

INSPECTION REPORT

Brune Park Community School

Gosport, Hampshire

LEA area: Hampshire

Unique reference number: 116472

Headteacher: Dr Ian Johnson

Lead inspector: Val Lynch

Dates of inspection: 1st - 4th November 2004

Inspection number: 268360

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;	1650
School address:	Military Road Gosport Hampshire
Postcode:	PO12 3BU
Telephone number:	023 9261 6000
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Father John Draper
Date of previous inspection:	January 1999

CHARACTERISTICS OF THE SCHOOL

Brune Park is a very large and oversubscribed 11-16 comprehensive school of 1,650 pupils. It is located to the north of the centre of Gosport. The school has recently been awarded specialist school status as a performing arts college. Despite a heavy naval presence in the area, the local community is relatively stable and very few pupils join or leave the school during the school year. Attainment on entry is below average. The school has very few higher ability pupils joining the school in Year 7. A higher than average proportion of Year 7 pupils have low levels of literacy and numeracy. The proportion of pupils whose heritage language is not English is very small. The proportion of pupils with special educational needs is broadly average and the proportion with Statements of Special Educational Need is below average. The school is accredited as an Investors in People organisation and in 2003 gained a School Achievement Award. The proportion of pupils eligible for free school meals is below average but this figure does not reflect the below average socio-economic circumstances of the areas. The school successfully encourages the community to make use of its accommodation through hiring its facilities or by participating in adult evening classes arranged through a local further education college.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1475	Val Lynch	Lead inspector	English as an additional language
10173	Catherine Hinds	Lay inspector	
32281	James Garbutt	Team inspector	Mathematics
12568	Chris Morris	Team inspector	English
24453	Gordon Jackson	Team inspector	Science
31096	John Thornhill	Team inspector	Information and communication technology
15606	Christine Hill	Team inspector	Art and design Special educational needs
32672	Stephen Hammond-Evans	Team inspector	Design and technology
32147	Ann Wallis	Team inspector	Geography
3755	Trevor Hulbert	Team inspector	Citizenship History
11838	Derek Cronin	Team inspector	Modern foreign languages
31701	Graeme Rudland	Team inspector	Music
23137	Ron Fewtrell	Team inspector	Physical education
4372	Ralph Fordham	Team inspector	Religious education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Brune Park is a **good** school. Standards achieved by the end of Year 9 are average and achievement is good. By the end of Year 11 standards are slightly below average and achievement is satisfactory. Teaching and learning are good and assessment is satisfactory. The leadership of the headteacher is very good. Leadership and management at all levels are good. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Pupils' good behaviour, their positive attitudes and good relationships help them achieve well in most lessons.
- The school has worked hard to improve teaching and learning. In a high proportion of lessons teaching and learning are good.
- Subject teachers and tutors are neither rigorous nor consistent in their monitoring of pupils' progress and then intervening where there is underachievement.
- Marking and assessment do not always tell pupils what they have achieved and what they need to do to improve.
- Pupils with low levels of literacy and numeracy when they join the school get very good support and make very good progress in these basic skills.
- The leadership of the headteacher is sincere and resolute; he and staff value all pupils.

Improvement since the previous inspection is good. Test results at the end of Year 9 have improved at a faster rate than results nationally. GCSE results improved until 2002 but dipped in 2003 and dipped further in 2004. Attendance has improved but is still unsatisfactory in Year 11. Some alternative arrangements have been made for the least motivated pupils in Years 10 and 11 and a more relevant curriculum is being developed for 2005. Links with other agencies have been strengthened. Support in lessons for pupils with specific needs has been extended. Developments in ICT were very limited until two years ago. Equipment was purchased but the school did not provide the necessary experiences for pupils. Although there has been work done with lower ability pupils, not enough priority has been given to developing the literacy and numeracy skills of all pupils.

STANDARDS ACHIEVED

When pupils join the school their standards are below average. By the end of Year 9 they have achieved well to reach standards that are average. Results in tests at the end of Year 9 in 2003 were much better than results in similar schools. Results in 2004 are similar to those in 2003. Over the last four years, test results have improved at a faster rate than in other schools, significantly so in mathematics. Results in English are better than those in mathematics and science. The gap between boys and girls results has narrowed as boys' results have improved. Pupils achieve very well in art and design, music and dance reflecting the school's status as a performing arts college. They achieve well in design and technology, geography, physical education and religious education. Standards are below expectations in Year 9 in ICT. In Years 7 and 8, standards in ICT are better and pupils achieve well.

Year 11 results

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

In 2003, the proportion of pupils gaining five or more grades A* to G was well below average. In 2004 these results improved but the proportion of pupils gaining five or more A* to C grades fell and was well below the school's target. A significant number of pupils gained D grades when they should have achieved C grades. Very few pupils gained the higher GCSE grades. In 2003 results were below average in all subjects with the exception of science where results were average. In 2004, results improved in English language, mathematics, art and design, French and Spanish but declined in science, design and technology, drama and geography. Pupils achieve very well in dance and art and design. Standards are as expected in all other subjects with the exception of design and technology, history, ICT and music. In history and ICT achievement is unsatisfactory. Pupils with special educational needs and those for whom English is not their home language achieve as well as other pupils. Pupils' achievement in other subjects, including English, mathematics and science is good and evidence suggests that results might be better in 2005.

Pupils' personal qualities including their spiritual, moral, social and cultural development are **good**. Pupils' attitudes and behaviour are good and relationships within the school are very positive. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching and learning are good and assessment is satisfactory. As a result of a focus on improving teaching, lessons are well planned and structured and have a variety of activities that interest pupils and motivate them to learn. The curriculum is good but there are not enough vocational courses in Years 10 and 11 to meet the needs of all pupils. Arrangements to ensure pupils' care, welfare and safety are very good. The school provides good support, advice and guidance and involves pupils well in its work and development. The main weakness is the lack of rigour in checking pupils' progress to make sure that they all do as well as they can in their examinations. The school has satisfactory links with parents and very good links with other schools and colleges. Good links with the community enhance personal, social and health education lessons.

LEADERSHIP AND MANAGEMENT

Leadership and management throughout the school are **good**. The headteacher provides very good leadership and has steadily built on the work of his predecessor. Other key staff provide good leadership. The effectiveness of management is good throughout the school although not all middle leaders are sufficiently involved in monitoring and evaluating work in their areas. Governance is good and has successfully led the school to achieve performing arts college status and to be seen as a centre for learning in the community. Governors have not done enough in the past to make sure that the school meets its statutory responsibility to provide ICT for all pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils and parents like the school. They praise the good teaching which promotes hard work. They value the individual support the school provides. Pupils and parents say that a few pupils misbehave but the school handles any incidents effectively and pupils feel secure in the school. Pupils and parents expressed concerns about the inconsistency in the use of homework and the quality of the marking of pupils work. Inspection findings agree with all these parents and pupils' views.

IMPROVEMENTS NEEDED

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

- Agree, implement and monitor a revised policy on marking and assessment.
- Monitor the progress of individual pupils both in and across their subjects and put in place coherent programmes to reduce any potential underachievement.
- Develop an approach to school self-evaluation that focuses on monitoring and evaluating the impact of agreed policies and actions on standards and teaching and learning.

and, to meet statutory requirements:

- Ensure that the ICT provision reflects the National Curriculum both as a taught subject and in other subjects.
- Explore and implement ways of providing for a daily act of collective worship

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** in Years 7 to 9. By the end of Year 9, standards are **average**. GCSE results are below **average**. Although examination results dipped in 2003 and 2004, the standard of work seen is close to what is expected in most subjects. Achievement in Years 10 and 11 is satisfactory.

Main strengths and weaknesses

- Test results at the end of Year 9 have improved over the last three years and are above average in English.
- Pupils whose literacy and numeracy skills are below average when they join the school achieve very well, particularly in Year 7.
- The proportion of pupils gaining five or more A* to G grades in 2004 was much better than in 2003. The proportion gaining five or more A* to C grades in 2004 was well down on 2003 and well below the school's target.
- Standards are above average in dance and below average in design and technology and history and well below average in ICT. In history and ICT achievement is unsatisfactory.

Commentary

Standards achieved in Years 7 to 9

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

Standards in:	School results	National results
English	34.3 (35.8)	33.4 (33.3)
Mathematics	34.2 (33.5)	35.4 (34.7)
Science	32.8 (33.2)	33.6 (33.3)

There were 321 pupils in the year group. Figures in brackets are for the previous year.

1. When pupils join the school the standard of their work is below average. There are very few pupils who are working at standards above those expected by the end of Year 6. By the end of Year 9 standards are average, reflecting good achievement. Results in tests at the end of Year 9 in 2003 were much better than results in similar schools. Results in 2004 are similar to those in 2003. However, results fell short of the school's targets in English, mathematics and science. Over the last four years, test results have improved at a faster rate than in other schools, significantly so in mathematics. Results in English are better than those in mathematics and science. In English, a higher than average proportion of pupils reach standards above those expected nationally. The gap between boys' and girls' results has narrowed as boys' results have improved. Pupils whose test results at the end of their primary years are well below average and those with special educational needs make very good progress and achieve very well. A team of staff work intensively with these pupils to improve their numeracy skills and their English teachers focus on developing their literacy skills. They are well supported in lessons by specialist staff and their subject teachers. Pupils whose home language is not English also achieve well.
2. Pupils achieve very well in art and design, music and dance reflecting the school's status as a performing arts college. They achieve well in design and technology, geography, physical education and religious education. Standards are below expectations in Year 9 in ICT. Until two years ago ICT was not timetabled in a way that ensured all pupils experienced the National Curriculum programme of study. In Years 7 and 8 there is a timetabled course,

standards are better and pupils achieve well. Standards are below expectations in design and technology but this is due to pupils' limited experiences in primary schools. In modern foreign languages standards are below expectations. Pupils' achievement is satisfactory but is limited by an unusual lack of enthusiasm for languages in these early years.

Standards achieved in Years 10 and 11

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	42.0 (42.0)	52.0 (50)
Percentage of pupils gaining 5 or more A*-G grades	82 (90)	91.0 (91)
Percentage of pupils gaining 1 or more A*-G grades	96 (97)	96.0 (96)
Average point score per pupil (best eight subjects)	29.7 (32.5)	34.7 (34.8)

There were 307 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

- GCSE results in 2003 were below average and slightly below those in 2002. However, they were as good as results in similar schools. The proportion of pupils gaining five or more grades A* to G was well below average. In 2004 these results improved but the proportion of pupils gaining five or more A* to C grades fell and was well below the school's target. A significant number of pupils gained D grades when they should have achieved C grades. The school provided a lot of additional support for these pupils but not enough work was done by all subject teachers and tutors to track the progress of all pupils' and to intervene when necessary. Very few pupils gained the higher GCSE grades and, although the school has very few higher attaining pupils, teachers and tutors did not monitor these pupils closely enough. In 2003 results were below average in all subjects with the exception of science where results were average. In 2004, results improved in English language, mathematics, art and design, French and Spanish but declined in science, design and technology, drama and geography.
- Standards of work in Years 10 and 11 are well above expectations in dance and art and design and in these subjects pupils achieve very well. Standards are as expected in all other subjects with the exception of design and technology, history, ICT and music. In history and ICT achievement is unsatisfactory. In ICT pupils have not had the opportunity to catch up on the work they missed when they were lower down the school. In history a significant number of boys are not interested in the course they are following. Pupils with special educational needs and those for whom English is not their home language achieve as well as other pupils. Pupils' achievement in other subjects, including English, mathematics and science is good and evidence suggests that results might be better in 2005.
- When pupils join the school a high proportion have low levels of literacy and numeracy. By the end of Year 7 these pupils have made good progress and have the skills needed to learn in other subjects. The literacy and numeracy skills of average and above average pupils are satisfactory but could be better if there was a focus on literacy and numeracy across the ability range. ICT skills are good in Years 7 and 8 but are below average in other years. In some subjects if teachers want pupils to use ICT then they have to teach them the necessary skills.

Pupils' attitudes, values and other personal qualities

Attendance is **satisfactory** and has improved since the previous inspection. Pupils' attitudes and behaviour are **good** and relationships within the school are very positive. Provision for their spiritual, moral, social and cultural development is **good** overall.

Main strengths and weaknesses

- Pupils' good attitudes make strong contributions to the standards they attain and their achievements.
- Pupils' behaviour is good. They are polite and self-confident and show a keen desire to learn.
- The school's ethos and high expectations and the very good range of sporting activities make a particularly strong contribution to pupils' moral and social development.
- The lack of co-ordination of spiritual, moral, social and cultural development across the school does not provide opportunities for a planned and co-ordinated approach.
- Not enough is done to enable pupils to appreciate their own cultural heritage and the rich variety of cultures and traditions that exist in multicultural Britain.

Commentary

6. In 2002/03, attendance was well below average but improved in 2003/4. Attendance this term is better still. There has been a clear improvement in the level of attendance since the previous inspection in all years, except for Year 11 where it is still far too low. Too many parents still do not ensure that their children come to school and this limits what they could achieve. Punctuality is satisfactory and this is commendable in view of the very large school site.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	11.6	School data	3.0
National data	7.2	National data	1.1

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

7. Pupils have a good work ethic and determination to succeed. The number of pupils taking part in the wide range of enrichment activities provided, especially in sport, is very good. The small number of pupils from minority ethnic heritages, and pupils with special educational needs, are fully integrated into the school community. One important feature of the school is the mutual respect evident between staff and pupils. Pupils are valued for their individuality and helped to do well in as many ways as possible. They respond positively to this and develop during their time at school into confident young people. There are many opportunities for collaborative or group work to further develop pupils' social skills and they willingly share and support each other in their learning. The distinctive ethos of the school, which is a significant strength, encourages pupils to accept responsibility for their actions and treat everyone with respect. Pupils are well aware of right and wrong actions, have a very clear knowledge of what is expected of them and they respond well.
8. Behaviour in lessons and around the school is good. Pupils state that bullying is unacceptable within the school and rarely happens. Most were confident that such matters were dealt with promptly and effectively. On the few occasions where the behaviour of pupils is unsatisfactory, it is directly related to the quality of the teaching. The school does all it can to deal with disaffected pupils within the school, only excluding them when there is no alternative. The current number of pupil exclusions has fallen as a result.

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	1567	240	11
White – any other White background	2		
Mixed – White and Black African	2		
Asian or Asian British – Indian	5		
Asian or Asian British – Bangladeshi	6		
Black or Black British – Caribbean	4	1	
Black or Black British – any other Black background	1	11	1
Chinese	2	2	
Any other ethnic group	2		

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

9. Religious education provides very good opportunities for the spiritual development of pupils, and opportunities exist in other subjects such as citizenship, drama and dance. The school council provides some opportunities for pupils to develop their communication skills and make important contributions to the life of the school. Pupils are self-confident and are developing well as responsible members of the community. Pupils have a limited awareness of their own cultural heritage and that of others. In addition, their cultural development does not extend sufficiently to develop an awareness and appreciation of the rich variety of different cultures and traditions that exist in this country. The school lacks a co-ordinated approach to pupils' spiritual, moral, social and cultural development and so opportunities are missed.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**. The curriculum is **satisfactory**. The care, guidance and support of students are **good**. The school's links with parents are **satisfactory**. Links with the community, business and other schools and colleges are **good**.

Teaching and learning

The quality of teaching and learning is **good**. The quality of assessment is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good in all year groups with a higher proportion of very good and excellent lessons in Years 7 to 9.
- Teachers are knowledgeable and plan and structure their lessons well so that pupils work hard and are productive.

- The assessment and marking of pupils' work are inconsistent so pupils are not always clear how well they are doing or how to improve their work.
- Pupil support staff make a very good contribution to the learning of pupils with special educational needs.
- Teaching is very good in dance and in drama in Years 10 and 11 and in music in Years 7 to 9.

Commentary

Summary of teaching observed during the inspection in 117 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (3%)	20 (17%)	47 (40%)	40 (35%)	5 (4%)	1 (1%)	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.

10. The quality of teaching and learning is good and higher than at the time of the previous inspection. Although there were a higher proportion of lessons in Years 7 to 9 where teaching was very good or excellent, overall teaching is good in all years. Teachers use their good subject knowledge well to extend pupils' understanding and improve their skills. Lessons are well planned and carefully structured so that pupils move smoothly from one task to the next and learn well. In the best lessons, for example, in music, dance and drama, enthusiastic teaching challenges and interests all the pupils so they achieve very well. However, in some subjects higher attaining pupils are not always sufficiently challenged by the work set. Teachers relate well to most pupils and give them confidence to learn in an atmosphere of respect and trust. A good variety and balance of teaching methods ensure that boys and girls learn effectively. In some subjects homework is not set regularly or planned systematically and some of the homework set is not demanding enough. Where lessons were less than satisfactory there was a slow pace and activities did not interest pupils sufficiently to motivate them to learn. Senior managers who have responsibility for particular subject areas monitor teaching and learning effectively.
11. Pupils' literacy and numerical skills are being developed satisfactorily. Very good additional help is targeted at a large group of lower attaining pupils in Years 7 to 9, which results in a considerable improvement in their literacy and numeracy skills. In Years 7 to 9 pupils are competent in using ICT but in Years 10 and 11 not all pupils are able to use ICT effectively because they have not been taught the basics lower down the school.
12. Pupils with special educational needs respond well to the very good teaching they receive and achieve very well. Support staff and teachers help to raise pupils' literacy standards by setting very effective short-term targets, which motivate pupils to learn. The progress of pupils with special educational needs is assessed and monitored very well.
13. Some subject departments and individual teachers assess and mark pupils work well but this good practice is not consistent across the whole school. School policies allow subject departments to develop their own systems for marking and assessment, which results in these inconsistencies. This means that pupils are not always clear about how well they are doing or how to improve their work. In many departments the results of assessments are not used fully to plan pupils' work and set them realistic targets for improvement. New methods of assessment are being used well in some subjects but have not yet been shared and adopted by other departments.

The curriculum

The curriculum in Years 7 to 9 is **good**, and is **satisfactory** in Years 10 and 11. There is a **good** range of enrichment activities. The match of teachers to the curriculum is **good** and they are supported by **good** resources and accommodation.

Main strengths and weaknesses

- The range and quality of courses is good in Years 7 to 9 but the range of courses in Years 10 and 11 does not fully meet the needs of pupils.
- There is very good support and a good curriculum for pupils with special educational needs.
- There are good extra-curricular activities for all pupils, particularly in sport.
- Performing arts college status is enhancing provision in music, dance and drama.
- Teachers and support staff are well qualified and experienced, but support staff are not available to all subjects.

Commentary

14. In Years 7 to 9, the curriculum is good. It is well planned for all pupils and provides particularly well for pupils with special educational needs. In Years 10 and 11 the range of courses is not wide enough to meet the needs of all pupils. There are not enough vocational courses with only design and technology and ICT providing such courses. A wide range of academic courses is provided though in history the course does not generate the interest of the pupils. In modern foreign languages all pupils are still required to study a language, with the result that some pupils have unacceptable attitudes. The recognition of the school's status as a performing arts college is beginning to have an impact and will rightly build on and extend the good provision in music, dance and drama. The school has ambitious plans for the curriculum in 2005 that will provide all pupils with a wider choice of appropriate academic and vocational courses.
15. The school meets statutory requirements with regard to the National Curriculum with the exception of a planned programme of ICT for all pupils in Year 11. The school does not meet requirements with regard to a daily act of collective worship. The personal, social and health education programme makes a good contribution to pupils' personal development. Provision for careers education and work-related learning is good.
16. Provision for pupils with special learning needs is very good. A detailed programme of support is provided for these pupils in Year 7 to develop their literacy and numeracy skills. Gifted and talented pupils are identified but the provision of tasks within lessons to help them achieve in line with their higher abilities is only satisfactory. The school has provided an effective alternative curriculum for a small number of pupils in Years 10 and 11 who are at risk of becoming disaffected.
17. There is good support for learning outside the school day, including homework clubs and opportunities for pupils to discuss their work with teachers. Teachers provide a wide range of activities, but the take up of these is limited. However, there is good participation in sports

and arts activities as well as a good range of instrumental teaching in Years 7 to 9. The school has reviewed its arrangements for activities week so that all pupils can participate in all the activities offered.

18. The school has a good team of qualified teachers. Teaching assistants and support staff are experienced and hard working. Where they are available in lessons their activities are well planned to support specific pupils. However, a number of subjects do not have support from such staff. Teachers and pupils in modern foreign languages enjoy support from language assistants in each language they study. Accommodation supports pupils' learning well. The site is large, clean and welcoming. There are adequate toilets, dining and social areas for pupils. Resources for learning are good. A number of subjects have interactive white boards that are well used to enhance teaching styles and demonstrations. However, not all subjects have sufficient access to ICT facilities. The continuing programme of development is tackling this issue well. The Information Centre is well managed and provides a good range of ICT resources to support pupils' learning.

Care, guidance and support

Arrangements to ensure pupils' care, welfare and safety are **very good**. The school provides **good** support, advice and guidance and involves pupils well in its work and development.

Main strengths and weaknesses

- Day to day procedures for ensuring pupils' well-being are very effective.
- Well-planned induction procedures help incoming pupils to settle quickly.
- Procedures for monitoring pupils' academic progress lack rigour, so that underachievement is not identified early enough.
- Pupils receive very good advice to help them make decisions about subject choices and career paths.
- Pupils are given opportunities to express their views, and feel that their views are valued.

Commentary

19. The school takes very good care of its pupils. Staff work effectively with partner primary schools to ensure a smooth transition into Year 7. Pupils confirm that they settle well in their new surroundings and quickly establish good relationships with staff. They feel that there is always someone they can trust to help them if they have concerns or problems. Health and safety arrangements are rigorous, for example, risk assessments in science and design and technology, and Internet screening. Child protection arrangements are very good. All staff receive appropriate training, and new staff and student teachers are made fully aware of procedures. The Pupil Support Service works effectively to cater for individual learning needs, and is successful in reducing the number of exclusions. A full-time nurse is employed and liaises well with other staff to ensure that thorough records are kept of illness and accidents. The school has earned a Healthy Schools Award and encourages pupils to think about personal health and environmental issues. For example, Year 7 pupils use some of their tutor time on a 'Fit To Learn' exercise programme led by Junior Sports Leaders from Year 11.
20. Arrangements for monitoring pupils' academic achievement are less effective because they are inconsistent and unclear. The principal method of communication is a pupil information record form. Pupils confirm that staff use this inconsistently. Two days per year are set aside for individual progress reviews. However, arrangements for collecting the data needed to agree targets are inadequate, and subsequent communication of subject-specific targets to the relevant teachers is also flawed. Consequently information on underachievement is not picked up and acted on quickly enough. This contributed to the disappointing GCSE results in 2004. The school is aware of shortcomings in this area of provision and is formulating plans to make the role of the form tutor more effective. The lack of a well managed

homework schedule concerns pupils, who find they have too much some days, and none on other days.

21. Pupils benefit from clear and helpful guidance in Year 9 when they are choosing courses for Years 10 and 11. From Year 7, careers education is included in their personal, social and health education programme. The quality of careers information and guidance is very good. The school liaises very well with outside agencies. Its careers partner, Connexions, for example, attends parents' consultation evenings, and provides individual careers interviews. Pupils have opportunities to express their views through year councils and the school council. They feel that their views are valued. For example, the provision of high quality, secure bicycle sheds is a response to their wishes.

Partnership with parents, other schools and the community

The school has **satisfactory** links with parents, **very good** links with other schools and colleges and **good** links with the community.

Main strengths and weaknesses

- The school works very well with the parents of pupils experiencing difficulty in school.
- Secure links with local primary schools ensure the very smooth transfer of pupils to Brune Park.
- The school successfully harnesses the interests and skills of local people to the benefit of pupils and staff.
- The school misses opportunities to foster the interest of all parents in their child's education.

Commentary

22. School staff know pupils and their families well and involve parents quickly when any intervention is necessary. Staff are particularly conscientious about communicating with parents of pupils who have any special education or additional needs or those returning from being excluded. The school arranges very effective support from a wide range of agencies and ensures that parents are partners in this collaboration. Parents are therefore confident that the school meets their child's individual needs and value the support given. The school organises a good range of information evenings to help parents. A course about coping with teenagers was well attended during the inspection week. The majority of parents are very supportive of the school but, despite the school's best efforts, there remains a small, but significant minority who refuse to work positively with the school in, for instance, securing their child's regular attendance.
23. Parents report that their concerns are handled promptly using correct procedures. A small minority of parents are uncertain about the procedures for leaving messages. Parents value the monthly bulletin and welcome the opportunity to return comments about the school. This bulletin, however, does not reflect the vibrant quality of school life nor contain sufficient advance warning of all key dates and events.
24. Parents receive good information about the curriculum in pupils' reports. In about half of the subjects, however, the language used is over-elaborate and difficult for parents and pupils to interpret. The school is not clear with parents about its homework policy. This restricts parents' ability to support their child's learning at home.
25. The school is energetic in its search for community partners including local industries. Pupils benefit from a good range of activities. Staff absorb the skills and resources offered into the daily life of the school. Many partners, for instance, provide outstanding support to the careers education, the personal and social education and citizenship programmes. Many people from the community use the schools facilities regularly.

26. The school is sincerely committed to working in partnership with other schools and colleges. Other schools often use Brune Park's facilities. Teachers participate regularly in subject activities with the local cluster of primary schools. The school plays a lead role in the continuous development of these clusters. Performing arts college status, and the additional funds this attracts, enables teachers to share their expertise with other schools. Arrangements to help pupils choose and transfer to post-16 institutions, training providers or employment are very thorough. These close links secure efficient information exchange about the curriculum and individual pupils so that transition and induction are very effective. The school works very well with colleges, universities and training providers. Pupils attending college courses praise the courses and the chance to meet with pupils from other schools. These activities successfully foster the pupils' confidence, self-esteem and aspirations for their future.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management throughout the school is **good**. The headteacher provides **very good** leadership. Other key staff with responsibility provide **good** leadership. The effectiveness of management is **good** throughout the school. The overall quality of governance is **good**.

Main strengths and weaknesses

- The headteacher has created an atmosphere where staff are given responsibilities and their contribution to the school is valued.
- Whole school policies are not explicit enough in ensuring consistently good practice across all departments.
- Performance management and the professional development of staff are very good.
- The governing body is well organised and has a clear vision for the direction of the school. In the past governors have not made sure that the school fulfilled all its statutory responsibilities.
- Leadership and management at departmental and year level is good overall and has the capacity to work together to achieve greater consistency of practice.

Commentary

27. The headteacher's very good leadership has been a key factor in the school's success. His clarity of vision and measured implementation of change have influenced all aspects of the school's work. With good support from other key staff he has created a climate for innovation that shows in the quality of teaching and the attitude of pupils to their studies. Throughout the school there is a strong sense of shared purpose, which communicates itself to pupils and parents. Pupils appreciate the secure, ordered and pleasant climate for learning created by all the staff. Leaders, at all levels, work hard to ensure that the school's aims are realised. Whilst the school development plan is built on good consultation with staff and governors and focuses clearly on whole school priorities, links with departmental plans are not sufficiently identified. Some aspects of the plan are repetitive and it does not yet provide a strong basis for school self-evaluation.
28. The school is well managed. Members of the senior management team monitor the work of departments through regular reviews of teaching and learning and by a critical analysis of examination results. The monitoring and evaluation process for some whole school policies, such as assessment, marking and homework, are not sufficiently explicit. These policies currently give too much freedom for subject leaders to make their own decisions on practice. There is also not enough involvement of middle leaders in monitoring and evaluating the quality of work in their areas of responsibility. As a result this process does not ensure consistency of good practice across all departments. Leadership and management at departmental level are inconsistent but good overall. Leadership is excellent and inspirational in art and design, but unsatisfactory in history. Leadership and management of

the provision for pupils with special educational needs are very good and focus especially well on individual needs.

29. The school values its staff who clearly enjoy working in the school. The professional development of all staff is related to individual and school priorities and provides a wide range of opportunities for staff to improve their contribution to the work of the school. There is excellent support in place for the 11 newly qualified teachers at the school. Performance management is a well-established process, used with all staff. As a result all those working at the school are encouraged to raise their expectations and contribute to the development of others. In addition considerable effort has successfully been made to recruit and retain high quality staff.
30. The financial management of the school is a strength. There is an effective system in place for making informed decisions about school priorities and the school applies value for money principles effectively. Through securing financial support for the performing arts school bid the school realised that funding could be found in different ways. The school is now very successful at identifying and accessing limited grants and other financial support.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	5,900,393	Balance from previous year	348,555
Total expenditure	6,013,082	Balance carried forward to the next	235,866
Expenditure per pupil	3,721		

31. The overall quality of governance is good. The governors are committed to the school's continued development and there is a well-organised committee structure that ensures that developments are closely monitored. The governors have a good understanding of the strengths and weaknesses of the school and a clear vision for its future direction. They played an important role in supporting the successful bid for specialist performing arts college status. Until two years ago, governors had not ensured the school fulfilled its statutory duty to provide ICT in all years. It is now in place in all years with the exception of Year 11. The new ICT co-ordinator has plans, supported by governors, to ensure that statutory requirements are fully met from 2005. The school does not provide a daily act of collective worship.

OTHER SPECIFIED FEATURES

Work-related learning

Provision for work related learning is **good**.

Main strengths and weaknesses

- The school has successfully built on previous good practice in careers education and work experience.
- The management and co-ordination of work-related learning is very good.
- The current range of vocational subjects is too narrow.

Commentary

32. The school has made a good response to the very recently introduced statutory requirements for work-related learning. Its commitment to this area of learning is demonstrated by the appointment of a non-teaching co-ordinator. The college already had a programme of work shadowing and work experience that has been held up as a model locally and this has provided a very good base for further development.
33. Partnerships with a wide range of small and multi-national businesses provide opportunities for pupils to gain insights into the world of work and the skills and qualities that are needed for success. All pupils undertake a two-week placement and benefit from very good preparation and follow-up. There is very effective careers education through the personal, social and health education programme, links with Connexions, and advice on CVs and job applications and mock interviews with representatives from the local business community. A *Skills for Work* day gives pupils problem solving and team enterprise opportunities and enables them to understand how business works.
34. There are limited opportunities for pupils to follow vocational courses in Years 10 and 11 but this situation is being addressed and more vocational courses are planned for 2005. In addition to the school's own provision there are opportunities for pupils to follow vocational courses at Fareham College and local training providers. A small number of high attaining pupils are following courses in marine and motor engineering and larger numbers of lower attaining pupils follow appropriate courses in, for example, catering and motor vehicle maintenance. A group of pupils in each of Years 10 and 11 who are unable to cope with the demands of school follow a full-time course at Fairport Training Organisation. They are meeting with great success and speak movingly of the quality and value of this alternative education.
35. This area of the college's work is well led and co-ordinated. Very regular contact is made with off-site providers of vocational courses and monitoring of pupils' progress is effectively conducted. An audit has been taken of actual and potential provision for work-related learning in subjects but as yet it is too early to judge its impact on achievement in subjects.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGES 3 AND 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well and results in Year 9 tests in 2003 were above average. Results in GCSE English literature are too low.
- The quality of teaching is consistently good and ensures all pupils enjoy English lessons.
- Good relationships between teachers and pupils promote confidence and a willingness to attempt difficult work.
- Marking is inconsistent and in some cases does not provide adequate guidance on how to improve.
- Effective support is provided for the lowest attaining pupils, both by subject staff and support assistants.

Commentary

36. In Year 9, standards are average and have improved markedly since the previous inspection. In national tests in 2003, results were above average and were well above average compared with schools with pupils with similar prior attainment. Unconfirmed results for 2004 are close to national expectations. These standards are reflected in work seen during the inspection. Pupils enter the school with below average attainment and thus achieve well by Year 9. GCSE results in English language and English literature in 2003 were below average. Unconfirmed results for 2004 show an improvement in language and a drop in literature results. Work seen during the inspection shows standards in line with national expectations in language and close to the school target. In literature, where results are consistently below average, a major factor is that the school enters all pupils for the examination course, whereas a much smaller proportion of pupils are entered nationally. Year 11 entered the school well below average in English and so have achieved well in English language. This good achievement applies to all pupils including those with special educational needs. Although the attainment of girls is better than that of boys, this reflects the national pattern.
37. By Year 9 nearly all pupils participate confidently in discussions and listen attentively to each other. By Year 11 higher attaining pupils have made good progress in using different tone and vocabulary relevant to the task. Pupils read enthusiastically. By Year 9 all but the weakest have started to identify salient features and themes in fiction. By Year 11 a majority identify how writers use different styles and techniques. By Year 9 most pupils write in a range of styles. Although weaker pupils encounter difficulties with technical accuracy, many make good progress in this area. By Year 11 the most successful pupils structure and extend writing effectively and develop arguments coherently.
38. Teaching and learning are consistently good and some lessons are very good. Good questioning techniques are a major feature of the department. They involve pupils of all abilities and enable teachers to evaluate understanding. On occasions there are not enough opportunities for extended oral work to make demands on the most able pupils. Relationships between teachers and pupils are very good and help engender confidence. Lessons are usually well structured and contain a good balance of activities reflecting successful implementation of aspects of the National Key Stage 3 Strategy. A good range of activities also permeates the best lessons in Year 10 and 11. The one aspect of lesson structure that is less well applied is a summing up or review at the end. Too often this is

rushed or slightly cursory. Pupils with special educational needs are well supported, both by subject teachers and pupil support and literacy support assistants. Marking of pupils' work is far too variable. At best, it carefully recognises achievement and gives guidance on how to improve. In other instances, it is far too sketchy with an inadequate focus on areas to be addressed. Pupils respond to the good teaching and good relationships with an enthusiastic approach. They collaborate well when given opportunities and are keen to participate.

39. The curriculum for Years 7 to 9 ensures consistency across the department. Opportunities for extended writing that are a good preparation for work in Years 10 and 11 are, however, relatively limited. There are currently no alternative courses for the large number of pupils who fail to achieve higher grades in GCSE English literature. The department contributes well to the social, moral and cultural development of pupils. Opportunities for the development of ICT skills are included in planning for Years 7 and 8, and some good work achieved. In other years such opportunities are not formally planned in the curriculum.
40. Leadership and management of English are good. There is consistency both in the approach to teaching and the resulting good quality of lessons. Teachers have a corporate understanding of priorities and view lesson observations positively as professional development. The monitoring of marking is not yet sufficient to ensure the same consistency as occurs in lessons. Improvements in the issues raised in the previous report are good.

Language and literacy across the curriculum

41. Standards in literacy and language are sufficient to support learning across the curriculum. Reading skills are better developed than writing skills. The provision for developing such skills is satisfactory overall but there is variability in practice between and within departments. Successful whole school training on developing different aspects of writing has taken place. There is, however, neither a literacy co-ordinator nor a whole school literacy policy so a corporate and managed approach is lacking. The provision for addressing weaknesses in literacy for very low attaining pupils including those with special educational needs is very good. A successful literacy intervention strategy is well taught, co-ordinated and monitored. The teaching of literacy for other pupils is satisfactory but inconsistent. There is good practice in a number of departments. In religious education, writing frames are used effectively to support extended writing. In geography and music there is a strong emphasis on key vocabulary. The marking of literacy varies greatly between departments and individual teachers.

Modern foreign languages

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

Main strengths and weaknesses

- Standards at the end of Year 9 and at GCSE were well below average in 2003, but improved in 2004 in both French and Spanish.
- The quality of teaching and learning is satisfactory and could be better.
- Negative attitudes to the subject present a barrier to learning, especially in Years 10 and 11.
- High quality accommodation and resources are helping teachers to improve attitudes and standards.

Commentary

42. Teachers' assessments show that standards in French and Spanish were well below average in 2003. There was significant improvement in 2004. GCSE results in French and Spanish at grades A* to C were well below average in 2003, for both boys and girls. Although there was good improvement in 2004, pupils did worse in languages than in other subjects. Boys improved in 2004 to perform equally with girls. Very few pupils gained A* and

A grades. Almost all pupils must study a language to GCSE, which causes some resentment. This accounts for below average results across the full range of grades, A* to G.

43. Standards are below expectations by the end of Year 9. However, this indicates satisfactory progress and achievement given that pupils have no modern foreign language experience in their primary schools. Higher attainers recall vocabulary better, so that they speak and write at greater length and have better comprehension skills than other pupils, including those with special educational needs. In Year 11 higher attaining pupils reach average standards, but standards remain below expectations overall, especially in speaking and listening. Structured support for coursework helps pupils to write coherently. Standards continue to improve because revised teaching methods are having an impact on learning, so that achievement in Years 10 and 11 is satisfactory. However, substantial numbers of pupils express negative attitudes, which impede their progress.
44. Teaching and learning are satisfactory. There is some good teaching, especially in Spanish. Where teaching is unsatisfactory it is because activities lack purpose and fail to engage pupils in learning. Teachers' use of interactive whiteboards is improving visual support for learning and is instrumental in improving boys' standards and the attitudes of younger pupils. Some teachers' over-use of English in lessons contributes to unsatisfactory listening skills. In too many lessons, and in homework, pupils are not sufficiently challenged. This applies especially to more able pupils, as the focus in lessons is usually in raising standards to the average rather than extending all learners. Consequently, planning provides few opportunities for pupils to work independently. Marking is inconsistent, although teachers set appropriate targets for improvement.
45. Leadership and management are satisfactory. The department functions well on a day-to-day basis. The head of department uses new technology very well and is helping a committed team to develop their ICT skills. He has a good grasp of national developments in languages. Arrangements for monitoring the work of the department are good, but have not led to effective strategies for ensuring greater consistency in teaching. The department development plan is not sufficiently focused on how to improve attitudes and girls' standards. Improvement since the previous inspection has been satisfactory. Very good accommodation and a good range of resources give teachers the tools to sustain current improvement.

MATHEMATICS

Provision In mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and enjoy mathematics because of the good teaching and learning.
- Good leadership has identified key priorities for improvement.
- The work done with pupils with low levels of numeracy skills when they join the school has a significant impact on the standards they reach.
- Very good links with primary schools ensure pupils make good progress in Year 7.
- Monitoring of pupil progress is not sufficiently developed.
- Assessment is unsatisfactory and pupils are not always clear about what they need to do to improve.

Commentary

46. Pupils enter the school with standards of attainment that are well below average. By the end of Years 9 and 11 standards are average and higher than expected for schools with pupils who attained similarly at the start of Year 7. A much higher proportion of pupils than expected are entered for GCSE examinations. This represents good progress and achievement and overall the school provides well for its pupils.

47. Both boys and girls make similarly good progress and achieve well. Pupils with special educational needs are well supported by teachers and teaching assistants and achieve well in their GCSE examinations. In Year 7 there is a programme of intervention that enables pupils with special educational needs to achieve levels beyond expectation. The achievement of this group of pupils is very good. The programme is being extended to include pupils currently studying for GCSE in 2005. Standards of work seen in books are in line with national expectations. The most able pupils are attaining the highest levels in their class work and are able to solve complex questions confidently. Number skills have improved and are now satisfactory, however, there is insufficient use of mathematics for problem solving.
48. The quality of teaching is good overall. The department now has a stable, well-qualified staff who work very hard to achieve the best for pupils. Teachers are well supported by a dedicated group of teaching assistants who make a significant impact on the learning of the pupils they support. There are several examples of lessons where teaching is good or very good and on rare occasions teaching that is poor. Where teaching is very good, lessons are well planned and make good use of ICT to enhance the learning. The pace of the lesson is brisk and challenging, work is well matched to pupils' needs and the good use of questions enthuses the pupils to rise to the challenge and achieve their best. On the rare occasion that teaching is less than satisfactory there are low expectations, insufficient challenge in the work and the pace of the lesson is slow. The resulting decline in behaviour hinders the progress of pupils in the group. The quality of marking is inconsistent. There are examples of detailed marking which provides good quality information to pupils about their work. However, on too many occasions marking is brief and pupils are not clear about the reasons for errors and how to improve a piece of work. Pupils often mark their own work and there are instances where incorrect answers are marked correct.
49. Links with primary schools are well developed. The department analyses Year 6 tests in detail and uses the information to plan for Year 7. This ensures very good support is provided for pupils when they enter Year 7 and is raising standards of achievement in Year 7 to 9. The mathematics department is inviting and attractive. Teachers have their own rooms equipped with interactive white boards, which are used effectively to introduce lessons. Good teacher-pupil relationships based on teachers' secure subject knowledge and understanding of the learning needs of pupils improve the quality of learning and achievement. Pupils are pleasant and enthusiastic, but they do not always recall earlier work as well as they should. Although the department has a lot of data about pupils and there are target-setting systems in place, staff have focussed on groups rather than the monitoring the progress of individual pupils. Teachers do not effectively identify the necessary early warnings for those pupils at risk of falling below expected levels of attainment. New procedures are being put into place and there are signs that these are having the required effect. The department is on line to achieve its current targets.
50. Leadership of the department is good and management is satisfactory. The head of department has accurately identified what needed to be done. Detailed schemes of work now provide good guidance to teachers. Teachers use the guidance in the National Numeracy Strategy well so that lessons follow a similar format. There is a regular programme of lesson monitoring that supports the performance management of staff. The outcomes of the monitoring inform the professional development programme for the department. There is, however, inconsistency in the application of some of the procedures identified in departmental policies. There has been good improvement since the previous inspection.

51. Overall the provision for mathematics across the curriculum is satisfactory. Whole school training has been provided on how mathematics can be used and promoted in other subjects. A successful programme in Year 7 improves the numeracy skills of the lowest attainers to levels that enable them to cope with work in other subjects. As with literacy, there is no co-ordinator to ensure that the numeracy skills of pupils of all abilities are successfully developed and improved.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils do well in examinations in comparison to their standards when they join the school.
- The department is very well led and well managed.
- Teaching and learning are good which leads to good achievement in most lessons.
- Pupils are not given enough opportunities for independent learning.
- Teachers and pupils have good relationships, contributing to a good learning environment.
- There is an imbalance in the number of subject specialist teachers, which creates difficulties when matching groups with teachers.

Commentary

52. Pupils enter the school with below average attainment with relatively few having higher levels. Results in the 2003 national tests at the end of Year 9 were just below average, due to the smaller number of higher attaining pupils. Compared to similar schools, science results are above average and achievement is good. Apart from a slight fall in 2003, results have improved in line with results nationally. Attainment of girls is now close to that of boys. Results in 2004 were similar. Work seen in lessons and in pupils' books indicates that this standard has been maintained, although it is affected by low literacy levels of many pupils.
53. GCSE results were slightly above average in 2003 though, as with other subjects, they fell slightly in 2004. Attainment of girls is very close to that of boys and for both groups is significantly above that of other subjects. Relatively few pupils attain above grade C. Standards of work seen matches expectation and shows good progress. Coursework is well presented using pupils' ICT skills developed by the department. By the end of Year 11 pupils achieve well. Only a small proportion of pupils are entered for the higher grade papers on the basis of proven ability during the GCSE course. The achievement of students with special educational needs is also good. This is due to the support provided in lessons by teachers who are fully aware of individual needs
54. Teaching and learning are good. The relatively large number of teachers forms an effective team with a broad range of experience. Newly qualified teachers are well supported within the team, which contributes to the overall effectiveness of lessons. Teachers share very good relationships with the students who work in a co-operative manner. Pupils' good attitudes lead to a good learning environment. Lessons are well planned and structured and involve frequent use of practical work. Pupils enjoy these activities which contribute to the development of skills needed for coursework. In lessons there are often insufficient opportunities for pupils to have responsibility for their own learning which would enhance the degree of challenge. This is especially true for those pupils capable of higher grade passes. ICT resources are well used to enhance the learning, though resources for whole class use within the department are limited. Teachers mark students' work regularly with appropriate use of praise and effort grades. However, there was a lack of consistency in terms of pupils receiving written detailed comments on how to improve. Pupils are not always aware of the standard of their work, apart from test and module results, and were often vague about their target grades.

55. Leadership of the department is very good. The experienced team leader has developed a strong team ethos that is shared with the hard working technicians, who support the department well. Leadership places a high priority in helping to develop teachers' skills and sharing their good practice. Although there is a shortage of specialist chemistry and physics teachers the department leader addresses this by organising effective training and support material. However, some teachers still have inadequate depth of specialist knowledge outside their own subject discipline. This contributes to inadequate challenge for higher ability groups. Areas requiring attention are already being addressed or included in the development plan.
56. Management is good. A comprehensive pupil database has been developed by the department and is very well used to monitor progress of pupils and attainments of teaching groups against clear targets. This monitoring and action taken contribute to the pupils' successes in GCSE examinations. Routine monitoring of teaching and marking is shared between senior department staff and management. Although the department has produced clear policies and monitoring guidelines, there are inconsistencies within the department. Overall improvement since the previous inspection has been good. This is especially true of standards, which have been maintained at close to national levels and are now above those of similar schools. An applied science course at GCSE is being trialed, which provides an alternative option though it is not yet available to all pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for ICT is **unsatisfactory**.

Main strengths and weaknesses

- Standards are well below average at the end of Year 9 although standards are much better in Years 7 and 8.
- Good planning, structured lessons and vocational courses are improving learning.
- Pupils are not involved in target setting and assessment, so are not fully aware of how to improve their work.
- The school does not fully comply with statutory requirements in Years 10 and 11.

Commentary

57. Teacher assessments at end of Year 9 in 2003 were well below average. This position continued in 2004. These pupils, however, had only been taught a structured ICT course in Year 9. The introduction of the national strategy for all pupils in Years 7 to 9 is beginning to raise standards, but pupils' work is still below national expectations. Achievement is satisfactory
58. There were no ICT timetabled lessons in Years 10 and 11 before 2004. All pupils in Year 10 are now taught ICT, but the standard of their work is well below national expectations. A third of pupils in Year 10 also follow vocational courses. The standard of their work is improving, but is still below national expectations. Achievement overall is unsatisfactory. Pupils are gaining good skills in using ICT and some knowledge about the facilities of software and how ICT is used in the real world. They do not have sufficient opportunities to apply their understanding of ICT.
59. Teaching and learning are satisfactory in Years 7 to 10. Good planning and lesson structure, with challenging tasks, ensure pupils acquire skills and knowledge. Teachers do not always use suitable activities to ensure pupils understand how and why ICT is used. They give individual support to pupils with special educational needs, but there is not always different work for them to do so that they achieve as well as other pupils. The provision of additional activities for higher attaining pupils is inconsistent so they do not always progress as well as they are able. Pupils' work in Years 7 to 9 is accurately assessed against National Curriculum levels, though they are not involved in setting their targets. They do not always

know what to do to reach higher levels. Homework is set regularly, but there is inconsistent use of comments to help pupils understand how they can improve. Opportunities to develop literacy and numeracy skills are not yet fully developed.

60. Leadership and management are now good. There had been no expansion of ICT until two years ago. The head of department's good vision of how to improve pupils' experiences in ICT has led to positive developments. The curriculum in Years 7 to 9 and the school's first vocational courses in Year 10 meet pupils' needs. Timetabling constraints prevent all pupils from following the vocational courses. Pupils in Year 11 do not receive any ICT and the core curriculum offered to all pupils in Year 10 does not provide the full range of ICT. Pupils do not fully experience measurement and control or modelling. The well-led team of teachers is dedicated to raising standards. Assessment procedures have been introduced. Resources to support learning have been increased, but not all pupils have individual access to a computer. Development is continuing, to ensure that the pupil-computer ratio matches the national picture and improves network stability. An Internet policy is in place, but pupils and parents are not required to sign up to it. These developments represent good improvement over the last two years.

Information and communication technology across the curriculum

61. The school has completed a helpful audit of how other subjects contribute to pupils' ICT experiences. Teachers, in a number of subjects, make good use of ICT, particularly interactive white boards, to demonstrate lesson topics and tasks. However, only one or two departments use ICT to extend pupils' learning. A number of teachers are eager to expand this aspect of learning but the limited resources and access currently prevent this. However, the developments currently taking place will address some of these concerns. The previous patchy ICT experiences of pupils in Years 7 to 9 prevent them from effectively using the full range of ICT in Years 10 and 11. Pupils make good use of the resources in the Information Centre to research and create presentations.

HUMANITIES

History

Provision in history is **unsatisfactory**.

Main strengths and weaknesses

- Achievement in Years 7 to 9 is good but recent standards at GCSE were well below average.
- Irregular attendance and poor attitudes to learning by a significant minority reduce the impact of teaching.
- Subject management has not secured consistently good practice in teaching or marking. Performance data is not used to identify under-performance early enough.
- Pupils find the topics studied up to Year 9 interesting and history is a very popular choice at GCSE.

Commentary

62. Standards are unsatisfactory overall. 2003 teacher assessments placed standards at the end of Year 9 above average, with similar judgements in 2004. Work seen was not as good as these assessments indicate and is in line with national expectations. As many pupils enter the school with limited skills in history, achievement is good.
63. GCSE results in 2003 were well below the national average for both boys and girls and achievement was unsatisfactory. Results in 2004 were similar. Work seen in Year 11 indicates there has been some improvement but standards remain below expectations. Irregular attendance by some pupils and their reluctance to attend revision sessions reduces

the proportion of higher grades achieved. Pupils with Statements of Educational Needs are well supported and make good progress.

64. Teaching quality varies but is satisfactory overall. In the best lessons, teachers use good subject knowledge to plan a variety of interesting activities. Pupils enjoy these lessons and respond well when asked challenging question. Pupils say they like the topics offered in Years 7 to 9 and this results in above average numbers entering GCSE courses but some do not understand how much written work is then required. Where there are limited lesson objectives combined with too little variety in learning tasks, pupils become bored and restless. The best marking carefully explains the strengths of pupils' work and provides targets for improvement. This is mostly the case in Year 9, but pupils in Years 7 and 8 do not understand how to improve. Marking of GCSE work is good and includes assessments that are closely linked to examination mark schemes. Even so, many pupils do not use the information from the assessments well and treat the grade given as a prediction. This reduces ambition and limits efforts to improve. Learning in some lessons is less good than teaching because their immature attitudes prevent pupils from learning from each other and their teachers. Whilst they remember facts well, pupils are too dependent on being asked supplementary questions. This means that in test/exam conditions they do not produce the detailed answers needed to earn higher marks. In some cases this is because they do not have the writing skills to justify their views. In others, the cause appears to be low motivation. Many GCSE students do not meet course submission deadlines in spite of the energetic efforts of their teachers.
65. Leadership and management are unsatisfactory. The scheme of work is detailed and is supported by good opportunities for local fieldwork. The head of department is a good role model but his effective teaching approaches are not sufficiently widely adopted. Standards at GCSE remain low. Monitoring has failed to achieve consistency in teaching and marking. There has been little improvement since the previous inspection. Plans are in place to use consultants and make better use of marks to track pupils' progress. These actions have not yet improved standards.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- In the GCSE examinations in 2003 pupils gained better results in geography than in most other subjects they took.
- Lessons are well planned and structured so most pupils are productive and achieve well.
- The range of teaching and learning methods used is too narrow to fully engage pupils' interest in the subject.

Commentary

66. GCSE results in 2003 were average but pupils gained better grades in geography than in most other subjects they took. School data indicates that results declined slightly in 2004 but pupils still did as well in geography as in other subjects. In the 2003 teacher assessments at the end of Year 9 results were average and increased to just above average in 2004. These results represent good achievement for the pupils concerned when compared to their attainment on entry to the school.
67. In work seen standards are in line with expectations and pupils' achievement is good at the end of Year 9 and Year 11. All pupils in Year 9 recognise geographical terminology and higher attaining pupils use this confidently and accurately. Pupils are given very clear guidance about examination requirements, which helps them to achieve well. In Year 11 pupils research geographical issues and analyse their data effectively to reach balanced conclusions.

68. Students achieve well because teaching and learning are good. Teaching is never less than satisfactory. Teachers plan and structure their lessons well so that most pupils are productive and move smoothly from one task to the next. However, teachers are not yet using a wide enough variety of teaching methods to engage the interest of all pupils. Most pupils respond well to the good teaching they receive and are given the confidence to contribute to discussions and answer questions. Pupils work well collaboratively and share information sensibly. A minority of lower attaining boys lose concentration in some lessons and their pace of learning slows down.
69. The leadership and management of the department are good. The new head of department has identified appropriate priorities for development. These include introducing new systems for the assessment of pupils work to ensure they know how well they are doing and how to improve. New resources have been purchased and schemes of work are being revised in order to maintain pupils interest in geography. These strategies are designed to increase the comparatively low numbers of pupils currently opting to study geography for the GCSE. Improvement since the previous inspection is good because standards have risen and teaching and learning continue to improve. The department has both the capacity and the commitment to improve further.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching is good and contributes well to pupils' achievement.
- The subject makes a very good contribution to the spiritual, moral, social and cultural development of pupils.
- The monitoring of teachers and pupils' work is well developed.
- Good leadership and very good management of the subject ensure that pupils receive a rich curriculum.
- Not enough is done to ensure that assessment is used to identify and respond to individual pupils' needs.

Commentary

70. By Year 9, standards are average in relation to the Hampshire Local Education Authority Agreed Syllabus, an improvement since the previous inspection. Given pupils' below average standards on entry to the school, this represents good achievement. Pupils are well able to link their knowledge of religion with their everyday experiences. Standards in the GCSE full course in 2003 were below average. In the short course, the first time taken, results were well below average. However, in the 2004 short course standards rose considerably because there was a closer match between the teaching and examination requirements.
71. By Year 11, standards are in line with expectations. Pupils extend their knowledge and understanding of how they can learn from religion. They are developing their skills of investigation and interpretation well. They make good gains in their knowledge and understanding of religious concepts. Their achievement is good because they can apply their learning to new situations. However, they do not always question and explore their own attitudes in sufficient depth owing to insufficient curriculum time for the GCSE short course. Pupils' spiritual and moral awareness is very good. They demonstrate a clear respect for the views and beliefs of each other. They show an awareness of moral choices, and reflect very well on serious religious and moral issues.
72. Teaching is good and has improved since the previous inspection. Teachers' good use of discussion and questioning enables pupils to express their opinions and form clear

judgements about religious and moral issues. The achievement of pupils with special educational needs is good, because pupils are provided with good support and work that matches their needs. The use of key words and subject specific language enable pupils to improve their speaking and listening skills. Pupils make good progress as a result of the teachers' very good knowledge of the subject and an awareness of individual pupil needs. Teachers' good use of a range of effective teaching methods, coupled with clear expectations and challenge enables all pupils to make good gains in their knowledge and understanding of religious and moral issues. Homework is well used to allow for individual research and to extend pupils' understanding. Assessment procedures are satisfactory. Although targets and levels are used, they do not, as yet, respond sufficiently to individual pupils' needs.

73. Leadership is good with a clear sense of purpose and direction. The head of the department has a clear view of the needs of the subject. The subject is managed very well with very good planning and effective monitoring of teachers' and pupils' work. This represents a significant improvement since the previous inspection.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- The subject knowledge of the teachers leads to good learning.
- Teachers do not encourage pupils to find their own solutions to problems and to use their own ideas.
- The choice of project work in resistant materials limits the progress of the high attaining pupils.
- The positive attitudes and behaviour of the pupils have a positive impact on the learning.
- The inconsistent approach to assessment often means that pupils do not know if they are successful or how to improve.

Commentary

74. Standards seen are below average at the end of Year 9 but represent good achievement as pupils enter the school with standards well below average. This good achievement is made possible by good teaching and learning and very good teamwork. GCSE results at A* to C were well below average in 2003. Standards seen are currently below average in Year 11 and achievement is satisfactory. Standards seen show a rapid improvement, particularly in Years 7 to 9. Teachers' assessments in Year 9 are accurate, reflecting this improvement. This improvement, if sustained will provide a sound basis for better work in Years 10 and 11.
75. Teaching and learning are satisfactory in all years with some good features. The best teaching was seen in textiles, food, graphics and electronics. Subject knowledge that the teachers bring to the classroom is an important factor in motivating and capturing the attention of the pupils. Pupils respond well and show positive attitudes and good behaviour which impacts positively on their learning. Standards are being held back by some teachers providing solutions to problems rather than ensuring that pupils develop their individual approaches and personal ideas. The important skills of hand drawing, analysing products and showing a wide range of ideas, do not have enough emphasis in Years 7 to 9. In resistant materials, the teacher's choice of project work is limiting the standards that high attaining pupils can reach. It does not provide sufficient challenge and demand. Assessment is not applied consistently across the department. Some pupils do not know if they are being successful and do not know what to do to improve. Pupils with special educational needs are identified and helped to make good progress across the department. When they are

supported by the well focused special needs support staff they make very good progress in lessons.

76. Leadership and management of the subject are satisfactory with good features. The head of department has a vision that is shared by the team of teachers. Very good sharing of ideas and skills takes place and the active encouragement of learning from each other is evident. Monitoring and evaluation of teaching are fully established. Improvement since the previous inspection has been satisfactory. Improvements in standards and achievement have been made.

VISUAL AND PERFORMING ARTS

Dance was sampled. In the two lessons seen standards and achievement were very good. Teachers know their subject well and are able to get a high standard of creativity and composition from pupils. Leadership and management of the team of teachers are very good and the subject will make a very positive contribution to the school developing as a performing arts college.

Art and design

The provision for art and design is **very good**.

Main strengths and weaknesses

- Inspirational leadership and management are focused on ensuring that pupils make progress.
- A wide range of challenging learning opportunities for younger pupils makes for very good progress.
- Very good assessment and monitoring of pupils by all teachers makes sure what is taught matches what each pupil needs to learn.
- The department is totally focused on raising standards of all pupils.

Commentary

77. Very good leadership and management is raising standards for pupils of all ages on two fronts. The art curriculum for younger pupils has been improved to include more three-dimensional work and to broaden the range of cultural contexts. The use of test information and practical assessments, especially when pupils enter the school, helps the setting of clear targets for learning and for monitoring how well pupils are doing. In 2003 standards in Year 9 were below average but achievement was good from very low levels on entry to the school. In 2004 standards were at the level expected and achievement was very good. This improvement in standards is being maintained in the current work seen.
78. In 2003, although GCSE results were below average, older pupils achieved well. There have been some informed changes to the curriculum, especially for researching historical contexts, to give pupils better learning opportunities. In 2004 achievement was very good and standards improved. Standards of work of the current Year 11 are as expected at this stage in the course. However, attendance is a problem for a significant number of Year 11 pupils and affects the production of coursework and progress against their targets.
79. Teaching for all ages and abilities is very good. Assessment informs the planning so what is taught challenges pupils at the right level and to do better. Lessons are very well prepared and teachers use their knowledge of art and of pupils well to inform the styles they use to engage and keep pupils learning. Sometimes teachers talk too much when introducing lessons. Relationships are very good and pupils enjoy their art. Resources are used well especially when pupils are exploring different styles and techniques but there are not enough of them and teachers frequently have to produce their own and bring books from home.

80. The department is very well led and managed. The head of art tracks pupils' progress, monitoring the standards reached against the targets set. In a very short time good teamwork has put the department on a sure footing with a unity of purpose that has had a very big impact on standards. Teaching is monitored and schemes of work are adapted where necessary to make sure they meet the needs of all pupils. The use of ICT is developing but there is a lack of reference texts to support the curriculum especially for older pupils researching historical contexts. There has been a good improvement since the previous inspection.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Achievement in Years 7 to 9 is very good because of very good teaching.
- Vigorous and determined leadership has created a robust and effective framework within which the department operates efficiently.
- Numbers taking music in Years 10 and 11 are low because most pupils do not place high value on the subject.
- Pupils have very good opportunities to perform in the locality.

Commentary

81. Attainment at the end of Year 9 is average. This represents good achievement from Year 7 because standards on entry to the school are below expectations. In lessons, achievement is very good, reflecting more stable staffing in the department. Results in the 2003 GCSE examination were below average and no pupils were entered in 2004. Attainment in Year 11 is below average and this represents satisfactory achievement. This is because only a small number of pupils choose to study music and within the group there are a higher proportion of less able musicians than more able ones.
82. In Year 7, pupils quickly learn how to work together, and develop a strong foundation of keyboard skills. In Year 9 they compose music with understanding of a range of techniques and some display a sense of style in their work. Pupils in Year 11 compose within prescribed styles but few display imagination. They are restricted in the resources available to support them. There is very good emphasis on the development of skills in all years, but pupils do not utilise these to create music which is personal to them. Therefore they do not perceive the value of the subject and the number entering the examination course is half the national average.
83. Teaching and learning are good. Well-organised lessons engage pupils in a variety of interesting activities that help them to learn. Teachers have high expectations and behaviour is very good. The best teaching and learning are in Years 7 to 9 where well paced lessons and good supporting worksheets enable pupils of all abilities to progress very well. Pupils make very good improvements because they are regularly involved in thinking about what they have done and how to improve. There is no consistent strategy for using homework to extend and consolidate learning.
84. Leadership and management are good. Firmness and determination has resulted in good improvements since the previous inspection. However, this has not yet impacted significantly on the popularity of the subject. Effective routines and policies exist and very good planning supports teaching and learning well. The intensive focus on developing the subject has not taken into account pupils' whole educational experience, and the department works in relative isolation. Instrumental tuition is very well managed and generously supported financially, but the teaching of freelance tutors is not systematically monitored.

85. Musical events are mounted regularly, but few pupils use the department on a day-to-day basis to develop their music making through organised or individually motivated work. Performances of music in the community are arranged regularly, and groups of pupils have opportunities to work with visiting artists to gain insights into music of different cultures. The department is developing very good links with local primary schools and is committed to working with them to help raise standards. There is no clear strategy for how this commitment will be realised and therefore the initiative is slow to move forward. Classroom facilities are very good. Wall displays create a warm and supportive environment that helps learning. Storage and practice facilities are inadequate, and this impacts on the amount of effective group work that can be undertaken in lessons.

Drama

Provision in drama is **good**.

Main strengths and weaknesses

- Achievement in drama in Years 10 and 11 is good because of the challenging nature of the teaching.
- Most pupils enjoy their drama, have positive attitudes and value the practical nature of the subject and what it does for them.
- The new acting head of drama has vision and is moving the department rapidly through a period of expansion and change.
- Some boys in Years 7 to 9 have yet to recognise that drama is not just an opportunity to play.

Commentary

86. After some years of above average results, GCSE results in 2003 were below average. Those in 2004 were similar but only slightly below the target for the proportion of A* to C grades. These lower results coincided with a substantial increase in numbers taking the subject. Students currently in Years 10 and 11 are achieving well and standards are as expected at this stage in the course. Strategies put in place to improve written aspects of course work are raising standards. The department looks likely to meet its target in 2005. Standards in Years 7 to 9 are broadly as expected and achievement is satisfactory. However, in some lessons higher attaining pupils are not given work that is hard enough for them to demonstrate their full talents.
87. Teaching and learning are good overall and very good in Years 10 and 11. In Years 7 to 9 teaching seen ranged from excellent to unsatisfactory. This is partly because some boys have not yet made the leap from thinking that drama is an opportunity to mess around to the realisation that drama, while enjoyable, is also a serious and demanding subject. These pupils present a challenge to new and inexperienced teachers. Where teaching is at its best, lessons are conducted at a brisk pace and pupils are encouraged to be independent, to create, plan and develop their own work. This enables them to explore ideas and develop their creative and imaginative skills. Very good use of assessment helps pupils in all years to identify quality and improve their own standards. Some moments in lessons take pupils beyond the everyday and ordinary to recognise how drama can help us understand feelings, emotions and experiences that we cannot explain. Older pupils in particular can describe what is different about drama and how it enriches them as people and improves skills of communication, problem solving and working with others.
88. The department is well led and managed and some aspects of the leadership of the new acting head of drama are very good. She is leading the drive towards higher standards through her vision, energy, enthusiasm and very good teaching and is very well supported by senior staff. The quality of drama in the college has been recognised by its recent status as a performing arts college. This has already enabled the school to employ a specialist technician and to make significant improvements to the technical resources, which will lead

to the broadening of curriculum opportunities. There has been good improvement since the previous inspection and the subject is growing in popularity with almost half of the pupils in Years 10 and 11 choosing to take it to GCSE. However, not all drama teachers share the common purpose and direction of the majority and, if this situation continues, it will impede the rate of change.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Very good indoor and outdoor facilities have a positive effect on learning and achievement.
- Teaching, learning and pupils' achievement in practical work is good overall. Pupils' written work in GCSE is unsatisfactory.
- There is a very good range of extra-curricular clubs and teams.
- Assessment and monitoring procedures are insufficiently developed.
- Good relationships between teachers and pupils have a positive effect on learning and achievement.

Commentary

89. Teachers' assessments in 2003 and work seen at the end of Year 9 are average. They indicate good achievement, since pupils' standards on entry to the school are below expectations. GCSE results in 2003 were below average. Standards in work seen in practical lessons in Years 10 and 11 are in line with national expectations but below expectations in GCSE written work. These standards represent satisfactory achievement in practical work but unsatisfactory achievement in written work. All pupils follow a physical education course in Years 10 and 11 and their achievement is satisfactory.
90. Teaching and learning are good overall. Lessons are well planned and delivered. Teachers have good subject knowledge and pupils respond positively to the encouragement given. Relationships between teachers and pupils are good and this enhances pupil motivation and learning. Learning and achievement are also improved by the effective use of very good indoor and outdoor facilities. Whilst assessment is well used for practical work in GCSE classes, it is insufficiently developed for pupils in Years 7 to 9. In GCSE theory classes, the lack of a rigorous approach to homework, marking and the monitoring of standards restrict learning. In addition there is insufficient use of ICT by pupils.
91. Overall there is good leadership and management of the subject and the teachers in the department work well as an effective team. Teachers act as good role models and insist on high standards of appearance and behaviour from pupils. Very good support is given to two newly qualified teachers and provision for the professional development of all the teachers is well established and effective. Teachers give generously of their time and offer a very good range of extra-curricular clubs and teams, which are well supported by pupils. In addition a large number of pupils benefit from participation in the Junior Sports Leadership Award Scheme. Pupils benefit from the links that have been established with sports clubs and coaches from outside the school. Since the previous inspection the many good features that were identified have been maintained and there has been an increase in the number of pupils choosing physical education at GCSE level.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education includes citizenship and careers education. Most of the evidence to make judgements on citizenship came from observing personal and social education lessons.

Citizenship

Provision in citizenship is **good**.

Main strengths and weaknesses

- Teaching is good overall and makes a clear contribution to pupils' understanding of the subject and they achieve well.
- Very good leadership ensures a rich variety of experiences for pupils.
- There is some variation in the quality of teaching and marking because every year there are teachers in the team who are new to the subject.
- The course makes particularly good use of visitors from community services, local businesses and voluntary organisations.

Commentary

92. The school recognises the importance of personal, social and health education lessons and has successfully embedded both citizenship and careers within the programme. Learning is well supported by related themes and topics covered in other subjects, especially in humanities. Throughout the school, pupils achieve well and the standards of their work are what they are expected to be. Pupils acquire good knowledge and understanding of responsible citizenship and develop good personal skills. Pupils with individual special needs also make good progress because teachers provide challenge and support.
93. Pupils enjoy the subject because they are taught well. Most teachers are experienced, confident and comfortable with the course materials. This helps pupils to develop important skills of discussion and presentation as well as of analysis and evaluation. A few lessons are less successful because the teacher has less relevant experience and is therefore not as confident about adapting lessons to the particular needs of each class.
94. An extensive range of people from the community and local organisations support and help develop pupils' positive attitudes to the subject. Regular and systematic use of high quality visiting experts extend what teachers can provide and are appreciated by pupils. Contributions from community nurses and the fire and prison services encourage pupils to consider their own responses to sensitive issues. Year's 10 and 11 pupils particularly value the contacts with business and industry.
95. Very good leadership provides a clear vision for the subject. Personal, social and health education and citizenship have got a high status within the school. Teaching is very well supported by a comprehensive scheme of work, excellent community contacts and clear assessment procedures. The school provides a good range of additional opportunities to develop an understanding of responsible citizenship and the democratic process through activities such as drama productions, the school and year councils. Management is satisfactory. Timetabling determines who is free to teach the subject to complete the team of up to 16 teachers, some of which are recognised experts. Regular monitoring is limited because of the size of this team and the annual change of teachers. Not all teachers use the most effective approaches and some lessons are more successful than others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

poor (6); very poor (7).