

INSPECTION REPORT

Cape Cornwall School

St. Just, Cornwall

LEA area: Cornwall

Unique reference number: 112063

Headteacher: Mr Robin Kneebone

Lead inspector: John Carnaghan

Dates of inspection: 10th - 12th January 2005

Inspection number: 268366

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
Number on roll:	539
School address:	Cape Cornwall Road St. Just Penzance Cornwall
Postcode:	TR19 7JX
Telephone number:	01736 788501
Fax number:	01736 787100
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Gill Joyce
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

Cape Cornwall School is a small 11 to 16 comprehensive school serving the isolated rural town of St. Just and surrounding countryside. The area it serves has greater deprivation than average. The standards of pupils as they enter the school in Year 7 are average. The number who take free school meals is average. There are very few pupils who are from ethnic minority backgrounds or at an early stage of speaking English. There are a small number of looked-after children and no travellers or refugees. The proportion of pupils with special educational needs is above average and the numbers of those with Statements of Special Educational Need are well above average. The number of pupils who join the school or leave at other than the usual times is lower than average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1352	John Carnaghan	Lead inspector	
12775	Judith Goodchild	Lay inspector	
15268	John English	Team inspector	Mathematics
12568	Chris Morris	Team inspector	English
31159	Clive Simmonds	Team inspector	Science
20619	Jenny Hazlewood	Team inspector	Information and communication technology
18261	Tony Hill	Team inspector	Art and design Citizenship Special educational needs
17156	Ted Graham	Team inspector	Design and technology
15576	David Nebesnuick	Team inspector	Geography History
15075	Bryan Goodman-Stephens	Team inspector	Modern foreign languages English as an additional language
24026	Celia Holland	Team inspector	Music
15485	Roger Butler	Team inspector	Religious education
33081	Mike Cooper	Team inspector	Physical education

The inspection contractor was:

ALTECQ INSPECTIONS LTD
102 Bath Road
Cheltenham

Gloucestershire

GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
OTHER SPECIFIED FEATURES – Work-related learning	19
PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES	20
SUBJECTS IN KEY STAGES 3 AND 4	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	35

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Cape Cornwall School provides a **satisfactory** standard of education. Pupils' standards are above average and their achievement is good. Teaching and learning are satisfactory, but there is too much weak teaching. The leadership of the school is satisfactory, but management is unsatisfactory, especially because the way the school is evaluated lacks rigour. Governance is satisfactory; governors are in close touch with the school and are supportive, but have not ensured that all statutory requirements are met. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well and standards are starting to improve.
- Management of the school lacks rigour; monitoring is inconsistent and planning lacks precision. Accommodation, resources and staffing are good.
- Bullying and bad behaviour are too frequently unchecked. Attitudes of pupils are good. Support, advice and guidance for pupils are unsatisfactory and pupils have too few opportunities to make their views known.
- Provision to promote pupils' spiritual and multi-cultural awareness is unsatisfactory.
- Pupils' respect for the feelings, values and beliefs of others is unsatisfactory.
- Teaching is inconsistent and unsatisfactory in some lessons, however, nearly three-quarters of lessons seen were good or better.
- There are good links with other schools and colleges and the local community.
- Provision in art and design and mathematics is very good; it is good in English, science, history, geography, food, textiles and physical education. Provision in religious education and resistant materials is unsatisfactory.

The school was previously inspected in 1999. It has successfully addressed the key issues of providing the full information and communication technology (ICT) curriculum, improving staff training, health and safety issues and information for parents. The quality of the school's planning still lacks detail and rigour and the school still does not meet requirements for acts of worship. Pupils' standards in Year 9 and Year 11 tests have not risen as quickly as national improvements, but improved considerably in 2004. However, the overall quality of teaching and learning has declined. Improvement since the previous inspection has been unsatisfactory.

STANDARDS ACHIEVED

Performance compared with:		all schools			similar schools
		2002	2003	2004	2004
Year 11	GCSE/GNVQ examinations	B	C	B	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
For Year 11, similar schools are those whose pupils attained similarly at the end of Year 9.*

Current standards are above average in both Year 9 and 11. They are above average in English, mathematics, science and food and textiles across the school. They are also above average in Years 7 to 9 in art and design and in Years 10 and 11 in history, geography and music. They are well above average in Years 10 and 11 in art and design. On entering the school, standards are generally average, so pupils' achievement across the school is **good**. Pupils' achievement is very good in mathematics and art and design. It is good in English, science, history, geography, Spanish, food, textiles, physical education and music. Achievement is good across all stages of the school. The quality of achievement in English, mathematics and science, in particular, is strong and matches good and very good teaching in these subjects. Most weaker teaching is not in the core subjects of English, mathematics, science and ICT and so has a less significant impact on overall achievement. The performance of boys relative to girls is similar to the national pattern. There are

too few pupils from different ethnic groups to judge standards and achievement. Those with special educational needs achieve as well as their peers.

Pupils' personal qualities and their spiritual, moral, social and cultural development are satisfactory. Attitudes are good but behaviour is unsatisfactory, although most classrooms are orderly. Bullying can go unreported and is too frequent. Development of moral and social awareness is satisfactory, but that for spiritual and multi-cultural awareness is unsatisfactory. The action the school has taken to promote good attendance is satisfactory and attendance is average.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning are satisfactory. For the school as a whole, nearly three-quarters of all lessons seen were good or better. However, nearly one out of ten were unsatisfactory and this figure was worse in Years 7 to 9. In unsatisfactory lessons, expectations and management of behaviour can be ineffective and the pace of learning suffers. Teaching is inconsistent because monitoring has not ensured that the best practice is shared. However, many lessons are well planned and organised and have a focus on what is to be learnt. Lessons often have good pace.

The curriculum is satisfactory. Opportunities for enrichment through extra-curricular activities are satisfactory. There are too few acts of collective worship. Support, advice and guidance to help pupils are unsatisfactory because pupils are reticent to come forward if they are in difficulties. Assessment is satisfactory, it provides the school with valuable information, this is starting to be used in some areas to set clear improvement targets for pupils. The involvement of pupils in the running of the school is unsatisfactory and some pupils correctly feel that their views are not given sufficient weight. The school has satisfactory links with parents and good links with the local community and other schools and colleges.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Leadership is satisfactory. Management of the school is unsatisfactory due to inconsistent monitoring of the school's performance and a lack of rigour in line management. This leads to inconsistencies and weakness in some areas. Methods of self-evaluation are unsatisfactory because the school has not used its knowledge to consistently address weakness with energy and commitment. Long-term plans lack precision. Governance is satisfactory. The governing body supports the school well and contributes to shaping its direction for the future. However, governors have not ensured that the school meets all of its statutory requirements in providing acts of collective worship. Statutory requirements are not met in the curriculum for resistant materials.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally satisfied with the school. Most report that their children like school and have few concerns, although there were some worries about behaviour and bullying. Pupils like school and say teaching is good. The inspection finds teaching satisfactory. A high proportion of those who answered the questionnaire and were interviewed showed concerns about behaviour and bullying. Bullying is a concern and bad behaviour disrupts learning too frequently.

IMPROVEMENTS NEEDED

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

- improve the school's management to:
 - (a) evaluate the school more thoroughly to ensure consistency across all areas of the school;
 - (b) ensure development plans are clear and rigorous;
- deal with bad behaviour and unreported bullying more effectively;
- address the issue of pupils' lack of confidence in approaching staff and improve opportunities for pupils' voices to be heard;
- improve provision for pupils' spiritual and multi-cultural development;
- address weaknesses in teaching, through raising expectations of pupils' behaviour;
- improve provision in religious education and resistant materials;

and, to meet statutory requirements:

- ensure that the school provides the required acts of collective worship;

- meet requirements for the teaching of resistant materials.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement across the school is **good**. The standards pupils currently attain in Years 7 to 11 are generally above average.

Main strengths and weaknesses

- Standards in examinations at the end of Years 9 and 11 have not kept up with national improvements in the period 1999 to 2003; however, they improved in 2004.
- Achievement in mathematics and art and design in Years 7 to 11 and in Spanish in Years 7 to 9 is very good.
- Achievement in citizenship in Years 7 to 11 and in religious education in Years 7 to 9 are unsatisfactory. In Years 10 and 11, pupils' achievement in religious education is poor.
- Current standards in art and design in Year 11 are well above average. They are above average in English, mathematics and science.
- Current standards in religious education across the school are below average. They are also below average in Years 7 to 9 in French and in Years 10 and 11 in resistant materials.

Commentary

1. The area that the school serves is one which has some social and economic disadvantages. Pupils start life at the school in Year 7 with academic standards that are generally average. They settle into their new school quickly and achieve well in Years 7 to 9. Following carefully planned courses, particularly in English, mathematics and science, most pupils make good gains in knowledge, skills and understanding.

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

Standards in:	School results	National results
English	31.9 (34.1)	33.4 (33.3)
Mathematics	36.5 (35.8)	35.4 (34.7)
Science	34.7 (32.8)	33.6 (33.3)

There were 120 pupils in the year group. Figures in brackets are for the previous year.

2. The school's results in tests at the end of Year 9 have fluctuated a little from year to year, but, overall, the improvement in results in the five years 1999 to 2003 is lower than the rising national trend. In 2004 the results showed good improvement, especially in English, but there are currently no validated results for the school or national averages for comparison. In 2003 there were variations between standards in the three main subjects. However, when compared with these pupils' prior attainment in tests at the end of Year 6, English results were well below average while those in mathematics and science were above average. English results improved markedly in 2004. Girls' results were, overall, slightly below those of boys.
3. Inspection findings are that Year 9 pupils' current standards are largely better than those expected nationally. This reflects the improvements the school has made to raise standards since the 2003 results. 2004 unvalidated results confirm this clear upward trend. The results are above expectations in English, mathematics, science, art and design, food and textiles, but below expectations in French and religious education. In terms of appropriately demanding statutory targets for pupils at the end of Year 9 in 2004 (based on provisional

results), the school exceeded its target in mathematics, reached its target in science but fell short in English.

4. The gains that pupils make in Years 7 to 9 represent good achievement and provide a sound foundation for their continuing studies. Pupils' achievement is good in Years 10 and 11. It is very good in mathematics and art and design and good in English, science, history, geography, French, Spanish, music, food and textiles. Achievement is unsatisfactory in resistant materials and poor in religious education.

Standards in GCSE/GNVQ examinations at the end of Year 11 in 2004

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	56 (51)	52 (52)
Percentage of pupils gaining 5 or more A*-G grades	97 (96)	89 (88)
Percentage of pupils gaining 1 or more A*-G grades	99 (97)	96 (96)
Average point score per pupil	45.8 (41.3)	41.4 (40.6)

There were 121 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

5. GCSE results have fallen behind the improving national trend for the five years up to and including 2004. However, results in 2004 showed good improvements. They were above average in terms of average points when compared with all schools nationally and when compared with these pupils' Year 9 results. GCSE results in 2004 were well above average in art and design and geography. They were above average in English, mathematics, music and physical education. However, they were well below average in history, resistant materials and religious education. The percentage of pupils who gained five GCSE A*-C grades and one A*-G grade met the school's 2004 target. However, the school exceeded its average points target, indicating good achievement overall. The performance of boys has been better than that of girls in recent years.
6. Inspection findings are that by Year 11 standards are generally above expectations. Standards are much better than expected in art and design and better than expected in English, mathematics, science, history, geography, music, food and textiles. They are below what is expected in resistant materials and citizenship and well below in religious education.
7. Achievement at the school is good. It is better than teaching for a number of reasons. Firstly, less effective teaching tends to be concentrated in Years 7 to 9 and in foundation subjects, which do not have a very significant influence on overall achievement because they tend to have less teaching time. Secondly, in the core subjects of English, mathematics and science – which do have a major impact on pupils' achievement - teaching and learning are good or very good, so promoting good or very good achievement in these significant areas.
8. Pupils with special educational needs achieve well because they are given very good support from the team of teaching assistants, most of whom are assigned to subject departments. Their needs are well known to class teachers, although work is not always effectively planned to meet their particular needs.
9. The very few pupils from different ethnic groups or who speak English as an additional language are well supported and, in lessons, achieve as well as their peers.

Pupils' attitudes, values and other personal qualities

The attitudes of pupils are **good**. The behaviour of pupils is **unsatisfactory**. The spiritual, social, moral and cultural development of pupils is **unsatisfactory**. The attendance of pupils is **satisfactory** and punctuality is **satisfactory**.

Main strengths and weaknesses

- The attitudes of most pupils towards their learning are good and sometimes very good.
- A significant number of pupils correctly feel that bullying is an issue within the school.
- While the behaviour of most pupils is good, there is misbehaviour in some lessons and in corridors.
- Good working partnerships have been established between staff and pupils based on mutual respect.
- Pupils' personal development is good and they are encouraged to use their initiative and accept responsibility.
- The number of pupils excluded for a fixed term last year was high.
- Pupils' spiritual development and multi-cultural awareness are unsatisfactory.

Commentary

10. The attitudes of pupils towards learning are good and sometimes very good. Most pupils are keen to learn, enjoy their studies and achieve well in examinations. Good working partnerships have been established between staff and pupils based on mutual respect. Most pupils support each other in their learning. Though most listen with interest to the views of their peers, in some lessons pupils show a lack of respect for the opinions their peers express and continue to talk amongst themselves instead of listening. Not all teachers challenge this bad behaviour. Pupils with special educational needs are integrated well into lessons. They are positive towards work and generally behave well.
11. The behaviour of pupils is unsatisfactory. Within lessons behaviour is generally good, particularly when teachers' expectations are high and pupils are challenged to learn. Unsatisfactory behaviour is directly linked to unsatisfactory teaching and low expectations of what is an appropriate standard of behaviour. Outside of lessons, behaviour on corridors and at break and lunchtimes is often rough and younger pupils say that they feel threatened. Some report that older pupils often punch and trip them up. Though members of staff are on duty, too often this behaviour goes unchecked. The school has recognised this as an area for development and has drawn up plans for additional supervision in 'hot spots'. Prefects support staff by monitoring corridors, but feel that teaching staff do not support them if they intervene.
12. Both pupils and parents expressed concern about incidents of bullying in the school. The inspection team agree. The school was unaware of the seriousness of pupils' concerns about bullying. When incidents are brought to the attention of teaching staff, most take it seriously and there is an effective resolution to the problem. However, not all staff take reported incidents seriously. Pupils are reticent about reporting incidents to teachers. During the last year some pupils in Years 10 and 11 volunteered to train as peer supporters as part of the anti-bullying in Cornwall initiative set up by the local education authority. Pupils in Years 7 and 8 have just been trained as 'befrienders' and will work with primary school pupils prior to them joining the school. However, they report that, despite publicising their service to other pupils, they have not been approached. Pupils interviewed expressed concern about the consequences of reporting bullying incidents.

13. The number of incidents of fixed-term exclusions last year was high compared with all schools nationally. The school has recently reviewed its behaviour management procedures and a range of support procedures are now in place before pupils are excluded. There has been a reduction in the number of exclusions in the current academic year. Pupils who are disrupting lessons are removed and made to confront their behaviour before being returned to lessons. The isolation room is being used as an alternative to external exclusion. There are no procedures in place to formally reintegrate pupils returning from exclusion and ensure that they catch up with the academic work they have missed. Similarly, pupils placed in the isolation room do not follow the work of the lessons they are missing. Loss of curriculum continuity can affect their attitudes and behaviour when they return to lessons.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	526	83	3
White – any other White background	2	0	0
Mixed – White and Black Caribbean	3	4	0
Mixed – any other mixed background	3	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	4	1	0

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

14. The spiritual, moral, social and cultural development of pupils is unsatisfactory. Spiritual development is unsatisfactory, as it was at the time of the previous inspection. Similarly, there are limited opportunities for pupils to appreciate the multicultural diversity of society. A working party was set up after the previous inspection to look into how spirituality could be incorporated into the taught curriculum, but no subjects have explicitly planned to include this aspect. Art and design and music, through their very nature, contribute to developing pupils' spiritual awareness.
15. Moral and social development of pupils is good. Pupils are encouraged to look at a range of moral and ethical issues in various subjects and form their own opinions. They are well aware of right and wrong and most have a clear understanding of what is expected of them. However, this understanding does not eliminate the unruly behaviour seen in parts of the school. They express their concern for others in the wider community through their charity work and many pupils take the initiative and organise fund-raising events. Year 11, for example, raise funds each year to provide a significant number of Christmas hampers for senior citizens. Pupils are currently raising funds to support the victims of the tsunami disaster.
16. Pupils have a good awareness of their own cultural heritage but less so of those that differ from their own. Whilst some subjects contribute towards multicultural awareness through the taught curriculum, there is no planning to ensure that this is a feature of pupils' personal development. Pupils generally do not acquire sufficient awareness and appreciation of

different cultures and traditions needed to live in a multicultural society. The school provides a programme of assemblies that, on occasions, provide a moment of reflection such as thinking of the victims of the tsunami disaster. The school does not comply with the statutory requirement to provide a daily act of collective worship.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	8.1	School data:	0.3
National data:	6.9	National data:	1.1

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

17. Attendance and punctuality are satisfactory. Attendance levels are generally average. Procedures to register pupils meet requirements and the homes of pupils identified as having an attendance problem are contacted if they fail to attend. However, the school is not doing enough to improve the attendance of those pupils with below 90 per cent attendance. The education welfare service supports the school well, working with pupils and their families who have serious attendance problems.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education that the school provides is **satisfactory**. Teaching, learning and the assessment of pupils' work are **satisfactory**. The curriculum is **satisfactory**. The school provides **satisfactory** care for pupils and there are **satisfactory** links with parents and **good** links with other schools and colleges and the local community.

Teaching and learning

Overall, teaching, learning and assessment are all **satisfactory**. However, teaching is inconsistent, particularly in Years 7 to 9 where far too many lessons seen were unsatisfactory. Pupils have good attitudes and this contributes significantly to their learning.

Main strengths and weaknesses

- A large proportion of teaching is good or better.
- There is too much unsatisfactory teaching, particularly in Years 7 to 9.
- Good teaching benefits from applying good practice from the National Key Stage 3 Strategy.
- The school's behaviour management strategies are not applied by all teachers.
- In too many lessons the pace of learning is too slow

Commentary

18. Teaching and learning are satisfactory, overall. Nearly three-quarters of lessons are good or better. However, there are considerable inconsistencies. For example, 19 per cent of lessons in Years 7 to 9 were very good or better, in Years 10 and 11 the figure is 34 per cent. Discrepancies in the proportion of unsatisfactory lessons are even more marked; in Years 7 to

9, 12 per cent of lessons were unsatisfactory while the figure in Years 10 and 11 was 5 per cent. The wide range in the quality of lessons is because too much monitoring of teaching is informal and lacks the rigour required, either to deal with weaknesses effectively or to promote good practice. However, other factors also influence the overall judgement of teaching and learning. Analysis of pupils' work indicates that, over time, most teaching in the school has considerably more strengths than weaknesses. This positive indicator is re-enforced by the good achievement evident in pupils' work and is clear from improving GCSE and other examination results.

Summary of teaching observed during the inspection in 81 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (1%)	20 (25%)	37 (46%)	16 (19%)	7 (9%)	0 (0%)	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.

19. The most common characteristic of unsatisfactory teaching is weak pupil management. Teachers tolerate unco-operative behaviour far too often. This means that pupils are much too talkative in a number of lessons; they do not listen to their teachers so have little idea what to do or why they should be doing it. In these circumstances the pace of learning is much too slow. Other weaknesses in unsatisfactory teaching include uninteresting activities, which fail to engage pupils, and insufficient modification of tasks set so that all pupils are appropriately challenged. Under these circumstances, pupils' learning is also unsatisfactory.
20. The vast majority of lessons are good or better. These lessons are thoroughly planned, with varied activities and careful attention given to ensuring that all pupils are given the correct degree of challenge. Careful planning and preparation enable lessons to proceed at a brisk pace, encouraged by tight deadlines that are set. The recommendations of the National Key Stage 3 Strategy are well used in a number of subjects, such as English, mathematics and science. Learning builds well on earlier work and the structure of lessons encourages strong consolidation of learning in closing sessions. In these lessons, relationships in the classroom are generally constructive. Teachers' expectations of pupils taking GCSE and other examination courses are high and pupils respond well, working hard with a strong emphasis on meeting the requirements of the examinations. These, together with the better behaviour of older pupils, are the primary reasons why teaching and learning are better amongst the older pupils in the school.
21. The best teaching involves close collaboration with pupils. In such lessons pupils display very positive attitudes and are enthusiastic participants in their own learning. Relationships are warm and constructive. Many teachers display enthusiasm for their subjects and this, in turn, promotes an enthusiasm for learning among pupils. Literacy skills are well promoted in many lessons.
22. Pupils receive good support from logically deployed support staff. This means that those with learning difficulties are not disadvantaged in their studies and achieve as well as other pupils. Teaching and learning for pupils with special educational needs are good. Teaching assistants are experienced and well informed and they give a very good quality of support to most pupils with special educational needs, ensuring that those pupils are fully included in mainstream

lessons. Teachers know special educational needs pupils well, but many are not yet planning effectively from individual education plans within their own departments.

Assessment

23. Assessment is satisfactory overall, but unsatisfactory in citizenship and religious education. Information on the prior attainment of pupils entering Year 7 is carefully collated and synthesised. As a result, staff are well informed from the outset about the levels at which pupils are working. In all years teachers provide information on both current attainment and target levels so that unsatisfactory performance is clearly discernible. Accuracy of assessment is variable. Although good in many subjects, it is inaccurate in religious education, and in music and ICT in Years 7 to 9. Marking is thorough and constructive in English, mathematics, science, art, geography and modern foreign languages. It is satisfactory in other subjects apart from religious education and citizenship, where it is unsatisfactory. In science and art and design, assessment is used very well to respond to the particular needs of individuals. The school assessment policy recognises the importance of assessment in raising standards. In a minority of subjects written and oral guidance on how to improve is good, but there is too much inconsistency between subjects in the way assessment is used to achieve this end.

The curriculum

The curriculum is **satisfactory** overall with **satisfactory** provision of extra-curricular activities. Accommodation and resources are **good**. Staffing is **good**.

Main strengths and weaknesses

- The curriculum is fully inclusive; pupils with special educational needs are integrated well into the school's provision.
- Statutory requirements are not met in the curriculum for resistant materials.
- As at the previous inspection, the school does not provide a daily act of collective worship.
- Vocational and alternative provision to the standard GCSE programme extends the curriculum in Years 10 and 11.

Commentary

24. The school provides the full range of National Curriculum subjects. Pupils have equality of access to the curriculum. Provision is good for pupils with special educational needs, who are integrated well into mainstream lessons. Pupils have appropriate support to develop their literacy skills with minimal disruption to their other studies.
25. Curriculum provision for modern foreign languages is good. All pupils take a modern foreign language in Years 7 to 9 and a second language is offered to more able pupils in Years 8 and 9. Most more able pupils are encouraged to study a modern foreign language in Years 10 and 11 and a few study both French and Spanish to GCSE level. Comprehensive fieldwork based around local features provides a good complement to history and geography courses. Standards of numeracy are good and this supports learning across the curriculum; however, the use of numeracy is not monitored.
26. Statutory requirements are now met in religious education and ICT, which is an improvement on the previous inspection. There is not enough timetabled time allocated for the one year course in Year 10 leading to GCSE ICT. Only one hour per week is given to Year 11 physical education, which is below average. The provision of resistant materials is unsatisfactory because the course followed does not cover the technological aspects of the programme of study. In music, compositional skills are affected because of the lack of computer software. The school does not meet its statutory requirements to provide an act of collective worship. This is the same as it was at the last inspection.

27. The life skills course in Years 7 to 9 includes all the requirements for personal, social, health, careers and citizenship education and there is a new citizenship programme in Years 10 and 11. The school has introduced vocational subjects to meet the wider needs of pupils in Year 10. The vocational GCSE is offered in leisure and tourism and small numbers of pupils take work-related courses in motor vehicle studies or health and beauty at Penwith College. A small number of boys in Years 10 and 11 who are at risk of exclusion are offered an alternative programme which provides opportunities to widen their experience beyond the school. For example, pupils have taken an interest in homeless and disadvantaged people and are preparing to run a car boot sale to support child leukaemia. Outcomes are accredited as part of an award scheme. Early monitoring shows that the course has a positive improvement on pupils' social skills, attendance and punctuality. These arrangements are good provision for pupils who might otherwise be disaffected with school.
28. There is good provision for pupils with special educational needs. Those with Statements of Special Educational Need are given appropriate support from teaching assistants, who ensure that they benefit from the planned mainstream lessons. Individual education plans are drawn up for these pupils and all departments have an individual education plan file that is shared by all teachers and teaching assistants. These plans are reviewed at least twice a year and targets re-set in negotiation with the pupil. Targets on the individual education plans are relevant to the learning and/or behavioural needs of pupils, but lack a subject dimension that would enable many subject teachers to make their full contribution to the teaching of special educational needs pupils. In the relatively few lessons where pupils are withdrawn for extra learning support, they benefit from appropriate computer programmes and the tutorial support of the special educational needs co-ordinator or a teaching assistant.
29. The school identifies gifted pupils on entry to the school and subject departments are invited to identify gifted and talented pupils in their departments. The school is a member of the local consortium of schools known as the 'Penwith Academy for Gifted and Talented'. The local college offers a mathematics master class in Year 9. Year 10 pupils who are very high achievers in science attend the 'science at work' classes at another local school, whilst some are involved in the chemistry challenge at Exeter University. A summer school for gifted and talented is held at the Eden Project at the end of Year 8. The register of gifted and talented pupils is currently being reviewed and it is intended to bring all departments more fully into the provision. Through this range of initiatives the school provides well for gifted and talented pupils.
30. All pupils benefit from a range of enrichment and extra-curricular activities. These are planned each term by departments and a co-ordinator ensures pupils and staff are well informed about what is available. There are activities for all pupils to take part in within the school, in the local area, courses at study centres and opportunities to gain experience abroad. These include a wide range of sporting activities, gardening, music, drama, dance, art, foreign exchanges and community-linked activities. However, take-up of some activities is low. Additional study classes are provided in after school hours for pupils working towards GCSE examinations.
31. The quality and quantity of accommodation and resources are good. Accommodation for specialist teaching is good, for example in science, art, music and design and technology. The majority of subject rooms for departments are conveniently close together. The site is well maintained and the majority of rooms and areas of the school are in a good decorative condition. Accommodation for physical education is good, including well maintained school fields. The sports facilities are well used by the school and the local community. In a few areas of the school there is difficult access for pupils with physical disabilities. However, the school is aware of the changes required and has agreed a strategy with the local education authority to improve the situation when the need arises.
32. There is a good match of teaching staff to meet the needs of the curriculum, with the exception of religious education. In all the subject areas, with the exception of citizenship, there is good use of specialist staff with very little need for teachers to teach outside their specialist subject. There is a very good number of support staff in subject areas and they

make an effective contribution in key areas of the curriculum. In addition to this, there is an above average number of well-qualified teaching assistants to work with teachers in the classroom to support pupils with learning difficulties.

33. Resources are good and are well used. As a result of a well-planned development over the past few years, the majority of subjects have good access to ICT and use it effectively to reinforce or extend learning. However, the access and use of ICT is less well developed in food, textiles, resistant materials, geography, history and modern foreign languages. The quality of display as a resource around the school is good as a result of an ongoing strategy to improve display facilities. The library is well used with a good range of books, but does not provide facilities to use computers. A number of rooms have an interactive whiteboard and projector facilities and the school plans to continue with this development. The school has made good progress during the last few years in improving its accommodation.

Care, guidance and support

The provision for pupils' care, welfare and health and safety is **good**. The support, advice and guidance, based on monitoring, pupils receive are **unsatisfactory**. The involvement of pupils through seeking, valuing and acting on their views is **unsatisfactory**.

Main strengths and weakness

- Pupils are reticent about approaching members of staff if experiencing problems.
- There is good additional academic support for Year 11 pupils.
- Good careers guidance helps pupils make informed choices at both the end of Year 9 and for post-16 options.
- The views of pupils about the life of the school are not routinely sought and pupils lack autonomy in running the school council.

Commentary

34. The support, advice and guidance pupils receive, based on monitoring, are unsatisfactory overall. There are, however, areas of strength. This is a small school and pupils are well known by staff. Despite this, pupils reported that they would be unwilling to approach staff if they were experiencing problems. The bullying issue in school has arisen partly due to this. Induction arrangements for pupils entering the school in Year 7 are satisfactory. Pupils in Year 7 did comment that they are pushed about and tripped up by older pupils on the corridors even on induction day. Vulnerable pupils are invited to attend during the summer holidays for additional familiarisation days.
35. Some monitoring is effective. The responsibility for monitoring the academic progress of pupils lies with tutors. This year individual target setting has been introduced and pupils and parents met with tutors to set targets for improvement. However, many targets are imprecise and do not do enough to help pupils to progress. Additional revision classes are held to support pupils' preparation for GCSE examinations. Use of the morning tutorial session is variable. Where good practice is evident, a range of activities prepares pupils well for their studies and provides support. Others are often used as a social time for pupils to chat to their friends.
36. Personal, social and health education lessons contribute satisfactorily to pupils' personal development and prepare them for life outside of school. A good careers guidance programme, supported by Connexions, prepares pupils for option choices at the end of Year 9. Pupils are well prepared for work experience and benefit from taster lessons at two further education colleges before making their choice of post-16 courses. The variable quality of teaching of these subjects affects the benefits that pupils gain from these lessons.
37. Arrangements for pupils' care, welfare and health and safety are good. Child protection

procedures meet requirements. Welfare and first aid arrangements ensure that pupils are well cared for. Procedures to monitor health and safety are good and ensure the safety of pupils. The testing of portable electrical appliances now complies fully with regulations. The school has successfully addressed the health and safety issue raised at the last inspection.

38. The involvement of pupils in seeking and asking their views is unsatisfactory. Pupils' views are sought through the school council. The council is led and the agenda is set by a senior member of staff. This reduces opportunities for pupils to take the responsibility for chairing meetings and setting the agenda, although they are asked to contribute towards it. Pupils' views have been sought on a range of topics in the past and they were recently consulted about the designs for the refurbishment of the toilets. However, the school had not identified the concerns pupils have expressed about bullying and their views about this type of issue are not routinely sought.

Partnership with parents, other schools and the community

The effectiveness of the school's links with its parents is **satisfactory**. The quality of the school's links with the community and other schools and colleges is **good**.

Main strengths and weaknesses

- The school has close involvement in local festivals.
- There is good use of facilities by the local community.
- The school makes good use of the local environment to support pupils' studies.
- Junior sports leaders work with primary schools.

Commentary

39. The school's partnership with parents is satisfactory. The number of parents who returned the parents' questionnaire was low. Parents expressed concern about the information they received about their child's progress, that their views are not sought and that there is a bullying problem in school. Inspection findings are that the school does not routinely seek parents' views and there is a bullying issue within the school. Information to parents is satisfactory. Parents receive a weekly newsletter and an annual progress report. The recently introduced target setting days and the annual consultation meeting with teachers give parents the opportunity to discuss progress with tutors and subject staff and to set targets for improvement with their child. Annual reports to parents are satisfactory, though it is not always clear what pupils have learned and some targets for improvement do not focus on what pupils need to do to improve their work.
40. Links with the community are good. The school is involved with local festivals. Both the textile and art departments designed costumes and made masks for this event last year. The school facilities are well used by the community for sport and the arts. Pupils help with the lighting for local drama club productions. Links with a local surf school support pupils' tourism studies. Professional coaches from local sports clubs coach pupils in golf, cricket and badminton.
41. There is a good partnership with other schools and colleges. The induction arrangements with primary schools for Year 6 pupils coming into the school are satisfactory. Science teachers have taught practical investigation skills to Year 6 pupils. The sports co-ordinator scheme has promoted further links with primary schools and the school hosts a mini-olympics organised and run by junior sports leaders. Currently, there are no schemes of work in place across Years 6 and 7 for mathematics or English to ease the learning transition of pupils. The school works in collaboration with other secondary schools to provide master classes for gifted and talented pupils. There are good links with further education colleges that enable pupils to follow vocational courses in Years 10 and 11 and make appropriate post-16 choices.

42. For pupils with special educational needs, there are strong and effective links with parents, through reviews of Statements of Special Education Need and individual education plans. Nearly all parents attend reviews and all make a written contribution. There are good links with primary feeder schools to ensure that information on special educational needs pupils is transferred to their new school.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and the other senior staff is **satisfactory**. Management is **unsatisfactory**. Governance is **satisfactory**.

Main strengths and weaknesses

- Management is unsatisfactory due to inconsistent monitoring of the school's performance and the lack of rigour in line management of the departments.
- The financial planning and management processes are good.
- Staff development is well managed and provides good opportunities for staff to develop their skills.
- Overall, school improvement planning is ineffective and insufficiently focused.
- Governors have not ensured that the school meets all statutory requirements.

Commentary

43. The leadership of the headteacher and senior managers is satisfactory. It maintains a satisfactory sense of purpose for the school and provides satisfactory motivation for staff and pupils.
44. A strong area of the school is the attention given to the deployment and professional development of the staff. The school has experienced falling numbers of pupils for some time and has managed the reduction of staff well, minimising any disruption to the curriculum and ensuring that staff morale is not adversely affected. This is a small school and many staff have to take on multiple roles. This is achieved with thought and careful planning and professional development is imaginative and well managed. A recent development has been to link the performance management targets to the staff development process. New teachers to the school are well supported by the induction programme. There are established teacher training partnerships with Bath Spa University and with the local consortium based in Truro. English, mathematics and science have benefited in particular from these links.
45. Management overall is unsatisfactory because the monitoring of the school's performance lacks rigour and leads to inconsistencies in different areas of the school. The management of art and design are very good whereas they are unsatisfactory in religious education and in the leadership of resistant materials. Although comprehensive records are kept of departmental meetings, there is no planned and systematic evaluation of how to improve subject performance. Where improvements have been made, it is as a result of the individual efforts of subject leaders. Leadership and management by heads of department are satisfactory overall, although in many areas they are good, including English, mathematics and science. In these and other areas, subject leaders set a good example by their own practice and by the achievement reached by the pupils.
46. School planning was a key issue in the last inspection and insufficient progress has been made in this area. Improvement planning is ineffective and lacks sufficient focus. The priorities of the current school improvement plan are not reflected sufficiently in the individual department improvement plans. It is not clear how the identified priorities of the school improvement plan are to be delivered as currently they are not costed or linked into the overall budgetary process. There is insufficient detail about the success criteria and how each priority is to be monitored and evaluated. The school's self-evaluation processes are insufficiently

developed to identify and consistently address weaknesses effectively. There are insufficient links between the planning processes and the monitoring and evaluation of performance.

47. The special education needs co-ordinator is very experienced, well qualified and gives good leadership to a strong team of experienced and well-qualified teaching assistants, three of whom are qualified teachers. Most are assigned to subject areas and join in department meetings and in service training. The management of the department is good, but there is no clerical support for the special education needs co-ordinator and her workload is unduly heavy. The monitoring of work in the learning support department is made difficult for the same reason.
48. Governance is satisfactory. Governors are positive about the school and recognise its strengths. Although they have accurately identified a number of issues and concerns, there are other areas of weakness that have not been recognised. They provide good support for the headteacher and senior managers and are willing to challenge when they disagree. The recent insistence on a different policy on uniform was at the instigation of the governing body. New initiatives are regularly reported to the governors by the staff responsible, but the evaluation of outcomes is not consistently effective. Governors are clear about the particular problems associated with a small school with falling rolls. Budgetary decisions are made after careful consideration, but the evaluation of the impact of such decisions is not systematic. The governing body has not ensured that the school complies with its statutory duty to provide a daily act of worship for all pupils, which was identified as an issue during the previous inspection. The reasons given for this continuing breach of requirements are the limited accommodation and a lack of available time. However, the school makes only limited efforts to ensure that the required elements are covered in tutor time; these sessions frequently do not refer to Christianity or other spiritual areas or contain a moment for quiet reflection. This is unsatisfactory. While governors were aware of difficulties within the teaching of resistant materials, because of lack of detailed information they were unaware that the school is not meeting National Curriculum requirements.
49. Financial management is good; the school has worked successfully to reduce its deficit in recent years. However, there is an insufficient link to the college's priorities within its development plan and future strategic objectives. Arrangements for managing the budget are systematic. Departments bid for funds to support developments and there is careful and effective monitoring of the expenditure. Governors are kept well informed of the financial position as the financial year develops. Plans to improve the fabric of the building are well developed for the next two years. Overall, the school provides satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	2,108,955	Balance from previous year	-44,810
Total expenditure	2,073,741	Balance carried forward to the next	-9546
Expenditure per pupil	3,798		

OTHER SPECIFIED FEATURES

Work-related learning

50. Provision is satisfactory. The school has made a satisfactory start in developing aspects of a work-related curriculum, building on existing provision, for example, in providing for work experience. The impact of the various activities involving work-related learning on pupils'

achievement is satisfactory. Local authority initiatives are being well used to involve a number of departments in ventures to provide for work-related links, but most departments have yet to incorporate sufficient elements of work-related activities into their schemes of work.

51. Leadership and management are satisfactory. During the inspection a number of instances were seen where a work-related link was made with work that was being done, but in most cases this was incidental, rather than planned. Useful links with a number of local further education colleges has led to some good courses that have been of considerable benefit to a number of pupils for whom the standard curriculum in its totality is not appropriate. Vocational courses within the school are also being developed. Careers education starts in Year 9 and provides appropriate support for pupils.

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

- Standards in GCSE examinations are above average and, after a fall in 2003, standards in Year 9 tests improved in 2004. All pupils achieve well.
- Good leadership and management of the department provide a clear focus on improvement.
- Good teaching ensures that lessons start very well and contain a variety of challenging activities. Marking is good.
- Provision for literacy across all subjects is inconsistent.
- Support for low attaining pupils is effective.

Commentary

52. Results in 2003 in Year 9 national tests were below average after being consistently above for a number of years. They improved in 2004 but there are currently no national averages for comparison. The improvement has continued and work seen during the inspection was above average. This is good achievement as pupils enter the school with average standards. GCSE results in English language in 2003 and 2004 were above average, as was the standard of work seen during the inspection. Results at the very highest grades were below average. Thus, achievement in Year 11 is also good. This year, for the first time, the school is also entering all Year 11 pupils for English literature and current standards are above average. Although in all years girls attain better than boys, this reflects the national pattern. The good achievement of all pupils, including those with special educational needs, is indicative of the careful approach to ensure the department caters equally for the full ability range.
53. Teaching and learning are good. Teachers have worked hard to improve the clarity with which objectives are set at the start of lessons and this is now a strength. Pupils know exactly what is expected in lessons. Activities are very varied, lively and maintain the interest of pupils. In nearly all cases, very good classroom management ensures pupils move from activity to activity quickly promoting a good pace of learning. Lower attaining pupils and those with

special educational needs are well supported in lessons, both by teachers and teaching assistants. The relationships between teachers and pupils are positive in nearly all cases and ensure that pupils are confident and keen to attempt quite challenging tasks. In a very small proportion of lessons, the pace is slow and pupils are inattentive, which distracts others. Assessment of pupils' work is accurate. Marking is thorough and usually provides good guidance on how to improve. The good teaching produces good learning. Pupils participate confidently in small group and whole class discussions. In Year 7 they write in a variety of forms and by Year 11 most make use of a range of literary devices. Pupils of all abilities approach the reading of difficult texts with confidence. By Year 11 all but the lowest attaining pupils are adept at identifying authors' intentions. Pupils respond to the good and better teaching with obvious enjoyment of the subject.

54. The curriculum is good and ensures that National Curriculum and GCSE requirements are fully covered but also effectively addresses a range of social and moral issues. Literature from other cultures is, however, under-represented. Drama extends and enriches pupils' experiences in English. Provision for pupils with special educational needs is good and it is a feature of the department that pupils of all abilities and aptitudes are equally involved in lessons.
55. Leadership and management are good. The curriculum provides good opportunities to study languages. A perceptive analysis of results has been followed by actions to improve areas of identified weakness. The National Key Stage 3 Strategy has been successfully implemented and has enhanced teaching and learning. The team of English teachers is enthusiastic in its approach and supportive of each other. Improvements on the issues raised since the previous inspection are good and are another indication of the thoughtful and effective leadership and management.

Literacy and language across the curriculum

56. Standards of literacy are good and support learning across the curriculum. The provision for the development of literacy is satisfactory but has some inconsistencies. The English department has participated in a number of successful training sessions. The library manager provides good guidance to pupils on wider reading outside lessons. There is no whole school literacy policy and currently no member of staff with specific responsibility for literacy. The teaching of literacy is good overall. A number of subjects support the development of pupils' literacy standards. It is very good in science where pupils are provided with a range of books for extended reading and there is effective use of key words. In mathematics, spelling is carefully addressed. In modern foreign languages templates are used to support extended writing.

Modern foreign languages

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

Main strengths and weaknesses

- Teachers are experienced and have good linguistic skills, which provide a good model for pupils' listening and speaking.
- GCSE French results improved considerably in 2004, especially for boys, but the teacher assessed standards at the end of Year 9 were well below average.
- Relationships in most lessons are good and facilitate collaborative learning.
- Teachers' marking does not always help pupils to improve standards.
- There are good opportunities for pupils to study more than one European language.
- The French trips and exchanges increase motivation and raise standards.
- Lack of access to ICT equipment restricts the use of computers.

Commentary

57. Results in teacher assessments over recent years and in 2004 were well below what is expected nationally at the end of Year 9. Current standards in French and Spanish are below average in Year 9. Pupils do not have sufficient opportunities to use past and future tenses and write complex sentences, containing reasons and opinions. The standards of some low attaining pupils in Years 8 and 9 in French are very low. Pupils achieve well in Spanish lessons in Years 8 and 9, but attain below average standards because of limited time for the subject. Achievement in French in Years 7 to 9 is unsatisfactory.
58. Results in GCSE French over recent years have been below average, but in 2004 results improved and were average. Boys performed better than girls, which is contrary to the national picture. Pupils had lower results in French, however, than in their other subjects. In 2004 half of the small group entered for Spanish GCSE obtained grades A* to C and this was above average.
59. Inspections findings are that standards in French and Spanish are average in Years 10 and 11. By the end of Year 11, most high and middle attaining pupils produce work of GCSE C standard or above. Many pupils understand spoken French or Spanish well and they pronounce familiar language well. Many use present, future and past tenses and some more complex sentences in familiar contexts. Pupils' written work in both French and Spanish is of a lower standard than their listening, speaking and reading. The French or Spanish of a few pupils is weak and they have many gaps in basic structures and vocabulary. Most pupils achieve well in French and Spanish in Years 10 and 11.
60. Teaching and learning in French are satisfactory overall and are good in Years 10 and 11. Teaching and learning in Spanish are good in all years. Teachers' good linguistic skills and good knowledge of GCSE criteria have helped to raise standards. The better lessons are conducted entirely in either French or Spanish, which effectively develops pupils' listening and speaking. In some less effective lessons, too much English is used. Pupils generally respond well to interesting tasks and materials in brisk lessons. In a few lessons in Years 8 and 9, however, pupils fail to learn satisfactorily because they are so disaffected and poorly motivated. Generally, pupils enjoy working in pairs, although some are easily distracted and consequently underachieve. All teachers mark pupils' work regularly and some marking is very good, but not all teachers provide sufficient advice on how to improve. Good relationships in most lessons have a positive impact on learning, but in some Years 8 and 9 classes negative attitudes to the subject hinder progress. Teachers use ICT effectively to practise and consolidate language and pupils occasionally word process their work or do research on the Internet for coursework, but lack of regular access to computers is a barrier to this type of work.
61. The leadership and management are satisfactory. There are a number of strengths; the head of department has clearly identified areas for development and has developed strategies to raise standards. Many of the targets in the current departmental development plan have been achieved. The French assistant is effectively deployed and has a positive impact on learning both when supporting pupils in lessons and with small withdrawal groups. The department's trips abroad and the exchange link with France motivate pupils and help to raise standards. Improvement since the last inspection is satisfactory.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and standards are above average. Those with special educational needs achieve very well.
- Teaching is very good overall, although in a few lessons some pupils' misconceptions are not identified and corrected quickly enough.

- Leadership of the department is very good and the teachers are all experienced and dedicated.

Commentary

62. Standards are above average by the end of Year 9 and above average, but close to being well above average, by the end of Year 11. In the national tests at the end of Year 9 in 2004, 78 per cent of the pupils attained at least the expected Level 5 and 53 per cent were one level higher. Over the last four years, attainment in these exams has remained stable. In the GCSE examinations in 2004, 61 per cent of the pupils gained a grade A* to C, which was above average, and all but a few pupils gained at least a grade A* to G, which is well above average.
63. The achievement overall of the pupils from their entry into the school up to Year 11 is very good because of the quality of the teaching and a good attitude to learning on the part of most pupils. A few pupils do not always achieve as well as this. This includes some of the quieter pupils who do not understand the work and do not ask for clarification and some pupils, mostly boys, whose attitude to learning is poor. Pupils generally behave well; most pupils work hard in lessons and do their homework conscientiously. The quality of presentation of work is good, but a significant number of pupils treat their everyday work too casually and as a result there can be unnecessary errors. Pupils with special educational needs achieve very well because they are placed in smaller sets and get very good support from teachers and learning support assistants.
64. Teaching is very good. As a result, pupils achieve very well in most lessons and their achievement is rarely less than good. All the teachers are very good mathematicians who provide pupils with very clear explanations of the processes for solving problems. They also have the confidence to draw attention to underlying concepts and key misconceptions so that the pupils can grasp the principles involved and understand what they are doing as well as how to do it. In the best lessons, pupils are set challenges or problems to think about, so that they learn how to think independently, as well as develop a better understanding of the concepts involved. This contributes well to retention of knowledge and skills and helps the pupils in the long term to distinguish between similar processes and not to confuse them. Relationships with pupils are very good so that in most cases classes are orderly places where the main focus is learning. In some lessons there is lack of a systematic way of finding out whether pupils have understood the concepts and processes being taught. As a result, some pupils have misconceptions, which are not quickly enough corrected, and this inhibits their progress. This often affects quieter pupils, who do not have the confidence to admit that they do not understand the work.
65. The leadership of the department is very good. There is a common sense of purpose and a very good level of consistency in the way mathematics is taught in the department. It is a strong, experienced and united staff team. Management is good, but systems to respond to changes are less effective. The department is effectively organised. Assessment of the progress of individual pupils to identify and reverse underachievement is very good. The department is well resourced, and well equipped with interactive whiteboards, although ICT is not yet fully used as a routine part of learning mathematics. There is a good range of extra-curricular activities and staff give time to pupils outside lessons to help them, both individually and through some extra lessons for Year 11 pupils around examination time. Standards of numeracy are good overall, although lower attaining pupils would benefit from more regular active mental arithmetic practice.
66. Improvement since the previous inspection is good. The pupils' achievement, that is their progress in the long term, and the quality of the teaching have been maintained. New technology and new developments, such as the National Key Stage 3 Strategy and techniques to develop assessment for learning, are being successfully introduced.

Mathematics across the curriculum

67. Standards of numeracy are good and in all subjects pupils are given good opportunities to use their mathematical knowledge and numeracy skills to enhance their learning. The policy to develop numeracy across the curriculum provides an opportunity for dialogue between the mathematics department and other departments, but it has a limited impact in improving pupils' numeracy skills and knowledge. Part of the reason for this is a lack of planning in most subjects for approaches to learning which require numeracy, specifically to enhance the study in that subject. However, examples were seen where good standards of numeracy and mathematics enabled the teachers and pupils to enhance their studies. For example in science, pupils were able to draw accurate graphs to illustrate experimental data, and other routine applications were seen in design and technology, art and design and geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average and pupils' achievement is good.
- Teaching is good but there are inconsistencies in setting homework.
- The department is well led and well managed.
- There are good strategies to improve literacy.
- Too few pupils achieve higher grades in GCSE.

Commentary

68. Results in national tests at the end of Year 9 were above average in 2004. They dropped slightly from 2003 but have improved slowly since the previous inspection. The results are above those of pupils in similar schools based on their standards in Year 6. Boys did better than girls. Results in the 2004 GCSE examinations in double award science were average. Results were at their lowest in 2002 but are improving steadily. Boys performed better than girls but the gap between boys and girls has decreased over the last three years with the girls showing improvement. The proportion of pupils achieving the higher grades of A* and A is well below national averages, but strategies are in place to raise the attainment of pupils who show special talents in science.
69. By the end of Year 9 current standards are above average. Given their former standards at the end of Year 6, this represents good achievement for all pupils, including those with special educational needs. Pupils are enthusiastic when doing practical work. They set up and observe experiments carefully. This allows them to get accurate results and use these to explain what is happening. Teachers and teaching assistants use good strategies such as key words and 'meaning in reading' so that pupils of all abilities show increasingly good literacy skills which support their understanding of science. By the end of Year 11 pupils' standards are above average. Again, this demonstrates good achievement. Recent increased opportunities for more practical work, as a result of more teaching time in Years 10 and 11, have allowed the pupils to become more confident in science so that their practical skills improve and are better than displayed in the last GCSE examinations. Where pupils' writing skills are underdeveloped, good support from teachers and assistants, with opportunities to word process their coursework, enhances pupils' chances of achieving higher standards. Some science modules are effective in raising the aspirations of pupils because they encourage the use of websites showing science and technology employment opportunities.

70. Teaching and learning are good with some very good features. Strong features of the most effective teaching are planning and challenge. The challenge provided by sharp questions from teachers encourages pupils to think about science more deeply. Teachers share good practice and innovative ideas when planning lessons and this helps to raise standards by exposing pupils to a wider range of learning strategies. The use of ICT has improved since the previous inspection. This was seen in a Year 10 science class where pupils with special educational needs used computers to simulate the design of electrical circuits and understand which type may be used in the home. Assessment procedures are well developed and are used to pinpoint areas of underachievement, allowing pupils to move into different groups according to how they are progressing. There is some variation in the quality and quantity of homework and it does not always build on the work done in class. This issue is now being addressed through a homework logbook.
71. The leadership and management of science are good and there is a shared focus on raising standards. Observation and evaluation of lessons are helping to raise standards by identifying areas where teaching may be improved, therefore improving learning. The head of department places a high priority on helping teachers to develop their skills and share their good practice. All teachers have received training which supports the National Science Strategy. This is helping to raise achievement in both practical and thinking skills.
72. Good progress has been made since the previous inspection. There is a data projector in each laboratory which adds visual impact to learning. There has been considerable investment in resources, particularly pupils' textbooks. These allow pupils to support their school work with home study. The re-roofed laboratories now provide good areas in which to teach and learn but some desks are old and need replacing.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Most pupils have positive attitudes and behave well and this helps them to learn.
- The insufficient time for the GCSE short course limits higher results.
- Pupils of all abilities benefit from the good support of teachers and teaching assistants.
- Procedures for assessment are improving and target setting is focused on raising standards.
- The use of day-to-day marking and written guidance to pupils is underdeveloped.
- Policies and schemes of work are not developed well enough.

Commentary

73. Standards are average and are lower than at the last inspection. Results in the optional applied GCSE and the compulsory GCSE short course are average and the number of higher grades is well below the national average, although these results are above the county average. Girls attain higher standards than boys in examinations. Pupils take the short course at the end of Year 10 and there is not enough curriculum time for them to maximise their capability.
74. Achievement is satisfactory overall. Planned support is well targeted by teachers to meet the needs of individual pupils. Pupils with special education needs achieve well with good one-to-one support from teaching assistants. In most lessons pupils' positive attitudes and good behaviour help their achievement and enable them to build on previous learning. Year 8 pupils achieve above expectations; they are excited by their work on a greenhouse simulation and write simple computer programs to change ventilation and lighting. In Year 9 a number of pupils do not work with enough vigour and their achievement is unsatisfactory. In Year 10 most pupils on the short course satisfactorily prepare a data capture form, but a minority of pupils lack interest and minimum effort leads to unsatisfactory achievement. Full course pupils are motivated and keen to build up their skills of searching a database.

75. Teaching and learning are satisfactory. Teachers are knowledgeable, lessons are well planned with a range of activities and extension tasks to engage pupils and meet all their learning needs. Management of pupils at the start of lessons is good with clear introductions and shared learning objectives; however, the learning is not reviewed well enough at lesson end. In some lessons, teachers have not developed effective strategies to deal with poor behaviour and lack of motivation. Formal assessment is good at the end of each unit in Years 7 to 9 and pupils know their attainment targets achieved and new target grades enhance their motivation for learning. Ongoing marking of printed work across the subject is underdeveloped, correct spelling is not reinforced and pupils do not have enough advice to systematically improve.
76. The ICT rooms are spacious and provide an effective working area. However, there are no window blinds and ventilation is poor. Computer equipment is up-to-date and pupils benefit from individual access to a computer. ICT benefits from the good technical support. Several subjects have interactive whiteboards, but are not fully using the strengths of this equipment to support teaching and learning. There are no ICT resources in the school library to provide wider access to research.
77. Leadership and management are satisfactory. The ICT team includes a non-specialist teacher who is well supported by a range of good resources prepared by the head of department, but documentation and schemes of work have not yet been developed to reflect school policies and fully meet the needs of new teachers. Informal links across the team are very strong. Good progress is being made, supported by a local authority adviser, to focus more sharply on assessment and target setting. Since the previous inspection, the curriculum has improved to meet requirements but standards have fallen. Improvement is unsatisfactory.

Information and communication technology across the curriculum

78. The co-ordination and monitoring of the use of ICT in other subjects are unsatisfactory. The spare capacity in the two ICT rooms is not fully used. There is no planned ICT entitlement for pupils who do not benefit from discrete ICT lessons in Year 11, although there are opportunities for them to utilise their skills. In art and design and science, pupils are introduced to new software and extend their skills very well. Several subjects encourage the use of the Internet for research and word processing for GCSE coursework, for example English, geography, history and food. The computers in design and technology are not used effectively and music lacks appropriate software for pupils to develop composition skills.

HUMANITIES

History

Provision in history is **good**.

Main strengths and weaknesses

- Very good relationships support very positive attitudes towards history. Pupils achieve well.
- Good learning is supported by good teaching throughout the department.
- Teachers have a very good knowledge of history and this is enthusiastically shared with the pupils.
- Performance data is not used sufficiently to support developing pupils' targets for improvement.
- The department development plan is ineffective.

Commentary

79. Pupils start school with history standards which are below what is expected. Standards are at expected levels in Year 9 and above average in Year 11; as a result, overall achievement is good as pupils improve their learning throughout the school. In recent years, GCSE examination results have been above average; however, in 2004 they were well below the national average and for the boys they were significantly below. A number of factors, including staff absence and the inadequate use and interpretation of performance data, contributed to these results. However, current work indicates that standards have returned to the previous pattern. By Year 9 pupils develop a good range of historical skills; they are aware, for example, of the significance of primary and secondary sources in the analysis of the rise of the Nazis. By Year 11 pupils develop a good knowledge of the causal relationship between poor housing and bad health in the nineteenth century.
80. Teaching and learning are good in all years with some very good features. Teachers are very knowledgeable and their enthusiasm is readily shared with the pupils. As a result of this pupils have very good attitudes towards the subject and history has the highest take-up of an optional subject in Year 10. Teachers plan and organise their lessons well to provide an effective, structured learning environment. However, some question and answer sessions are a little long and pupils are not all equally involved. Written work is regularly marked, with encouraging comments, but clear targets for improvement are not always set and as a result many pupils do not have a clear enough understanding for further development. Record keeping is comprehensive but the data is not sufficiently analysed, particularly in Years 10 and 11. Recently more pieces of work have been given a National Curriculum level in Years 7 to 9. A particular strength of the department is the emphasis on local social and economic history.
81. Leadership and management are good because the department is well organised on a day-to-day basis. Over time the popularity of the subject has grown. Schemes of work have been revised and strengthened. The department works well with the geography and drama departments and fieldwork is strong. Longer term planning is not as effective because the departmental development plan does not reflect current priorities nor does it identify success criteria or financial implications.
82. Improvement since the last inspection is satisfactory because interpretation of data remains an area of weakness.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Good learning is supported and promoted by good teaching. Pupils' achievement is good.
- Very good relationships encourage and support good achievement.
- The range of written and visual resources is very good.
- Fieldwork is very extensive and underpins some very good local GCSE coursework.
- The National Key Stage 3 Strategy has yet to be fully embedded and this means the pace of learning can be too slow.

Commentary

83. Pupils start school with standards which are below the expected level. By Year 9, pupils are working at the nationally expected level; this confirms the most recent teacher assessments. Present standards in Year 9 indicate good achievement. The standard of work seen in Year 11 is above the national average and this confirms standards reached in recent years. Achievement in Years 10 and 11 is good. Pupils with special educational needs achieve as well as their peers because of good support from teachers and assistants. The A*-C GCSE results in 2004 were well above national expectations with 80 per cent of pupils securing higher grades. This was significantly better than pupils nationally and the girls were better than the boys, securing 90 per cent A* to C grades. This represented very good achievement.

84. By Year 9 pupils have average geographical skills and can discuss the main differences between more and less economically advanced countries. By Year 11 pupils have undertaken a very good range of fieldwork activities and as a result are able to produce some very high-quality local study coursework. Attitudes and relationships are very good because of the teachers' high expectations of the pupils.
85. Teaching and learning are good in all years, with strong consistency. Lessons are characterised by the teachers' very knowledgeable and well-planned delivery that provides an effective, structured learning environment. There are effective question and answer sessions with all pupils making significant contributions. Pupils have strong study skills and work with considerable focus and application. A very extensive range of visual and written materials develops pupils' learning well. The recent introduction of end of term reports with clear and comprehensive targets for improvement from Year 8 on enable pupils to have a good understanding of what they need to do to improve their work. Pupils in Years 10 and 11 receive well-structured advice about how to prepare for examinations. Pupils have, because of this thorough organisation and preparation, achieved well over a period of some years. The department has introduced the National Key Stage 3 Strategy; however, in lessons some activities are rather too long and this leads to a few pupils losing focus and to a subsequent reduction in the overall pace of learning.
86. Leadership is good because there is a clear vision focused on further improvement. Management is good. Schemes of work are regularly reviewed and improved. In the last two years the department has introduced a new leisure and tourism course. The subject documentation is good and the putting of all the learning materials onto a CD-Rom for pupils provides very good access to the curriculum. There is effective collaboration with other departments and support is given to neighbouring schools. There is good teamwork in developing the bank of resources. The accommodation is good with large rooms with very good display work; however, the desks are too small for using large maps. Improvement since the previous inspection is good because the high standards and achievement have been maintained and teaching has improved.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Standards and achievement are poor in Years 10 and 11 and unsatisfactory in Years 7 to 9.
- Teaching and learning are unsatisfactory and pupils find the subject uninteresting.
- Leadership and management are unsatisfactory.

Commentary

87. Pupils arrive in Year 7 generally with levels of knowledge and understanding lower than those expected. Pupils in Year 7, when interviewed, named religious education as a lesson they find boring. Similarly, pupils in other years have similar views. This contributes to standards that are below expectations overall and well below in Years 10 and 11. Achievement is unsatisfactory in Years 7 to 9 and poor in Years 10 and 11.
88. Of 131 pupils who followed the GCSE short-course last year, 31 were not entered for the examination and a further 52 obtained grades that were below, and often well below, those predicted for them on the basis of their prior attainment in other subjects. The underlying reason for pupils in all year groups failing to reach the standards expected of them is that, whilst the curriculum offered to pupils matches the requirements of the locally agreed syllabus in terms of content, it is delivered in such an unchallenging way that it is impossible for pupils to achieve high standards.

89. Teaching and learning are unsatisfactory. A single teacher delivers the subject to more than 500 pupils each week and this makes it very difficult to tailor work to pupils' individual needs or to respond helpfully to them, on an individual basis, about the work they produce and how they can improve. However, the use of word-searches and crosswords is inappropriate. Planning is extensive but is almost entirely about content to be covered and activities for pupils to do. Learning objectives are not clearly stated and therefore pupils have too little idea of why they are being asked to undertake the work they are given. However, pupils are well managed and relationships are good.
90. Assessment is unsatisfactory. Although levels and grades are now being recorded, they are often inflated and there is too little work in pupils' books that corresponds to the requirements of the levels and grades awarded. There has been a recent attempt to introduce assessment to help pupils in their learning and to encourage them to set targets for themselves.
91. Leadership and management are unsatisfactory. The head of department teaches all classes in the school bar two. She is overwhelmed by the number of pupils she teaches each week and misses the input of new ideas about teaching methods and assessment that might come if she were able to share good practice with colleagues. Although she is provided with, and carefully keeps, a considerable amount of data on pupils, it is little used to improve pupils' performance.
92. Improvement since the previous inspection is unsatisfactory. Although the introduction of the GCSE short course is believed by the school to have improved the quality of religious education in Years 10 and 11, inspection evidence does not bear this out. In addition, the provision for pupils in Years 7, 8 and 9, which was satisfactory at the time of the last inspection, is now unsatisfactory.

TECHNOLOGY

Design and technology

Food and textiles

Provision in design technology for food and textiles is **good**.

Main strengths and weaknesses

- Pupils achieve well across Years 7 to 11.
- Accommodation is very good.
- There is good liaison with the other technology subject for joint planning and the development of common policies.
- Leadership and management are good.
- In Years 7 to 9, assessment has not been developed to inform fully pupils and to identify National Curriculum levels.

Commentary

93. Standards at the end of Year 9 in 2004 are similar to national expectations. Current standards in Year 9 are above expectations and achievement is good. There is a good focus on both designing and making activities to learn practical skills and to gain a good understanding of design.
94. GCSE results in 2004 are average. In Years 10 and 11, current standards are above average and achievement is good. This is an improving situation. Pupils have a good understanding of the design process; for example, coursework is developed well and is based on good research and investigation to explore a range of design concepts. There is good use of ICT in coursework for presentation and data handling.

95. Teaching and learning are good. Teachers have a good working relationship with all pupils and this contributes to their good motivation and progress. Pupils with learning difficulties are supported well in lessons and also make good progress. Teaching material is prepared well to effectively match the learning needs of all pupils.
96. Leadership is good with clear direction for the development of the subject. Management is good and there is effective liaison with the resistant materials staff for joint planning in Years 7 to 9 and developing common subject policies. Assessment is now well established across Years 7 to 9 but pupils are not fully informed, so do not have a good understanding of National Curriculum levels. In Years 10 and 11, ongoing assessment is effectively used to guide pupils on how to improve their work. Schemes of work in Years 7 to 9 are well planned but do not clearly identify cross-curricular themes, for example, numeracy, ICT and citizenship. There are good opportunities to extend the experience of pupils through industrial links.
97. Accommodation is very good. Teaching rooms are well organised and provide stimulating learning areas for pupils. The resources for teaching and learning are good, although there is limited provision for ICT work within the department. Display is used effectively to show expectations of quality, content and presentation. A technician provides very good support for the department.
98. Since the previous inspection the provision for ICT has not improved sufficiently in the food and textile areas. However, standards have been maintained and improvement has been satisfactory.

Resistant materials

Provision in design technology for resistant materials is **unsatisfactory**.

Main strengths and weaknesses

- Leadership is unsatisfactory and has not done enough to raise standards.
- Teaching and learning in Years 10 and 11 are unsatisfactory.
- Accommodation is very good but poorly organised.
- There is good liaison with food and textiles for joint planning and the development of common policies.
- The results in the GCSE resistant materials course are well below average.
- In Years 7 to 9 there is limited coverage of elements of the curriculum.

Commentary

99. Standards at the end of Year 9 in 2004 are similar to the national expectations. Current standards in Year 9 are average and achievement is satisfactory. However, there is an over-emphasis on making and pupils are not gaining a good understanding of the design process. Graphical skills are underdeveloped. Overall, the curriculum in Years 7 to 9 is unsatisfactory and pupils do not gain relevant experiences or understanding of structures, mechanisms, electronics, control systems and computers for manufacturing processes.
100. GCSE results in 2004 for resistant materials are well below the national average. A third of pupils did not meet their predicted GCSE grade. Current Year 11 standards are below average and achievement is unsatisfactory. Pupils have a weak understanding of the design process and fail to explore a range of design concepts for coursework. Design ideas based on thorough research are not produced and graphical skills are underdeveloped. Although opportunities and facilities are available, ICT is not used enough in coursework for presentation and graphical design.
101. Teaching and learning are satisfactory in Years 7 to 9. In Years 10 and 11, where pupils lack interest and motivation, teaching and learning are unsatisfactory. Where teaching and learning

are unsatisfactory there is often a lack of challenge in lessons and the pace of learning is too slow. However, pupils who have learning difficulties make satisfactory progress because they are supported well in lessons, particularly with the help of teaching assistants.

102. The leadership of the subject is unsatisfactory because there is a lack of direction and planning to raise standards. However, management is satisfactory. This is because there are some strengths, for example, good liaison with the food and textiles for joint planning in Years 7 to 9 and the development of common policies. Assessment practice is now well established across Years 7 to 9. In Years 10 and 11, assessment is not effectively used to guide pupils on how to improve their work. Schemes of work in Years 7 to 9 are well planned, but do not clearly identify cross-curricular themes, for example, numeracy, ICT and citizenship.
103. Accommodation for design and technology is very good. However, the teaching rooms are not well organised and do not provide a stimulating learning environment for pupils. Resources for teaching and learning are satisfactory. There are good opportunities to extend the experience of pupils through industrial links. There is good provision for ICT work, including research and manufacturing processes, but very limited use is made of this. Display is not used effectively to interest pupils and to show expectations of quality, content and presentation. A technician provides good support for the department and risk assessments are completed well.
104. Since the previous inspection the provision for ICT has been improved. However, there has been a decline in the quality of teaching and the standards achieved by pupils. Progress since the previous inspection is unsatisfactory.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- Teaching is very good and sometimes excellent, leading to very good learning and achievement.
- GCSE examination results in both art and photography are well above average and currently the best results in the school.
- The head of department gives very good leadership to a strong teaching and support team, ensuring that high standards are maintained.
- The very positive attitudes and very good behaviour of pupils support an enjoyable and productive ethos for learning.
- ICT is well used in digital imaging and manipulation, in both photography and art and design.

Commentary

105. Standards are high and pupils achieve very well in all years. They arrive at the school with standards which are similar to expectations. By the end of Year 9, standards are above expectations and by the end of Year 11 they are well above average, indicating very good achievement through the school. GCSE examination results in 2004 were well above average, with photography results at 100 per cent A*-C grades. Both art and design and photography results were the highest in the school.
106. Teaching is very good in all years and on occasion it is excellent. As a result, learning is very good and achievement is high. Teachers have an excellent command of their subject and teach with confidence and enthusiasm. They are very well supported by a graduate technician and a teaching assistant who is herself a practising artist. Photography is taught very effectively in after-school classes. Digital imaging and manipulation are expertly taught. Pupils are very positive in their attitude to work and are very well behaved in lessons, resulting in a positive, enjoyable and industrious environment for learning. Their achievements improve the

appearance of the school considerably, in both their ceramic work in the gardens and the excellent displays around the school. Teachers encourage independent learning and challenge pupils' critical thinking skills in well-planned sessions of self-critical evaluation.

107. The head of department gives very good leadership and is a good manager. Very good relationships exist within the team and good practice is routinely shared. Standards of work are monitored and maintained at a high level, although assessment and examination data are not analysed with sufficient rigour. Accommodation for art is good, but lacks storage space, which affects the three-dimensional work and creates particular difficulties at examination times. Digital art is developing well, ably supported by those who tutor pupils after school. Clay work is very well taught, but the dual use of the room for clay and painting creates management problems, especially where lessons are single one hour sessions.
108. The department has made very good improvement since the previous inspection and is a crucial component in the school's bid for specialist status.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Standards have improved in Years 10 and 11 and are above average.
- Teaching, learning and achievement are good in all years.
- Further development of the curriculum and some assessment procedures is required.
- There are insufficient resources for music technology.

Commentary

109. Standards on entry to the school are below average and pupils' prior experience varies widely. At the end of Year 9, standards are similar to expectations. In Years 7 to 9 pupils perform, compose and appraise in a variety of styles to develop a broad understanding. Current standards in Year 11 are above average and have risen since the last inspection. GCSE results in 2004 were also above average. Standards of performance are good in all years. Over 30 per cent of pupils learn instruments compared to the national average of 10 per cent. However, the very limited access to music technology restricts the development of composing skills for all. Achievement in Years 7 to 11 is good.
110. Teaching and learning are good. Teachers are lively and encouraging and this catches the enthusiasm and interest of their pupils. Their subject knowledge is secure. Lessons are well planned with tasks that increase in level of difficulty throughout the lesson, enabling good progress. Tasks are varied and explanations are clear. Questions are well used to check prior knowledge. Pupils enjoy their lessons and in Years 10 and 11 they have developed good independent learning skills. In some lessons in Years 7 to 9, more time is needed to consolidate learning and some background chatter slows the pace of the lessons. Teachers have a good knowledge of their pupils and help them to improve their work.
111. Leadership is good and the subject leader has a clear sense of direction for the department. Planning for the future is good. Management is satisfactory. A suitable curriculum is in place with a good balance of musical styles. Assessment is accurate in Years 10 and 11 but standards in Years 7 to 9 were under-estimated in 2004. In Years 7 to 9 pupils need more advice when making their self-assessments to award realistic grades. In Years 10 and 11 pupils are aware of the examination marking criteria but are not aware of teacher assessments of their coursework. The department has moved into a new suite of rooms since the last inspection and accommodation is very good. Staffing is enhanced by a music technician and seven instrumental teachers. The department now has more full-sized keyboards and a good set of drums for world music. Resources for music technology are insufficient and this adversely affects standards in composing. Music technology was an issue

in the previous report and, while the school has added some computers, only two are linked to music keyboards and the appropriate software.

112. Improvement since the last inspection has been good.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- The leadership of the department is good.
- Teachers have high expectations and encourage good standards of behaviour. Pupils achieve well.
- There is good provision for pupils with special educational needs.
- Assessment is not used to support day to day planning of lessons.

Commentary

113. Standards at the end of Year 9 are in line with national expectations. In Year 11, GCSE standards are above average with 58 per cent of candidates attaining a pass at grades A*-C. In core physical education, standards are in line with national expectations. This is because the time allocation for core physical education in Year 11 is below the expected average of two hours per week. In all years the standards of girls' work are similar to those of boys.

114. Pupils achieve well overall. In Years 7 to 9 achievement is good and in the GCSE course and for non-examination pupils in Years 10 and 11 it is also good. However, for non-examination pupils in Years 10 and 11 there is too little time available to develop the wider aspects of the subject or to study activities in enough depth. Pupils with special educational needs achieve well because teachers set high standards, lessons have pace and pupils are challenged to improve their work.

115. Teaching and learning are, overall, good with some very good teaching. Teachers work hard to include all pupils and challenge individuals to reach higher standards of achievement. In Years 8 and 9 pupils work co-operatively and then watch each other's demonstrations. Good coaching points from the teacher allow pupils to improve their own performance. The quality of teaching, good relationships and the insistence on high standards encourage pupils to achieve well. The school has a sports co-ordinator who enhances the opportunities for physical education in all year groups and facilitates external coaching and staff training for a range of extra-curricular activities. The programme to assist and encourage the development of pupils who are gifted and talented in physical education is not well developed.

116. Leadership is good. The head of department has a good vision for raising standards. Teachers work closely as a team, being good role models and demanding good behaviour from pupils. Management is satisfactory. A new scheme of work, which relates closely to the National Curriculum, has been recently developed and a comprehensive department handbook is now in use. In all years the use of assessments to help plan for future learning needs to be more consistently applied so that pupils know what to do to improve.

117. There has been good improvement since the previous inspection. GCSE results are above average. The accommodation for physical education is now good. There is now an adequate supply of textbooks for the GCSE theory coursework, which has been rightly targeted as a route to improve the GCSE grades still further.

BUSINESS AND OTHER VOCATIONAL COURSES

No subjects in this area were inspected.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, Social and Health Education

This subject was sampled. Personal, social and health education is taught in conjunction with citizenship. In the lesson seen, teaching and learning were good. In relating personal characteristics to career opportunities, the teaching engaged pupils' enthusiasm and learning benefited from the good working relationships evident in the classroom. The lesson was well planned and used ICT to help to explain the task. ICT was also the focus of the homework set. Pupils worked hard and achieved well. Personal, social and health education is integrated with the requirements of citizenship so that the subject areas are mutually supportive.

Citizenship

Provision for citizenship is **unsatisfactory**.

Main strengths and weaknesses

- The curriculum for discrete citizenship lessons is very good with a good range of visitors to enhance learning. The school has offered its first GCSE option this year.
- The teaching of citizenship is adversely affected by the temporary nature of the teachers.
- Teaching and learning are unsatisfactory, but there is too much unsatisfactory teaching in Years 8 and 9. However, there is some good and very good teaching in Year 11.
- Management is unsatisfactory and the work of the department is not effectively monitored.
- The planned projects and use of visiting speakers are very good and have a very positive impact on pupils' engagement in responsible community action.
- Assessment of work is inconsistent.

Commentary

118. Pupils' standards in Years 9 and 11 are below expectations. Their achievement is unsatisfactory overall. However, there are some good opportunities to engage in community work.

119. Teaching and learning are unsatisfactory, but there are good and very good elements evident in lessons, in particular with Years 10 and 11. However, some teachers do not have a sufficient level of expertise in the citizenship curriculum, whilst others do not have adequate strategies for coping with challenging behaviour in some lessons. The teaching of citizenship is adversely affected by the temporary nature of the teachers, who volunteer from other subject areas. Lessons are generally well planned and often well resourced, with some very good topics to challenge pupils and develop their skills of enquiry and communication. There is a need to develop and share good teaching practice.

120. The head of department offers satisfactory leadership, having audited the curriculum, developed individual programmes of study for each year and set up a good programme of visits and visitors to enhance the curriculum. Management is unsatisfactory because insufficient time is allowed for the head of department, who is also head of one of the sciences, to monitor, manage and develop the teaching team. He has initiated the GCSE in citizenship as an option for the current Year 11 and the take-up is encouraging. Several subject departments are making an effective, planned contribution to citizenship, notably English, science, history and physical education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the head teacher	4
The leadership of other key staff	4
The effectiveness of management	5

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