduced as and when it is needed, so that pupils use it immediately to develop their understanding. On the rare occasion where teaching is unsatisfactory, the higher attaining pupils are not sufficiently challenged and the teacher lacks strategies to deal with challenging behaviour. Teachers work well with pupils with special educational needs, helping these pupils to make good progress, as they also do with pupils with English as an additional language. Pupils' work is marked regularly and teachers provide encouraging, motivating comments that show pupils how to improve. These assessment outcomes are used consistently and effectively to adapt future planning and teaching
134. The head of department provides very good leadership. Management of the department is good. The head of department has rightly focused on lesson planning to improve teaching, the use of assessment to set targets and the tracking and monitoring of pupils' progress. As a result, systems for assessment and monitoring of pupils' progress and attainment are well developed, and continuing to improve. The number of practical rooms is adequate, but the size of the graphics room is too small for larger groups and working space is restricted. There is good technician support for the department, preparing materials and maintaining equipment. The lack of computer equipment restricts the range of curriculum opportunities. There has been good improvement since the last inspection.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- The quality of teaching and learning is good in Years 10 and 11.
- Pupils with special educational needs and English as a second language achieve well.
- ICT is underused to develop and extend work.
- High quality enrichment activities, such as visits to art galleries and working with practising artists, strongly support learning.
- Pupils do not use independent learning skills enough.
- Assessment information is not used enough to drive up standards.
- Pupils' spiritual, moral, social, cultural and personal development is good.

Commentary

135. In the teacher assessments at the end of Year 9 in 2003, results were below average and below those recorded at the last inspection. Results were similar in 2004. Compared with their attainment on entry achievement has been satisfactory. In the GCSE examinations taken in 2003 results were well below average for grades A*-C. Over recent years results have stayed at a similar level. Results in 2004 were similar. These results represent satisfactory achievement taking into account that the attainment of pupils starting the course was well below the national average. Pupils did slightly better in art than in their other subjects but no pupils gained the very top grades of A* and A and this has pulled overall results down.
136. Standards seen are below average in Year 9 and of a similar level to the results of the teacher assessments. This represents a satisfactory level of achievement given that the majority of pupils arrive in Year 7 with a well below average level of skills and understanding. Technical skills are weak but sketchbooks exhibit an increasing ability to handle line and tone and in projects pupils produce lively drawings which demonstrate a growing confidence to express themselves. From studying a range of artists' work from different cultures, such as Australian aboriginal art, they learn new techniques which they can apply to their work to improve their standards. Higher attaining pupils produce work only in line with the national average. Many pupils lack the confidence to join in discussion and the pupils' poor written skills limit their analysis and evaluation of their own work. Pupils with special educational needs and pupils with English as a second language achieve well, despite inadequate provision of teaching support, due to the appropriate and sensitive intervention by teachers.
137. In Year 11, standards are below average, although they vary a great deal between classes due to the wide range of capability. A high proportion of pupils with special educational needs, or with English as an additional language, and lower attaining pupils follow art to examination level and they achieve well. The level of analytical and observational skills combined with a lack of technical skill in the use of media limits the standards reached by many pupils. However, pupils have a good range of creative opportunities and learning is well supported by enrichment of the curriculum. For example, pupils produced large clay vessels after studying the work of Kate Malone at Manchester Art Gallery. Higher attainers' work demonstrated the ability to explore, interpret and analyse whilst lower attainers' work reflected an application of the artist's style. The high quality of teaching results in good learning in lessons, but the lack of independent learning skills impacts on the pupils' ability to gain the very top grades and achievement over time is only satisfactory. The pupils' lower than average standards in literacy impact on the pupils' developing ability to research artists and to apply their understanding to their work.
138. Teaching and learning are satisfactory in Years 7 to 9 and good in Years 10 and 11. In the best lessons teachers plan well to motivate and engage pupils and give clear direction on what they should do to achieve, using examples and demonstrations. Where lessons have weaknesses, usually the aims are too broad for the range of ability and are insufficiently focused on learning outcomes. Teachers manage pupils well and create a positive learning atmosphere. Most respond well, although a minority find sustained concentration difficult. However, these pupils achieve well. Teachers have a good command of their subject and this strongly supports learning, particularly in Years 10 and 11.
139. Teachers give a high level of individual attention, advice and encouragement to the pupils and work is marked regularly. Formal systems are well supported by grade descriptors on classroom walls. However, available assessment information is not yet fully exploited to support pupils' learning in terms of curriculum planning and the development of teaching methods. Systems to effectively analyse and monitor information to track progress and set targets are in the early stages and not yet fully effective

140. Leadership and management are satisfactory. Staff demonstrate a sound shared commitment to raise standards. The department policy statements that are in place are clear and informative. Improvement since the last inspection has been satisfactory. The level of resources is good. Pupils are now offered a good broad range of experience. ICT is now used for the research of artists, but not to enable pupils to extend their own work. A strength of the department is the emphasis on pupils' spiritual, moral, cultural and social development which is very well supported by activities such as working with practising artists within the community and in galleries.

Drama

Provision in drama is **satisfactory**.

Main strengths and weaknesses

- Many pupils do well in practical drama work.
- The subject makes a good contribution to the personal development of most pupils.
- A minority of Year 11 boys show a lack of commitment to their work despite supportive teaching.

Commentary

141. Results in the GCSE examination rose steadily up to 2003 when they were close to the national average, but dipped significantly in 2004. This was the result of staffing difficulties which are now resolved. Currently, standards are in line with the national average in Year 11, particularly in practical work and the evaluation of performance in discussion with the teacher. Written work is more variable. Pupils tend to describe rather than analyse. Pupils' achievement is satisfactory because the majority are committed to the subject, work hard and enjoy well-planned lessons. A minority of boys in Year 11 lack confidence, behave in a very immature manner and make little progress.
142. Many pupils in Year 10 show a good knowledge of dramatic conventions despite having studied GCSE for only two weeks. They understand essential features such as pace, clarity of diction, stage presence and a variety of techniques enabling them to present ideas in dramatic ways. This is because the work undertaken with all pupils in Years 7 to 9 supports their induction to the examination course and gives them a good foundation for GCSE. Work seen in the Years 7 to 9 classes with pupils of all abilities was broadly average and sometimes better than this. Overall, pupils' achievement is satisfactory. Pupils with special educational needs are well supported and achieve well in lessons because of the close support of staff and the carefully planned structure of the course.
143. Pupils benefit from the good facilities to learn how to use lighting and ICT. In Year 11, standards vary widely, though are average overall. Pupils show the ability to work collaboratively and to use imaginative ideas in order to portray a dramatic text in an original manner.
144. The quality of teaching is good, though pupils' achievement is only satisfactory because of past staffing problems and because of the negative attitudes of a small number of pupils leading to reluctance to learn. The teachers plan well and have good subject knowledge. They use the good accommodation well and provide a secure environment to encourage the majority of pupils to develop their skills with confidence. The subject makes a definite contribution to pupils' understanding of moral and cultural issues such as racism and domestic violence. Leadership and management are good, the plans for improvement are good and the development of assessment is a strength. Teachers help pupils to understand how to improve their performances. This involves them in their own target setting during lessons.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils achieve well by the end of Years 9 and 11.
- Teaching is good in Years 7 to 9, and very good in Years 10 and 11.
- There has been good improvement since the last inspection, with successful strategies for raising attainment.
- The low take-up of instrumental tuition prior to Year 10 prevents GCSE candidates from gaining the highest grades at the end of Year 11.
- Accommodation and resources are unsatisfactory, restricting class practical work.

Commentary

145. In the teachers' assessment of pupils at the end of Year 9 in 2003, results were below the national average. In the previous year, results were average. Staff changes affected the 2003 results. Compared with their attainment on entry to the school, pupils' achievement has been good. In the GCSE examinations taken in 2003, results were below average, but pupils gained their predicted grades. In 2004, all eight pupils gained B or C grades. Results in both years represent good achievement.
146. Standards seen in Year 9 are below average, but with pupils achieving well considering their poor musical skills on entry to the school. At the start of Year 7, only a very few pupils are aware of the elements of music, or can read notation. Very few are able to read from a graphic score, and very few have started to learn an instrument. By Year 9, pupils have good aural skills, and can compose and perform, effectively using these skills. Ensemble performances are mostly well co-ordinated, and higher attainers give fluent presentations, often demonstrating creative flair. Awareness of notation is underdeveloped. Pupils with special educational needs achieve as well as the others as they are given tasks in practical work appropriate to their abilities, and achievable. As about 80 per cent of the music curriculum is based on practical work, pupils having English as an additional language achieve as well as the others as there is a minimal language barrier.
147. In Year 11, standards are currently average, but in Year 10, standards are well below average, reflecting variations between year groups. Recent GCSE examination results indicate standards well above average, and current Year 11 pupils are on target to gain above average results, due to good achievement. As almost all pupils on GCSE courses only start to take instrumental tuition at the start of Year 10, it is very difficult for them to gain the highest grades at the end of Year 11. Year 11 pupils have underdeveloped listening skills, but their compositions are well planned, have clear structure, often have ambitious harmonies, and frequently show creativity and originality.
148. Teaching and learning are good overall and are very good in Years 10 and 11. Lessons are very well planned, and appeal to both boys and girls. Pupils of different ability are always given challenging and achievable tasks. Assessment is thorough, with performances being recorded and evaluated as an ongoing process in lessons. As a result, pupils know what they must do to improve. The teacher knows the strengths and weaknesses of pupils in Years 10 and 11, and teaches them individually with their composition work. The use of music technology is underdeveloped in Years 7 to 9, but it is well used in Years 10 and 11. Boys particularly learn how to use specialist software on computers very quickly. Pupils in all years have very good attitudes to music, and enjoy lessons.

149. The department is well led and managed. There is a high level of commitment to raising standards, and with some success. All schemes of work have been completely reviewed and are up-dated regularly through the year.
150. Improvement since the last inspection has been good, with all identified weaknesses having been eliminated. Accommodation is unsatisfactory because inadequate sound-proofing impacts upon the quality of practical work. Many keyboards are damaged due to general wear and tear. Trailing leads to keyboards present a safety hazard. The music suite is poorly lit, with little natural lighting, leading to a dull working environment for both teachers and pupils.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Good teaching and learning result in good progress overall.
- Good relationships between pupils and members of staff make a significant contribution to the good learning in most lessons.
- A very good range of activities after school supports and enriches work done in lessons
- Leadership and management of the department and the initial influence of specialist sports college status have encouraged a purposeful atmosphere with an appropriate focus on developing teaching and learning.
- An inconsistent approach to the development of the fitness of pupils and their understanding of the importance of exercise has restricted progress in this area.
- A late start to some lessons sometimes limits progress.

Commentary

151. In the 2003 teachers' assessments of pupils at the end of Year 9, results were in line with the national average. Results were similar in 2004. GCSE results in 2003 were well below the national average although the unconfirmed results in 2004 indicated a significant improvement. Pupils achieved at least as well in physical education in 2003 as they did in their other subjects.
152. Standards observed in Year 9 are broadly average. This represents good achievement during pupils' first three years in the school, given the below average attainment of pupils on entry to the school. Pupils in a Year 9 gymnastics lesson had a sound range of gymnastic movement and were able to move fluently into and out of balance while devising a simple sequence of movements. By Year 11 standards are above average and achievement is good overall. Standards of pupils' work in Years 10 and 11 who are not on the GCSE course are above the national average overall. Pupils in a Year 10 badminton lesson showed good racquet skills and a good range of shots. Evidence from GCSE coursework indicates standards that are just below the national average. Pupils have a sound understanding of many aspects of the course, including physiology and anatomy and the acquisition of skills. The ability of pupils in all years to observe and analyse performance is variable but in lessons where it is used it has a significant impact on achievement. There are limited opportunities for pupils to take responsibility in lessons and sometimes opportunities to develop planning skills are being missed. An inconsistent approach in lessons to the development of the fitness of pupils has restricted progress in this area and many pupils have a limited understanding of the importance of exercise.
153. The quality of teaching and learning is good overall, and occasionally very good. Teachers have secure subject knowledge that is conveyed to pupils through perceptive observation of performance, appropriate intervention and good question and answer sessions. Teachers plan well, incorporating varied teaching strategies and an appropriate sequence of activities

involving both individual and collaborative learning. In a very good Year 10 trampoline lesson, pupils developed good quality of movement and used skills of analysis to improve and to develop a sequence of movements. Relationships between staff and pupils are good and pupils respond with enthusiasm to most lessons. Assessment of performance by teachers in the best lessons is used to plan lessons and guide pupils to improve their performance. Where teaching is satisfactory rather than good or better, individual pupils are not set clear targets for improvement and strategies for extending the higher attaining pupils are limited. However, teachers use assessment procedures increasingly effectively to involve pupils in setting their own targets for improvement, though this is not consistent and not all pupils on the GCSE course are aware of their target grades. When lessons start late, appropriate development in the lesson is restricted. ICT is used well by many pupils in their GCSE coursework and opportunities to develop this in other areas of the course are increasing. There is a very good range of activities after school for pupils of all abilities to support and enrich work done in lessons. The school competes very successfully with other schools in a range of sports, and many pupils achieve representative honours.

154. Leadership and management are good. There is a tangible and effective emphasis on developing teaching and learning, with a clear vision which is understood and supported by all staff. Staff are very good role models for the pupils. The day-to-day organisation of the department is very good and the department is well led. Curriculum organisation is satisfactory, though in Years 10 and 11 the focus on developing expertise in specific activities is not planned in enough detail. Improvement since the last inspection is satisfactory. Although curriculum breadth has improved with more choice for pupils in Years 10 and 11 and less emphasis on games in Years 7 to 9, there are still too few opportunities for pupils to plan and evaluate their work. Accommodation is improving as a result of becoming a specialist sports college.
155. The school has been a specialist sports college for one year now and progress has been very good. Pupils are beginning to take pride in being part of a specialist sports college and to embrace its special values. Community partnerships have developed very well to the benefit of both the school and the local community. Partnerships with primary schools are now very good and staff and pupils in primary schools are benefiting from the expertise of specialist physical education staff from Broad Oak. Improved funding has resulted in significantly enhanced staffing at Broad Oak and smaller group sizes in physical education. The impact on the rest of the school has been particularly significant as all departments have purchased more computers although not all departments have yet managed to contribute to the curriculum initiatives being developed.

BUSINESS AND OTHER VOCATIONAL COURSES

Provision in business and vocational courses is **satisfactory**.

Main strengths and weaknesses

- Links with the local college are good and contribute effectively to the good provision.
- The school has good plans for further improvements.

Commentary

156. The school has very good links with the local college and provides a wide range of courses meeting the needs of pupils. Courses offered in 2003-04 were leisure and tourism, health and social care, business studies and engineering. All the courses were at level 2. Numbers taking part are low in each year group except for the Year 10 business studies group which is much larger. The school has revised the provision for September 2005 and all pupils in Year 10 and Year 11 will take a vocational subject which will be provided in conjunction with the college.

157. At the time of the inspection the college had not started any courses. However, the planning and organisation for this area of the curriculum are good. In discussion, pupils stated that they were looking forward to the opportunity to take part in vocational education and training.
158. Results in the GCSE business and communications studies were below average in 2003, but improved resources and developments in teaching are leading to improved standards in the current GCSE groups.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

Too little evidence was available to make a judgement about the provision for PSHE. However, the arrangements for teaching personal and social development are good. The work that is planned includes all the required aspects of health education, sex education and drugs awareness and these plans provide a good experience for the pupils. The school gives the course a high priority in recognition of the need to improve pupils' self-esteem. Good use is made of external agencies for specialist input, including health promotion.

Citizenship

Provision in citizenship is **satisfactory**.

Main strengths and weaknesses

- The capacity for improvement is good.
- Effective links with the community are being developed to provide pupils with practical experience of citizenship.
- Links with other subjects are unsatisfactory.
- Assessment and reporting procedures are unsatisfactory.

Commentary

159. One citizenship lesson in each of Year 7 and Year 9 was observed during the inspection, and two Year 11 lessons. Effective planned references to citizenship matters were observed in history, ICT and music lessons.
160. Standards are average by Year 9, with pupils achieving satisfactorily. Year 7 pupils are quickly learning the implications of being a member of the school community. Many already have a good awareness of citizenship matters. They know that it is important to abide by the law and to respect each other, that they have rights, and that they should protect the environment. They also are developing sound understanding about the process of government.
161. In Year 11, standards are average, and pupils are achieving well. In one lesson, pupils had a perceptive awareness of the cause and effects of crime. In another class, pupils are beginning to understand the meaning of human rights through discussion on recent events such as the Olympics and the massacre at Beslan. Pupils are developing good attitudes to citizenship within the school community and have a sound understanding of government processes.
162. Teaching is good with some very good features in Year 11. Effective use is made of interactive whiteboards. Teachers present appropriate challenges, often through fast-paced question and answer techniques. Programmes of study include a good choice of subject material which appeals to, and is relevant to, the pupils. Teachers insist that pupils listen to each other's views. They work very hard to raise pupils' awareness of relevant current matters through discussion about national and local news.

163. Overall, leadership and management are satisfactory but the capacity for improvement is good. Much has been done under the new leadership of the school, and continues to be done, to raise the profile of citizenship within other subjects in the school. Currently, the provision of citizenship within curriculum subjects is inconsistent but there are significant planned contributions in religious education, history, geography and science. The school is monitoring and evaluating provision of the subject through separately taught lessons and has begun the process of evaluating how the planned elements of citizenship are taught through other subject areas. Schemes of work for the separately taught elements of citizenship are comprehensive and relevant. Effective links with the community are being developed, for example effective liaison with a local organisation to support the Asian community. There are no formal assessment procedures, and citizenship reports for Year 9 pupils were not produced last summer, a statutory omission, resolved in the format of reports produced for the current year.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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