

# INSPECTION REPORT

## WHITGIFT SCHOOL

Grimsby

LEA area: North East Lincolnshire

Unique reference number: 118067

Headteacher: Mr M Rushby

Lead inspector: Mr D Roberts

Dates of inspection: 16<sup>th</sup> - 19<sup>th</sup> May 2005

Inspection number: 268516

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
Number on roll:	918
School address:	Crosland Road Grimsby
Postcode:	DN37 9EH
Telephone number:	(01472) 887 117
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Dixon
Date of previous inspection:	1 <sup>st</sup> March 1999

## **CHARACTERISTICS OF THE SCHOOL**

Whitgift School is an 11-16 mixed comprehensive school serving two main areas of housing in the western suburbs of Grimsby, one a private estate and the other built as public housing. There are 918 pupils on roll, reflecting shrinkage by about a tenth since the last inspection in 1999. The socio-economic profile of the pupils' backgrounds is somewhat below the national average profile, with an above average proportion being entitled to free school meals. The proportion of the pupils identified as having special educational needs (SEN) is in line with the national average, while the proportion with statements of SEN at 4.0 per cent is above the national average. Whilst over 98 per cent of pupils have White British heritage, the school welcomes very small numbers from a range of other ethnicities. Of these pupils, very few are still in the process of acquiring the English language. There are also very small numbers of pupils from refugee or asylum-seeking backgrounds and very few who are in public care. Pupils' attainment on entry to the school at the start of Year 7 is somewhat below the national average, especially in literacy. The school's facilities, unusually, include a theatre and two swimming pools. The school achieved the Sportsmark Award in 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7582	D Roberts	Lead inspector	
9588	A West	Lay inspector	
28175	J Goodman	Team inspector	Art and design
24894	C Petts	Team inspector	Design and technology English as an additional language
18032	I Randall	Team inspector	Information and communication technology History
28002	S Taylor	Team inspector	Special educational needs
10160	R Bagguley	Team inspector	Science
13155	J Dixon	Team inspector	Modern foreign languages
8360	F Peacock	Team inspector	Music
17987	B Coates	Team inspector	Physical education
1517	D Griffith	Team inspector	Citizenship Religious education
23268	K Corrigan	Team inspector	Business education
33019	S Aspinall	Team inspector	Geography Vocational subjects
17530	M Cureton	Team inspector	English
30996	A Higginbotham	Team inspector	Mathematics

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Overall, the school provides a satisfactory education.** After a period of decline, new leadership and determined governance have already secured notable improvement in staff recruitment and morale and in pupils' behaviour and in their attitudes to work, such that they are now making at least satisfactory progress in most subjects.

#### The school's main strengths and weaknesses:

- The headteacher's leadership is determinedly focused on improving the quality of teaching and raising the aspirations and achievement of all pupils; he ensures that staff share in this common purpose, and is highly respected for this.
- Leadership and management by most team leaders is good, with strong commitment to raising standards and quality; there are weaknesses in religious education, art and music.
- Governance is very good; it is both supportive and challenging, with very clear expectations of performance; it monitors progress very well in the pursuit of raising standards.
- Pupils now make progress which is satisfactory overall and good in many subjects, particularly in design and technology (where GCSE results have been well above the national average) and in science; progress is unsatisfactory in art and, in Years 7 to 9, in religious education.
- Teaching is satisfactory overall, and good in many subjects including mathematics, science, ICT, design and technology, history, physical education and business studies; too often there are weaknesses in modern foreign languages, religious education and, particularly, art.
- Attendance is improving but still below average; the school's good efforts to improve it are not well enough supported by some parents or carers.
- Teachers mostly assess pupils' work well, and make good use of performance data to identify and support pupils at risk of underachieving.
- There are inadequate opportunities for pupils to use ICT to support their learning across the curriculum.
- The curriculum for pupils' personal, social and health education is inadequately developed as is teaching about other cultures; the school fails to meet its requirement to teach citizenship in Years 10 and 11; arrangements for a daily act of collective worship are not sufficiently effective.
- The inadequate literacy skills of lower-attaining pupils hamper their progress in some subjects.
- The identification of the needs of specific individuals is not always well developed; in the case of gifted and talented pupils, provision is insufficiently co-ordinated.

The need for some improvement in standards, quality, the school's climate for learning and in its management was noted in the previous report in 1999. However, improvement did not take place and all four features declined seriously. Since the appointment of a new headteacher, improvement from that low base has been rapid. Test and examination results have been low compared to similar schools and all schools nationally (see table below) but the improvements in leadership and teaching are likely to lead to the school's sound targets being met in the future. Taken over the whole period since the last inspection, improvement has been insufficient. However, whilst the rate of improvement has been inconsistent, it is now rapid and focused, although there remain a few subjects where improvement is not yet satisfactory.

### STANDARDS ACHIEVED

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with:	all schools			similar schools
	2002	2003	2004	2004
	E	E	E	E

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

**Pupils' achievement is currently satisfactory** in all Years 7 to 11 and now much better than that indicated by the recent examination results, shown in the table, which reflect the culmination of a serious decline over recent years. Against this overall trend, GCSE results in geography, physical education, business education and particularly design and technology have been above the national average in recent years. Pupils enter the school with standards which are below average; in most subjects, including English and science, standards remain mainly somewhat below average, although less so at the end of Years 9 and 11. However, in mathematics, standards are now average at both stages. Pupils identified as having special educational needs achieve well due to the additional support they receive in lessons and/or in withdrawn groups. **Pupils' personal qualities, including their spiritual, moral, social and cultural development are satisfactory.** Pupils' attitudes to learning and their behaviour are mostly satisfactory, as is their interest in school activities. Their personal development is satisfactory overall except as regards their understanding of other cultures. Attendance, though improved, remains below average.

## **QUALITY OF EDUCATION**

**The quality of education provided is satisfactory. Teaching is satisfactory overall.** There is good teaching in most subjects, especially mathematics, science and design and technology, but too high a proportion of lessons are less than satisfactory in modern foreign languages, religious education and particularly art. Pupils' response is satisfactory overall; in general, they respond well to good teaching but some unsettled behaviour occurs even in well-taught lessons. Procedures for assessing pupils' work are mostly good, with very good features in some subjects; as a result, pupils have a good knowledge of their performance and how to improve. The provision for pupils' personal, social and health education is not sufficiently co-ordinated and therefore unsatisfactory. The school is developing a good range of applied and vocational subjects for older pupils. There are very good links with the community and local colleges, which contribute well to pupils' education. Staff know the pupils well and provide for their specific welfare, medical and social needs well. The school environment is well cared-for and promotes good learning in most subjects.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher provides good leadership, with several very good attributes. He is generally well supported in this by other key staff, although some weaknesses remain. Management is generally good. Good use is made of pupil performance data to identify where improvement needs to be targeted. Governance is very effective.

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

Parents have been rightly concerned about the decline in standards and quality at the school. Some continue to have concerns about behaviour and bullying. In general, however, parents perceive that provision is now much improved. In particular, they are pleased with the frequency and quality of information they receive about their children's progress. Pupils have similar views to those of their parents. Those who have been at the school for more than two years are very aware of the improvements made and are generally very supportive of the school and its leadership.

## **IMPROVEMENTS NEEDED**

**The most important things the school should now do to continue its improvement:**

- Improve teaching and subject leadership, and thereby raise achievement, where weaknesses have been identified, particularly in art.
- Address weak literacy skills which are hampering the progress of some lower-attaining pupils.
- Take steps to ensure that parents of poor attenders give more support to the school's efforts.
- Improve pupils' social education and their appreciation of other cultures.
- Better identify, and provide for, the specific needs of some categories of pupils, including those who are gifted or talented.
- Ensure that ICT is better used to enhance learning across the curriculum and improve resources to support teaching, especially in design and technology.

**And, to meet statutory requirements:**

- Extend the citizenship programme into Years 10 and 11.
- Improve arrangements for provision of a daily act of collective worship.



## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects and courses**

Achievement in all Years 7 to 11 is now satisfactory and most pupils do as well as can be expected. Standards remain below average overall at the end of Year 9, including in English and science. By the end of Year 11, standards have risen somewhat but remain below average overall, including in English and science. In mathematics, standards are average both at the end of Year 9 and at the end of Year 11.

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

- Results in the end of Year 9 national tests and in GCSE examinations have declined seriously over recent years.
- Achievement by pupils now at the school is satisfactory due to significant improvements in school leadership and teaching.
- Against the overall trend, GCSE results in geography, physical education and particularly design and technology, have been above the national average.
- The school's targets for performance in tests and examinations in 2005 and beyond are soundly based and effective strategies are being used to ensure they are met.
- Standards of pupils' language and literacy skills are below average and this hampers the progress of lower-attainers in some subjects.
- Pupils with identified special educational needs achieve well due to the additional support they receive in lessons and/or in withdrawn groups.
- Pupils who are learning English as an additional language are progressing well due to the support they receive.

#### **Commentary**

1. Results in the national tests at the end of Year 9 declined in the years following the last inspection and hit a low point in 2003 when results in all three core subjects, English, mathematics and science, were very low compared with similar schools. Results in 2004 showed the beginnings of improvement, but with results still below the average for similar schools in mathematics and well below average in English and science. In these latter two subjects, significant proportions of pupils made little progress over their time in Years 7 to 9. Over these years from 2000 to 2004, both boys' and girls' results were below the national picture for their gender and by about the same amount, suggesting some success by the school in reducing the gender gap which had been apparent in 1999.

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

Standards in:	School results	National results
English	30.3 (30.3)	33.5 (33.4)
mathematics	33.4 (33.0)	35.6 (35.4)
science	30.2 (30.1)	33.2 (33.6)

*There were 204 pupils in the year group. Figures in brackets are for the previous year.*

2. Results in GCSE examinations compared very well with those in similar schools up to 2001. There has been a steady decline since, such that in 2004, results were well below the average attained in similar schools, both in terms of the proportion of pupils achieving grades A\* to C and in the average scores of pupils. Average scores indicate that both boys and girls have, over the past three years, been performing well below the national median for their gender. However, as at the end of Year 9, the school has made some progress in narrowing the

gender gap in achievement. In the context of this overall picture, the significant successes at GCSE level in physical education, geography, business studies and design and technology are notable. In each of these subjects, and particularly in design and technology, results compared significantly well with national averages.

### **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	25 (27)	52 (52)
Percentage of pupils gaining 5 or more A*-G grades	78 (90)	89 (88)
Percentage of pupils gaining 1 or more A*-G grades	91 (96)	96 (96)
Average point score per pupil (best eight subjects)	28.3 (31.7)	41.4 (40.6)

*There were 234 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

3. This sequence of unsatisfactory attainment, in the main, is related to the very significant weaknesses in leadership and management which characterised the school for much of the period since the last inspection. This led to a breakdown in staff morale, to staff recruitment and retention crises and to significant problems with pupil attitudes, behaviour and attendance. As a consequence, results up to 2004 have fallen significantly below the targets set by governors. However, under the new headteacher's leadership, morale, recruitment, attitudes and behaviour have all significantly improved. As part of this improvement, the targets for 2005 have been calculated with considerably more precision and are based on the tightly measured progress of each pupil. Evidence from the school's data analysis suggests that the school should come close to meeting these targets and, as a corollary, 2005 results should be significantly better than those of previous years and should compare satisfactorily with those of similar schools.
4. With the measurable gains in the quality of teaching in most subjects, which has been a feature of the past year, pupils' achievement is beginning to improve, and is broadly satisfactory. It remains inconsistent between subjects but is now good in science and history as well as remaining so in design and technology, business education and physical education. In Years 10 and 11, it is also good in the newly-introduced vocational courses as well as in geography and religious education, and is very good in music. Achievement remains unsatisfactory in art due to too much of the teaching being insufficiently challenging, and in religious education in Years 7 to 9 in response to too much non-specialist teaching. In all other subjects, pupils are now achieving satisfactorily from their individual starting points.
5. This pattern of achievement is reflected in the standards seen in pupils' current work. On the basis that pupils' standards were below average on entering the school in Year 7, even with this mainly satisfactory achievement, standards remain somewhat below average by the end of Year 9 in most subjects. However, standards are closer to average in mathematics and physical education, and above average in design and technology, due to the good teaching which predominates in these subjects. Despite good progress due to good teaching in science, English, history and citizenship, standards remain below the national average in these subjects by the end of Year 9. Where teaching in art is unsatisfactory, standards are well below average by the end of Year 9. Standards found at the end of Year 11 are also below average, taken overall and specifically in the core subjects of English and science. They are, however, above average in geography and music, due to the better teaching experienced in Years 10 and 11 than in Years 7 to 9, and well above average in design and technology.

6. In recognition of the unsatisfactory provision made, during their earlier years at the school, for many pupils currently in Years 10 and 11, the school has worked hard and effectively to identify those pupils most at risk of underachieving and has used a range of strategies, tirelessly, to help them overcome that drawback. The school's now much more stable staffing, together with the investment it has made in improving the quality of teaching and the attitudes and aspirations of pupils, is leading to much improved achievement. This in turn is beginning to impact on the standards which pupils reach.
7. Pupils with identified special educational needs achieve well in their lessons, and somewhat better in Years 7 to 9 than in Years 10 and 11. Those with behavioural problems achieve well in relation to their specific areas of difficulty. For example, most of the pupils in the student support centre achieve well in relation to reducing the number of inappropriate behaviours and correspondingly increasing their time in mainstream classes. Statemented pupils with poor literacy make good gains in increasing their reading and spelling ages.
8. Because the school is at a very early stage in identifying pupils as gifted or talented in most subjects, it is difficult to judge how well these pupils are achieving. Such evidence as exists, for instance in physical education, design and technology and business education, suggests that their achievement is in line with that for pupils as a whole.
9. Standards of pupils' English language and literacy skills are below average. For lower attainers, this hampers their progress in some subjects, including science and geography. However, most other pupils speak, listen, read and write sufficiently well to enable them to learn independently and collaboratively and read for information. They make effective notes and record their learning. Re-drafted writing is often suitable for its purpose and substantially correct. Pupils write well in science, where higher attainers show themselves to be capable of writing fluently and at length when given the opportunity. Pupils annotate well in design and technology, and this is a strong factor in the good progress they make in the subject.
10. There are only five pupils in the school for whom English is an additional language. Effective use is made of the LEA's advisory service to provide language assessments, write individual learning plans and provide some staff support and training. Pupil language fluency varies from marginally better than basic to sufficient fluency enabling completion of GCSE courses. Taken as a whole, these pupils' achievement is good.
11. Pupils' competence in mathematics across the curriculum is at an average level. Pupils are using their mathematical knowledge and skills in other subjects. Graphing skills are developed adequately in geography and design and technology. Basic numeracy is well used in citizenship and physical education. In science, learning of the higher and middle attainers is well supported but a number of the lower attainers struggle. Where pupils are required to use computers to help their learning, their competence is at an average level. However, opportunities for pupils to use ICT are too restricted.

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

Although attendance at the school is unsatisfactory, punctuality is satisfactory. The pupils' attitudes and behaviour are satisfactory as are pupils' interest in school activities. Overall the school's provision for pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory.

### **Main strengths and weaknesses**

- The school's arrangements for the improvement of attendance and punctuality are good and, as a result, attendance has improved significantly over the past year. However, it remains well below the national median.
- A minority of parents do not ensure that their children attend school.

- Significant improvements in attitudes and behaviour are now enhancing learning; however, the negative attitudes and behaviour of a significant minority of pupils can still interfere with the learning of others.
- The school's strategies for equipping pupils for life in multicultural Britain are unsatisfactory.

### Commentary

12. The majority of pupils have satisfactory attitudes towards school and learning and behaviour. As in the previous inspection, a minority of pupils disrupt their own and others' learning, through inappropriate behaviour. A significant number of parents, in the questionnaire responses, expressed concern about the quality of behaviour and instances of bullying. Pupils acknowledge that bullying does exist, but that the school deals with it well; this reassurance is now beginning to communicate to parents.
13. During a period when there has been a determination to improve attitudes and behaviour, the school has administered a high number of fixed period and permanent exclusions. The number is now being reduced through the use of the inclusion unit and through the school's success in improving standards of behaviour. The table below indicates a disproportionate rate of exclusion among certain minority ethnic groups, but numbers are too small for any conclusions to be drawn. The school is monitoring this very carefully.

#### ***Ethnic background of pupils***

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

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	901	355	6
White – any other White background	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	4	6	0
Asian or Asian British – Pakistani	1	4	0
Asian or Asian British – Bangladeshi	1	0	0
Black or Black British – any other Black background	1	0	0
Chinese	1	0	0
Any other ethnic group	6	4	0

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

14. In class, at assemblies and around the school, the great majority of pupils behave well. However, in lessons when pupil behaviour is inappropriate, it occurs when teaching is insufficiently challenging or when discipline is not managed consistently. The school has implemented strategies for discipline improvement, including staff training. Parents, pupils and staff confirm the positive impact of these initiatives. The higher profile around school adopted by senior staff, and particularly the headteacher, have also helped to achieve significant improvements in behaviour.

15. Parents have been rightly concerned about the decline in standards and quality at the school. Some continue to have concerns about behaviour and bullying. In general, however, parents perceive that provision is now much improved. Pupils have similar views to those of their parents. Those who have been at the school for more than two years are very clear about the improvements and are generally very supportive of the school and its leadership.
16. Pupils identified as having special educational needs show generally positive attitudes to learning and behave well in small group and individual teaching. Relationships between staff and those very few pupils who are learning the English language are very good and these pupils respond well to quality of care and encouragement. All these pupils display at least good attitudes to learning and in individual cases a strong desire to learn.
17. Whilst attendance has been improved significantly, as a result of the school's determined action, since the reporting year for which the figures in the table below apply, it is still below the national average. Unauthorised absences have also improved significantly in the last year but these, too, remain well above the national median. The school is well aware of pupils whose attendance raises concerns and continues its efforts to improve pupils' attendance, with significant support from the LEA's educational welfare service. The school makes first day calls for all pupils where the reasons for absence are not known. The most frequent reasons for pupil absences are medical and additional family holidays. Members of the governing body are well informed about attendance and join the school attendance panel, reviewing individual pupil attendance. The school uses information and communication technology well to record and improve pupil attendance and successfully employs strategies of reward and sanction. All legal obligations are complied with. Punctuality of pupils is satisfactory. Members of the staff confirm that the numbers of pupils late for the start of school have been reduced but that unreliable public transport does cause pupil lateness.

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

Authorised absence		Unauthorised absence	
School data	11.0	School data	4.7
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.*

**Pupils' spiritual, moral, social and cultural development**

There is a programme of themes that develop spiritual and moral issues through year-group assemblies with occasional quiet reflection taking place. Whilst themes are coordinated within the tutorial programme, only rarely are they expanded well by form tutors during registration periods. Opportunities for discussion of spiritual matters take place in religious education lessons but are generally missed within other curriculum areas. Because the school code of conduct makes a good contribution to highlighting the differences between right and wrong, most pupils treat each other and adults with courtesy. Because of this, relationships in class and around the school tend to be positive although there are exceptions to this. To develop responsibility, Year 7 pupils act as buddies on open days for younger pupils from feeder schools. Pupils show their concern for the needs of others by raising money for good causes and design and technology pupils do projects on world poverty and disability issues. Although pupils' cultural development is satisfactory, opportunities to appreciate their own culture are limited due to few opportunities to visit museums, art galleries, concerts and plays. Whilst European visits take place and pupils in Year 7 have pen pals in Thailand and Brazil, there is little evidence that shows pupils are aware of life in a multicultural society.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory, whilst teachers' assessment of pupils' progress is mostly well done. The school gives

pupils good support, advice and guidance based on careful monitoring of their progress. Links with parents are good, as are links with other schools and colleges. Links with the community are very good.

## Teaching and learning

Teaching and learning are satisfactory in all year groups. Teachers assess pupils' work very effectively in most subjects.

## Main strengths and weaknesses

- The quality of teaching is now satisfactory overall following a well-managed improvement programme and successful recruitment.
- There is good teaching in most subjects, especially mathematics, science and design and technology but weaknesses occur in others, particularly in some art, modern foreign languages and religious education lessons.
- The best teaching is characterised by an engaging enthusiasm of teachers, who plan a good range of activities and manage behaviour well within well-paced lessons. Weaknesses are characterised by low expectations or unsatisfactory behaviour management.
- Pupils' response is satisfactory overall; in general, they respond well to good teaching but some unsettled behaviour occurs even in well-taught lessons.
- In most subjects, teachers are not giving pupils enough opportunity to use ICT to support their learning.
- Provision in lessons for pupils with special educational needs relies heavily on the contribution of teaching assistants; many subject teachers give too little attention to these pupils' needs in their lesson planning.
- Procedures for assessing pupils' work are generally good, with very good features in some subjects; as a result, pupils mostly have a good knowledge of their performance and how to improve.

## Commentary

18. The quality of teaching and learning are satisfactory overall for all year groups. Whilst it is good in most subjects, it is unsatisfactory in art and there are too many other lessons which are unsatisfactory or, in a very few cases, poor. Other subjects where significant amounts of unsatisfactory teaching take place are modern foreign languages and religious education. As the table below shows, nine out of ten lessons are at least satisfactory and 56 per cent are good or better. The proportions are broadly similar in both Years 7-9 and Years 10 and 11 although the proportion of good or better teaching is a little higher in the lower year groups. Due to the timing of the inspection, most Year 11 lessons seen were focused on revision.

### **Summary of teaching observed during the inspection in 126 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (1%)	18 (14%)	52 (41%)	43 (34%)	10 (8%)	2 (2%)	0 (0%)

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

19. The best teaching takes place in mathematics, science and design and technology. In the first of these, learning in eight out of every ten lessons benefited from good or better teaching. In mathematics and design and technology, all teaching is at least satisfactory. The lowest proportion of good or better teaching is found in religious education. In art, quality is very inconsistent with much that is good or very good but too much that is not satisfactory.
20. Particular strengths in the good teaching are the teachers' knowledge of, and engaging enthusiasm for, their subjects and the effective ways they encourage pupils to succeed through the breadth of activities and resources deployed. Using these strengths and the good

relationships they enjoy with pupils, their management of pupils' behaviour is mostly effective. In the core subjects of English, mathematics and science in particular, teachers' planning is generally of a high standard, well matched to pupils' prior learning and their individual needs. Learning and achievement are also helped by teachers sharing clear learning objectives with pupils and giving them clear instructions which build their confidence to succeed as seen, for instance, in a number of English, mathematics and ICT lessons. Ensuring that lessons start effectively and continue at a brisk pace, as is common in mathematics, and providing additional lessons out of school hours, particularly in design and technology, also boost achievement.

21. While, in most cases, this good teaching leads to effective learning and good progress by pupils, in some lessons (particularly in English, mathematics, French and citizenship), pupils' achievement is not as good as might be expected from the quality of the teaching. This is often due to unsettled behaviour on the part of a small but significant minority of pupils in individual classes. This is seen to occur sometimes when, despite other strengths in the teaching, too little attention is given to planning for the needs of individual pupils.
22. Weaknesses in teaching occur where expectations are too low, as is the case in many art lessons. Here, despite good pupil/teacher relationships and appropriate expectations of behaviour, teaching does not provide pupils with the challenge they need. As a result, their response is at an unsatisfactory level and they fail to acquire adequately the expected skills, knowledge and understanding and in religious education, lack of adequate subject knowledge hampers the quality of some teaching. In modern foreign languages, the teaching of German is significantly less secure than that of French, often because of inadequate behaviour management. In music, teacher recruitment difficulties have led to some unsatisfactory provision until recently. Whilst ICT is used well to support pupils' learning in mathematics and business education, it is not used adequately in other subjects, particularly modern foreign languages, history or design and technology. Lesson endings are not always fully effective in that teachers do not make the time to evaluate the progress made during the lesson. In some lessons in history and religious education, there is too much teacher-talk and this hampers pupils' ability to think for themselves. However, in vocational studies, the mode of teaching and quality of resources encourage effectively an investigative approach by pupils, which is very motivating for them.
23. Teachers generally place heavy reliance on teaching assistant support and setting to meet the needs of those pupils with special educational needs, rather than planning specifically for them. Whilst there is some good practice, generally teachers do not use well enough the information provided, in individual education plans or other bulletins, to plan appropriate resources and strategies to meet specific needs. Teaching assistants provide good support to pupils with special educational needs in lessons because they know the pupils' needs well and many are very experienced. There are some good examples of teachers planning for the use of teaching assistants in lessons, but most teachers do not plan the assistants' contributions effectively enough. Teaching of pupils with special educational needs in small groups or individually by teaching assistants is good. It is characterised by very good relationships, appropriately linked tasks and close monitoring of small steps of achievement. The teaching of those very few pupils who are still acquiring the English language is satisfactory.
24. The procedures for assessing and monitoring pupils' attainment and progress, which have been developed over the last two years, are good. A rigorous 'assessment for learning' audit has been carried out across all departments and this provides an effective basis for further development. Pupils are assessed in each subject every half term and they then meet with their tutors to review this assessment and their individual targets. Once during each year, there is an academic review day when pupils, parents and tutors meet together to review the assessments and set targets. Progress towards agreed targets is monitored at the next half-termly assessment. All parties to this process judge it to be very effective and it is having a positive impact on raising aspirations and achievement. Pupils are now generally more aware of their National Curriculum levels and what they need to do to improve. Peer assessment and

self-evaluation are used in a minority of subjects and the school is working on further development of this strategy.

25. Teachers in design and technology, mathematics, history and ICT have developed assessment strategies particularly well; in English, science, geography and modern foreign languages, assessment data are used particularly well. Assessment in music is unsatisfactory. Since the previous inspection, assessment has improved but there is still some inconsistency across departments. As yet, there is insufficient monitoring and evaluation of the consistency of assessment procedures across the departments; sharing of good practice is an area acknowledged for development.

## **The curriculum**

The curriculum that the school offers is **satisfactory**.

### **Main strengths and weaknesses**

- The provision for pupils' personal, social and health education is not sufficiently co-ordinated and is unsatisfactory.
- The school is developing a good range of applied and vocational subjects for older pupils.
- There are very good curriculum links with the community and local colleges, which contribute well to pupils' education.
- Classrooms and other parts of the school environment are well cared for and this promotes positive attitudes in pupils towards learning in most subjects.
- The school does not meet current legal requirements to provide a course in citizenship for older pupils or a daily act of collective worship for all pupils.
- Provision for pupils with special educational needs is variable, dependent on the nature of their particular needs; provision for gifted and talented pupils is unco-ordinated.

### **Commentary**

26. In Years 7 to 9, the curriculum provided is satisfactory. More able pupils study a second modern foreign language from Year 8 onwards. However, the school has been slow to develop strategies to promote literacy, and this is having an adverse effect on the learning of some lower-attaining pupils. In some subjects, there is inadequate planning to take account fully of the learning needs of all pupils.
27. In Years 10 and 11, the school is developing a curriculum which provides a good range of learning opportunities for all pupils, although the number of pupils currently involved in vocational courses is relatively small. There is good and developing provision in applied and vocational courses, and an effective partnership has been built up with a local college to support and deliver more practical courses for those pupils who wish to follow them. The school has completed an audit of its work-related learning provision. So far, there is too little coherence to this provision but the school is developing this further within the new curriculum planned for the next academic year.
28. Satisfactory provision is made for all pupils to study ICT as a discrete course throughout the school, although its use to support learning is unsatisfactory in most subject areas. The course in citizenship in Years 7 to 9 does not, as required by statute, continue into Years 10 and 11. Whereas important elements of provision for personal, social and health education can be identified in subject programmes of study, provision of a planned and co-ordinated course of study to promote pupils' personal development is unsatisfactory. Although there is a weekly assembly for each year group and a programme of 'thoughts for the day' for all pupils, the statutory requirement for a daily act of collective worship is not fully met as the governors' policy is not fully carried out in practice.



29. Pupils with special educational needs have access to the same curriculum as all pupils. When they are withdrawn from lessons for special teaching, or to have lessons in the inclusion unit, care is taken to ensure that they continue to be taught the full range of the curriculum. Clear entry processes ensure that the entitlement of pupils to benefit from access to the student support unit is consistent. Although literacy, behavioural difficulties and poor attainment are identified as special needs, staff are not identifying other areas of need so clearly and so the provision for some needs is not properly secure. The difference between pupils whose essential need is to develop their language and consolidate literacy skills and those who have learning difficulties is not well understood by all staff. There is insufficient attention to the identification of, and co-ordination of provision for, pupils who are gifted or talented.
30. The recent, very effective, recruitment campaign has led to marked improvements in the quality of teaching in many subjects. However, there remains a very small minority of non-specialist and unqualified staff which restricts the quality and range of the curriculum the school can offer, particularly in music and religious education. The school continues to address the issue, and new appointments have been made with effect from the beginning of the next school year, which will further strengthen the teaching.
31. Most subjects of the curriculum are adequately resourced, and the deficiencies in computer availability identified in the previous inspection report have been addressed and are developing further. However, there remains insufficient ICT provision and other equipment to promote a wider range of activities in design and technology. The library is well used by pupils at lunchtimes although the rate of book borrowing is low for a school of this size and type. The fabric of the school building has been improved since the previous inspection and the school now provides a very suitable and attractive environment for learning; most teaching rooms are spacious and well-presented although provision in art is unsatisfactory.
32. Provision for the enrichment of the curriculum is satisfactory. There is provision for study support sessions after school for GCSE pupils in a number of subjects including art, design and technology, ICT, business studies, mathematics and geography. Library and ICT facilities are available for pupils' use after school. A programme of study sessions is available to Year 11 pupils during study leave in the summer term. There are productive links through business studies with local industry, and links through other curriculum areas with local colleges. Visits to Hull and Lincoln Universities are organised for pupils from Year 9 and beyond. There is a good mix of recreational and sporting clubs and activities available to pupils from all year groups, some of which support their achievement at high levels. Participation in the arts is not as well developed and, due to the current staffing situation, there are no musical activities. A small selection of subject-related activities for pupils from Years 10 and 11 are also available. Participation levels in each of these activities are not recorded and so their effectiveness cannot be evaluated. There is an annual skiing trip and visits to France organised by the modern foreign languages department. In geography, learning is enhanced through pen-pal links with a school in Thailand. Overall, there is insufficient planned preparation in the curriculum for life in a multicultural and multi-ethnic society.

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

The care of pupils, their welfare, support and guidance are good. The school satisfactorily involves pupils through seeking and acting on their views. Arrangements to secure health and safety, whilst broadly satisfactory, are not consistent.

### **Main strengths and weaknesses**

- Staff know the pupils well and provide for their specific welfare, medical and social needs well.
- Induction into the school and into further education is well organised.
- Pupils receive good feedback on their progress, and guidance on how to improve.
- Child protection arrangements are good.
- Careers provision is good, drawing well on the expertise of the full-time Connexions adviser.

- Parents and pupils continue to have concerns about behaviour and bullying; pupils acknowledge that where bullying occurs, the school handles it well.

## Commentary

33. The pupils' introduction to the school is handled well and members of staff ensure they are well aware of any special educational needs. The monitoring of pupils' academic and pastoral progress through the school is good and this is used well to inform their progress reports that are made available five times per year.
34. Support for pupils from within the school or from outside agencies is well organised and targeted. The school provides strategies for pupils who may need to be reintegrated back into school after periods of absence and the school provides well for pupils who may benefit from individual behaviour monitoring or from a more flexible curriculum.
35. Pastoral care is well organised through the year system, with tutors meeting pupils every morning in assembly or tutorial time. The use of data systems for recording attendance, academic progress and behaviour provide good records of individual pupil performance. These together with regular staff discussion of individual needs, work well. For those pupils who may need to be supported there are incentive and sanction systems that encourage improved performance. Pupils have access to a wide range of support and are provided with good careers advice.
36. There are very good links with a range of outside agencies that are used to provide information to support those with special educational needs, but teachers do not always use this well in lessons. Good links with primary schools ensure that any concerns about special educational needs are known when the pupil enters the school so that provision can be planned. Personal support for the very few pupils who are learning English is very good. The assistant headteacher responsible for inclusion monitors the progress of all minority ethnic pupils closely.
37. Pupils are encouraged to take an active part in setting their own targets and discussing ways in which their needs might be met. All statemented pupils are invited to attend their annual review meeting and most take an active part. The learning support staff provide very good individual care and guidance for those with special educational needs to ensure they are fully included in school life.
38. Pupils are able to name an adult to whom they would refer if they needed to and this was confirmed in pupil interviews. Pupils are provided with some opportunities to take on responsibilities contributing to the running of the school and pupils from all year groups are involved in the school council, although evidence of the council's impact is limited. Pupils are able to contribute as learning mentors and some are involved with primary pupils through working in their schools. Pupils raise money for charities and have the opportunity to join the Duke of Edinburgh award scheme. Pupils have good access to the headteacher and he has encouraged them to communicate with him if they need to. Good support for pupils is provided by the full-time Connexions adviser. A minority of parents and pupils remain concerned that pupils suffer from bullying and that relationships in classes do not support their learning. Pupils acknowledge that bullying does exist, but that the school deals with it well; this reassurance is now beginning to communicate to parents. Inspectors support this judgment.
39. Health and safety arrangements in school are satisfactory. The governing body demonstrates a high level of commitment and expertise, and recently produced a new policy for the school. However, there is a lack of consistency in the way that risk assessment is carried out and there is a need to ensure that day-to-day safety issues are consistently assessed and dealt with.
40. Child protection arrangements and procedures are well managed, the school complies fully

with local requirements and enjoys good relationships with the local caring and emergency services. Members of staff are regularly trained in child protection procedures.

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

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

### **Main strengths and weaknesses**

- Links with the primary and junior schools, the local colleges to which pupils progress after Year 11 and other local schools are wide-ranging and give good support to pupils' learning.
- Links with the community are very good, including business links, although these are not yet adequately coordinated.
- Links with parents are effective, benefiting particularly from the school's insistence on sending material home by post.
- A minority of parents give unsatisfactory attention to their children's attendance or to supporting the school in dealing with behaviour issues.

### **Commentary**

41. The information provided to parents is good quality. From the time pupils visit the school from primary or junior school, parents are involved and well informed about transfer processes. A high proportion of parents, particularly of the younger pupils, attend academic review and curriculum events, they receive five pupils' reports per year, as well as regular newsletters identifying what is happening in school. In some subjects, teachers have established good links with parents informing them of good performance when their child is doing well or of concerns. Parents are invited into school to discuss issues. The school makes sure that parents receive all information by posting all material home. Parents are also able to access more general information from the school website. Assemblies and presentation events are also open to parents. A minority of parents who do not support their children's attendance at school or who do not support the school with pupil behaviour are regarded by the school as a significant barrier to improvement.
42. Although there is no parent/staff association in the school, parents are able to make contact with the school through the student support office, where messages can be relayed to appropriate members of staff.
43. Assessment data and the progress reports provided for pupils and parents consistently include all subjects and, over the year, provide a good picture of pupils' progress. At least once a year, pupils and parents are able to discuss with staff how pupils can improve and agree targets for improvement. Parents are involved with pupils in the process of GCSE and course choice, they are invited to careers events and are involved in the moves into the sixth form or further education colleges.
44. The parents' contribution to pupils' learning is satisfactory. However, a few parents have criticised the school for inconsistencies with homework; they feel that homework is not sufficiently challenging or appropriate, or that they are not clear how they can help their children at home. The school makes strenuous efforts to involve all parents of pupils with learning and behavioural difficulties in planning the provision for their child. Individual education plans provide strategies for the parents to support their child at home. The school has not directly involved the parents in decision-making processes but has canvassed the parents' opinions through the use of questionnaires at school events.
45. Links with other schools are good. The school is actively involved with partner primary and junior schools, supporting curricular links that are benefiting pupils and teachers alike,

including through the school's sports co-ordinator programme. Pupils have been successful in a wide range of sporting events and competitions and the school celebrates their successes well. Partnerships with the local sixth form college and the local further education institutions have ensured the provision of vocational elements of the curriculum for senior pupils.

46. Community links are very good, there are strong links with local businesses that have resulted in significant career enrichment as well as visits to employers. However, these links are not yet adequately contributing to coordinated work-related learning for all pupils. All pupils in Year 10 have access to two weeks of work experience organised through very good collaboration with the Humber Education Business Link Organisation. Pupils confirm that these opportunities are very good, contributing well to their development and understanding of the world of work. The school's resources for sport and for public entertainment, are used extensively by the community. The school enjoys very good relationships with support agencies and has strong and beneficial links with the Local Education Authority.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The headteacher provides good leadership and is well supported in this by most other key staff and through very effective governance. Management is generally good.

### **Main strengths and weaknesses**

- Governors are highly committed, give very good support to the school's improvement efforts and have developed exemplary monitoring practices; as a result, they know the school's main strengths and weaknesses well.
- The recently-appointed headteacher provides good leadership, which incorporates some very good practice, and has secured rapid improvement where it was keenly needed.
- Energies are now sharply focused on raising achievement and improving teaching; these are well co-ordinated through the strategic plan.
- There is, as yet, insufficient impact from some in the senior leadership team and, as a consequence, the headteacher is overburdened.
- Individual team leaders provide mostly good leadership and management; the line management of these key staff is variable in quality.
- Good use is made of pupil performance data to identify where improvement needs to be targeted.
- Induction of new teaching staff, and the continuing professional development of all staff, are well done through carefully structured programmes; however, the induction and training of teaching assistants is unsatisfactory.

### **Commentary**

47. Following a very difficult period for the school, governance is now very effective. The governing body is properly constituted and their meetings are very well attended and recorded. Governors are highly committed to re-establishing the school as a quality provider and are very clear about where and how much improvement is still needed. They are decisive and confident in making decisions and setting targets and are very well focused on raising standards at the school through improving the quality of teaching and learning. They are strongly involved in the school's determined efforts to improve the attendance of the pupils.
48. Governors are keenly developing their monitoring role through the exemplary work of a very active monitoring committee. In all aspects of governance, they are very well advised by their clerk, the LEA and by the headteacher. They have established some very effective links with some subject areas and are anxious to extend this practice as a component of their monitoring. In the short period of time since effective leadership and governance have been re-established in the school, governors have addressed well most of the action required by the last report and have secured some impressive improvements for the school.

49. Governors are very aware of their statutory duties. Whilst some of their policies are in draft form, they do now have in place a programme for the adoption of policies and a cycle of review. Their priority over recent times has been to restore confidence at the school and to begin the process of raising standards. This, they are achieving very well. However, there remain shortcomings that governors need to attend to in relation to the provision of citizenship education for older pupils, the effectiveness of their policy for collective worship and the consistency and rigour of the school's approach to health and safety.
50. The headteacher, who was confirmed in post as recently as October 2004, following a nine month period as acting headteacher, provides good leadership. With support particularly from the deputy headteacher, he has had a remarkable impact on the ethos and morale of the school, both of which had suffered gravely over the period leading up to his appointment. He tackled pupil behaviour very effectively, much of which had become unacceptable, and set about improving attendance, which had fallen to levels within the lowest ten per cent nationally. With colleagues and governors, he has established a medium-term improvement plan for the school which, on the basis of the much improved ethos and morale, is now sharply focused on improving pupils' standards of achievement. To secure these, much is being done under his leadership and example to improve teaching quality, which had fallen to unacceptable levels.
51. The headteacher has been very successful in ensuring that staff at the school are very clear about the imperative to improve and, in the main, has secured their loyalty in his determined drive for improvement. He has established a clear, straightforward vision for the future success of the school and a shared understanding of how this will be achieved. He has ensured that key staff understand clearly what is expected of them. The school's strategic plan promotes those ambitions effectively and nearly all department improvement plans make an effective contribution to the overarching goals. Through his example, as a teacher as well as a leader, the headteacher has remotivated staff who had felt undervalued and under-supported. He very effectively and regularly communicates key messages to pupils to support this ethos, using displays and announcements.
52. Taken overall, other key staff contribute well to the leadership of the school. Members of the senior leadership team are clear about their roles and responsibilities. Whilst these roles are carried out at least adequately well, nonetheless it is to the headteacher that staff refer as the source of their confidence and inspiration. The governors' sensible plans to increase the size of the senior team from September are designed to increase effectiveness and strengthen support for the headteacher, who is currently overburdened.
53. At the level of middle-leadership, the school is fortunate in now having curriculum team leaders and year team leaders of good quality in nearly all cases. Subject leadership in design and technology is excellent. Except in music, religious and citizenship education and particularly art, the high quality of team leadership has created effective teams of teachers and tutors in most subjects and years, with leaders providing clear expectations of members of their teams, and themselves modelling good practice. Priorities are, for the most part, clearly expressed in improvement plans which form the basis of regular review. There is a secure focus on ensuring the school looks to the needs of all its pupils.
54. Management by those in team leader positions is also generally at least good, although in a few areas it is satisfactory rather than good. The school's processes for self-evaluation are well worked-out and are supported by an established schedule of a wide range of appropriate self-evaluation activity. Nearly all team leaders embrace these processes well. Whilst the headteacher and the deputy head monitor well the work of team leaders who report to them, there is some disparity in the quality of the review process as conducted by different senior leaders. Where management is weak for whatever reason, for instance in art and music, monitoring is also weak. Teams now use pupil performance data well to review patterns, to identify pupils at risk of underachieving and to set improvement targets, although this too remains a weakness in art, music, religious and citizenship education.

55. The leadership of the special educational needs department ensures a good focus on inclusion and achievement. Much work has been done to identify the areas for improvement and to monitor the effect of interventions. However, this is still at an early stage and so has had little time to show the effect of most of the strategies. Leadership and management of provision for the very few pupils acquiring the English language is competently undertaken. The school works hard to establish quality links with their families. However, the day-to-day management of provision for them does not provide a detailed enough insight into the learning needs of individual pupils.
56. There is a good system of induction for newly-qualified teachers, teacher trainees and others new to the school. As part of this, all new staff are attached to an existing member of staff who acts as a mentor, explaining school routines, information systems and helping solve initial problems. Not all mentors have been trained and this is reducing the effectiveness of this programme. Newly-qualified teachers and trainee teachers also benefit from a detailed induction programme, organised in conjunction with other local secondary schools.
57. The headteacher has put a high priority on the continuing professional development of all staff and this has resulted in good provision for the training and development of teachers. A detailed strengths and needs analysis has been completed in consultation with the Benjamin Curtis Foundation and this has been used to produce a detailed staff development plan with the improvement of teaching as the central theme. However, the induction and training of teaching assistants is currently inconsistent and not always linked to their needs. Performance management is used effectively to set targets that are linked to school improvement and the school improvement plan but, thus far, there is little encouragement of teachers' self-assessment within the process.
58. Senior staff have worked hard to ensure that sufficient well-qualified staff are recruited and retained in the school. In the face of falling pupil numbers, the school is having to manage its budget very tightly. Day-to-day arrangements, and governors' regular monitoring, ensure no overspending occurs and governors have sensible plans to reduce budget commitments in the current and future financial years. However, as yet, too few areas of the school's overall improvement plan, and the department plans related to it, are costed with the necessary accuracy. Nevertheless, senior managers ensure that all spending is fully justified in terms of the key whole-school priorities. The school is providing satisfactory value for money.

## Financial information

### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	3,595,300	Balance from previous year	164,894
Total expenditure	3,516,045	Balance carried forward to the next year	244,149
Expenditure per pupil	3,617		

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

### SUBJECTS AND COURSES IN KEY STAGES 3 AND 4

#### ENGLISH AND MODERN FOREIGN LANGUAGES

##### English

Provision in English is **satisfactory**.

	Year 9	Year 11
Standards seen	Below average	Below average
Achievement	Satisfactory	Satisfactory
Teaching and learning	Good	Satisfactory
Leadership	Good	
Management	Good	
Improvement since the previous inspection	Satisfactory	

##### Main strengths and weaknesses

- Good subject leadership provides a clear vision for improvement.
- The scheme of work and the quality of planning by the whole department has resulted in a consistent approach to teaching and learning in Years 7 to 9 that is already raising standards.
- Good assessment procedures leave pupils in no doubt as to what they must do to improve.

##### Commentary

59. In the national tests at the end of Year 9, results were below average in 2004, with the proportion of those achieving higher grades particularly low. Girls did better than boys although the gap was smaller than nationally. In the last three years, results have fallen against the rising national trend. Pupils' performance in GCSE English and English literature in 2004 was significantly below the national average. Girls did better than boys in all examinations but the gap between them is closing. On the basis of its careful analysis of pupil performance data, and the steps taken to address underachievement when identified, the school expects improved results this year.
60. Achievement is satisfactory. Some pupils have started to make significant progress. In a Year 8 lesson, for example, pupils made very good progress in collaborative learning and were able to formulate closed, open, and probing questions in preparation for carefully planned interviews. Pupils in Year 9 also made very good progress in reading as they studied classic poems expressing grief. They effectively contrasted "Funeral Blues" by W H Auden with "Though mother..." by Tony Harrison. In this lesson, they supported their imaginative and emotional insights with appropriate technical vocabulary and showed good skills of analysis. A high proportion of pupils in all years are enabled to make good progress in their writing because work frames and prompts of high-quality enable them to tackle a range of style confidently. There are good opportunities for them to draft their work to improve accuracy, but there is insufficient use of computers for this purpose. Assessment procedures are good. Levels are well known to pupils, who are left in no doubt as to what they must do in order to improve their work. Pupils have appropriate targets, which help their motivation. Achievement is being effectively assessed in about half the classes and is rapidly being extended to the work of pupils in all classes.
61. With recent improvements in the scheme of work and in the quality of planning in Years 7 to 9, stemming from new leadership, teaching is now good. It is satisfactory in Years 10 and 11.

Good departmental planning provides a consistent approach and learning objectives are clear and shared with pupils. There are well-structured opportunities for well-focused and appropriate activities to engage their interest. Teachers give good, specific instructions so that tasks can be tackled confidently. There are good opportunities for collaborative and independent learning. All teaching is supported by helpful materials, which enable all pupils to achieve at least satisfactorily. Teachers give good feedback of high quality so pupils know how well they have done and what is needed to do better. There are good opportunities for peer- and self-assessment, which help the learning process. Some classes do not always learn as much as they could because behaviour management is unsatisfactory. In these lessons, pupils show little interest, partly because work is not based securely on their prior learning. As a result, they fail to settle to the tasks in hand, distract one another, and find it difficult to concentrate.

62. Leadership and management are both now good. Leadership provides a clear vision for improvement and has already achieved a unified approach in the classroom in almost all lessons. The department has tackled issues with regard to curriculum, teaching and assessment with energy, insight and success.
63. These very recent developments have provided a satisfactory level of improvement since the last inspection, reflected in the improving achievement of pupils in the majority of lessons.

### Language and literacy across the curriculum

64. Standards are below average and the progress of many lower-attaining pupils is hampered in a number of their subjects as a result. However, most higher- and average-attaining pupils speak, listen, read and write sufficiently well to enable them to learn independently and collaboratively and read for information. They make effective notes and record their learning. Re-drafted writing is usually suitable for its purpose and substantially correct. Pupils make good use of correct language in mathematics, where they listen carefully to the teachers and answer their questions in some detail. A number of strategies have been developed in different subjects to improve literacy skills but these are uncoordinated. There are plenty of opportunities for pupils to read aloud in science. Pupils listen carefully in design and technology lessons, and are well able to follow guidance and instructions. In this subject, they answer questions confidently, despite a narrow technical vocabulary. Key words are displayed in the gymnasium to help pupils use the correct vocabulary in physical education where materials are often specially adapted to their needs. They are taught to scan and skim read in English, and this makes their learning more efficient. Pupils use writing frames to help them record their work in a variety of subjects. Pupils write well in science, where higher attainers are capable of writing fluently and at length. In ICT, however, pupils do not always write accurately and are unsure of spelling. In geography and science for instance, many lower-attaining pupils are held back by their underdeveloped literacy skills. Pupils annotate well in design and technology, and this is a strong factor in the good progress they make in the subject. Library borrowing is very low for a school of this size and type.

### Modern foreign languages

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

	Year 9	Year 11
Standards seen	Average	Below average
Achievement	Satisfactory	Satisfactory
Teaching and learning	Satisfactory	Satisfactory
Leadership	Good	
Management	Satisfactory	
Improvement since the previous	Unsatisfactory	



### Main strengths and weaknesses

- Standards at the end of Year 9 and Year 11 are improving.
- Languages work is well planned and well supported through enrichment activities.
- The department is now well led, satisfactorily managed and has the capacity to move forward well.
- Teachers do not use enough French and German in their lessons; consequently, pupils' speaking is not well enough developed.
- Insufficient use is made of ICT to support learning in languages.

### Commentary

65. Results in modern languages reflect those for the school as a whole, which fell year on year from 2000 onwards. In 2004, the proportion of pupils achieving grades A\* to C in French and in German was well below the national average. Significant weaknesses in both languages were the very high proportion of pupils who achieved grades F and G, or were unclassified, and the very low numbers of pupils who achieved the highest grades (A\* and A). Pupils did less well in modern languages than in their other subjects. Boys did markedly less well than girls.
66. Standards are improving in modern languages, with pupils' achievement now mostly satisfactory. Attainment at the end of Year 9 is approaching the national expectation. Although standards overall remain below average, pupils entered for the GCSE examination have achieved well enough in their coursework to justify the expectation that there will be an improvement in GCSE results, especially in French. Pupils make a good start in Year 7 to learning a language, and achieve well. Some Year 7 pupils with special educational needs achieve very well. By the end of Year 9, most pupils reach the levels expected of them. Where this is not the case, it is due to pupils' negative attitudes to language learning or to unsatisfactory teaching. In most lessons, pupils have good subject knowledge, and can recall vocabulary that has been previously learned. The achievement of many pupils in French at the end Year 11 is improving. It is at least satisfactory, and, where the teaching is good, it is above expectation. In particular, pupils of average capabilities achieve well. In German, there is a greater variation in the achievement of the older pupils. This is because expectations of some teachers are not high enough. Some more able pupils achieve well, but average and lower attainers do not achieve as well as they might because of unsatisfactory attitudes. Speaking is the weakest aspect of languages learning because it is the least consistently practised in lessons.
67. Overall, teaching in modern languages is satisfactory. Half of the teaching is good or very good, and results in good attitudes and good achievement by the pupils, but there is also unsatisfactory teaching which hampers some pupils' achievement. Teaching is markedly better in French than in German. In some lessons where teaching lacks pace and challenge, the behaviour of some pupils is unsatisfactory. In most lessons, there is not enough speaking in the language by pupils or teachers. Because teachers do not use the language enough in lessons, pupils do not develop their own speaking skills as they should. ICT is not used enough in languages to support learning. There are two interactive whiteboards in the department, one of which is not used sufficiently. There are good enrichment opportunities for pupils, with revision classes and trips to places of interest abroad.
68. The department has a full complement of specialist linguists who work well as a team in helping to raise standards. Leadership is now good. The subject leader provides a good role model for her colleagues. She has a clear vision of how the department should progress, knows its strengths and weaknesses and is working effectively to eradicate weaker teaching.

Development planning is detailed and is now becoming effective in raising standards. Schemes of work are appropriate and up-to-date. Management of the department is satisfactory. Arrangements for the monitoring of the department's work are good. Regular checks are carried out on the quality of teaching and pupils' work. The department analyses its performance well and takes steps to improve. There needs, however, to be clearer policies on how teachers plan their lessons to include substantially more speaking opportunities. Links with home are very effective and seek to engage parents in raising standards.

69. In terms of standards seen, examination results, the quality of teaching and pupil attitudes, improvement since the previous inspection has been unsatisfactory. However, there is clear evidence that under the decisive leadership of the head of department standards are rising and the capacity for further improvement is good.

## MATHEMATICS

Provision in mathematics is **good**.

	Year 9	Year 11
Standards seen	Average	Average
Achievement	Good	Good
Teaching and learning	Good	Good
Leadership	Good	
Management	Good	
Improvement since the previous inspection	Satisfactory	

### Main strengths and weaknesses

- Teaching is good, promoting productive learning.
- The enthusiasm and commitment of the subject team leader and effective staff teamwork are helping to raise standards.
- Relationships in lessons are good and the pupils behave well and work hard.
- Assessment data are used well for tracking and target setting, but day-to-day marking is not consistent enough.
- ICT is not being used well enough to support learning.

### Commentary

70. Results in national tests at the end of Year 9 in 2004 were well below the national average. When compared to similar schools, results are also well below the average. Boys and girls perform equally well. The proportion of pupils reaching the national expectation and the higher levels has risen over the last three years, with more pupils reaching the expected level in mathematics than in English or science. In GCSE examinations in 2004, the proportion of pupils gaining A\*-C was below the national average although this was a considerable improvement on the previous year. The proportion of pupils achieving A\*-G is just below the national average. The girls' results were significantly better than the boys' results in 2004.
71. Standards of work seen in lessons and in the pupils' books throughout the school are now average for most pupils and better than previous test and examination results would indicate. Poor longer term retention of knowledge prevented the pupils' performance in tests and examinations in the past from being as good as it might be, but this is now being successfully addressed by the teaching. GCSE coursework is now of a good standard and makes an important contribution to pupils' grades. The connection between fractions, decimals and percentages is well understood by most pupils. Pupils' attainment on entry is below the

national average. Achievement by the majority of pupils in lessons is good. In all years, pupils with special educational needs make satisfactory progress.

72. The majority of teaching is now good. All lessons are at least satisfactory. Lessons are well planned with clear learning objectives, which are shared with pupils. In the best lessons, the teachers have high expectations of the pupils, the pace is good and a variety of tasks are prepared which provide appropriate challenge to pupils. As a result, standards being reached are now higher than previously, being at an average rather than below average level, representing achievement which is now satisfactory. In a high attaining Year 9 lesson, the pupils made very good progress in their understanding and use of trigonometry during a very well planned lesson when the pupils used the scientific calculators appropriately. Teachers are developing well the use of the interactive whiteboards to support learning but there are not enough opportunities for the pupils to use computers. Good quality starter exercises were seen in most lessons, for example, in a Year 7 high attaining group the pupils were naming a shape from a list of properties and describing the properties of rectangles using as many mathematical words as possible. The endings of lessons are more variable in quality and do not always consolidate learning appropriately. Teachers make effective use of questioning, encouraging pupils to explain their answers and solutions to the rest of the class. Where teaching is satisfactory rather than good, the pace of the lesson and amount of work done by pupils are usually insufficient. As a result of effective teaching, most pupils acquire knowledge of basic skills and concepts which enable them to work on their own to improve their understanding. Literacy skills are improved by the emphasis on key words, the insistence of teachers on the correct use of mathematical language and the good oral work in lessons. Pupils have a positive attitude to mathematics, they behave well in lessons and relationships between pupils and with their teachers are good. The inclusion of GCSE statistics for two groups of high attaining pupils is a valuable extension to the pupils' mathematical experience.
73. Leadership and management of the department are good. The team leader has worked hard and successfully in the year since his appointment to raise standards and support some inexperienced staff in mathematics. He has a clear vision of what needs to be done to raise standards even further and is well supported by the team of teachers who are enthusiastic, committed and hard-working. The department is responding very positively to the National Numeracy Strategy and this is raising standards. Productive links with other local schools have supported staff in their efforts to raise standards. Assessment procedures are good, pupils are tested regularly and are aware of National Curriculum levels. Assessment data are well used for target setting and tracking pupils' progress. Day-to-day marking, however, is inconsistent in quality and quantity.
74. Improvement since the last inspection has been satisfactory, and good recently. Teaching and learning, assessment and target setting have improved already and these improvements are beginning to work through to be reflected in pupils' achievement. Schemes of work are now good working documents and the department is staffed with a team of specialist teachers.

### **Mathematics across the curriculum**

75. Pupils' numeracy skills are satisfactory. The main features of the National Numeracy Strategy have been shared with all staff. Pupils are using their mathematical knowledge and skills well in other subjects across the curriculum. Graphing skills are developed in design and technology and geography. Basic numeracy is well used in citizenship and physical education. In science, learning of the higher and middle attainers is well supported, but a number of the lower attainers struggle. The use of ICT helps the pupils' understanding of graph-drawing and the use of formulae in spreadsheets.

### **SCIENCE**

Provision in science is **good**.

	Year 9	Year 11
Standards seen	Below average	Below average
Achievement	Good	Good
Teaching and learning	Good	Good
Leadership	Good	
Management	Good	
Improvement since the previous inspection	Good	

### Main strengths and weaknesses

- Teachers' knowledge of science and their good planning enable most pupils to achieve well.
- Teachers are working hard as a team and there is every indication that standards are rising.
- Inconsistent behaviour management leads to a minority of pupils being off-task.

### Commentary

76. Results in national tests in 2004 at the end of Year 9 were well below average for both the expected Level 5 and the higher Level 6 when compared with all schools and with similar schools. These results continued a pattern of declining standards over recent years. Results in science were not as good as those in English and mathematics. Pupils' progress in science in the school was not as good as in the other subjects they took and the performance of both boys' and girls' was well below average. Results in the GCSE dual science award examination for pupils gaining A\*-C grades were significantly below the national average for all schools and well below average when compared with similar schools. Girls did better than boys but both did not do as well as boys and girls nationally. Results have not yet met targets set for science.
77. The standards of work seen, whilst still below average, do indicate improvement compared with the standards indicated by previous test results. This improvement is likely to be maintained, as a result of good teaching and the rapidly improving attitudes of pupils. Most pupils are now achieving well. In practical investigations they handle apparatus safely, can discuss their work well and are clear about the principle of a fair test. Higher-attaining pupils use their prior knowledge well and write accurately. They respond well to being challenged. There is little difference between the achievements of boys and girls. Lower-attaining pupils and those with special educational needs achieve well in response to the good support they receive, but there is insufficient planning of lessons with teaching assistants. For a significant number of pupils, low levels of literacy and numeracy skills are a barrier to learning. Overall, good behaviour and positive attitudes to work are helping most pupils' improving achievement. However, some do go off-task; for instance, when the teaching and scheme of work do not provide appropriate opportunities for the pupils to learn effectively and when ground rules for behaviour are not sufficiently established by teachers.
78. In a very good lesson in Year 9, a class of higher-attaining pupils were learning to process and analyse evidence from an investigation in preparation for their GCSE studies next year. All of these pupils were very well focused throughout, with many speaking very well in response to some challenging questions. High levels of numeracy skill were practised effectively throughout this lesson. During a very good revision lesson in Year 10, a high standard of planning and the teacher's high expectations resulted in most pupils achieving very well. Throughout, pupils used key words accurately in their written answers and were increasing their knowledge and understanding of the requirements of the forthcoming examination and of what they need to do to improve their results. In both of these lessons, the department teaching and learning policy was employed to great effect. However, a few teachers do not follow this policy as well and so pupils are not clear about the learning objectives and how to measure their progress. Teachers set and mark homework regularly but marking does not set short-term targets. Some very good assessment data are shared well with pupils, but as yet, pupils are not skilled at self-evaluation.

79. There is a vision, a sense of purpose and evidence of a well-motivated and effective team of science teachers. Rigorous line management and good self-evaluation is directing changes within the department. Formal monitoring of teaching and learning directs staff development but has not yet resulted in all teaching matching the requirements of the department teaching and assessment policies. Organisation of the department is good but there is insufficient attention given to the contribution science can make to pupils' spiritual, moral, social and cultural development, to citizenship and to work-related learning. A small number of the laboratories are out of date and will not fully support the curriculum developments planned. There are insufficient textbooks to support homework effectively and insufficient use is made of ICT to promote pupils' independent learning.
80. The department has now addressed well the issues raised at the last inspection. A good science team is very well focused upon raising standards and has the capacity to improve further.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

	Year 9	Year 11
Standards seen	Below average	Below average
Achievement	Satisfactory	Satisfactory
Teaching and learning	Good	Good
Leadership	Good	
Management	Good	
Improvement since the previous inspection	Satisfactory	

### Main strengths and weaknesses

- The standard of pupils' work is below expected levels by the end of Year 9 and again in Year 11, but is an improvement over results in 2003 and 2004.
- Teachers assess work very well, giving pupils very clear information about how to improve but assessment information is not effectively used in planning for the needs of individual pupils.
- The size and reliability of the school network has greatly improved in recent years, although equipment and software for ICT in other subjects makes coverage of the ICT curriculum thin in data-logging and control technology.
- The majority of pupils are enthusiastic about the learning of ICT, although in some classes, an undercurrent of unsatisfactory behaviour slows the pace of learning.

### Commentary

81. Results in the 2004 examinations were very low in relation to average, with no pupil gaining a higher grade pass at GNVQ. The work of the present Year 11 in applied and short-course GCSE indicates that standards are still below expected levels but have risen since last year. The highest attainers' work is well researched, planned and annotated to show how their understanding has developed. There is a high proportion of incomplete coursework in Year 11 following a lack of continuity of teaching during the first year of the course. Throughout the school, almost all pupils including those with special educational needs, have sufficient technical skill to carry out all the tasks demanded of them. However, the underdeveloped literacy skills of many lower attainers do lead to errors being made, for instance in their spelling of key technical terms.

82. At the end of Year 9, pupils work below expected levels. Pupils are too dependent on teacher support and guidance, with only the highest attainers able to solve their own difficulties. Lower attainers have not established good practice in saving their work and managing files. Girls work more conscientiously but the difference between their performance and that of the boys is the same as that seen nationally. Achievement is satisfactory overall. Pupils enter the school with attainment well below expected levels, and so their improvement by the end of Year 9 represents satisfactory achievement. The sample of work shows that the rate of improvement has increased recently as the stability of staffing has improved. After a long period of little improvement, pupils in Years 10 and 11 have made good recent gains, and so their achievement is satisfactory in relation to their prior attainment and their capability.
83. Teaching is now good throughout the school, with some very good teaching in GCSE classes. Pupils are therefore now learning well, as a result of the very recent improvement in staffing the department. Teachers have good subject knowledge. They plan lessons well to meet objectives that they make clear to the pupils, using the principles of the national Key Stage 3 strategy throughout. They explain and demonstrate well, involving pupils so that they understand the tasks. Homework effectively reinforces learning and prepares for the next stage. Work is very well marked giving very good feedback to pupils so that they know how to improve. Whilst teachers use the outcomes of this very good assessment to plan well to meet learning objectives, their planning does not focus adequately on individual special educational needs or stretch the very highest attainers. In a few classes, especially in Years 7 to 9, behaviour is not managed well enough to prevent distraction. A consequence of this is that many pupils in these classes do not develop good habits of independent decision-making.
84. The department is well led and well managed. The department and the school have identified accurately their strengths and weaknesses, so that they have taken good action to improve. The acting team leader has worked hard in two terms to write schemes of work that give clear guidance to colleagues. Her team works well together, sharing experiences that help them to review their planning. The senior leadership team have supported the department well, with the provision of new equipment to meet the needs of ICT classes. The school has succeeded in creating a qualified team of teachers, who are already beginning to have a positive impact on standards and achievement. The appointment of a highly skilled and efficient network manager has resulted in the establishment of a stable and reliable network.
85. Improvement since the previous inspection is satisfactory, with a recent trend towards the raising of standards through an increase in the quantity and quality of equipment and an improvement in the rigour of teaching.

### **Information and communication technology across the curriculum**

86. Where pupils are required to use computers to help their learning, they are competent. However, this experience is unsatisfactorily narrow. There is too little use of computers in English, modern foreign languages, mathematics, science, geography, design and technology and the course leading to accreditation by ASDAN. Although teachers have good access to interactive whiteboards in most subjects, they use them mainly for showing videos, or presenting written messages rather than involving pupils in discussion, development or evaluation of work. When lessons are timetabled into computer rooms, for example in business studies, pupils use ICT well to develop their learning. GCSE music is taught partly in another school where pupils have good access to a range of appropriate equipment and use it well. Few teachers book classes into computer rooms, however, and so there is very little evidence of the structured use of ICT. The equipment available for data-logging is not yet in use, and pupils are constrained in their use of computers to control events by shortage of appropriate machinery. Teachers who wish to use the Internet as a resource have to request access in advance, so that this area is weak. The school recognises all of these issues and is acting to improve them.

## HUMANITIES

### Geography

Provision in geography is **satisfactory**.

	Year 9	Year 11
Standards seen	Below average	Above average
Achievement	Satisfactory	Good
Teaching and learning	Satisfactory	Good
Leadership	Good	
Management	Good	
Improvement since the previous inspection	Satisfactory	

### Main strengths and weaknesses

- Standards in Years 10 and 11 are above average and achievement is good.
- Coursework is of a good standard in Year 11, especially that of higher-attaining pupils.
- The department is well led and managed and there is a clear commitment to further improve teaching and learning.
- In Years 7 to 9, teaching is satisfactory but inconsistent in quality; it is good in Years 10 and 11.
- Pupils in Years 7 to 9 make no use of ICT to support their learning in geography.

### Commentary

87. Results in the GCSE examinations in 2004 were above average and have shown a steady improvement over the last two years, although with a decreasing number of pupils taking the subject. Girls performed better than boys, especially in the higher grades, but the difference is not significant.
88. By the end of Year 9, pupils reach standards that are below the national average but taking account of their level on entry to the school and the standard of work seen in Years 7 and 8, this represents satisfactory achievement. All pupils use a range of geographical skills to explain the impact of human activity on the landscape. They make use of data, maps and photographs to draw conclusions; for example on the impact of tourism in the national parks and the reasons why their town has different land use zones. However, pupils in Years 7 to 9 do not use ICT in their work. Lower-attaining pupils show sound understanding of the topics covered but are held back by low literacy skills. Higher-attaining pupils use extended writing successfully and show a sound understanding of cause and effect: for example, the reasons for the migration of workers to cities in poorer countries and its effect on the city infrastructure. Standards in Year 11 are above average and achievement in Years 10 and 11 is good. Most pupils write well and show a good understanding of geographical terms; for example to describe the distinctive features of limestone scenery or the impact of industrial change in contrasting economic regions of Europe. Coursework is produced to a good standard by all

pupils, with higher-attaining pupils demonstrating very good skills of analysis and understanding of complex issues; for example, the pros and cons of re-developing a local leisure complex.

89. In Years 7 to 9 teaching is satisfactory but inconsistent in quality. Where it is good or very good, teachers are well prepared, show a command of their subject and engage pupils in activities and topics that are relevant and interesting. Where it is less than satisfactory there are issues concerning adequate planning, appropriateness of tasks and teaching resources not being matched to the needs of pupils. Teaching is more consistent in Years 10 and 11, where teaching and learning are good.
90. Teachers have a good knowledge of their pupils and make good use of assessment data to track their progress and to identify and address underachievement. Pupils have a positive attitude and behave well, enabling teachers to cover their planned work. Teaching assistants are well deployed in some lessons and make a significant contribution by supporting pupils with special educational needs so that they are able to keep pace with the lesson. Homework is set regularly and it is well integrated with work done in class. Marking is supportive and helpful.

91. The department is well led and managed. Although relatively new to the post, the subject leader has provided clear vision and direction, and has already taken a number of steps which are leading to improved achievement. The strong commitment to improvement is indicated by:

- the introduction of baseline assessment in Years 7 and 8 that allows the tracking of pupil progress against potential and a good analysis of pupil performance;
- the introduction of new schemes of work for Years 7 to 9 with an emphasis on skills development;
- a change to a more appropriate examination syllabus in Year 10 and 11; and
- upgrading of the main geography classroom.

There is a clear strategy in place for further improvements, set out in a detailed action plan that has a clear focus on teaching and learning.

92. Satisfactory progress has been made since the previous inspection. GCSE results are now above the national average, coursework is a very strong feature of work in Year 11 and the setting of pupil targets has been addressed by the introduction of baseline assessment. Only the lack of ICT use by pupils in Years 7 to 9 remains an outstanding issue.

## History

Provision in history is **good**.

	Year 9	Year 11
Standards seen	Below average	Average
Achievement	Good	Good
Teaching and learning	Good	Good
Leadership	Good	
Management	Good	
Improvement since the previous inspection	Satisfactory	

## Main strengths and weaknesses

- Pupils achieve well in Years 10 and 11 as a result of good teaching.
- Pupils enjoy history, with the result that they are willing to offer ideas and join in discussions.



- Teachers assess work well, giving very good feedback to pupils on how to improve. Although teachers plan for the different abilities of whole classes, they do not make full use of assessment to plan for the needs of individuals.
- The department makes a very good contribution to the pupils' moral and social development.

### Commentary

93. GCSE results in 2004 were below national average, but were above those of the school as a whole. This was very good improvement over the previous year when they were very low. There are relatively few very high grades. The difference between boys and girls is no greater than that nationally.
94. Standards are below expectation in Year 9 but are at expected levels in Year 11. The work of current Year 11 pupils shows improvement over that of last year's pupils, and is at expected levels. GCSE pupils analyse, evaluate and use historical sources to draw conclusions at appropriate levels for their age. Their contextual knowledge is satisfactory, and so it does not hamper their attainment. Middle and higher attainers write clear narrative, description and explanation with main ideas clearly expressed and supported by relevant examples. Lower attainers tend to copy text rather than to write their own ideas, especially in Years 7 to 9. Pupils work in satisfactory detail with a good rate of completion of tasks in Years 7 to 9, but their narrow general and historical knowledge prevents them from reaching accurate conclusions from the evidence. Achievement is good by the end of Year 9 and again by the end of Year 11. Pupils entering the school well below expectation improve throughout the year groups, with the greatest rise in standards occurring since 2003 as a result of the appointment of specialist historians and the establishment of stability in staffing.
95. Teaching and learning is now good in all years. Teachers have good subject knowledge that they use well to plan to meet objectives. They use homework well. They provide a good range and variety of activities to maintain interest and to develop ideas. They mark work very well with good advice for improvement. Teachers develop literacy skills well, with the result that pupils express their ideas clearly and their standards have improved. They deal very effectively with moral and social issues such as the Holocaust and living conditions in nineteenth century towns. Teachers' planning is effective at whole-class level but does not give enough consideration to the different needs of individual pupils, although the teaching provides good informal support for individual pupils. A few lessons are teacher-dominated with too few opportunities for pupils to develop independent thinking. Although teachers use interactive whiteboards frequently, they do not give pupils enough opportunities to develop their learning actively by using ICT.
96. Leadership and management are both good. The team leader is a very good role model in her teaching and forward thinking, supporting well the development of her team members. She has worked hard to produce schemes of work that guide the department well to meet the needs of the National Curriculum and GCSE.
97. The department has analysed accurately the strengths and areas for improvement and has acted effectively on her findings. Improvement since the previous inspection is satisfactory. The departmental decline from the last inspection until two years ago has been reversed, so that learning is now improving.

### Religious education

Provision in religious education is **unsatisfactory**.

	Year 9	Year 11
Standards seen	Below average	Average
Achievement	Unsatisfactory	Good

Teaching and learning	Satisfactory	Good
Leadership	Unsatisfactory	
Management	Satisfactory	
Improvement since the previous inspection	Unsatisfactory	

### Main strengths and weaknesses

- Unsatisfactory achievement by Year 9 pupils reflects past recruitment difficulties.
- Non-specialist leadership lacks the knowledge to raise attainment.
- Pupils achieve well to gain average GCSE results.
- Pupils have too few opportunities to investigate real examples from living religions.
- Pupils demonstrate positive attitudes, contributing to good moral and social development.

### Commentary

98. Results in the short-course GCSE examinations in 2004 were average, with twice as many girls as boys gaining grades A\*-C. Prior to 2003, results were also average but in that year they fell to below average.
99. In Years 7 to 9, inconsistent quality and continuity of teaching from recruitment difficulties in previous years mean all pupils struggle to recall earlier learning and therefore do not make the progress they should. For instance, by the end of Year 9, pupils are unable to investigate local and national evidence of global religions. They do not recognise clues to differences and similarities, contrast past and present symbols and practices, or explain the variety of beliefs and lifestyles within each tradition. Whilst higher-attaining pupils show how Jewish beliefs lead to certain behaviour, they have not progressed to explain why not all members of a religion behave in the same way. In Years 7 to 9, pupils are confused over how to categorise and draw on information about the major world religions. Knowledge remains at the level of features, with few higher skills of explaining and questioning being demonstrated. Their understanding of the distinctive characteristics of each religion is too insecure to research teachings, key beliefs, their interpretation, and how to weigh up arguments and evaluate consequences. By the end of Year 11, pupils achieve well to give informed responses to a range of views on moral, social and medical issues. They focus on Christianity and the different ways churches and individuals apply the same teachings, and are able to explain how well they match the examination requirements with their work. The literacy skills and levels of engagement of boys are weaker than girls.
100. Teaching is now satisfactory overall. Much is good, but, in Years 7 to 9, some remains unsatisfactory. The recently-appointed, but inexperienced, specialist staff are generating significantly improved pupil attitudes towards the subject and good behaviour. By using a variety of teaching methods, by establishing good relationships with pupils and supporting those with special educational or additional language needs, teachers now ensure that the subject is accessible to all pupils. Computer whiteboards and learning resources do not yet provide enough pictures, reports of topical events and artefacts, to show religions as living and part of the community. There are too few opportunities for pupils to research key ideas, in order to have a basis on which to consider the value of religious teachings for analysing their own experiences. Boys achieve and attain less well than girls and this requires more attention. Eye-catching displays are not used enough in lessons as literacy prompts and to reinforce basic understanding of differences between religions. Marking and testing in Years 7 to 9 are carried out regularly and motivate pupils, but many do not yet understand how to improve their work as developing targets is still at an early stage. Teaching is unsatisfactory when there is too much talking by non-specialist teachers, who thereby limit pupil contributions and impose their own views. In Years 10 and 11 learning is good, focusing on one religion, because effective teaching is closely linked to the GCSE syllabus and examination requirements. Girls achieve better than boys. Pupils' moral and social development are good and better than their spiritual and cultural development. Pupils apply their knowledge and understanding of

required religious teachings with critical skills to particular moral and social issues which raise questions of values and beliefs and choices in adult society. Marking is good, linked to grades, and gives pupils good advice on how to improve.

101. The non-specialist leadership of the subject is unsatisfactory because it inevitably lacks the subject knowledge needed to raise attainment and achievement, and is not aware of current developments locally and nationally. As a result, the curriculum in Years 7 to 9 does not adequately build on pupils' attainment at primary school. Current Year 7 topics are too general and, in Year 9, pupils are introduced to abstract ideas without having been given the skills to explain their views and develop arguments. Activities engage pupils well with information about religions but lesson plans do not relate to attainment levels identified in the local Agreed Syllabus, particularly as regards higher-attaining pupils. In Years 10 and 11, the focus on the examination syllabus does not ensure that pupils continue to increase their general knowledge of all the main religions in the United Kingdom. Management is satisfactory, supporting newly-qualified and unqualified teachers well in useful classroom procedures and learning styles.
102. Improvement since the previous inspection is unsatisfactory, with underachievement checked but not improving in Years 7 to 9 with classes taught by inexperienced teachers. Although there is a smaller and more committed team than at the last inspection, provision is unsatisfactory as current plans and expertise do not provide a secure framework for ensuring learning and achievement for all pupils becomes good. Statutory requirements are met for all pupils to study religions.

## TECHNOLOGY

### Design and technology

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

	Year 9	Year 11
Standards seen	Above average	Well above average
Achievement	Good	Very good
Teaching and learning	Good	Very good
Leadership	Excellent	
Management	Very good	
Improvement since the previous inspection	Very good	

### Main strengths and weaknesses

- Leadership is excellent and presents a clear vision, drive and resolve to raise standards.
- All pupils attain very well in Years 10 and 11 as a result of good and very good teaching.
- The very good assessment procedures ensure that all pupils know exactly how to improve.
- The range of resources available limits the breadth of design and making activity.
- There is insufficient use of computer-aided design (CAD) and computer aided manufacture (CAM) to further improve the quality and accuracy of work.
- Pupils adopt safe practices when manufacturing but school safety procedures lack rigour.
- The excellent provision of additional after-school lessons enhances the very good achievement in GCSE coursework.

### Commentary

103. Results in the GCSE 2004 examinations were well above average and reflect year on year improvement. This results in very good achievement across all ability groups including pupils with special educational needs. Very effective use is made of GCSE entry in Year 10 for more

able pupils followed by an additional GCSE entry in Year 11. The more able and talented pupils consistently attain higher grades in both years as a result of very good achievement. The performance of boys is almost in line with girls and all pupils perform better than in any other school subject.

104. By the end of Year 9, overall standards are marginally above average. This represents good achievement across all ability groups including by pupils with special educational needs. Pupils apply design principles successfully to a brief. Manufacturing skills are characterised by confident and safe use of tools and appliances. However, freehand sketching is insufficiently developed and CAD/CAM is not sufficiently used to improve all design and make activity. By the end of Year 11, pupils' analytical skills are extremely well developed and independent study skills are exceptionally well established. Manufacturing skills are better than might be expected in view of the narrow range of power tools, machines, modern materials and appliances available. Design ideas are effectively evaluated against design criteria but ICT is insufficiently used during research, modelling and testing.
105. In all years, pupils experience good teaching, with very good teaching in Years 10 and 11. All teachers possess a secure subject command and make very effective use of time. Relationships between teacher and pupils are very good and this makes a significant contribution to the development of their capacity to think critically and independently. In Years 10 and 11, teachers successfully encourage, engage and challenge pupils. Many pupils display a strong desire to learn and demonstrate an excellent capacity to work independently. Out-of-hours lessons and homework are very effectively used to reinforce and extend learning. Assessment is thorough and used exceptionally well to respond to individual needs and guide improvement. Teaching methods are sound, although variety suffers from the limitations of the basic audio visual resources available and the inadequate ICT provision.
106. The subject leadership demonstrates excellent clarity of vision, drive and dedication to ensuring the highest possible standards are achieved. Despite the shortage of specialist food technology teachers, an enthusiastic team of very committed staff know exactly what they are working towards. The very effective use of double entry GCSE in Years 10 and 11 is underpinned by very good use of assessment. Pupils know exactly how to improve all aspects of their performance. Monitoring and evaluation of teaching performance is robust yet supportive. Good opportunities are provided for professional development, although there is an insufficiently sharp focus in Years 7 to 9 on good practice in literacy, numeracy and ICT. Whilst current curriculum provision is narrow, particularly in Years 7 to 9, very effective management of GCSE schemes of examination leads to very good achievement across all ability groups. Safe and hygienic practice is well promoted in all practical work but whole-school monitoring and testing routines of machines and equipment lack the rigour necessary to effectively control dust and electrical risk. The quality of technical support is good but time allocation in food technology is inadequate.
107. Progress since the last inspection has been very good and there is clear capacity to further improve both provision and standards.

## VISUAL AND PERFORMING ARTS

### Art and design

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

	Year 9	Year 11
Standards seen	Well below average	Below average
Achievement	Unsatisfactory	Unsatisfactory
Teaching and learning	Unsatisfactory	Unsatisfactory
Leadership	Poor	

Management	Unsatisfactory
Improvement since the previous inspection	Unsatisfactory

### Main strengths and weaknesses

- Teachers have clear expectations of pupils' behaviour but many lessons do not provide challenge or promote achievement.
- There are some examples of exciting and imaginative work.
- Leadership does not provide a clear direction for the department.
- Pupils have little opportunity to develop skills in the use of ICT in art and design.

### Commentary

108. Results in the GCSE examinations in 2004 were below average and continued a downward trend over the past three years. Girls performed better than boys, although there was no significant difference in the quality of boys' and girls' work seen during the inspection.
109. By the end of Year 9, pupils' skills in drawing and painting are well below average overall. They often work on a small scale and are not always given sufficient guidance on how to use materials. However, in all Years 7 to 11, there are examples of work that is in line with national expectations. In Years 7 to 9, some pupils work boldly and confidently with pattern and shape and enjoy exploring colour. In Years 10 and 11, the work of some pupils moves away from representational images to explore communication of feeling through an informed use of visual language. Pupils' competency with digital media is limited because of lack of equipment, although some pupils have produced short animation sequences using the teacher's own video equipment.
110. Teaching and learning are unsatisfactory overall, although there are instances of good and very good teaching in all Years 7 to 11. Lesson planning is variable in quality and sometimes lacking in detail. In all years, however, there are examples of well-planned, challenging projects which encourage pupils to produce imaginative and confident work. The good teaching draws on examples of a range of artists' work, including those from other cultures, which are an integral part of some projects in all years. In these lessons, pupils show evidence of drawing well from first-hand observation. Teachers have high expectations of behaviour and the majority of pupils are engaged in their work. Where teaching is challenging and well planned, pupils show enthusiasm and involvement. Other teaching is insufficiently challenging and conducted at too leisurely a pace. As a result, pupils do not reach the standards they should.
111. Leadership of the department is poor and management is unsatisfactory. The vision for the development of the department is unclear. Schemes of work are being developed but are not sufficiently coherent in providing a consistent overview of learning experiences and the acquisition of knowledge. Although assessment practice is being developed, it does not yet give pupils a sufficiently clear idea of how to improve.
112. A number of issues raised in the last inspection have been addressed, but improvement overall has been unsatisfactory. One of the art rooms has been painted and there are bright and attractive displays in some areas, though some classes in Years 7 to 9 are too cramped because of lack of space and this inhibits the range of learning activities. Risk assessment is carried out satisfactorily. A number of other issues have not been addressed satisfactorily. In order that all pupils are given a positive experience of art and design, the focus for urgent further improvement should be on:

- Improving the challenge in teaching where this is lacking and introducing a wider range of teaching strategies.
- Sharing examples of very good teaching and successful, exciting pupils' work.
- Addressing weaknesses in planning and documentation.
- Implement effective schemes of work and assessment practice.
- Provide opportunities for pupils to use ICT to support and enhance their learning.

## Music

Provision in music is **unsatisfactory**.

	Year 9	Year 11
Standards seen	Below average	Above average
Achievement	Satisfactory	Very good
Teaching and learning	Satisfactory	Very good
Leadership	Unsatisfactory	
Management	Unsatisfactory	
Improvement since the previous inspection	Unsatisfactory	

## Main strengths and weaknesses

- The present supply teacher has brought some continuity to the subject after a long period of instability.
- Whilst standards in Years 7 to 9 remain below average, co-operation with a neighbouring college has raised standards in Year 11 significantly.
- The curriculum in Years 7 to 9 lacks variety.
- The department does not have an assessment policy.

## Commentary

113. GCSE results over the past two years have been poor. Due to concentrated teaching by staff at a local college, this year's results are expected to be much better.
114. Although standards in Year 9 are below average, achievement is satisfactory since most pupils enter Year 7 with few musical skills. Achievement is very good in Year 11 and standards are above average. This is because of specialist teaching at a local college and a major commitment by the pupils themselves to do well.
115. The teaching and learning is satisfactory overall in Years 7 to 9. The teacher's high expectations and good working relationships are improving learning. Because of this, pupils of all abilities make satisfactory *progress* in learning about musical elements and notation. However, their practical skills including singing are a weakness through lack of regular practice. The school's temporary arrangements for pupils in Years 10 and 11 have resulted in very good teaching making a significant difference to their learning. Consequently, computer realised compositions and discussions with Year 11 pupils demonstrate a very good

understanding of the course and a commitment to succeed. Only a few compositions tended to wander without purpose. The majority of work demonstrated a good understanding of style and structure with modulations and cadences used well.

116. At present, leadership and management are unsatisfactory. Recent arrangements to ensure continuity of teaching have been successful; pupils have responded with positive attitudes and behaviour. Although the supply teacher has done a good job in running the department over the past five months, the scheme of work lacks variety and there is no effective assessment policy in place. Extra-curricular activities have ceased over time and few pupils learn instruments. Thus, provision overall is unsatisfactory although teaching, learning and achievement are now at least satisfactory.

117. Improvement since the previous inspection has been unsatisfactory.

## PHYSICAL EDUCATION

Provision in physical education is **good**.

	Year 9	Year 11
Standards seen	Average	Average
Achievement	Good	Good
Teaching and learning	Good	Good
Leadership	Good	
Management	Satisfactory	
Improvement since the previous inspection	Satisfactory	

### Main strengths and weaknesses

- Good leadership engenders good teamwork and provides clear vision and direction.
- The extra-curricular activities programme provides pupils with good opportunities to attain higher standards.
- Examination results have shown continued improvements as a result of a well-organised curriculum.
- Assessment data are not sufficiently well analysed to enable an accurate picture of areas of pupils' strength and weakness to be identified.
- There is a high number of non-participants in Year 10 lessons.
- Pupils do not use observation and evaluation strategies enough in analysing their own and others' performance, in order to inform and improve their learning.

### Commentary

118. The number of pupils following the physical education GCSE examination course has gradually increased and the results have shown a rising trend, improving from well below the national average in 2002 to above the national average in 2004.

119. During the inspection it was not possible to see lessons involving pupils in Years 7 or 11. In Years 8 and 9, the more able pupils are able to perform skills in athletic and games activities very effectively and are generally working at a level which is above average. They compete enthusiastically and demonstrate good techniques in sprinting and rounders. Low attaining

pupils find it difficult to control their movements or show quality and control. Overall, by the end of Year 9, pupils are working in line with national expectations. Pupil performance skills in Year 10 are average. In the most effective lessons, pupils are able to refine their actions to improve the quality and consistency of their skills, for instance, in rounders and in relay racing.

120. The quality of teaching is nearly always good and never less than satisfactory. In Years 7 to 9, the quality of teachers' questioning ensures pupils remain focused and on task. In the best lessons, teachers are able to use their good subject knowledge to improve pupils' learning. Pupil behaviour is managed effectively, and pupils' attitudes and behaviour are often very good. Pupils do not have sufficient opportunities to observe, evaluate or provide feedback to others. Pupils with special educational needs learn and progress as well as other pupils. The quality of the accommodation is good, although arrangements for the storage of equipment are poor. There are no tennis courts and athletic jumping facilities are in a poor condition.
121. Good leadership promotes effective teamwork and also provides clear vision and direction. Management is satisfactory overall, but with a number of areas yet to be addressed. There is no moderation of teacher assessments in Years 7 to 9 in order to ensure accurate judgements are being made. Progress has been slow on developing strategies to increase pupil awareness of their own level of attainment, although pupils are now beginning to have individual targets identified. The number of pupils not participating during lessons in Year 10 is high and there are insufficient strategies to rectify this problem. Data on pupils' performance are not being analysed effectively, for instance, to distinguish between the achievement of boys and girls, to identify specific groups of underachievers or to set targets for higher standards of performance. Currently, there is no assessment data available at the end of Year 11 in the core physical education curriculum. Risk assessment procedures are in place but need to be implemented more fully into every lesson. The quality of warm up activities is variable and the good quality warm up activities are not a feature of all lessons.
122. Improvement has been satisfactory since the last inspection. A very effective school sports co-ordinator programme has been introduced. A GCSE course in physical education has also been introduced and results in the examination have shown a positive trend since its introduction. The extra-curricular activities programme has continued to improve.

## BUSINESS AND OTHER VOCATIONAL COURSES

### Business studies

Provision in business studies is **good**.

	Year 9	Year 11
Standards seen	<i>No evidence as course not taught</i>	Average
Achievement		Good
Teaching and learning		Good
Leadership	Good	
Management	Satisfactory	
Improvement since the previous inspection	Good	

### Main strengths and weaknesses

- Standards demonstrated in the first module of the recently introduced GCSE course are above average.
- Leadership of the department is good with a clear vision for developing the subject further.
- Lessons are well prepared and generally delivered enthusiastically using a range of very good resources.



- The department has established an effective and useful partnership with a major local business.

### Commentary

123. Pupils taking business studies GCSE do better in this than in their other subjects, but with results usually somewhat below the national average. However, this represents good achievement, particularly for boys. The newly-appointed head of department has successfully introduced the applied business studies GCSE, the equivalent of two GCSEs, with 63 per cent of the 59 pupils entered in January 2005, gaining grades A\*-C in the first of their three modules, including 16 who gained A\* or A grades.
124. Current pupils are performing around the national average as judged by their recently submitted coursework, which show a good understanding of basic business terminology including business objectives, types of ownership and primary and secondary research. All pupils are competent users of ICT and have very good word-processing and presentation skills and use these to present neat and interesting coursework.
125. Teaching and learning are good. The specialist teachers make use of a very good range of relevant and stimulating materials. Pupils make good progress in those lessons which are delivered at pace using a variety of activities that engage pupils' interest, and where pupils' contributions are constantly and justifiably praised. This was evident in a very good Year 11 revision lesson where pupils were able to explain and use a range of relevant business terminology including different types of costs, assets, financial ratios and cash flow. Assessment of the Year 11 coursework is accurate and consistent and shows a good understanding of the demands of the course. Teachers make very good use of ICT to prepare and deliver lessons and materials, and pupils are able to access these as well as to mark their work electronically. The range of activities planned for each lesson does not always adequately cater for the full range of the pupils' abilities and teachers' instructions are not always clear.
126. The leadership of the subject is good with the new head of department having a clear and focused vision for its development, including expanding the curriculum further to better accommodate the wide range of ability of pupils opting for a business course. The new applied course has been planned well and benefits from an excellent partnership with a large local company which has provided speakers and visits for pupils. The subject is only allocated three periods per week, making it difficult to cover all the syllabus requirements. The department development plan is comprehensive but the stated targets are not explicit enough. The management of the department is satisfactory with the day to day running of the subject co-ordinated well. However, the tracking of pupils' progress, the analysis of pupil performance and the implementation of whole-school policies are all underdeveloped.
127. Overall, there has been satisfactory progress since the last inspection with the recent changes and success on the new examination course a commendable achievement by the new head of department.

### Vocational subjects

Provision in vocational subjects is **good**.

	Year 9	Year 11
Standards seen	<i>No evidence as course not taught</i>	Average
Achievement		Good
Teaching and learning		Good
Leadership	Good	
Management	Good	

Improvement since the previous inspection	Not applicable
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### Main strengths and weaknesses

- Teaching is good so that pupils achieve well.
- Pupils with special educational needs are very well supported by teaching assistants and, as a result, make good progress.
- Good use is made of other professionals, visits, work placements and the college link courses and, as a result, pupils see the work as relevant and interesting.
- Pupils make little use of ICT to write up their investigations and this has an adverse effect on presentation.

### Commentary

128. The ASDAN scheme is used for the accreditation of work done in vocational subjects and pupils also take a range of Level 1 National Vocational Qualifications at the end of their college link courses. Results in courses leading to ASDAN accreditation in 2004 were average, with pupils gaining success at both bronze and silver levels, and all gained a Level 1 National Vocational qualification in their selected area. Girls performed better than boys.
129. By the end of Year 11, most pupils achieve well and have developed the key skills necessary to successfully complete the challenges and activities for ASDAN. Their well-organised portfolios contain evidence showing that they respond well in a variety of situations and demonstrate skills in information-handling, application of number, working with others, communication and problem-solving. For example, all pupils can successfully prepare and deliver a short presentation to an audience having firstly collected relevant information from a variety of sources including the Internet. Pupils with special educational needs demonstrate the same key skills. All pupils achieve well in the specialist vocational area they take at the local college including courses in car maintenance, plumbing, catering and hairdressing.
130. Pupils benefit from a specialist team of teachers who prepare their lessons well, make good use of resources and have good subject knowledge. Teaching methods are varied and based on an investigative approach that ensures pupils are active learners. Regular marking of work ensures pupils are kept informed of their progress towards gaining the necessary credits for the award and gives advice on how they can improve. Pupils use self-assessment effectively and write action plans that help focus their research into topics such as home management, health and survival and the world of work. Good use is made of visits, work placements and of professionals, such as the school nurse and the Connexions adviser, to enhance the classroom experience and, as a result, pupils regard their work as relevant and interesting. Learning is good as pupils respond positively to the challenge presented by the award scheme and the way it is presented to them by their teachers. Pupils with special educational needs receive very good support from classroom assistants who sometimes withdraw pupils for intensive support and, as a result, make good progress. However, all pupils make little use of ICT to write up their investigations and this has an adverse effect on presentation.
131. The department is well led and managed. The subject leader has a clear vision for further improvement to the existing courses and has created an effective team. Links with the local college of further education are good and there is an efficient two-way flow of information on pupils' progress and achievement. Work experience is well integrated into the ASDAN programme and allows pupils to trial real work in their preferred vocational area. There is effective tracking of pupil progress and certificates are issued helping to sustain interest and to motivate pupils.
132. The subject was not provided at the time of the previous inspection and so it is not possible to judge improvement.

## Work-related learning (WRL)

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

### Main strengths and weaknesses

- Work experience programmes are very successfully undertaken by pupils and evaluated in collaboration with Humber Education Business Link Organisation (HEBLO).
- Applied GCSE options provide curriculum breadth but there is insufficient coherence in WRL provision.
- Good support for pupils is provided by the full time Connexions personal adviser and contributes to successful work experience.
- Currently, there is no structured approach to teaching the range of personal skills and qualities valued in the work place and enterprise skills are insufficiently developed.
- Links with further education are good but links with business, employers and training providers are underdeveloped.

### Commentary

133. Currently, pupils are provided with a range of Applied GCSE double award options and a vocational studies option accredited by ASDAN and accredited skill training. Barriers to learning, employment and training are being tackled but currently there is not enough coherence across vocational provision. Standards reached in Applied GCSE options are variable with good standards in science, average standards in business and below average standards in ICT. However, the time allocation for teaching the ICT and business courses is insufficient. Pupils are reaching at least average standards in skills-based modular vocational programmes provided in partnership with Grimsby Institute of Further and Higher Education. The majority of these pupils also achieve the silver or gold award as part of the ASDAN programme. All pupils complete the Oxford and Cambridge RSA Examination (OCR) Level 1: Preparation for Employment. Overall, pupils demonstrate a satisfactory grasp of the nature of local employment and are aware of some of the changes in current work patterns. However, most pupils display a limited understanding of enterprise and its place in business and work.
134. Work experience programmes are very successfully undertaken in partnership with HEBLO. They are well planned and pupils are competently prepared for the two-week placement. During placement, all pupils are monitored effectively. Pupils complete a comprehensive journal which provides the basis for their OCR Level 1 qualification. An audit of their skills is completed prior to their placement. Goals and targets to be achieved are agreed and these are effectively monitored by teachers and employers during placement. Employers add evaluative comments, teachers assess pupil development after placement and each pupil completes a self-review. This provides a secure basis for the development of key skills valued in the workplace.
135. All pupils benefit from good guidance and support from the full time Connexions personal adviser. The adviser works collaboratively in school and provides effective support and guidance on an individual and group basis as pupils' progress to employment, education and training. However, insufficient opportunities are provided for pupils to develop their personal skills for career management and progression.
136. Links between the curriculum and local business and industry are limited. In applied business, use is made of local employer links but overall teaching programmes make too little use of practical business and industrial contexts to support learning. Pupils' enterprise skills are underdeveloped across the curriculum and opportunities to develop them are missed.
137. Leadership of work-related learning is satisfactory. The draft WRL policy has not yet led to a clear whole-school vision for practice. There is not enough emphasis on ensuring that

implementation of WRL is well understood by all those involved or that diverse work related activities are well linked and coordinated.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

### Citizenship

Provision in citizenship is **unsatisfactory**.

	Year 9	Year 11
Standards seen	Below average	<i>No evidence as course not taught</i>
Achievement	Good	
Teaching and learning	Good	
Leadership	Unsatisfactory	
Management	Unsatisfactory	
Improvement since the previous inspection	Not applicable	

### Main strengths and weaknesses

- The statutory requirement for citizenship education is not met in Years 10 and 11.
- Good teaching and learning in Years 7 to 9 produce good achievement.
- There is insufficient clarity as to how other courses and activities contribute to pupils' citizenship education.

### Commentary

138. Currently, only pupils in Years 7 to 9 have a citizenship lesson. Pupils' understanding of the role of the legal, political, religious, social and economic institutions that influence communities in Europe and in the global community is below average. They know about global issues of fair trade, but their knowledge of the European Community and the United Nations is weak. They are aware of the role of the media in reporting and influencing public opinion. Pupils' achievement is good since they demonstrate increased awareness of their legal rights and responsibilities, the funding role of local and central government, and have explored democracy and understand the roles of voluntary groups. They show positive attitudes to the subject and their moral and social development is very good. Their understanding of the richness of the diverse backgrounds of the people in the United Kingdom is unsatisfactory.
139. In Years 7 to 9, teachers structure lessons well, providing appropriate resources to engage pupils actively in relevant and challenging activities, which are well planned and well prepared. Resource materials use real life examples and facts and figures which give maximum impact to learning, for instance, about trade exploitation, and the choices governments have to make on spending priorities. Focused questioning is used well to introduce topics and promote good learning, where all pupils' contributions are valued. Groupwork is used well to give pupils opportunities to develop skills of discussion, debate and reporting back to the whole class. Pupils with special educational needs are well supported in this by teaching assistants. Satisfactory learning is reflected in the work of pupils, when making useful notes, diagrams and exploring case studies on making laws and police powers. Assessing and reporting take place but it is not clear how teachers base their judgements. Pupils are therefore not able to identify which skills and content they need to improve upon. The curriculum in Years 7 to 9 does not ensure all required topics are covered sufficiently over three years. There is some confusion in some areas of learning with provision for personal, social and health education.
140. Leadership and management at whole-school level are unsatisfactory as statutory requirements are not met to provide this National Curriculum subject in Years 10 and 11 as

well as in Years 7 to 9. Plans for a GCSE short-course have not yet been followed up. Teachers of citizenship do not all understand and identify the distinct requirements of citizenship when planning lessons. Other school subjects still need auditing to see how they can support citizenship teaching. School activities have not been assessed to give credit to pupils where citizenship skills are achieved or to note where extra visits or visitors need to be arranged.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
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

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

