INSPECTION REPORT

ALPERTON COMMUNITY SCHOOL

Wembley, London

LEA area: Brent

Unique reference number: 101562

Headteacher: Mrs M Rafee

Lead inspector: Mr R Hancock

Dates of inspection: 4–7 October 2004

Inspection number: 268734

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:	11-18
Gender of pupils:	Mixed
Number on roll:	1147
School address:	Stanley Avenue Wembley Middlesex
Postcode:	HAO 4JE
Telephone number:	020 8902 2038
Fax number:	020 8900 1236
Appropriate authority:	Governing body
Name of chair of governors:	Mr M Heiser
Date of previous inspection:	1998

CHARACTERISTICS OF THE SCHOOL

Alperton Community School caters for boys and girls in the 11 to 18 age range. The school is bigger than most other secondary schools. There are 1435 students on roll. The sixth form is large and has 360 students. Nearly all students are of Asian background, mostly of Indian descent, with about nine per cent of students of Pakistani origin. About 20 per cent of students are of Afro-Caribbean origin. There are 225 refugees on the roll. The school has experience of taking in students whose behaviour has been difficult in other schools. There is a significant degree of mobility amongst the students. The percentage of students for whom English is not the first language is high at virtually 80 per cent. Some of these students have become confident users of English but a significant number are at an early stage of language acquisition and many others are also in need of further support to help them master English as a fully effective means of communication so that they can make the most of their learning. The percentage of students known to be eligible for free school meals is 15.8 per cent, which is broadly in line with the national average. The percentage of students identified as having special educational needs, including statements, is 7.8 per cent which is below the national average. Overall, the attainment of students on entry is below average. Most students go on to further or higher education after the age of 16. The attendance rate is above the national average. The school is on two sites. The school was awarded specialist status in mathematics and computing in September 2004. It is part of the Excellence in Cities initiative to raise the achievement of all targeted students as well as the 'London Pledge' and 'Aim Higher' initiatives. The school is also an 'Investors in People' school. The headteacher has been in post for one year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32690	J Webb	Lay inspector	
28079	B Howse	Team inspector	English
22691	R Woodhouse	Team inspector	Mathematics
30294	D Gower	Team inspector	Science
8552	W Hart	Team inspector	Biology [post 16]
2183	P Thompson	Team inspector	Information and Communications technology (ICT) Work-related learning
4426	T Fitchett	Team inspector	Modern foreign languages
10666	P Wheeler	Team inspector	Business (post 16)
11864	M Lafford	Team inspector	Geography
31821	B McCann	Team inspector	Physical education
18912	C Large	Team inspector	Religious education
23891	P Slape	Team inspector	Design and technology
18846	P Priest	Team inspector	Music Citizenship
43745	J Simms	Team inspector	Art and design
21899	N Power	Team inspector	Special educational needs
2200	J Stirrup	Team inspector	English (post 16)
16930	J Plumb	Team inspector	History English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory education for its students. Although standards on entry to the school are below average, the overall achievement of students is satisfactory by the end of Year 9 and is good by the end of Year 11. The quality of teaching and learning is satisfactory throughout the school. Overall achievement is satisfactory in the sixth form but A-level results are not high enough. The attitudes of most students are positive and behaviour is satisfactory in Years 7 to 9 and good in Years 10 and 11. The headteacher provides good leadership. The management of the school is satisfactory as is the support provided by the governing body. The school gives satisfactory value for money and the sixth form is cost effective.

The school's main strengths and weaknesses are:

- The school is well led with a clear sense of direction for its development.
- The school does not do enough effective monitoring of the quality of provision.
- The use of assessment is inconsistent.
- Students make especially good progress in Years 10 and 11.
- Provision in science is unsatisfactory.
- In Years 10 and 11 standards are above, or well above, average in art, modern foreign languages, mathematics, and drama.
- A-level results need improving but provision for mathematics is very good in the sixth form.
- Not enough use is made of ICT in learning and provision in ICT is unsatisfactory in Years 7 to11.
- The school's induction arrangements for welcoming students in Years 7 are very good.
- Attendance is good in the main school but is unsatisfactory in the sixth form and punctuality needs to be improved in the school as a whole.
- Aspects of accommodation are unsatisfactory and there are some shortages of resources.

The school has made satisfactory progress since it was last inspected in 1998. Most, but not all, of the key issues identified at that time have received attention but further work is needed in response to some of them. Standards are a little higher and the quality of teaching and learning has improved. The relatively new headteacher provides good leadership and the school has a clear plan for raising attainment and improving the quality of education it provides.

STANDARDS ACHIEVED

Performance compared with:		all schools			similar schools
		2000	2002	2003	2003
Year 11	GCSE/GNVQ examinations	-	D	C	A
Year 13	A/AS level and VCE examinations	E	E	E	

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

Standards in Year 9 are well below national expectations for the age group. Given that standards on entry to the school are below average overall and that the majority of students have language and literacy needs achievement in Years 7 to 9 is satisfactory. **Standards in Year 11 match expectations for the age group overall and achievement in Years 10 and 11 is good**. The trend of improvement in results in national tests at the end of Year 9 is below the national trend but the trend of improvement in GCSE examination results is in line with the national trend. Standards in National Curriculum tests in English and science are well below average at the end of Year 9 but are higher in mathematics. Overall GCSE examination results reach average standards. The achievement of students with special educational needs is mostly satisfactory as is that for students who are at an early stage of learning English.

The school makes good provision for the development of students' personal qualities. **Their spiritual, moral, social and cultural development is also good**. Students' attitudes are positive but behaviour is mixed. Often good in classrooms, and when students are moving between sites, it sometimes deteriorates in corridors and on stairways, where students can become rowdy and undisciplined. It is satisfactory overall. Attendance is good in the main school but not in the sixth form. Students often arrive late to lessons.

The overall quality of education provided by the school is satisfactory. The quality of teaching and learning is satisfactory throughout the school. Most teachers have good subject knowledge, organise lessons well, and relate well to their students. Some lessons are dull and then students are not encouraged to learn. The occasional lesson is unsatisfactory, especially in science and ICT. The curriculum is satisfactory and there is a good range of extra-curricular activities. Care, guidance and support are good. There are also good links with parents and the wider community and with other schools and colleges.

LEADERSHIP AND MANAGEMENT

The quality of leadership in and management in the school is satisfactory. The headteacher provides good leadership by establishing a clear sense of direction for the school. Management is satisfactory but the school does not have enough policies and systems for ensuring consistent practice. Overall, the governing body provides satisfactory support.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents approve of the school and what it stands for. They like the fact that their children enjoy attending school and the high expectations the school has of them. They also appreciate the way the school helps students settle in on transfer. Their only concern relates to behaviour and about a fifth of those responding to the questionnaire disagreed with the view that behaviour in the school is good. The vast majority of students enjoy school. They particularly like the quality of teaching and that teachers care about them and show kindness towards them.

IMPROVEMENTS NEEDED

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

- Raise standards in science in Years 7 to 9.
- Introduce an effective system for analysing and interpreting assessment data so that students' progress can be carefully monitored.
- Introduce fully effective monitoring systems throughout the school.
- Develop the use of ICT in all learning.
- Address students' punctuality.
- Raise attendance levels in the sixth form and improve A-level results.
- Enhance accommodation and make good some shortages of resources.

and, to meet statutory requirements:

- Consider the need to hold a daily act of collective worship for all students.
- Ensure that religious education is taught to all students in the sixth form.

SIXTH FORM

OVERALL EVALUATION

The sixth form provides a satisfactory education for its students. Although A-level results in 2003 were well below average, students' achievement was satisfactory overall. Current work shows signs of improving achievement. The overall quality of teaching and learning is satisfactory but there is little very good teaching. Leadership and management are satisfactory because the needs of the sixth form have been carefully analysed and a clear path for improvement has been identified. Overall attendance is not good enough and punctuality needs to be improved. Not subsidised by the main school, the sixth form is cost effective. Overall improvement since the last inspection has been satisfactory.

The main strengths and weaknesses are:

- Students have very good opportunities for personal development through the Millennium Volunteers scheme.
- Provision in mathematics is very good and ICT provision is effective.
- Provision in economics is unsatisfactory.
- Attendance and punctuality are not good enough.
- The monitoring of students' progress is insufficiently developed.
- Students have opportunities to study a wide range of courses.
- Careers advice is good.

QUALITY AND STANDARDS IN SUBJECTS AND COURSES OF THE CURRICULUM

Judgements about the provision in the subjects and courses inspected in the sixth form are shown below. They are based mainly on the quality of teaching and learning and how well students achieve. Not all subjects in the sixth form were inspected.

Curriculum area	Evaluation
English, languages and communication	Provision in **English literature** is **satisfactory**. Standards are below average, but the quality of teaching and learning is good and the achievement of some students is also good. Leadership and management are good.
Mathematics	Provision in **mathematics** is **very good**. A-level standards are above average. The quality of teaching and learning is good and the subject is well led and managed.
Science	Provision in **biology** is **satisfactory**. Standards are rising at AS and A-Level, the quality of teaching and learning is good and the course is well managed. Provision in **chemistry** is **satisfactory**. The quality of teaching and learning is satisfactory, achievement is broadly satisfactory and the course is satisfactorily led and managed.
Information and communication technology	Provision in **information and communication technology** is **good**. In 2003 examination results were broadly average. Overall, achievement is good. The quality of teaching and learning is good. Leadership and management are both good.
Humanities	Provision in **sociology** is **satisfactory**. Standards are close to the national average and the quality of teaching and learning is good. The subject is well led and managed.

Engineering, technology and manufacturing	Provision in product design in **design and technology** is **good**. A-level results were above average in 2003 and continue to improve. Currently, teaching is good, standards are above average and students are achieving well.
Business and vocational studies	Provision in **business studies** is **good**. The quality of teaching and learning is good and achievement is good. The course is well led and managed. Provision in **health and social care** is **good**. The quality of teaching and learning is good, achievement is good and the course is well led and managed. Provision in **economics** is **unsatisfactory**. Leadership and management are unsatisfactory and students in Year 13 are underachieving even though in 2003 A-level results were above national averages and students achieved very well. Students have made a good beginning to the AS level course.

The curriculum areas are broadly common across all post-16 education and training. They do not necessarily correspond with subjects and courses taught by the school. Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. Excellent and very good are equivalent to the judgement 'outstanding' in further education and sixth form college reports; poor and very poor are equivalent to 'very weak'.

ADVICE, GUIDANCE AND SUPPORT

Teachers are mostly effective in providing information for students about their achievement in subjects and what they have to do to improve. Although there is a broad awareness of how well students are achieving in the sixth form it is not pinpointed and there is only limited oversight of the progress of individual students. This lack of monitoring is a weakness. Students receive good advice and support when applying to university and are helped to prepare for interviews. Careers advice is good. Although sometimes not well attended, PSHE courses provide further support for students' personal development. Students with special educational needs receive satisfactory support as do students whose first language is not English.

LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

Leadership and management are satisfactory. A thorough audit has been undertaken of provision, current weaknesses identified, and an appropriate development plan is now in place. The curriculum is regularly reviewed and comprises a good range of courses to suit the different needs of students but there is no provision for religious education or for physical education. Students are provided with good information about the courses on offer and the range of other opportunities open to them. The Millennium Volunteers is a well managed initiative which provides many students with excellent opportunities to serve their community and to grow in confidence as a result. The sixth form block has little appeal. At present there is no common room for students which limits opportunities for social interaction and relaxation. There is no specialist library to enhance study and the number of computers is limited. Attendance and punctuality need to be more closely monitored.

STUDENTS' VIEWS OF THE SIXTH FORM

Students' views on the sixth form are very mixed. Most are happy with what the sixth form offers, especially in terms of the quality of its teaching, but some are critical of what they see as weaknesses in the learning environment, the lack of a specialist library, and the need to seek out work stations at available computers in the main school when undertaking research. A significant number are especially disappointed at the lack of a common room.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED

Standards achieved in subjects and courses

Standards on entry are below average. By the end of Year 9 standards remain below average but students make some progress and their achievement is broadly satisfactory. Most students make good progress in Years 10 and 11 and overall standards by the end of Year 11 reach average levels. Consequently, the achievement of students is particularly good from Years 9 through to Year 11. Standards on A-level courses are mostly well below average but they are much higher than that on mathematics and ICT courses. Given their low starting points in the sixth form, students' overall achievement is satisfactory.

Main strengths and weaknesses

- Standards by the end of Year 11 are above average in mathematics, modern languages, and art and well above average in drama.
- Achievement in science is unsatisfactory in Years 7 to 9.
- Boys need to achieve more in English, and in mathematics and physical education in Years 7 to 9.
- The literacy skills of many students are weak.
- Overall standards in ICT are not high enough in the main school.
- Overall standards at A-level are not high enough.
- Standards are above average in mathematics and ICT in the sixth form.

Commentary

1. The school is facing some major challenges in its endeavour to raise standards because the attainment of students on entry is below average and English is not the first language for a very high proportion of them. Many also have weak literacy skills, especially in writing. Furthermore, significant numbers join the school other than in Year 7 and the education of many of these students lacks sound foundations.

2. Results in National Curriculum tests in English and science in 2003 were well below average in comparison with all schools. Results in both subjects in comparison with similar schools, based on students' prior attainment, were below average. The picture is stronger in mathematics because although the 2003 results were below average in comparison with all schools, in comparison with similar schools they were well above average. The overall trend of improvement for the three subjects as a whole has been below the national trend. Nonetheless, given their starting points, the overall achievement of students by the time they reach the end of Year 9 is satisfactory.

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

Standards in:	School results	National results
English	29.7 (30.5)	33.4 (33.3)
mathematics	33.9 (33.6)	35.4 (34.7)
science	29.7 (31.4)	33.6 (33.3)

There were 218 students in the year group. Figures in brackets are for the previous year

3. Although test results for 2004 have still to be validated, the indications are that the picture has improved in English, but not in science, and that mathematics results show a slight decline although they remain well above those for English and science. The school has recognised that it needs to raise overall standards in Years 7 to 9 and is implementing the Key Stage 3 Strategy in order to do this. This initiative is already improving the quality of teaching and

learning in some lessons and is resulting in better standards in current work in English and mathematics but not yet in science. Standards in other subjects are mostly in line with expectations for the age group.

4. The 2003 GCSE examination results show that the proportion of students achieving five or more grades at A*-C was average in relation to all schools. This represents improvement as these results have been below average for the previous three years. For the proportion achieving five or more grades at A*-G the school's performance was above average and for one or more grades was well above average. On the basis of prior attainment, results were well above average, both for the proportion of students achieving five or more grades at A*-C and five or more grades at A*-G. They were very high for the proportion achieving one grade. The overall 'added value' measure is very high by the end of Year 11. Girls' results were close to the national average for girls and boys' results were close to the national average for boys. This represents good overall achievement by students. The overall trend of improvement was broadly in line with the national trend.

5. In 2003, GCSE examination results were below the national average in English, but were broadly in line with them in science. Results were above the national average in mathematics. In comparison with national statistics, results were especially good in art. In comparison with other subjects, results were also good in drama and Gujerati. Results were much weaker in design and technology, history and German. Despite the initiatives adopted by the school to improve their performance, Afro-Caribbean boys still do not achieve enough.

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	47 (41)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	93 (94)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	99 (98)	96 (96)
Average point score per pupil (best eight subjects)	33.4 (31.4)	34.7 (34.8)

There were 215 students in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

6. Provisional GCSE examination results for 2004 indicate that that the proportion of students achieving five or more grades at A*-C and A*-G has further increased as has the overall points score. Current work shows evidence of this improvement. The overall achievement of students by the end of Year 11 continues to be good.

7. The achievement of students with special educational needs is satisfactory because teachers pay close attention to raising students' self-esteem and to creating a supportive learning environment.

8. However, the progress of these students is not yet as good as it should be because there are too few learning support assistants, a situation that is currently being addressed. Students' achievement is also hindered because systems for identifying their needs and for tracking and monitoring their progress are not fully in place. Some students whose first language is not English sometimes fail to make sufficient progress because their specific linguistic needs are not identified or met. Provision for gifted and talented students, as well as for lower-attaining students, is inconsistent from subject to subject. Boys do not achieve enough in English in Years 7 to 11 and their standards also need to be higher in mathematics and physical education in Years 7 to 9.

9. Whilst the overall achievement of students whose first language is not English is satisfactory, when students receive targeted in class support from specialist language teachers their progress is good. However, not all teachers have embraced the need to plan flexibly for these students in Years 7 to 9 and on occasions they underachieve. Because of weaknesses in the

provision in Years 10 and 11 and the lack of focused support in these year groups for students at an early stage of learning English achievement is too frequently unsatisfactory. The new line manager, in post since the beginning of September, recognises that this deficiency must be addressed as a matter of urgency but at the time of the inspection the co-ordinator had not drawn up an action plan to address this.

10. The overall good achievement of students in Years 10 and 11 grows from their maturing attitudes, the motivation provided by the imminence of public examinations and their growing confidence in the use of the English language. Like most of the best aspects of students' performance in the school as a whole, it also often follows directly from the quality of teaching and learning in the classroom. At present this is satisfactory, but uneven, and consequently results in uneven achievement in the school. Furthermore, the school does not yet have well established systems for analysing and acting on data relating to students' achievement. Its systems for monitoring the quality of teaching and learning, replicating good practice and eliminating weaknesses are also rudimentary. These are aspects of management that need to be addressed if the school is to raise the overall achievement of students throughout the school.

The Sixth Form

11. Students enter the sixth form with a very wide range of attainment. In comparison with all other sixth form providers the students' overall performance at A level was well below average in 2003. It was higher than this on mathematics, design and technology and ICT courses but performance on other courses was far less good, especially in business, chemistry and sociology. Overall results were less good in 2003 than in 2002. Provisional results for 2004 suggest an overall improvement. The school does not yet have well established detailed evidence relating to the 'value added' element of students' progress on all courses over time but observations of standards in lessons and a scrutiny of students' work indicates that for the most part this is satisfactory, occasionally, as for instance on the business education course in 2003, unsatisfactory and in other instances is good, examples being progress on courses in mathematics and ICT. Achievement is very mixed on GNVQ courses. In 2003 it was good in ICT and leisure and tourism but was weak on courses in business and health and social care. Achievement on the key skills course is satisfactory. Overall results at AS level in 2003 are difficult to interpret because in most subjects entry numbers were small but are clearly very mixed; for instances results in mathematics matched national expectations whereas in English they were well below them.

Standards in GCE A/AS level and VCE examinations at the end of Year 13 in 2003

	School results	National results
Percentage of entries gaining A-E grades	87.8 (84.8)	89.4 (92.6)
Percentage of entries gaining A-B grades	24.0 (35.1)	32.6 (35.3)
Average point score per pupil	171.6 (183.9)	258.2 (263.3)

There were 96 students in the year group.

12. There are 16 students in the sixth form on the SEN register, of whom four are statemented. These four students receive additional learning support. The rest receive differentiated work according to faculty policy but there is no overarching policy so there is some inconsistency of provision. However, achievement is nonetheless satisfactory overall because most students are well supported by their subject teachers.

13. At present support for students for whom English is an additional language is very limited which means that many of them do not achieve enough but the school is now addressing the issue to help ensure that they make best use of their abilities. The progress of students on the access course in Year 12 is good and they are very well supported and well taught by the Key Stage 3 specialist language teacher who has stepped into the breach at short notice because of a very significant staffing difficulty within the school. In classrooms achievement is more

uneven and directly relates to the effectiveness or otherwise, of teachers providing individual help and guidance. Nonetheless, students who are at an early stage of learning English make good progress in developing important literacy skills which are relevant to them in preparing to go on to further education or in the work place.

Students' attitudes, values and other personal qualities

Students' attitudes are positive. Their behaviour is good in Years 10 and 11 and satisfactory in Years 7 to 9. Their spiritual, moral, social and cultural development is good. Attendance is good in the main school but is unsatisfactory in some subjects in the sixth form. Students' overall punctuality is unsatisfactory.

Main strengths and weaknesses

- Students display good attitudes in and around the school.
- Attendance is above average in the main school but is unsatisfactory in the sixth form.
- The behaviour of students improves as they go through the school and permanent exclusions are low.
- Some students do not arrive promptly to school and to some lessons.
- Opportunities to take responsibility are grasped by students with enthusiasm.

Commentary

14. By continuing to emphasise the impact that regular attendance has on learning, the school has maintained a good average attendance rate which is slightly above the national average in the main school. Students whose attendance gives cause for concern, are discussed by form tutors with the year co-ordinators, and strategies for improvement agreed. Regular reviews check the impact of such strategies allowing progress to be monitored.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.1
National data	7.2

Unauthorised absence	
School data	0.5
National data	1.1

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

15. Whilst there has been a slight improvement since the last inspection there are still too many students arriving at school and at their lessons, late. The importance of punctuality is stressed by the school through the form tutors and is graded in each student's annual report but this does not appear to have sufficient impact. During the inspection some students showed little concern at arriving for school ten minutes after registration had commenced. Similarly there appeared to be no urgency in getting to lessons even though it was clear that time was pressing. Lessons are disrupted by the late arrivals and they impact adversely on the quality of the learning of the rest of the class.

16. High standards of behaviour are expected of the students by the school. On the upper school site behaviour is good both in the classroom and elsewhere. The students at the lower school site behave satisfactorily overall although behaviour is generally better in Years 7 and 8 than in Year 9. When there is effective management of the class students respond well. Occasionally, when the class management skills of the teacher are unsatisfactory, the standards of students' behaviour can slip but generally, positive attitudes prevail. In corridors there is little structure and order about the way the students move about the school though their behaviour when moving between sites is good. Students behave well in the playground. Students consider themselves to be free from racial harassment. There is little evidence of bullying. There are effective measures for dealing with behavioural issues, including an effective learning support unit which is very successful at tackling difficult issues early thereby

reducing the prospect of exclusion. The most recent figures available indicate that the proportion of permanently excluded students is significantly lower than the average for a school in Inner London.

Ethnic background of pupils ***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	31	3	0
White – Irish	0	0	0
White – any other White background	45	3	1
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British – Indian	742	13	1
Asian or Asian British – Pakistani	113	0	0
Asian or Asian British – Bangladeshi	9	0	0
Asian or Asian British – any other Asian background	145	0	0
Black or Black British – Caribbean	129	14	0
Black or Black British – African	123	14	0
Black or Black British – any other Black background	9	0	0
Chinese	5	0	0
Any other ethnic group	54	9	1
No ethnic group recorded	0	0	0

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

17. Students demonstrate a positive attitude when in school. They are quick to accept responsibility and keen to show initiative. The student representatives on the School Council carry out their role with enthusiasm which is further enhanced by the training each representative receives from students in the sixth from. There are many opportunities for older students to be good role models. Training at lunchtimes for mentors ensures that such students tackle the challenge of mentoring with confidence.

18. The school does not systematically provide a daily act of collective worship though religious education provides good opportunities for spiritual development. In assemblies spiritual and moral themes are developed as is the understanding of multi-cultural life and some opportunities for personal reflection or prayer exist. Students have a clear understanding of what is right and the benefits of harmonious relationships. Students participate in a variety of activities which broaden their outlook on moral and social issues and include working with the local police and providing aid to the needy in the Baltic States. Their personal qualities are well developed by the school.

Sixth Form

19. Most sixth form students have a mature attitude to study. They concentrate when in class, and can undertake independent study. In some lessons students are inclined to be passive, especially if their teachers do not provide them with ready scope to express views or to discuss ideas. Some lessons, such as those in health and social care, PSHE and business education

are poorly attended, an indication that some students are not treating learning as seriously as they need to and this is unsatisfactory. Students are too often late for lessons. Many students have a very responsible attitude towards the wider community and are keen to serve it through different forms of voluntary action.

20. The work of the Millennium Volunteers is one of the strengths of the school. Funded externally but run by enthusiastic school staff, the Volunteers comprise many sixth form students who actively participate in projects in and out of school. The students are able to assist in classroom activities on the lower school site and in local primary schools. They are selected and trained so as to maximise the benefit on the Volunteers learning as well as those they are assisting. One student in the sixth form extended the breadth and detail of her own A2 research to enable her to assist with art lessons in the lower school. A similar scheme of Active Citizens exists for students lower down the school but without funding is not able to offer such a wide range of initiatives. Students are proud of their work through the Millennium Volunteers scheme and spoke enthusiastically of the increased sense of responsibility and confidence that flowed from their involvement.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is satisfactory. The curriculum is satisfactory throughout the school. The quality of teaching and learning is satisfactory throughout the school. The school's support for all its students is mostly good.

Teaching and learning

The quality of teaching and learning is satisfactory overall throughout the school. There is a little excellent teaching and learning in a few lessons. There is also some unsatisfactory or poor teaching, mainly in science. The use of assessment to help students to know what they have to do to improve is sometimes good but is inconsistent in the school as a whole.

Main strengths and weaknesses

- The quality of teaching and learning is good or better in about six out of ten lessons.
- Some lack-lustre lessons limit achievement.
- Teachers establish good relationships with students which helps them to learn.
- Not enough use is made of ICT to develop learning.
- Work is not always marked in accordance with school policy.
- There is insufficient monitoring of teaching and learning.

Commentary

21. The overall quality of teaching and learning is satisfactory. In about one lesson in four it is very good and, very occasionally, excellent. In just over six out of ten lessons the quality is good or better. In about one in every twenty lessons it is unsatisfactory and was even, on one occasion, poor. Although persisting, the degree of unsatisfactory teaching and learning has been reduced since the last inspection and, overall, the quality of teaching and learning has improved since the last inspection. There is no major difference in quality between the teaching in Years 7 to 9 and Years 10 and 11 although it is slightly better in Years 10 and 11.

22. The most effective lessons are the result of teachers' high expectations and very good subject knowledge. They are well planned and make use of clear objectives which are shared with students so that they knew the direction for the course of lessons which helps to build their confidence. Students are mostly well motivated and often learn in groups or through some other form of effective participation such as feeding back their progress to one another. These lessons are also well rounded off with short sessions which review progress towards the learning objectives. Frequent questioning to check students' understanding and ensure their participation is also a feature of many of the good lessons.

23. For the most part, teachers set homework regularly, a feature, which is valued by many of the parents, and helps to reinforce the learning that has taken place in class. It is not, however, common for it to be used to extend learning further or to open up new avenues of knowledge and understanding. On the whole, most teachers are taking steps to improve the literacy levels of students but this is not yet universal. Although ICT is used effectively by teachers in some subjects, its use is very patchy in subjects taken as a whole and in some faculties, such as the art and physical education faculties, it is hardly used at all. This is a current weakness, especially in view of the school's new status as a mathematics and computing specialist school where it is expected that best practice can be demonstrated throughout the curriculum.

24. Nearly all teachers have a good rapport with their students, praise them regularly and are genuinely supportive of them. Overall, the quality of teaching of students with special educational needs is satisfactory. Teachers are committed to helping them make progress. Better teaching of students with special educational needs was seen in Years 7 to 9 than amongst older students. The good behaviour of students in lessons seen contributes to the satisfactory progress made. The work of learning support teachers and assistants is greatly valued by subject teachers, and several effective examples of support were seen in English, history and music lessons. For the most part, teachers are aware of the individual needs of students but as yet students are not provided with sufficiently diverse tasks in lessons, though plans are in hand for this situation to be addressed. All teachers are provided with copies of individual education plans, but procedures for checking that the plans are used by class teachers to enable them to focus help in specific areas are not yet fully developed.

25. Teaching is sometimes dull and in the weakest lessons students spend too much time copying or listening to the teacher, the gifted and talented and those with special needs receive too little consideration, and behaviour is sometimes unsatisfactory.

26. On the whole, students have positive attitudes to learning, especially in Years 10 and 11. They learn well when teachers make good use of interactive whiteboards to illustrate and clarify ideas effectively but do not have enough opportunities to apply ICT in their learning. They enjoy working together and produce some effective solutions to problems as a result of this. They learn about presentation skills when they have opportunities to feedback their ideas to one another. Occasionally, the quality of learning falters when teachers require students to make too much use of notes or when students are simply required to copy material. In some lessons learning is limited by the fact that students are not encouraged to express their own ideas or to discuss ideas.

27. Overall, the quality of teaching and learning for students whose first language is not English in Years 7 to 9 is satisfactory but uneven. The quality of teaching in the small withdrawal groups, taken by the specialist language teacher, is good because it is based on a good knowledge of the needs of the students. The specialist teacher also gives good quality support to these students when they are included with their peers in mainstream classes. On these occasions students make good gains in their learning. However, the experience they receive in mainstream classes when they are not given targeted support is variable. Although satisfactory overall, the quality of teaching for these students is on a few occasions unsatisfactory, especially in Years 10 and 11. The assessment procedures for students new to the school who speak little or no English are good. Information gained from this assessment is used well to inform planning during Years 7 to 9. However, it breaks down in Years 10 to 11 as the progress of these students is not monitored over time because of the lack of a system to do so.

28. Assessment and recording are not sufficiently developed to enable teachers to track the progress of individual students. Comments on marked work, although always encouraging, sometimes do not make it clear to students exactly what they need to do to improve their work. Whilst key and words and concepts are emphasised, not enough is done to help students improve their use of English in some lessons.

29. The quality of teaching and learning, whilst satisfactory, is inconsistent and ranges from excellent to poor. This leads to uneven achievement on the part of students. Although there is some monitoring of the quality of teaching and learning this process is not well established. This means that the school is not in the best position to identify the satisfactory and good quality teaching which needs to be further enhanced or the weakest teaching which needs to be urgently improved if students' standards are to rise.

Summary of teaching observed during the inspection in 177 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (2 %)	34 (19 %)	71(40%)	58 (33 %)	9 (5 %)	1 (1 %)	0 (0 %)

Sixth form

30. The overall quality of teaching and learning is satisfactory but in only one lesson was the quality very good. In lessons where the quality of teaching and learning was good or very good, amounting to just over a half of all observations in the sixth form, teachers establish good relationships with students and provide good guidance for study. They demonstrate concepts clearly, and make use of effective questioning to see if learning has taken place or to extend students' knowledge and understanding further. In all of these lessons clear objectives are set, work is modified to cater for the range of ability – many of the students are at a relatively low level of understanding – and teachers raise the confidence of students through effectively sharing their knowledge of the subjects they teach. Whilst some teachers draw out answers from students and develop their learning by doing so, others do not make such good use of this approach and tend to tell the students too much. This means that in some subjects students do not get enough opportunities to express their own views and so develop their independence and skills of communication.

31. A particular strength of some of the most successful lessons is the encouragement to students to make use of their own language to understand concepts. This approach is of great benefit to those students whose first language is not English and often helps them to achieve well. In lessons which focus specifically on the development of English, the quality of teaching is good because teachers have a sound knowledge of the extremely varied language needs of students and the skills to cope with them.

32. The best features of learning include the ability to take down helpful notes, the use of valid generalisations, and the understanding of underlying principles from examples. In some lessons students show that they can acknowledge sources and compile a bibliography. A weaker aspect of learning is the reliance on copying notes without first understanding.

33. Some lessons proceed at a slower pace than the best lessons. Whilst well organised, they lack interest which means that students become bored and restless and their learning, whilst still broadly satisfactory, is more limited. High rates of student absence militate against the potential effectiveness of a significant number of lessons, even where the teaching is good.

34. Although assessment is used effectively in some lessons, especially in relation to helping students understand what they have to do to achieve well in examinations – good examples being lessons in business education and biology – it is undeveloped in sixth form teaching as a whole. However, work is mostly well marked and students are given a good idea of how best to improve their work.

35. The quality of teaching for students at an early stage of learning English is good. This is due in no small measure to the dedication of a very hard working specialist who has stepped into the breach to make good a significant staffing difficulty. The teaching builds students confidence and self-esteem, and develops their communication skills in a relevant framework. They are equipped for further education and to find a meaningful place in the workforce. Language

development focuses on developing life skills: how to open a bank account, find out advice, read important rules and manage themselves in an interview situation.

The curriculum

The curriculum is satisfactory. It has breadth and balance, caters well for literacy, is inclusive and has progression but there is insufficient emphasis on the application of ICT across the curriculum. Some aspects of accommodation are unsatisfactory and some subjects are short of resources

Main strengths and weaknesses

- Teachers do not make enough use of computer to develop learning in subjects as a whole.
- The school reviews its curriculum regularly and modifies it appropriately to suit new needs.
- The new link course in Year 10 caters well for students whose strengths are not academic.
- There is a good range of courses in the sixth form.
- Accommodation is unsatisfactory in mathematics, physical education, science and business and resources are inadequate in art and mathematics.

Commentary

36. Overall, the curriculum is satisfactory. In Years 7 to 9, it is well balanced and broadly meets the requirements of the National Curriculum and the Agreed Syllabus for religious education. All the subjects are taught and appropriate time is allocated to them. The school has implemented national strategies for improving teaching and learning and placed these at the heart of its planning. Some setting has been introduced, mainly in English and mathematics and this is having a positive effect on the achievement of students of all abilities. There are weaknesses in the provision of regular opportunities for students to use ICT in most subjects and this restricts achievement for example in English, music and art. At present, there is no opportunity for students to study textiles as part of their design and technology course. Whilst the school has organised students and staff well to meet the challenges of the two sites, there are difficulties for some classes which are taught the same subject by different teachers, for example in mathematics. Teachers moving between sites need to leave their classes for other staff to conclude lessons. The school is making efforts to improve some aspects of the timetable which it recognises are still unsatisfactory.

37. In Years 10 and 11, the curriculum is inclusive. All students have access to the courses on offer. This includes those students with special educational needs. The school reviews its curriculum regularly and is committed to meeting students' needs, abilities and skills. For example, students are able to take a GCSE examination course in Gujarati. The 'Links' course provides a good programme focused on the needs of about thirty students for whom a full GCSE examination course is inappropriate. These students follow a course that includes vocationally linked training such as mechanics and health and beauty as well as the chance to take alternative qualifications based on key skills of literacy, numeracy and ICT.

38. The school has made good changes in the timetable for Years 10 and 11 by 'blocking' subjects for longer periods of the day. This aims to provide opportunities for greater variety in teaching and learning. It has also funded new courses, such as a sociology course. All students are now following GCSE examination courses in citizenship and religious education. Generally, the school is very alert to national and local curriculum initiatives. It is committed to creating opportunities for its students, for example in responding fully to the challenges of the 'London student pledge'.

39. The school now offers some vocational courses in business, applied engineering and ICT. This is a positive development which should now be strengthened by the addition of a wider range of vocational courses, some of which are currently offered in the sixth form.

40. The school does not fully meet the statutory requirements for ICT. Some students follow a GCSE examination or GNVQ award in ICT but opportunities are often missed for students to apply and develop their ICT skills in all their subjects.

41. Personal, health and social education (PSHE) is provided through the tutor pastoral system. Years 7 to 9 and Year11 receive an appropriate time allocation and follow a programme of study which is currently being updated by the recently appointed head of PSHE/citizenship and religious education. Lessons observed in the inspection showed that teaching and learning in this area is at least satisfactory. Year 10 students receive blocks of PSHE half-termly. Experts from outside the school make regular contributions to these and other sessions so that students are provided with good information on issues such as sex and drugs education.

42. Preparation for later stages in students' education is provided effectively by a good team of careers staff and a 'Connexions' adviser. There is clear planning for Year 9 'options' and a very well developed preparation and review process for the work experience of all students at the end of year 10. A very good booklet supports the process and links their work experience to their subjects in school. As students move into Year 11 they are well supported with interviews, talks and group discussions. There are good links between careers staff, tutors, the 'Connexions' service and local colleges. There is an effective emphasis on encouraging students to stay in full time education or to undertake appropriate training after the age of 16.

43. Provision for learning outside the school day is good. There are homework clubs, 'booster' clubs in the holidays and Saturday courses. A lot of support is given to students of all abilities, both formally and informally. This indicates very high levels of commitment by many staff. The school provides good opportunities for students to participate in activities that enrich and complement the main curriculum. Participation in sport is good and there are lunchtime clubs which include science, chess and computing. There are also homework clubs. Art, drama, dance and music clubs provide good opportunities for students to develop their expressive and creative skills. There is also a well- established tradition of musical productions. Overall, provision and participation is better in extra-curricular enrichment opportunities in Years 7 to 9 than in Years 10 and11.

44. The match of teachers to the curriculum is generally good. Most are well qualified and experienced. The school has introduced a good plan to link support staff to curriculum areas. This is proving successful but it is in early stages. Currently, there are inadequate numbers of staff to support those students who have language difficulties or special educational needs.

45. Accommodation and resources are unsatisfactory. The school manages very well despite some very adverse circumstances. The buildings are clean and show high levels of support from all involved in maintenance. There are some very attractive corridor displays which students respect but little which reflects the linguistic diversity of the students' backgrounds. The entrance to the lower school site is particularly attractive and welcoming. However, the general condition of the buildings is shabby and the fabric of many areas poor. The quality of accommodation in some subject areas is having a negative impact on student achievement. This is the case in subjects such as physical education, science and music. The split site creates organisational difficulties for curriculum planning and meetings and causes significant stress for staff. Resources in some areas are inadequate. For example, in art, the capitation is inadequate for the range and number of students on courses. In mathematics, some textbooks are outdated and access to computers on the upper school site is unsatisfactory.

Sixth Form

46. Curriculum provision for the sixth form is good. There is a wide range of courses which provide academic and vocational pathways for students. A notable feature of the provision is the 'Access' course that gives opportunities to students for whom language difficulties would otherwise provide a barrier to further study. This course is also of benefit to students who have recently arrived in this country and is an example of the school's aim to meet the needs of all its students.

47. The provision attracts many students to continue their studies. The consequence of this is that the size of the sixth form enables the school to offer courses at A/S level, Advanced Vocational Certificate of Education (AVCE) and General National Vocational Qualifications (GNVQ) levels. There are also opportunities for students to re-sit GCSE examinations in English and mathematics as well as undertaking key skills courses. The flexibility of the school provision means that students can begin at a basic level and progress, for example, into GNVQ and then into AVCE. Students are encouraged to move into higher education. The school is active in promoting 'Aim Higher' programmes and gives the confidence to the students to take steps in education beyond Alperton. There are some aspects of the curriculum that are currently missing in the sixth form. These include religious education and physical education.

48. A notable feature of the sixth form is the enrichment programme Students are engaged in a very wide range of activities through which they develop in maturity and skill. It is an exceptionally good programme for the growth of citizenship. It includes attending conservation projects, residential events, completing sports leadership and first aid awards, attending cultural events, supporting other students in the classrooms and engaging in political journalism schemes.

49. The sixth form block is very unappealing and is not a good environment for learning. There is no specialist library and there are too few computers readily available for students to use.

Care, guidance and support

The provision for students' care, welfare, health and safety is good. The school provides good support, advice and guidance based on monitoring. The school consults students well and acts on their views.

Main strengths and weaknesses

- There are very good induction arrangements for students in Year 7.
- Students have good career and higher education guidance throughout their time in school.
- Some inconsistencies in the monitoring and assessment of students impacts adversely on the available support and guidance and impedes academic progress.
- Good and trusting relationships exist between staff and students which create a positive and supportive working ethos.

Commentary

50. Students have access to good support and guidance in deciding their future education, both when s they start in school and as they progress through each key stage. The school has developed very good links with local primary schools resulting in a very effective induction process for the youngest students. Prospective students in Year 5 are invited into the school for lessons and a social function. A year later the students in Year 6 meet much older students when the Millennium Volunteers take physical education lessons in the primary schools. Students in Year 6 visit the school for a full day in the summer term and complete sections of an excellent induction booklet that outlines what they learn during the school day. Staff exchange relevant information systematically to ensure students' needs are met upon arrival. At other times students joining the school undertake an adequate induction process that identifies in particular any difficulties with English. This is very good provision overall.

51. Students benefit greatly from the efforts of the committed staff in the careers office and from the 'Connexions' agency. In Year 9 form tutors work with the careers advisers to ensure appropriate guidance is provided on option choices through the PSHE timetable. Stereotypical choices are discouraged with the emphasis being on what is best for the student rather than what would normally follow given the student's gender or cultural traditions. Careful thought is given to the preparation of students for work or further education after Year 11. Student

profiles are completed by tutors and then used by careers staff in one to one interviews with students. The good links between the different staff ensures that the most appropriate advice is available for the students. Further advice is available in school from outside agencies to additionally inform the students on life after the sixth form.

52. Systems are in place to monitor the pastoral development of the students and in most cases work well. Opportunities are however sometimes missed to enhance further the guidance and support available. For example an excellent strategy meeting was held with tutors and subject teachers concerning a class affected by particular difficulties. The intervention and strategies planned were appropriate and should have been very successful but were only partly successful due to a failure to monitor and review progress at any stage. Consequently some issues still remain and need to be addressed to end the continuing impact on the students' learning. Monitoring of the academic needs of the students is not systematic and this is reflected in the standards of the students' work.

53. Tutors and year co-ordinators follow the students as they progress through the school. Accordingly good relationships are fostered and students know they have an adult they can turn to should the need arise. Across the school staff in all areas from lunchtime supervisors to the senior staff 'on call' team relate well with the students. This has a beneficial impact and is manifested in the happy and caring ethos that pervades both the lower and upper school sites.

54. Health and safety in all respects is viewed seriously by the school. Appropriate policies are in place and reviewed by senior qualified staff regularly. Proper records are kept. The school buildings are in need of substantial general refurbishment which would address some health and safety issues such as the condition of the toilets.

55. Students' views are known and taken into account. The developing school council system is already proving to be effective with trained representatives ensuring that not only are opinions sought but also feedback provided to their peers. In recent years students have influenced the design of the school uniform and more recently interviewed candidates for a senior staff post.

Sixth Form

56. Students are well supported. They receive good feedback on their progress from subject teachers but there is only limited monitoring of their overall progress by form tutors. Students receive good support and guidance through the PSHE course and from the pastoral staff and the Millennium Volunteer's Office, as they make their decisions regarding careers or further education. They receive effective guidance in relation to university entrance.

Partnership with parents, other schools and the community

Links with parents are good. Links with the community are also good. The arrangements for communicating with parents are satisfactory but do not take enough account of language issues. Partnerships with other schools and colleges are good.

Main strengths and weaknesses

- Very good links have been with the local community through the Millennium Volunteer scheme.
- Formal and informal partnerships with local schools result in very good sharing of resources and knowledge.
- Parents are happy and confident that the school strives to do the best it can for the students.
- Methods of communicating with parents whose first language Is not English are limited.

Commentary

57. The school is highly regarded by the community. Many students represent the school in a variety of ways in the community thereby enhancing the profile of the school, whilst at the

same time developing their own confidence and self-esteem. The Millennium Volunteer scheme presents unique opportunities for students. These opportunities include those given to two girls in Year 13 who jointly chair the Brent Children's Fund Partnership Board which consists of councillors, religious leaders, and other local dignitaries. The police receive assistance with the manning of crime prevention stalls at local festivals and the River Brent Project was greatly assisted by students in environmental enhancement. Such initiatives provide students with opportunities to extend their experience of life outside of school and help them to prepare for the future realistically.

58. A recently formed 'change group' has enabled informal links with local primary schools to be developed. Consequently subject co-ordinators meet, as do the staff with responsibility for special educational needs. Such meetings improve the knowledge of the staff in important areas directly affecting students as they move from primary to secondary education. Similar links have resulted in students from the sixth form training the learning support assistants in the primary schools on the use of ICT. The school is already using its recently acquired status as a specialist college to strengthen such links. Assistance with website design and the shared use of resources is beginning to make impact on the primary schools and also the students involved in the provision of such help. Students are very well prepared for such activities. Twenty students conducted themselves in an exemplary manner as they planned and delivered physical education activities for pupils at a local primary school. The very good teaching and learning of the students manifested itself in the warm and mature way in which they assisted the younger children.

59. Parents expressed their satisfaction with the work of the school both at their meeting prior to the inspection and also in the questionnaires. There is a very high attendance rate by parents at the Academic Review Day and Parents' Evenings. Whilst assistance with learning in class is limited, parents provide valuable assistance with extra-curricular activities such as making costumes for shows and are very evident as hosts on parents' evenings. The sample of the reports seen generally provided good information for parents on the pastoral and educational development of their children. In most subjects appropriate learning targets were noted as were the students' own views but there was no formal method of feedback for the parents. Good use is made of the weekly surgery with the headteacher which provides an effective means of communication between home and school. Some other features do have limitations, however. Given the multi-cultural nature of the school there is insufficient use of written communication in the core languages of the community, other than Gujerati. The new prospectus now addresses this issue but there is still too much reliance on home translations by students for their parents. When entering the school there is little evidence of posters and important information being available in any language other than English though the headteacher is working towards improving this provision.

LEADERSHIP AND MANAGEMENT

The headteacher provides good leadership as do other key staff. Management is satisfactory overall but the school does not yet have enough effective systems in place to ensure consistency of good practice. The governing body provides satisfactory support for the school. Financial management is good.

Main strengths and weaknesses

- The headteacher and key staff share common aims.
- There is insufficient monitoring in the school.
- There are weaknesses in the management of ICT across the curriculum.
- An effective audit of the sixth form has been undertaken.
- National initiatives meet with a positive response.
- Assessment practice is inconsistent.
- Policies and procedures need updating.
- Timetabling is not fully effective.

Commentary

60. The leadership provided by the headteacher is good. In post for just over one year, she has set about helping the school define a set of common aims, a process which has involved staff, governors, students and parents. These help to give the school a clear sense of direction which all can work to. The headteacher gives a strong lead in assemblies which helps to establish a positive ethos for the school. She has also initiated 'surgeries' for parents which many have found beneficial. A new senior leadership team has recently been formed. Its members have a clear idea as to their roles and responsibilities. The identification of personnel with overall responsibilities for key stages of education has good potential for ensuring that appropriate self improvement systems and rigorous monitoring are put into place to support efforts to raise standards. It is too early to say how effective this team is in terms of ensuring that the school improves further but its members are working in the same direction to help implement a common vision. They have much to do. The school is responsible in the way it ensures that it embraces national initiatives to raise standards.

61. The management of the school is satisfactory with some good features but there are some occasions when the timetable does not function properly and this needs to be addressed. The improvement plan is clear and based on a set of appropriate priorities. Heads of year make use of effective strategies for supporting the behaviour of students. Most faculties are well managed but their monitoring role is not strong. This means that they are not always best placed to know how effective the performance of their faculty is. The management of the ICT faculty is fragmented and its planned drive for improvement is governed more by expenditure than in achieving improvements in the overall quality of learning. The area of special educational needs is well managed. The management of the libraries is also effective. The staff handbook has the potential to be a helpful manual setting out all organizational aspects of the school and containing a good range of policies to help staff share common practices but some of these are now out of date and do not make a strong impact on the life of the school. The assessment policy, in particular, is in need of revision if it is to be a major means of helping teachers to raise standards.

62. Governance is satisfactory. Governors support the school by taking an interest in the work of faculties, and are on hand to assist the school in making appointments. They have been involved in helping the school to define its aims. They have helped the school to get back to an even financial keel, provided support for some recent improvements in the development of ICT, and have used their expertise to help the school achieve its specialist school status. They have a broad but not sufficiently detailed knowledge of the strengths and weaknesses of the school.

63. Financial management is good. The preparation of the budget is consultative and expenditure is now closely monitored after recent difficulties in balancing the budget. The school has sound plans for reducing its deficit. Key staff are well qualified, good use is made of experienced personnel, and the team is well motivated. Accounting systems are efficient. The school seeks to get value for money when purchasing resources and services but the need to ensure that the budget is under control has meant that the use of data to compare performance with other comparable institutions is not yet well developed. The school's expenditure is comparable with that of similar schools. Given that its students enter the school with standards that are below average and that by the end of Year 11 standards overall are average, the school is giving satisfactory value for money.

Sixth Form

64. Leadership and management are satisfactory. A thorough audit has been undertaken of provision and an appropriate development plan is now in place. Rates of retention are unsatisfactory on some vocational courses but are much better on most A-level courses. The school is aware of this weakness and is working appropriately with students to address it.

Attendance is well monitored and the school has clear detailed records of students' attendance patterns which provide a good basis for seeking improvements. The curriculum is regularly reviewed and comprises a good range of courses to suit the different needs of an extremely disparate group of students but there is no provision for religious education. Neither is there provision for physical education. Students are provided with good information about the courses on offer and the range of other opportunities open to them. The Millennium Volunteers is a well managed initiative which provides many students with excellent opportunities to serve their community and to grow in confidence as a result.

65. The sixth form block has little appeal. At present there is no common room for students, a deficiency that many of them feel strongly about, which limits their social interaction and opportunities for relaxation. There is no specialist library to enhance study although the library in the main school provides satisfactory support but it is some distance away from the sixth form block. There is a limited number of computers immediately to hand in the sixth form area for independent study.

66. Although students receive advice and support from their subject teachers, there is only limited oversight of their overall progress. Tutors are not yet closely monitoring the overall progress of students and this is a weakness. There is some poor attendance on some courses. Taking all the factors into account provision is satisfactory. The sixth form is not subsidised in any way by the main school and is cost effective, but accommodation is poor, monitoring is insufficient and there is a high absence rates of students from lessons in heath and social care, business education and PSHE. Overall improvement since the last inspection has been satisfactory.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	6,124,339
Total expenditure	6,451,894
Expenditure per pupil	4,550

Balances (£)	
Balance from previous year	92,768
Balance carried forward to the next	234,787

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**.

Main strengths and weaknesses

- There are examples of good and very good teaching.
- There is a useful action plan based on a review of the department.
- Lesson planning is inconsistent and monitoring is not strong enough.
- The use of assessment criteria and student data to help students improve is under developed.
- Homework is set regularly and supports the development of writing skills.
- Students' oral skills are more developed than their reading and writing skills.

Commentary

67. Standards on entry are well below average. There are significant linguistic difficulties for a large proportion of students whose first language is not English. In Year 9, standards are still well below national expectations. Boys' achievement is below that of girls. The unvalidated test results for 2004 show an improvement over the 2003 results at the end of Year 9. Standards improve in Years 10 and 11 although they are still below average for all students with boys achieving less well than girls in both language and literature. The unconfirmed GCSE examination results for 2004 show a fall in results. The department has produced a detailed analysis of the factors contributing to these changes and is already addressing the issues.

68. Achievement is satisfactory at the end of Year 9. Students can read with some confidence and use a range of vocabulary when speaking but continue to find it difficult to master written expression.

69. Achievement at the end of Year 11 is good because written expression has improved and most students are able to analyse and respond to a variety of texts. Speaking and listening skills are generally well developed across all year groups, with students articulating their views with some confidence. However, a small minority of students do not listen respectfully or speak appropriately. Students who are learning English as an additional language, those with special educational needs and gifted and talented students, make expected progress in relation to their targets where there is systematic planning, effective assessment and support but this is not yet consistent in the department as whole.

70. The quality of teaching and learning is satisfactory in Year 9 and good in Year 11. The most effective lessons are well planned, make good use of clear objectives, have a clear structure, proceed at a lively pace and are well rounded off with summaries of what had been learned. However, there is evidence of some inconsistency in the quality of lesson planning and this area of the faculty work is not monitored closely enough. One unsatisfactory lesson was observed. Homework is set regularly and appropriately. Teachers are paying good attention to improving students' literacy skills. The use of ICT to promote learning is uneven. Limited opportunities for its use were observed in Years 7, 8 and 9 but in Years 10 and 11 its application is much more evident in students' work, for instance through the use of the internet for research and the construction of web sites. Teachers make good use of the interactive white boards to teach English literature. Assessment criteria are highlighted for students in their exercise books and in classroom displays but in Years 7, 8 and 9 teachers are not clearly

indicating to students the levels they are achieving or what they have to do to improve. This is much better in Years 10 and 11.

71. Leadership is good. The relatively newly appointed head of faculty has produced an action plan based on a thorough audit of the department's strengths and weaknesses. He has put in place curriculum plans and strategies for supporting teachers. He is a good role model for staff and students. Management is satisfactory. The monitoring of the work of colleagues in terms of ensuring the quality of lesson planning is not well developed. Improvement since the last inspection has been satisfactory. Although standards are still well below those expected at the end of Year 9, and below expectations at the end of Year 11, much has recently been put in place to raise attainment further and to improve overall provision.

Language and literacy across the curriculum

72. Standards of literacy are below those expected but achievement is satisfactory and sometimes good. The school has undertaken an audit to identify the strengths and weaknesses in students' literacy skills across the curriculum in Years 7 to 9. The information from this has been analysed and an action plan produced to improve spelling, the use of paragraphs and clarity of expression. This is a good development. A focus on some of these aspects was observed in several lessons, for example the use of 'starter' activities based on aspects of literacy development, in some registration periods. A policy for addressing the use of language in the whole curriculum has been produced and a literacy working party has been formed. The school is making good progress in improving provision in Years 7 to 9 but these developments have still to make an impact in Years 10 and 11.

73. Whole school staff training for literacy has still not been completed and consequently teachers' awareness of students' language needs is not always well developed. Whilst most departments produce and publish key-words and place some emphasis on ways of improving students' written expression, provision is patchy in the school as a whole because teachers do not always ensure that they have a literacy dimension to their work. The best practice is where literacy opportunities have been identified in schemes of work and in lesson plans, good examples being observed in some lessons in science, history and geography. Speaking and listening skills are more developed than reading or writing. Overall, there is good developing provision for improving literacy in Years 7 to 9 but this is not as strong in Years 10 and 11. Students generally need more help to improve their literacy skills in most lessons in science and ICT.

MODERN FOREIGN LANGUAGES

Provision for modern foreign languages is **good**.

Main strengths and weaknesses

- Teaching is good with some outstanding features.
- Students make good progress and achieve well.
- The faculty is well led and strongly managed.
- GCSE examination results are improving.
- Students' spoken language is underdeveloped.
- There are insufficient resources to support learning.

Commentary

74. In Year 9 standards in French and German are in line with average expectations in listening and reading, but students' oral skills are slightly weaker. Written language is usually accurate but limited in scope. In Gujarati, standards at this stage are above expectations in all skills because of the focus upon developing reading, writing and a grasp of grammar. In Year 11, standards in French are above expectations and are well above in Gujarati. This is reflected in

the consistent improvement in GCSE examination grades at A*-C with particularly high results in Gujarati. In German, standards at the end of Year 11 are slightly below national expectations. At this stage students' written course work shows a good degree of extended language and listening skills are also well developed. Although oral skills are weaker in French and German, pronunciation is usually good. In Years 7 to 9 students achieve well in Gujarati and French and satisfactorily in German. They understand information in the foreign language, write with accuracy but are less confident in speaking without reliance on prompts. In Years 10 and 11 achievement is uniformly good and sometimes very good. Students take their work seriously, are prepared to ask questions and are aware of how they can improve.

75. The quality of teaching and learning is good with some outstanding features in French and Gujarati. Where teaching is of particularly high quality teachers plan very structured lessons which they conduct at a brisk pace, involve the students in group activities and are consistent in using the foreign language for classroom instruction. Frequent questioning to check students' understanding and ensure their participation is a feature of many good lessons. Teaching in Years 10 and 11 is more challenging than in Years 7 to 9 because teachers set high demands and expect their students to do well. In a small number of lessons, however, teachers could be more imaginative in their use of available resources and need to foster students' confidence to initiate the foreign language. Where lessons are satisfactory teachers used too much English for basic communication. All teachers have a good rapport with their students, praise them regularly and are genuinely supportive of them.

76. Students have a positive attitude to their learning and a sound commitment to their study. Behaviour is almost always very good. Whereas students are attentive and keen to learn many, particularly in Years 7 to 9, are very passive and this often leads to a reluctance to question or to seek help in the foreign language.

77. The head of faculty manages the department well and is a strong leader. She is an excellent role model for her colleagues and shows vision and a determination to create a coherent team which will enhance the already improving profile of modern languages in the school. Since the last inspection improvement has been good because of the raised standards, increased achievement, and substantially improved teaching.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Leadership of the subject is good; teachers are conscientious and work well as a team.
- Students have a good attitude to learning.
- Students gain better results than expected based on their standards on entry.
- There is insufficient monitoring of the work of the faculty, leading to inconsistencies.
- The use of ICT is under-developed, especially at the upper school site.

Commentary

78. Students' standards on entry are below average, and the number of students joining the school at times other than Year 7 is unusually high. In 2003, in national tests at the age of 14, standards were also below average. Girls performed better than boys. Results have slowly improved in the last four years, following the national trend, generally being just below average. Students' achievements were well above those of students in similar schools. Results in 2004, which have still to be validated, showed a slight decline, but remained well above those in English and science. In the GCSE examinations in Year 11, the proportion of students gaining the higher grades A*-C has shown a significant increase in the last three years, and is now above average. Results in the range A*-G are also above average. This represents good achievement based on their standards when in Year 9. Boys' results were

better than those of the girls, and overall, students' results in mathematics are better than in most other subjects.

79. In work seen during the inspection, standards are in line with expectations in Years 7 to 9; they are above expectations in Years 10 and 11. Students are often noisy on entering classrooms, but settle quickly, and show a positive attitude to work. Achievement is good from Year 7 through to Year 11. There is no consistent difference in the standards of boys and girls, although there is a tendency for a minority of boys to dominate discussions. There is some variability in the achievements of students from different ethnic backgrounds. Students for whom English is not their first language are often given extra help, and achieve well. There is satisfactory provision for students with special educational needs; they are well known by their teachers, normally work hard, and make good progress. Gifted and talented students are provided with challenging work, and achieve well.

80. The quality of teaching and learning is good overall. Teachers plan the content of lessons well, but do not always give sufficient thought to activities to develop students' understanding. Teachers' control is generally good, and occasionally exemplary, but a minority of students have developed a habit of talking quietly while they are working. These students are not always corrected by their teachers. Homework is set regularly. In the best examples, there were extension questions for the highest attainers in the class. There is a tendency for male teachers to dominate lessons by talking for too long which reduces the time for students to learn by doing. Teachers do not make sufficient contribution to the development of students' literacy skills, such as writing full sentences, or pronouncing new words. Work is not regularly marked in all classes and consequently some students are unaware of how to improve. Tests are more carefully marked, and assessment grades are entered on to a data-base. This enables teachers to identify students who under-perform, and to take early action. The use of ICT to extend learning is improving at the lower school site but it is not sufficiently used at the upper school site, partly because of access problems.

81. Leadership of the faculty is good; the sharing of responsibilities works well. The heads of faculty are conscientious, and lead by example, particularly in the quality of their teaching. The work of the faculty is well organised. A satisfactory start has been made in tackling the priorities identified for developing the school's specialist status. However, insufficient time is allocated to monitoring teaching and learning to promote consistency and improved standards.

82. Since the last inspection the faculty has made good progress. Standards have improved in national tests in Years 9 and11. As a result, there is an increased uptake in the sixth form for mathematics courses. The accommodation is still sub-standard, and in need of improvement, especially at the upper school site. There is not enough access to computers for students or for teachers. The level of funding has been insufficient to develop the use of apparatus to enhance learning.

Mathematics across the curriculum

83. There has been a noticeable improvement in the numeracy skills of students joining the school in Year 7. In Year 11, standards in numeracy are above those expected. However, there are still some wide differences in students' confidence when handling calculations, and many resort to using a calculator far too readily. There is insufficient use of regular exercises in mathematics lessons to develop students' enjoyment and confidence when using number but a number of subjects make a good contribution to the development of the quality of students' mathematical skills. For instance, there are frequent references to numeracy in schemes of work. Students are often involved in collecting and analysing data, for example in physical education, business courses, design technology, and science. However, the school policy on numeracy is brief, and there is no monitoring of the use of vocabulary across the curriculum, for example 'mean' or 'average', and 'divide' or 'share'.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Teachers are over-reliant on instructional methods and many lessons are uninspiring.
- There is a significant degree of unsatisfactory teaching.
- In Years 7 to 9 many students make too little progress.
- Progress in Years 10 and11 is satisfactory overall but boys do much better than girls.
- The new, acting head of faculty has a vision for developing and improving the department.
- The science department is ill-equipped with ICT and other teaching aids.

Commentary

84. Achievement throughout the main school is unsatisfactory overall although the picture is uneven. Most students entering the school in Year 7 have achieved standards which are average or a little below in comparison with those in other schools. However, most make only slow progress and consequently, in 2003, standards in national tests at the end of Year 9 were well below national averages and compared unfavourably with those in similar schools. Unconfirmed 2004 results are no better. Throughout the school students from a variety of ethnic backgrounds work harmoniously together but make limited progress in Years 7 to 9 because many find it hard to express ideas in English, especially in writing, and they do not receive enough support to help them learn effectively. In Years 10 and 11 language skills are better developed. Boys, in particular, are strongly motivated and they achieve well in the GCSE examination and in 2003 they significantly out-performed boys nationally. Girls made satisfactory progress from the low Year 9 standards but 2003 results remained below national standards and they averaged one grade lower in science than in their other subjects. Unvalidated results for 2004 are more encouraging.

85. The quality of teaching and learning is unsatisfactory. Although some lessons are good, well-resourced, orderly and enthralling, most are uninspiring and the standard of one in six is unsatisfactory. Students spend too much time copying or listening to the teacher, the gifted and talented and those with special needs receive too little consideration, and behaviour is sometimes unsatisfactory. Nevertheless, in Years 10 and 11 in particular, students usually try to make the best of such situations. Some teaching materials are imaginative, but the lack of readily available ICT and video projection facilities reduces opportunities for communicating difficult scientific ideas effectively. This was well illustrated by two parallel Year 11 lessons about velocity. In one, an effective teacher explained the topic using diagrams, worksheets and personal anecdotes: learning was satisfactory but students found the abstract concept hard to grasp. In the other, a group watched a football video and simultaneously saw a graph of the players' movements. Learning was much better because students could readily associate the two activities.

86. Management is satisfactory and leadership by the acting head of science is good. He has a vision for what should be achieved, rooted in substantial experience of the school. This has enabled him to make significant progress in a short time. The review of science provision and the new handbook are two good examples but improvement in teaching must now be the over-riding priority. The lesson observation programme is a good innovation but not enough is done to ensure teaching standards are high enough. Data are beginning to be used for tracking students' progress but the analysis needs to become more sophisticated. Marking, though conscientious, is a significant weakness because it gives students too little idea of how they can improve their learning

87. Some progress has been made since the last inspection and there are no longer any health and safety concerns but a high proportion of unsatisfactory teaching remains, ICT

development is still a conspicuous weakness, and students' weak literacy skills continue to limit students' achievement in Years 7 to 9. Improvement since the last inspection has not been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Standards are below those expected nationally.
- Not all students receive their full National Curriculum entitlement in Years 10 and 11.
- The lack of access to the network restricts application of ICT in many subjects.
- The commitment of senior staff to improve the subject is good.

Commentary

88. Standards on entry to the school vary greatly but are below expectations overall although they have improved over the past two years. When the present Year 9 students entered the school standards were well below national expectations. Standards at the end of Year 9 remain well below average with under half of the students reaching the expected standard in 2003. However, the introduction of the national strategy twelve months ago, is improving standards. As a result, standards in Year 7 are now broadly in line with national expectations. Because of this change, standards seen during the inspection varied from Year 7 to Year 9 but were below expectations overall. Students with special educational needs make satisfactory progress because they receive extra help from teachers but some students for whom English is not the first language do not receive enough specific support to help them overcome their difficulties. Achievement in Years 7 to 9 is broadly satisfactory.

89. The quality of teaching in Years 7 to 9 is satisfactory overall and sometimes good or very good. All teachers have a good knowledge of the subject and use interactive whiteboards effectively to demonstrate tasks. Most teachers introduce topics well and use questions effectively to involve and motivate students. In a minority of lessons, the quality of teaching and learning is unsatisfactory because the work is dull and the control of students insufficient to maintain a good pace of learning. Teaching methods are not always appropriate. Assessment and recording are not sufficiently developed to enable teachers to track the progress of individual students. Whilst key concepts are emphasised, not enough is done to help students improve their use of English.

90. One third of students take a specialist course in Years 10 and 11. In 2004, the results of the first examination of the Applied GCSE course were very low compared with the national average with only one in eight students obtaining A*-C grades and two-thirds obtaining A*-G grades. The Applied GCSE examination course is now offered only to more able students. The remaining one third of students take the recently introduced GNVQ course. Standards seen during the inspection were below expectations. As a result of restricted access to the computer network, students have limited opportunities to apply ICT in many other subjects. As a result, most students make limited progress. Achievement is unsatisfactory overall.

91. The quality of teaching and learning in Years 10 and 11 varies but is broadly satisfactory. What students have learnt by the time they reach the end of Year 9 is insufficient to enable good progress to be made. Weak literacy skills inhibit progress. Most teachers give effective help to individual students in practical lessons. In the best lessons, students are well motivated and concentrate well. In less effective lessons, teaching is dull and the pace of learning slow. Unqualified and inexperienced teachers need more supervision and help with teaching methods. Attitudes are satisfactory. Only limited teaching of ICT in other subjects was observed.

92. Senior teachers are committed to bringing about improvement. However, the leadership is fragmented and the roles of those involved not clear although the management of day-to-day activities is satisfactory. The curriculum in Years 10 and 11 needs improvement. Not all students receive their full National Curriculum entitlement. Changes since the last inspection have been slow but are satisfactory. An effective course is being introduced in Years 7 to 9 and the computing facilities improved – albeit, the capacity of the improved facilities is insufficient to cope with the increased demand.

Information and communications technology across the curriculum

93. The use of ICT in other subjects is unsatisfactory overall. Applications in specialist ICT, business education, design and technology and vocational courses are extensive and good but the heavy use of the computer network in these areas restricts its availability for use in other subjects. Applications in most other subjects vary considerably and are unsatisfactory overall. In English, mathematics, modern foreign languages and religious education some progress in applying ICT has been made and applications in these subjects are now satisfactory but plans to use ICT in art, history, geography, music and science have yet to be effectively implemented. It is intended that the use of ICT in all subjects be increased. The use of interactive whiteboards is very effective and has had a beneficial effect on standards in many subjects. The planning and co-ordination of the use of ICT in other subjects is satisfactory.

HUMANITIES

History

Provision in history is **good**.

Main strengths and weaknesses

- Good teaching means that lessons are exciting and contribute to good achievement.
- GCSE examination results in 2004 were good.
- Black Caribbean students achieve well.
- Insufficient use is made of ICT to support teaching and learning.
- Tracking of student progress over time is not well developed.
- The monitoring of teaching and learning is not strong enough.

Commentary

94. Since 2002 GCSE examination results have improved considerably. In 2004, most students attained an A*-C grade with boys doing marginally better than girls. Black Caribbean students did particularly well in the GCSE examination. This is a significant improvement since the previous inspection. The 2003 test results for Year 9 students have been lost. Test results for 2004 indicate that the proportion of Year 9 students reaching the nationally expected level is below average. Their writing skills let them down.

95. Attainment on entry in Year 7 in historical knowledge and skills is below that expected. By Year 9, standards are broadly in line with those expected and this demonstrates good achievement. By Year 11, standards are in line with the national expectations and achievement is good. Students' enjoyment of the subject, the fun they have in learning and their good behaviour are significant contributory factors to their good achievement. By Year 9, students have enquiry skills and are able to analyse sources at a level expected of students of their age. They are not so good when it comes to writing down their arguments. In Years 10 and 11 students have well developed reasoning skills and a thorough grasp of the importance of analysing sources. They set well thought through hypotheses, for example, in their unit of work on why it was so difficult for the police to catch Jack the Ripper.

96. The quality of teaching and learning is good. It ranges from satisfactory to excellent. A Year 9 lesson on what makes a good story based was exciting and inspirational. A strong starter fascinated the students. As the lesson proceeded at a fast pace all students were caught up with the enthusiasm of the teacher and in small groups produced and presented creative and imaginative 'freezes' of important moments in time in their story. The best teaching is characterised by high expectations, good subject knowledge and excellent relationships. Skilful behaviour management ensures that all students are successfully included in learning and so make good progress.

97. Targeted support ensures that students with special educational needs make good progress. The quality of teaching for students who are learning English as an additional language is mostly good. Teaching makes a valuable contribution to raising students' moral awareness. Insufficient use is made of ICT to support teaching and learning. Assessment is better than at the time of the last inspection but there is an inconsistency across classes in marking students' work. Comments on marked work, although always encouraging, sometimes do not make it clear to students exactly what they need to do to improve their work.

98. Leadership of the subject is good. Management is satisfactory. Monitoring of teaching and learning is supportive but does not consistently identify areas for improvement. The analysis of test results to inform planning to bring about improvement and procedures for tracking student progress over time is not sufficiently precise.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Students achieve well in all year groups.
- Good teaching has led to an improvement in standards.
- Students are keen to learn.
- There is insufficient use of ICT to support learning.
- Assessment for learning is undeveloped.

Commentary

99. In 2003 the proportion of students achieving grades A*-C in their GCSE examinations was about in line with the national average. The number of students entered for geography in that year was higher than in most schools. The percentage of students awarded A*-C grades has been increasing over the years.

100. In Year 9 students reach expected standards. They achieve well in Years 7 and 8 to reach this level because, overall, their geographical knowledge and skills are below those expected when that enter the school. Students with special educational needs and those who are learning English as an additional language achieve equally well because teachers are good at adapting work to suit their needs.

101. Standards in Year 11 meet expectations. All groups of students do, including high attainers, because teachers have high expectations of them and set challenging tasks. Most students learn to make appropriate links between geographical processes and people. They show that they can structure their work effectively and apply the knowledge and techniques they have learned.

102. The quality of teaching and learning is good and is a strength of the subject. There are some very good features. For example, effective planning, high expectations of students in terms of both work and behaviour, the brisk pace of lessons and skilful classroom management combine to ensure that students learn well. Teachers are very aware of the needs of students

whose first language is not English and they give them sound support. A contributory factor to the learning environment is the students' strong motivation. They are keen to learn and they sustain their concentration very well. Only in a minority of lessons when the pace is slow do some students become easily distracted.

103. The subject is well led and departmental management is satisfactory. The schemes of work provide for a broad and balanced curriculum in geography. Students have adequate opportunities to do investigative fieldwork but insufficient use is made of ICT to support learning. Procedures for the assessment of attainment in geography are satisfactory but they are not yet consistently applied so that students' attainment can be tracked as they move up the school. The work of the department is now being monitored with a view to improving teaching and learning still further. However, this development is still at an early stage and is, as yet, inconsistent. There has been satisfactory improvement in provision since the last inspection.

Religious education

Overall provision is **satisfactory** with clear potential for improvement.

Main strengths and weaknesses

- Students' attitudes are good and they show a respect for the beliefs and values of others.
- The quality of teaching and learning is good in Years 7 to 9 and leads to good achievement.
- There is inconsistency in the assessment of students' work so students are not clear what they need to do to improve.
- There are insufficient opportunities for students to meet members of local faith communities.

Commentary

104. In Year 9, students' attainment is broadly in line with national expectations and the expectations of the Local Agreed Syllabus for religious education. Significant strengths in students' work include the ability to understand and reflect on religious ideas and to express opinions. However, there are weaknesses in the way that many students write about their ideas and explanations.

105. In Year 11, students' attainment meets national expectations. All students now follow the GCSE Short Course examination. This had lapsed in recent years. The most recent results are in line with national averages both for the proportion of students achieving A*-C and A*-G grades. Early indications are that those students who will take the full GCSE examination qualification should reach national averages.

106. The overall achievement of all students in the school is satisfactory. It is best in Year 9, where the achievement of most students, including those whose first language is not English, is good. They make good progress in lessons and over time. They often show above better than usual perceptiveness when discussing issues related to faith and action. The highest attaining students are challenged appropriately. Students are not yet confident in making judgements about their own progress and what they need to do to improve.

107. Achievement in Year 11 is satisfactory. Students' attitudes and efforts vary across the classes and this restricts achievement. They make gains in their knowledge and understanding of the issues studies and many express their views with confidence. Most students' written work is less well developed. It does not show that they can make confident links with religious teaching. Gifted and talented students achieve well.

108. Overall, the quality of teaching and learning in Years 7 to 9 is good. In Years 10 and 11 it is satisfactory. Teachers have good subject knowledge. In the best lessons, teachers use a wide range of teaching and learning styles. The interactive white board is effective in

stimulating interest and learning. Students often develop their skills well because of opportunities for group work, discussion and analysis. Although most lessons are usually well paced and students well managed, there is inconsistency across the department. In the weakest lessons, this leads to unsatisfactory learning. Students' class and home work is regularly checked but in Years 7 to 9, assessment tasks are not yet clearly linked to standards in the Agreed Syllabus. This means that students are not clear about what they need to do to improve. Strategies are now in place to improve the quality and use of assessment. Marking is better in Years 10 and 11. In some classes, students are effectively helped to overcome their difficulties with writing but this is not is not evident in all groups.

109. The curriculum is well balanced and makes a good contribution to the spiritual and moral development of students. Currently, there are missed opportunities to encounter members of local faith communities, and to use ICT and religious artefacts in lessons. Leadership is now good. The new head of department has the skills and commitment to move the department forward after a period where the subject declined. Management is satisfactory. There are inconsistencies across the department which need more rigorous monitoring. The department has made satisfactory progress since the last inspection. The minor issues raised at that time have been addressed.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Good teaching and learning in Years 10 and 11 lead to improved standards.
- Assessment does not make enough use of National Curriculum levels.
- Leadership and management are good.
- The curriculum does not always have progression or challenge.

Commentary

110. The most recent teachers' assessments indicate that standards were very low at the end of Year 9, but the department is currently working to raise attainment. The department assesses students on entry in Year 7, and evidence suggests standards are, overall, below those usually expected. Current work shows that standards are still below average by Year 9. This represents satisfactory achievement for boys and girls of all backgrounds and capabilities. Students at early levels of acquisition of English achieve equally well in designing and making and CAD (computer aided design), because of the support given by teachers. Students in Years 7 to 9 do not learn early enough to sketch and show how their design ideas develop, although they use modelling techniques well and this sometimes compensates for the weakness.

111. In 2003, overall GCSE examination results were well below average. Students did less well than they did in their other subjects. Boys and girls did broadly as well as each other. Provisional results for 2004 show a significant improvement, and suggest that standards were then below but approaching average. Results in resistant materials have risen whereas those in food technology have fallen. In graphics, results rose significantly, and in the pilot product design group results were very high. Current work shows that standards are overall in line with expectations in Year 11, and achievement is therefore good. In Years 10 and 11 most students use ICT well to improve their coursework, but application varies widely.

112. CAD and CAM (computer aided manufacture) are being increasingly used to improve products. Students record how they develop and prototype ideas. In food technology it is less clear how students develop their designs and match their initial specification. The quality of

finish of practical work is below what should be expected when students do not pay attention to detail. All groups of students make equal progress because they are well supported by teachers. Students' achievement is good as they progress through the department, and attainment is broadly in line with expectations. Standards have improved over the last two years in relation to other subjects.

113. The quality of teaching and learning is satisfactory in Years 7 to 9. Teachers encourage the very good use of prototyping techniques, but do not use product analysis enough to help students develop their own products. The development of workbooks is improving learning. The quality of teaching and learning in Years 10 and 11 is good. Teachers' application of subject knowledge and expertise, and monitoring of coursework are improving standards overall. The increasing application of ICT and CAD CAM in some subjects is improving opportunities for independent learning. Better use is made of product analysis, and some students have now learnt how to generate a 'busy page of design ideas'. There is still some unnecessary copying up of notes.

114. Leadership and management are good. There is a clear sense of direction and understanding of what needs to be done to continue to improve standards throughout the faculty. In Years 7 to 9, assessment is not making enough use of National Curriculum levels so that all students can be helped to know what they need to do to improve. The scheme of work for Years 7 to 9 needs further development to ensure a progression of experiences and sufficient challenge. Assignments are not sufficiently open-ended by the end of year 9. There is insufficient progression of experiences with CAD CAM, or in some elements of the design process. Students have no experience of working with textiles or computer control in Years 7 to 9. Technician staff are well deployed and help effectively in the classroom, and a permanent food technology teacher joins the department shortly.

115. Improvement has been satisfactory since the previous inspection. The attainment of boys and girls is more even. GCSE examination results have returned to a similar level. Students' work rate and attitudes in Years 10 and 11 have improved, and they are now becoming independent learners. Links with industry are underdeveloped, and the school has found it difficult to maintain those that they have.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- Students achieve very well by Year 11.
- GCSE examination results are well above average.
- Teaching and learning are very good in Years 10 and 11 and good overall.
- The curriculum in Years 7 to 9 needs improvement.
- Sketchbooks are not well developed.
- Resources are limited and ICT provision is unsatisfactory.

Commentary

116. Students' attainment when they enter the school is below expectations. They make satisfactory progress and standards remain lower than usual at Year 9. A large proportion of students study art at GCSE examination level and in Years 10 and 11, students of all abilities, including those whose first language is not English or who have special educational needs, achieve very well. Attainment is well above average by Year 11, matching recent GCSE examination results. This is because teaching and learning are consistently very good in these years. The proportion of A and B grades achieved is high.

117. Curriculum planning does not ensure that students' key skills improve consistently enough from Year 7 to Year 9. Students' learning experiences are different between classes during these years, so that in their GCSE examination course many still need to learn skills which are usually developed earlier. This applies particularly to students' use of sketchbooks. They do not learn to develop these as a creative journal illustrating their learning. Technical standards are often high, particularly in drawing, but students' visual investigations, annotation and evaluative commentary skills are weaker than expected, even given their low literacy levels. Students do not use ICT creatively in their work because provision in the department is unsatisfactory.

118. The quality of teaching and learning is consistently very good in Years 10 and 11 and good overall. Many projects include effective use of other cultures' artwork, with good reference to citizenship issues in some lessons. Students learn to paint and draw well. They learn tonal drawing very well. Boys in particular, often produce drawings which show high levels of observational skill. The learning atmosphere is very purposeful and focused, except when the unsatisfactory behaviour of a minority of younger boys spoils lessons. Students enjoy their learning, particularly on their GCSE examination course, valuing their achievements and becoming very confident.

119. Department leadership and management are good. The department has improved well since the last report, particularly in the quality of teaching and students' achievements and standards at GCSE examination level. Resources and accommodation are limited, but the department makes very effective use of what exists to help students to achieve well. ICT provision, unsatisfactory at the time of the last report, remains unsatisfactory, so that students are not learning how to use computers creatively.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- The achievement of most students is good.
- Standards overall are improving.
- Teaching is often very good but staffing has proved problematical.
- Standards are restricted by a lack of ICT facilities and unsatisfactory accommodation.

Commentary

120. Standards overall match expectations and are improving. Teachers' assessments in 2004 show the proportion of students reaching level 5 in Year 9 is close to the national average. More boys than girls reach level 6. Many students demonstrate a good knowledge of musical language and most use keyboards efficiently. GCSE examination results show an improving trend and the numbers of students on courses is increasing. The target for 2005 is to reach the national average. Boys predominate and those from Afro-Caribbean background achieve more than they do in their other subjects. Performance skills, including excellent tabla playing, and composition are better than listening and appraising skills, where success is limited by standards of literacy. Few can use stave notation fluently. Standards have been affected adversely by staffing difficulties which have interrupted learning and led to some unsatisfactory teaching.

121. Achievement is good overall because students want to improve. Where teaching is good, as it often is, it has high expectations for all students, including those with special educational needs, and they respond well to this. Homework extends students' interest and helps them develop as individual learners by using the library and Internet. Most students make good progress on keyboards in the first three years though even through many remain too reliant on

keys being labelled. Achievement is weakened for all by the lack of ICT resources for composition. Unsatisfactory space on the upper school site restricts achievement in Years 10 and 11. The shortage of full-time, permanent teachers has slowed progress. Achievement through extra-curricular activity has not been possible during this half term.

122. The quality of teaching and learning is satisfactory overall and is often very good. The best teaching in the lower school and Years 10 and 11 shows very good specialist knowledge and skill and engages students well with high expectations of their attention and behaviour. Such teaching shows very good knowledge of individual students, their needs and potential. Lessons support literacy well, maintaining a focus on learning musical terms and concepts. With good use of display these are retained well by most students. Good relationships with all students prevail, benefiting learning and achievement. Where teaching in all years is satisfactory, and occasionally unsatisfactory, it is because there is insufficient engagement with students. The names and needs of students are not known and there is too little effective questioning to reinforce learning. Such teaching is associated with inconsistency in the setting and marking of written tasks.

123. Leadership and management are satisfactory. The present acting leader is enthusiastic and has firm ideas to improve provision. A strong and able advocate for music, he is ambitious for the achievement of all students. Newly written schemes provide a good foundation for learning in Years 7 to 9. The leader is the only established teacher currently. Staffing difficulties led to the curtailing of the normally strong extra curricular work for half a term. The school has not allocated sufficient space for the large GCSE examination classes, nor sufficient suitable ICT resources for the department, a serious weakness in provision. Students able enough to pursue music in Year 12 cannot do so currently. Since the previous inspection standards have improved and numbers in Years 10 and 11 greatly increased. Teaching remains satisfactory overall but half is now very good. While some resources have improved there are very important deficiencies in staff, space and ICT. When these are put right, potential for improvement will be very good.

Drama

Provision in drama is **good**.

Main strengths and weaknesses

- Students achieve high standards in GCSE examinations.
- Good and very good teaching promote good learning and achievement.
- The subject makes a positive contribution to students' personal, social and moral development.
- Students in Years 7 to 9 have a limited understanding of skills, techniques and strategies.
- Students in Years 10 and 11 have little knowledge of how respected directors and influential theatre practitioners approach the creation of devised dramas and scripted plays.

Commentary

124. Drama has been through a turbulent period since the last inspection and the subject was suspended for a significant period of time because of the lack of teachers with knowledge of drama. This has resulted in students in Years 7 to 9 having a limited knowledge of drama skills and techniques and to students starting their GCSE examination course, with little or no knowledge of the subject. Despite this, students in Years 7 to 9 make satisfactory progress and achieve standards close to those expected for their age. Because of very good teaching and an imaginative and demanding interpretation of the GCSE examination syllabus, students make accelerated learning in the subject in Years 10 and 11, and achieve well above average standards and over eight out of ten students gained an A*-C grade in their examinations in 2003.

125. Students in Years 7 to 9 make satisfactory and sometimes good progress in their devising skills as they focus on the creation of character in different styles and through the use of different techniques. This includes both the use of mime and spontaneous improvisation. Students work well together and listen to and value each other's ideas and opinions, before arriving at a final framework for their work. Students are given the chance to share their work with each other and to evaluate both their own and other's efforts.

126. Students in Years 10 and 11 display a great deal of enthusiasm and work in a committed manner. Students explore a number of sensitive issues in their work, including the issue of why young people leave home and attitudes to war. Students produce some sensitive and high quality work. The issues explored make a positive contribution to students' personal, moral and social development. Although students develop a good range of drama strategies and techniques over the two years of the course, they have a very limited knowledge and understanding of how different directors and influential practitioners approach the creation of character and interpret scripted plays. This knowledge and the ability to explore these ideas within their own work would make a positive contribution to their own learning.

127. The quality of teaching and learning is good and some very good and excellent lessons were observed in Years 10 and 11. Teachers in Years 7 to 9 are secure in their subject knowledge and use it to good effect to provide students with an imaginative range of drama activities. The specialist drama teacher who takes the GCSE examination course has high expectations of all students and provides them with a range of drama which stretches their abilities. She demonstrates a great deal of personal enthusiasm for the subject and creates a highly motivating working environment in which very good learning can take place.

128. Leadership and management of drama in Years 7 to 9 are satisfactory and good in Years 10 and 11. The comparatively new head of English is introducing good schemes of work for the subject, with established documentation in Years 10 and 11 providing a good framework for students learning. Assessment procedures are satisfactory.

129. All students are given the chance to take part in annual school productions. Students are given the chance to see productions of plays, with the school having hosted a number of theatre companies. Standards in Years 9 and 11 are broadly the same as at the time of the last inspection, with consistently high standards being maintained on the GCSE examination course.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- There are no opportunities for students to take the GCSE examination.
- Inadequate facilities restrict the range of activities that can be offered at both sites.
- Good use is made of facilities off-site for older students.
- The programme of activities outside normal lessons is good.
- Students are committed and enthusiastic.

Commentary

130. The most recent National Curriculum assessment made by teachers indicates that the attainment of girls by the end of Year 9 is well above average whilst that of boys is well below. The poor performance of boys was the result of staffing instability and, the school reports, a consequent lack of interest and motivation. That situation has now been rectified in part and the attainment of boys in the current Year 9 is much higher. Lesson observations and teachers' assessment records indicate that the majority of girls, and a significant proportion of

boys, have the potential to reach above average standards by the end of Year 9. This also applies in Year 11 where the students continue to receive two hours of timetabled provision each week. The school does not currently offer physical education at GCSE examination level.

131. Standards on entry are variable. By the end of Year 9 most girls have improved their level of skill considerably. This represents good achievement. The achievement of boys is improving rapidly. Boys in the current Year 9 are making good progress. Students with special educational needs and students whose first language is not English, several of whom are well supported by their friends in practical lessons, also achieve well. The achievement of students in Year 11 who are taking the Junior Sports Leaders Award is very good. Their ability to plan, organise and deliver lessons to children from the neighbouring infant and junior schools is impressive.

132. The quality of teaching and its impact on learning are good. In some lessons teaching and learning are very good. Relationships are positive, activities are well organised and students respond very well to the enthusiastic teaching that they receive. Their level of participation is very high. Learning is consistently good as a consequence.

133. The faculty offers a good range of activities outside normal lessons. These are well supported by students. Teams have enjoyed recent successes in netball and rounders. Girls have twice been runners up in the English schools cricket competition. Boys are now competing in an increased range of sports at district level. This is being achieved against a backdrop of poor and inadequate facilities. The field, that is not enclosed, can rarely be used. Students at the lower school site do not have any access to playing fields. The limited indoor facilities restrict the range of activities that can be offered and severely hamper progress in games like badminton. Good use is made of a local leisure centre to extend opportunities for students in Year 11.

134. Leadership and management are good. Teachers work well together. The head of faculty is being extremely well supported by the teacher in charge of boys. There has been a dramatic improvement in the attitude, motivation and commitment of boys, which now match those of the girls. Good improvement since the last inspection has resulted in the regular involvement of the school sports coordinator with the implementation of the Junior Sports Leaders Award. Dance is now offered at GCSE examination level as part of the extra-curricular programme. Since the last inspection the faculty has achieved the Sportsmark award. If the complement of staff could be brought up to the required level, the faculty would be in a strong position to make further advances, including the introduction of the GCSE examination in physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision in citizenship is **satisfactory**.

Main strengths and weaknesses

- There is a newly established, clear programme for teaching and learning in Years 7 to 11..
- A GCSE short examination course for all students started this year.
- Monitoring of teaching, standards and achievement is at a very early stage.
- There are good opportunities for voluntary service and participation in democratic processes.

Commentary

135. Standards overall match expectations, but are higher in Year 9 than Year 10. The best work seen from Year 9 students is better than is usually found in knowledge and understanding of rights and responsibilities. Most students can present their own thoughts clearly on the causes

of conflict and its resolution clearly. Students in Year 10 have limited time for the subject – one lesson every two weeks. There is too little work to judge standards after only two lessons. In classes seen standards of discussion and understanding were below expectations. Standards are higher for students in each year who take chances for representation and responsible action. Some sixth form students provide good role models in this respect.

136. Achievement is satisfactory. It is often good for many students in Year 9, including those who find learning difficult. Most students can relate to topics well and use their general knowledge in considering matters of principle such as fairness and power. Achievement is limited in Year 10 by the behaviour of a few students with poor self-discipline who sometimes distract other students and the teacher. Those students who engage in voluntary service of many kinds, in school and in the wider community, achieve well. They gain much in self-esteem, confidence and in communication skills. Particularly valuable is the training given to new council representatives by experienced and mature sixth-form students and the wide range of voluntary work undertaken through the Millennium Volunteers.

137. The quality of teaching and learning is good overall. Good quality materials, for example for lessons on terrorism and freedom fighters, are available to all seven teachers of the subject in Years 7, 8 and 9. Teachers usually question students well so as to prompt deep thought. At its best this leads to good quality informed discussion. Most students become aware of differing perceptions of contentious issues so that they are able to take a balanced view of these. Students usually have to give reasons for their views which is a good feature. Teachers help students to build understanding of words and concepts new to them. There is some effective use of ICT in Year 10 lessons. Not all teachers are confident in the range of topics within citizenship and this limits students' learning. For instance, understanding is weakened when historical figures unknown to students are used as examples.

138. Leadership and management are satisfactory. The new coordinator is enthusiastic for the subject and plans thoroughly. He is raising the profile of the subject in the school. He has provided some training for other staff and more is planned. There is good support from senior leaders so that resources are being increased appropriately. While parents of Year 9 students have received reports showing standards in terms of level descriptors, these need to be based on more secure and wider evidence. Planned monitoring of all aspects of the subject is urgently needed. There should be better liaison between all teachers involved - class tutors, subject teachers and those fostering the wide range of active citizenship opportunities, so as to meet requirements for assessment and achievement more fully.

WORK-RELATED LEARNING

Provision in work-related learning (WRL) is **satisfactory**.

Strengths and weaknesses

- The commitment of the staff and enthusiasm of students are good.
- The 'Links' and Brent Millennium Volunteers programmes are good.
- Not all students take a vocational course.
- The school has not yet appointed a WRL co-ordinator.

Commentary

139. Standards vary but broadly match those expected overall. All students undertake one week of very effective work experience with local employers at the end of Year 10. In 2003, the majority of students were judged to have completed the experience well. The students gain maturity and confidence as a result of their work.

140. Eight out of ten students take a vocational course in Years 10 and 11. One-third of students take courses in ICT in Years 10 and 11. In 2004, the results of the first examination of the

Applied GCSE examination course were well below the national average with only one in eight students obtaining A*-C grades and two-thirds obtaining A*-G grades. The remainder of the one third of students now take the recently introduced GNVQ course. One-quarter of students take the Applied GCSE in businesses studies and nine out of ten students the Applied GCSE in engineering. These new courses have yet to be examined.

141. One in six students takes the recently introduced innovative 'links' programme. The programme includes appropriate vocational courses at entry level, a minimum of ten extra days of work experience and an enterprise activity. The courses offered are skills for working life, Computer Literacy and Information Technology (CLAIT) and the Award Scheme Development and Accreditation Network (ASDAN) bronze and silver awards. It is planned that the enterprise activity will be setting up an enterprise, working in the community or producing a product. Extra-curricular activities are good. All students take part in the Brent Millennium Volunteers programme both during school and their own time. Students are enthusiastic and become involved in environmental projects, charity work, sports activities and social services. As a part of this programme, students in Year 11 are trained to work with professionals – teachers, disc-jockeys, actors and sport coaches – and assist the professionals to run workshops for students in Year 7 over a two day period.

142. The quality of teaching and learning is satisfactory overall and sometimes good. Students have opportunities to link what they have learnt in the classroom to work situations and realistic simulated practice. Teachers organising the 'Links' and Brent Millennium Volunteers programmes are very committed and enthusiastic. As a result, attitudes and commitment of students are very good. The period of work experience is planned and organised well in partnership with the Brent Business Consortium. Students are prepared for their work experience as part of the PHSE course. The majority of students are visited by tutors and they discuss what they have done and achieved in debriefing sessions at school. However, the monitoring and evaluation of the various WRL activities need to be improved.

143. The commitment of senior staff and quality of leadership are good. However, although the management of the individual activities is good no one is responsible for co-ordinating these activities. The use of the progress file needs extending to cover all activities. The school has not yet produced a WRL policy. Resources are adequate.

SUBJECTS AND COURSES IN THE SIXTH FORM

144. In the inspection, ten subjects were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school.

145. The table below shows entry and performance information for courses completed in 2003 for which national comparisons are available.

Level 3 GCE AS level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
English/English Language	8	62.5	82.9	12.5	17.5	18.8	28.7
English Literature	2	100.0	85.9	0.0	19.1	25.0	30.2
Mathematics	9	55.6	61.9	11.1	17.1	18.9.	22.1
Biology	1	0.0	65.2	0.0	11.1	0.0	20.6
Chemistry	1	100	72.7	100.0	13.9	50.0	24.1
Art and Design	2	50.0	80.1	0.0	23.7	15.0	29.9

Other Languages	1	100.0	82.6	100.0	42.9	50.0	36.2
Other Social Studies	8	87.5	69.7	25.0	16.7	37.5	24.1
Physics	3	100.0	98.6	0.0	14.4	20.0	22.7
Religious Studies	7	85.7	98.8	28.6	46.7	68.6	85.6
Vocational Studies	1	100.0	62.8	0.0	12.3	20.0	20.8
Economics	3	0.0	73.6	0.0	20.1	0.0	26.4
Music	1	100.0	86.5	0.0	21.4	30.0	30.7

Level 3 GCE A level and VCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
English Literature	12	100.0	99.5	25.0	46.5	70.00	86.5
Mathematics	17	100.0	99.0	11.1	17.1	89.4	88.8
Biology	9	100.0	96.4	0.0	39.2	66.7	78.6
Chemistry	9	77.8	97.6	0.0	49.0	40.0	84.9
History	4	100	99.0	25.0	44.6	65.0	84.6
Design and technology	11	100.0	97.8	45.5	35.0	85.5	77.9
Information Technology VQ	55	94.5	77.9	41.8	23.4	77.1	64.9
Art and Design	9	100.0	98.6	11.1	50.2	73.3	87.5
Business	31	80.6	65.0	3.2	14.6.	41.9	60.1
Economics	5	100.0	98.9	60.0	52.0	96.0	88.3
German	1	100.0	98.4	100.0	47.9	n/a	84.8
Other Languages	1	100.0	96.9	100.0	64.5	n/a	93.8
Travel and Tourism	18	88.9	71.8	11.1	14.5	62.2	62.2
Other Social Studies	15	93.3	97.4	33.3	42.7	93.3	97.4
Physics	9	100.0	96.7	0.0	44.6	51.1	96.7
Religious Studies	7	85.7	98.8	28.6	46.7	68.6	85.6
Sociology	6	66.7	98.2	0.0	44.3	43.3	83.6

ENGLISH, LANGUAGES AND COMMUNICATION

There are two courses leading to an A-level qualification, English Literature and English Language and Literature. The English Literature course was the focus of the inspection.

ENGLISH

Provision in English is **satisfactory** and improving.

Main strengths and weaknesses

- The quality of teaching and learning is very good.
- Students display positive attitudes to work and have a good working relationship with their teachers.
- When they begin their A-level studies, most students do not have good reading habits and have only a limited knowledge of literature from other times and places.
- Students are insecure in their critical and analytical skills, and in their ability to apply them to their reading and writing activities.

Commentary

146. Although all students have a C or better grade in GCSE English and GCSE English literature examinations when they begin their A-level studies, few have read any extended novels of substance or depth. This results in standards upon entry being well below expectations. Good teaching in Years 11 and 12 and an imaginative English syllabus result in students making satisfactory progress in the subject, though standards in Year 13 remain well below expectations for the year group. This was reflected in the 2003 and 2004 A-level Literature results when grades were below average in 2003 and, in the unvalidated 2004 results, well below average. For the first time in the summer of 2005, students will be entered for an examination in A-level language and literature.

147. Students in Years 12 and 13 display satisfactory social speaking and listening skills, though a number of them lack the confidence and skills to organise their thoughts and ideas in a logical and structures manner and to express them in a confident way. Although teachers try to ensure that all students make an active contribution to discussion, a number of students are happy to defer to the opinion of their teachers and the more confident members of the group.

148. Students have satisfactory technical reading skills, though because of an undeveloped vocabulary many students do not always appreciate how writers use language to create tone and atmosphere. A number of students read superficially and do not always appreciate a writer's use of language to convey implicit ideas, issues and values. Students' reading skills are very much influenced by their poor reading habits and the fact that they read little other than their examination texts.

149. A minority of studies make a strong personal response to the questions asked of them, as part of their coursework. They present a clear and well-reasoned argument supported by relevant quotations and evidence from the texts they read. In contrast, a number of students fail to build on and develop the sound points they make in their essays, with the result that students' written work often lacks detail and depth. Nonetheless, the progress made by students is enhanced by their positive attitudes to work, their good working relationships with their teachers and their wish to learn.

150. The quality of teaching is good and ranges from satisfactory to very good. Lessons are well planned, organised and managed, with teachers using resources, including interactive whiteboards, to good effect to promote students' learning and achievement. Critical and analytical skills are well taught by teachers, though students find it hard to apply these skills to their own learning. In lessons which were good and very good, teachers ensured that there was a good balance between the teacher's contribution and students' contributions with opportunities for students to take control of their own learning through well-planned group activities.

151. Leadership and management of the subject are good. In the comparatively short time he has been in post, the head of department has put into place a good range of documentation to support staff in the delivery of the subject, with current curriculum maps being extended to provide detailed schemes of work. Although there was no detailed judgement about standards

in the last report, they are broadly the same as at the time of the last inspection. Progress has been satisfactory.

Language and literacy across the curriculum

152. There is insufficient focus on literacy skills across all subjects in the curriculum in the sixth form. There is still not enough attention given to the specific language needs of some students, particularly those whose first language is not English. Although a clear start has been made with the 'Access' and 'Headway' courses which begin to address the needs of early language acquisition. Therefore standards of literacy are below what should be expected.

MATHEMATICS

The single mathematics course leading to a qualification at A-Level was the focus of the inspection.

Provision in mathematics is **very good**.

Main strengths and areas of weakness

- Leadership and organisation of the subject are good.
- Students have a very positive attitude to learning.
- The quality of teaching is good, and often very good, leading to improved standards.
- An increasing number of students are enrolling on courses.
- There is insufficient monitoring to ensure quality of provision.

Commentary

153. Standards in the A-level examinations have improved significantly in the last two years, particularly in the proportion of students gaining A or B grades. Overall standards are now above average. All students entered for the A-level examination in the last four years have gained at least a grade E, and the school results represent good achievement. Students generally perform at least as well as is expected based on their GCSE examination grades at the end of Year 11.

154. In the AS examinations at the end of Year 12, results in 2003 were similar to the national figures, with a high proportion of students gaining lower grades. However, school results at AS level in 2004, although still to be validated, showed a significant improvement, and provide a good foundation for the A-level results in 2005. A small number of students each year repeat the GCSE examination to improve their grades. In 2004, over half these students gained at least a grade C, well above the usual national figure. For those students not gaining a grade C, the school provides key skills courses in the application of number; these provide success mainly at Level 1, but a small number of students in Year 13 is successful at Level 2.

155. On the evidence of work seen during the inspection, standards remain above average. There is an increasing uptake for the subject at AS/A level. Students show a very positive attitude to learning, they settle quickly in class, and generally work well. They form very good relationships with their teachers, and respond well to the challenge of difficult work. There is an increasing number of female students; they are particularly conscientious, and present and organise their work well. Retention rates are high.

156. Teaching and learning are good, and often very good. Teachers demonstrate a very good command of their subject, and students rate the quality of teaching as excellent. Teachers are very approachable, and readily give of their time to provide additional help. In each class, there is a wide range of attainment, and this widens as students mature. Occasionally, teaching tends towards a lecture style, and teaching strategies are not sufficiently varied in order to involve all students. In the best lessons, teachers challenge higher-attaining students

to reach even higher standards, while ensuring that those students having difficulty in understanding are provided with additional support. There are regular assessments of students' work; this is marked and graded against A-level criteria standards, so that teachers and students can compare progress against target grades.

157. Curriculum leadership of the subject is good. The work is well organised, there is choice in the topics to be studied, and a further mathematics option has been introduced. However, there is little monitoring of teaching to ensure that all students are provided with similar learning opportunities, or to stimulate discussion amongst teachers about sharing and replicating good practice. There is some use of computers, including graphical calculators, but enrichment opportunities, such as using the Internet, are limited. The quality of students' folders is good, occasionally excellent, but variable; most provide a useful basis for revision. Provision for improving students' literacy skills varies; there are good examples, such as requiring students to confirm their understanding of mathematical concepts by explaining this in sentences. Overall, provision in mathematics has shown good improvement since the previous inspection.

Application of number

158. The school makes good provision for students to improve their key skills, for example in the application of number. These students have not generally gained grade C in the GCSE mathematics examination. In Year 12, they are mainly successful at Level 1, but by Year 13, a minority is able to reach Level 2. All students leaving the school are therefore provided with good opportunities to gain either a GCSE grade C or above, or a vocationally based qualification in mathematical skills.

159. The majority of courses, both vocational and those at AS/A level, require some mathematical expertise, which it may be difficult for subject teachers to develop. There is insufficient monitoring of standards across the curriculum, however, to ensure that all students in the sixth form have the necessary skills to cope with the mathematical demands of their courses.

SCIENCE

Chemistry, biology and physics are taught to A-level. Chemistry and biology provided the focus of the inspection of science.

Chemistry

Provision in chemistry **is satisfactory**.

Main strengths and weaknesses

- Enthusiastic specialist teachers interact well with their students.
- Practical work is interesting and varied so students are often well motivated.
- Undue haste and a lack of clarity slows students' growth in confidence and independence to some degree.

Commentary

160. GCE A-level examination results in 2003 were disappointingly low. The results last summer were better. There has been significant improvement in a short time with the introduction of better methods of examination preparation. The results in Year 12 in 2003 were as expected, based on the students' earlier attainments.

161. The standards of work of students currently studying in Year 12 are in line with expectations. They use apparatus well, collect good data and analyse it well using good mathematics and correct terminology. However, they do not give sufficient thought to theory before embarking

upon practical work. They also tend to use data from one source only so their propositions are not as convincing as they need to be.

162. In Year 13 standards are average for this stage of the course. Students use a good knowledge of the structure of molecules to explain why different types of reactions occur. However, they do not check sufficiently, for themselves, that their explanations agree with those written by other experimenters, past and present. This is partly because there is a limited range of reference material available to them.

163. Achievement in Years 12 and 13 is satisfactory. Course work is neatly presented to meet the examination board requirements. In smaller groups the students gain confidence well in discussion with their teachers. Progress is sometimes slower. For example, students contributed little to the discussion at the end of a lesson because they lacked confidence or there was no time. Others, including those with very good English language skills, felt they had not been given sufficient guidance about the way their homework would be marked. Many rely too much on their teacher because of a lack of experience both in and out of school of using a variety of resources for their own research.

164. The quality of teaching and learning is satisfactory. Lessons have some good features. Good and varied activities planned by the teachers engage and interest the students so that they enjoy learning. Further questioning and discussion with the teacher were seen in one lesson to improve understanding. However, the lack of detail in the teacher's planning resulted in some narrowly missed opportunities, for example, to give the students time to think before doing, to present what they had gained and to use their own notes and books.

165. Improvement since the last inspection has been satisfactory because overall the trend in the results is positive. In four weeks the new leader of the faculty has established a clear sense of direction. The management is satisfactory as good systems are being established.

Biology

Provision in biology is **satisfactory**.

Main strengths and weaknesses

- Students enjoy the subject because teachers make it challenging and relevant.
- Practical work is well organised so the students learn well through discussion.
- Students are being encouraged to check their work for quality but need better guidance.
- For too much of the time in lessons students are required to learn at the same rate.

Commentary

166. GCE A-level examination results in 2003 were well below average. Students in Year 12 did as well as they were expected to do. Unvalidated examination results for 2004 in both year groups were better. Results have improved since the last inspection.

167. The standards of work of students currently studying in Year 12 are broadly average for this stage of the course. Students understand something of the way measurements are taken on hospital wards. They present their work neatly, have good practical skills and use a good range of scientific and medical words. However, their answers tend to be too superficial.

168. In Year 13 standards are average for this point in the course. Students investigate well. Many regard biology as important because it is relevant to their intended careers. They use ICT well to improve the quality of their research and communication. However, except for those who study in English at home, students do not have enough evidence in their folders to show their good use of a variety of sources of information.

169. Achievement is satisfactory in Year 12. It is good in Year 13. Achievement overall is satisfactory. Students in Year 12 are only just beginning to get used to checking the quality of their work whilst they are doing it. Students in Year 13, in smaller classes, more confidently interact with their teachers. They also use ICT well for research and presentation. Students in Year 13 are cheerfully confident and mature and have high aspirations and speak well of the course.

170. The quality of teaching and learning in Years 12 and 13 is satisfactory. Lessons have some good features. Teachers know the examination board requirements; in consequence, the students are likely to face fewer surprises and are more likely to get better results. The teachers' understanding of biology, biochemistry and medicine enables them to interest the students. In good practical work the students' discussions improved their understanding. However, in some lessons the students were required to work at the same rate for too long and some began to lose interest. The challenges that came at the end surprised too many because they had not understood how their work would be assessed.

171. Improvement since the last inspection has been satisfactory. More students are enrolling on courses. In four weeks, with new systems in place, the quality of learning is improving. Leadership is good. Priorities for development are good. There are positive signs of improvement but more time is needed for best results to be realized. Management is satisfactory.

HUMANITIES

Geography, history and psychology are other humanities subjects taught to A-level. Sociology was the focus of the inspection.

Sociology

Provision in sociology is **satisfactory**.

Main strengths and weaknesses

- Standards remain below those expected nationally but are improving.
- The quality of teaching and learning is good.
- Most students achieve well.
- There are insufficient audio-visual resources.
- There are very few opportunities for learning outside the classroom.
- A minority of students remain passive during class discussions.

172. The 2003 A-level results were very low in comparison with the national average, though from a very small entry. The, as yet, unvalidated results for 2004, in which six of the seven students gained pass grades, were higher, although only one student obtained a grade B. Standards in the present Year 13, though still below expectations in terms of A-B grades, show evidence of further improvement to judge from the students' AS results.

173. Given their respective starting points, most students are progressing well. Though well below average, the 2003 cohort achieved at A-level in line with their predicted grades. In the most recent examination, three of the seven students exceeded their predicted grades. Students in the present Year 13,who have not had the benefit of studying sociology at GCSE level, are all on course for pass grades. Several are reaching higher standards. Most are confident in their oral work and their written assignments are at least of average quality. A small number of students produce written work that is above average quality. Most students have a sound understanding of various methods of sociological research. They are able to offer a coherent explanation about different ways of analysing society. Year 12 students, who have completed only a month of their new course, are understandably less confident, although two students were particularly articulate when talking about aspects of the family.

174. The quality of teaching and learning is good. Thoughtful planning is evident in all lessons. Learning objectives are very clear and are shared with students. Relationships are very positive and encourage learning. Questions are used perceptively to challenge students to think in greater depth bout aspects of their work. The teacher recognises that in Year 12 in particular, it is necessary to direct more questions towards specific individuals to ensure that all students become fully involved in oral work. Students are given good opportunities to discuss and share ideas through group activities.

175. The teacher who has sole responsibility for sociology manages the subject well. The number of students opting for the course is increasing steadily each year. Retention rates are good. Marking of assignments is constructive and helpful. Students know what they have to do in order to improve. They spoke very appreciatively about the help, support and guidance that they receive from their teacher. At present there is a lack of suitable audio-visual material and there are very few opportunities for curriculum enrichment outside normal lessons. The student folders provide a good learning resource, but the quality of printed handouts is extremely variable. Resources have recently been improved with the acquisition of new and more suitable textbooks. The delivery of the subject would be further enhanced by the provision of a designated sociology room. The subject was not reported on at the time of the previous inspection.

ENGINEERING, TECHNOLOGY AND MANUFACTURING

Design technology

Design and technology in the form of product design is the only course in engineering, technology and manufacturing leading to an A-level qualification and was the focus of the inspection.

Provision in product design is **good**.

Main strengths and weaknesses

- Good teaching and learning results in consistently high standards in A2 examinations.
- Students are more motivated, because they are given clear expectations and deadlines.
- Teaching methods lack variety and the course needs to be more stimulating.

Commentary

176. The department provides a successful A-level course. Results in 2003 were above the average for the A2 course in Year 13. Unvalidated results, for the small number of students who took the exam in 2004, indicate that standards have further improved, and all students obtained a pass. Standards at AS level in Year 12 were above average in 2003, but preliminary results indicate that they fell in 2004 and students underachieved.

177. It was not possible to observe a Year 13 lesson during the inspection, but two Year 12 lessons were seen. Students' current work was on course to be above average overall. This represents good progress in relation to their past performance. They know haw to start the development of their own products through broad research, and focus clearly on a client's needs. They can work independently to develop innovative design ideas, and have developed an appreciation of a broad range of design criteria, through detailed analysis of existing products.

178. Teaching and learning are good, and Year 13 students feel that they are more purposeful and motivated this year, because they are now set clear targets and deadlines for their work, and teachers expect more effort. A very good course guidebook has now been given to students. Teachers are working in parallel to extend making and designing skills, and students are developing a good understanding of appropriate materials and joining processes. Students

are able to discuss the finer points of product form and function when teachers encourage the in-depth analysis of existing products, and help them relate this to their own designing. However, the range of teaching methods in theory lessons lacks variety; students would respond to a greater use of alternative approaches; for example, video material, external speakers, industry links, a range of visits and more extended debate.

179. Leadership and management are good, and course leaders recognise the needs of the course and students. Assessment and target setting are more effective in motivating students, and are closely linked to examination criteria. Students have good and developing access to ICT and utilise Pro-desktop CAD (computer aided design) facilities, but CAM (computer aided manufacturing) opportunities are limited and not used as much as they should. Some students have three teachers and find this unhelpful, and they do not have a dedicated room. Only about half of the students taking the course in Year 12 continued to Year 13 this year. Improvement since the previous inspection has been satisfactory overall, and standards have been consistently high in Year 13.

BUSINESS

Business Education

Several courses lead to vocational qualifications and provided the overall focus for the inspection.

Provision for business education is **good**.

- There has been an improving trend in both AVCE and GNVQ intermediate examination results over the past three years.
- The quality of teaching and learning is good and students achieve well.
- The courses are taught without a base room and students and teachers are disadvantaged as a result.

Commentary

180. In Years 12 and 13 the school offers the Advanced Certificate of Vocational Education (AVCE) and the GNVQ in Business in Year 12. Although attainment at AVCE has been below national averages for the past two years, students did much better than would be predicted from their GCSE examination results and achievement was good. Unvalidated results for 2004 suggest improvement and are now average. Students have continued to achieve well. Attainment in GNVQ has also steadily improved steadily over the past three years although standards remain below average. Two-thirds of students who begin the course obtain a pass or merit grade and their achievement is good in terms of prior attainment. Many of these students choose to stay on for a further two years in the sixth form to complete the AVCE course.

181. Year 12 students on the GNVQ course have made a good beginning and at this early stage are progressing well. Overall, students in the current Year 13 AVCE classes are on course to gain average results. These students' portfolios show appropriate knowledge and understanding of the business environment in which competitive business operates. They students can apply their theoretical knowledge to actual organisations and have established links with firms in the hotel and retail business. For example, they showed that they could use their knowledge of training and development strategies to draw up a training plan for an employee in their link business All are competent users of ICT and have satisfactory research and data collection skills. Achievement overall is good

182. Teaching and learning are good. Good subject expertise enables teachers to motivate the students and communicate information effectively to them. Teachers take opportunities to reinforce learning and link it with knowledge gained previously. Lessons are well planned with a good structure to ensure effective learning outcomes. Students at an early stage of learning English are well supported. Teachers encourage oral discussion but many students lack

confidence in speaking, are content to listen and are dependent upon their teachers for their learning.

183. Leadership and management are satisfactory. The team of highly committed teachers are soundly led and work well together. Links have been developed with local employers so that students can experience actual business environments. The shortage of specialist accommodation means that lessons take place in a number of different rooms and students do not have individual access to ICT. The lack of a base room, suitably equipped, has an impact on standards for vocational students. This subject was not inspected in the last inspection.

Economics

Provision in economics is **unsatisfactory**.

Main strengths and weaknesses

- Leadership and management are unsatisfactory.
- Current Year 13 students are underachieving.
- A-level results in 2003 were above national averages and students achieved very well.
- Students have made a good beginning to the AS level course.

Commentary

184. The small number of students who have studied economics over the past three years and their wide range of prior attainment makes comparison with national averages difficult, although in 2003 the five students who studied to A level did very well when compared with those in similar schools. Although numbers have been small retention rates, except for 2003, have been satisfactory with most students progressing from AS to A2.

185. Standards reached at this point of the course by the current Year 13 students are below what is expected. The provisional results of the AS papers taken in 2004 reflect the underachievement of these students who mostly failed to attain their predicted grades. Work seen in their portfolios showed evidence of the acquisition of a satisfactory body of knowledge about markets and the national economy but very little independent in-depth analysis of any of the topics being studied. There was little evidence of independent note taking, of essay writing or of wider reading of a topical nature. There was some evidence of using the Internet as a source of information. In Year 12 there has been a large increase in the number of students studying economics. These students have made a good beginning to the AS course and standards are in line with expectations for this stage of the course.

186. Overall the quality of teaching and learning is satisfactory. In the lesson seen with Year 12 the quality of teaching was good Students were co-operative and well motivated and fully involved in their own learning. However, students' folders indicated that too much emphasis was placed on providing information through handouts of photocopied materials from economic journals and textbooks and not enough on providing opportunities for students to evaluate and analyse economic issues for themselves. There was little evidence of regular marked assessment work with constructive comments on how to improve. Students said they did not know how well they were doing.

187. Leadership and management of the subject are unsatisfactory. Systems and strategies are not in place for the formal and regular monitoring of student progress, including the setting of targets. Documentation is not specific to economics and there is no specific economics development plan. Examination results are not analysed in depth to provide information that can help to raise standards. A clear vision for the subject is not evident. This subject was not inspected in the last inspection.

HEALTH AND SOCIAL CARE

Courses in travel and tourism are also on offer to students. Health and social care courses leading to qualifications at both GNVQ and AVCE levels provided the focus for the inspection.

Provision for health and social care is **good**.

Main strengths and weaknesses

- GNVQ and AVCE courses in health and social care provide good opportunities for continuity and progression in the subject.
- Students' personal development matures significantly through undertaking these courses.
- Good teaching and learning ensure that relatively low-attaining students achieve well.
- Attendance is unsatisfactory on the AVCE course.
- Students benefit from useful work experience placements particularly on the GNVQ course.
- Data are not analysed well enough to provide good information about achievement.

Commentary

188. The department provides good progression by means of GNVQ Intermediate qualification and an AVCE course. Many students move from one to the other. Attainment on entry to these courses is very low overall. Students often come from the school's Access course for those for whom English is not the first language, and most students lack literacy skills. The AVCE course is in only its second year of operation, so no students have yet finished their full course of six units.

189. Recent GNVQ results have been broadly average and students' achievements have been good. Attendance on this course is satisfactory. Many students' unsatisfactory attendance on the AVCE course, compromises their potential achievement. AVCE results from students' first year were well below average. Their low underlying core skills make it difficult to adapt to the high demands of an advanced course. Whilst achievement is good, many students still find these expectations very challenging. Students on both courses benefit from good work placements, particularly in organisations working with young children. They use these experiences well in their units of coursework. This practical application helps to makes classroom learning more authentic for students. Students mature significantly during their studies through these courses and personal development is good.

190. The quality of teaching and learning is good on both courses. Learning is compromised in the main, only by students' own absences. Teachers' personal experience, contacts and expertise in the field of health and social care, are positive factors in creating a good vocational learning environment. Relevant up-to-date resources are available in the GNVQ teaching room. Students have an interesting range of visitors from different areas of relevant work. Year 12 students, new to a vocational style of learning on the GNVQ course, enjoy the freer learning style. They adapt quickly to the expectations of a course well matched to their needs. Most students on both courses speak positively of the usefulness of their learning for their career aspirations. Years 12 and 13 AVCE students are taught together, which creates a very large group with diverse needs if they are all present. Learning amongst those who attend, is purposeful and well focused.

191. The subject is managed satisfactorily and subject leadership is good. There was no subject report in the last inspection, but the department has grown significantly since then. The GNVQ course is securely established and AVCE recently introduced. Data analysis does not provide staff or students' with adequate information about achievement and needs to be improved. Some accommodation used for AVCE classes is not appropriate, because it has no subject ethos and lacks ready access to ICT.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The school offers courses leading to a GNVQ and AVCE qualification as well as a computing course leading to an A-level qualification. All courses provided the focus for the inspection.

The quality of provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards are above average.
- The curriculum is comprehensive and of good quality.
- Students with low prior attainment have opportunities to achieve well.
- The quality of teaching varies, but is good overall.

Commentary

192. One third of students take the subject in Years 12 and 13. Standards on entry to the sixth form are below the national average overall. Students with low prior attainment - mainly from the Access Course and those with special educational needs and those for whom English is not the first language - enter the GNVQ course in Year 12. In 2003, the results of the GNVQ examinations at intermediate and foundation levels were well above the national average with three-quarters of students obtaining the equivalent of A* - C grades. The majority of the students awarded a GNVQ at intermediate level in Year 12 progress to the two-year, six or twelve unit AVCE course. In 2003, the results of the AVCE examinations were above the national average with over four out of ten students obtaining the equivalent of A – B grades. The unvalidated results for 2004 were slightly lower. A smaller number of students take the GCE course in computing. In 2004, the results of the first examination of the course at AS level were below the national average. Overall, achievement is good.

193. The quality of teaching and learning varies but is good overall. All teachers have a secure knowledge of the subject and most motivate students well. As a result, relationships are generally good and students are keen to learn. The experienced teachers use a good and varied range of teaching methods. All teachers give students good individual help in practical lessons. Most students stay in the sixth form for three years and are given good opportunities to learn the principles of computing in the first year. This appropriate arrangement enables students with low prior attainment to make up the deficiencies in earlier learning and achieve well. In a small number of lessons teaching methods need improvement. The inexperienced and unqualified teachers need more supervision and help. Students work is assessed satisfactorily in accordance with the examination board's requirements.

194. The leadership and management are good and effective. Many courses are offered at different levels and the number of students in some lessons is small. Improvements since the last inspection are very good. Specialist courses have been introduced and the computer network improved. Some good and experienced teachers have been appointed.

Information and communication technology across the curriculum

195. The use of ICT in other subjects is satisfactory overall. Applications of ICT in business education, design and technology, life skills, health and social care and travel and tourism are extensive and good. Plans to use ICT in English and mathematics are satisfactory but in art, science, geography and history have yet to be implemented. The use of interactive whiteboards is very effective and has had a beneficial effect on standards in many subjects. The planning and co-ordination of the use of ICT in other subjects are satisfactory.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	*Sixth form grade*	*School grade*
The overall effectiveness of the sixth form and the school	**4**	**4**
How inclusive the school is		3
How the school's effectiveness has changed since its last inspection	4	4
Cost effectiveness of the sixth form / value for money provided by the school	4	4

Overall standards achieved		**4**
Pupils' achievement	4	3

Pupils' attitudes, values and other personal qualities		**3**
Attendance	5	3
Attitudes	3	3
Behaviour, including the extent of exclusions	3	4
Pupils' spiritual, moral, social and cultural development		3

The quality of education provided by the school		**4**
The quality of teaching	4	4
How well pupils learn	4	4
The quality of assessment	4	4
How well the curriculum meets pupils needs	3	4
Enrichment of the curriculum, including out-of-school activities		3
Accommodation and resources	5	5
Pupils' care, welfare, health and safety		3
Support, advice and guidance for pupils	3	3
How well the school seeks and acts on pupils' views	4	4
The effectiveness of the school's links with parents		3
The quality of the school's links with the community	3	3
The school's links with other schools and colleges	3	3

The leadership and management of the school		**4**
The governance of the school	4	4
The leadership of the headteacher		3
The leadership of other key staff	4	3
The effectiveness of management	4	4

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