

INSPECTION REPORT

BOURNEMOUTH SCHOOL FOR GIRLS

Bournemouth

LEA area: Bournemouth

Unique reference number: 113905

Headteacher: A Brien

Lead inspector: R Markham

Dates of inspection: 18 - 22 October 2004

Inspection number: 268753

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Grammar
School category:	Foundation
Age range of pupils:	11-18
Gender of pupils:	Female
Number on roll:	1111
School address:	Castle Gate Close Castle Lane West Bournemouth Dorset
Postcode:	BH8 9UJ
Telephone number:	01202 526289
Fax number:	01202 548923
Appropriate authority:	Governing body
Name of chair of governors:	Mr N D Spreadbury
Date of previous inspection:	15 March 1999

CHARACTERISTICS OF THE SCHOOL

This is a selective school for girls of high academic ability aged 11-18. In the last full year (2003/04) there were 1140 pupils on roll. There are currently 1111 on roll, which is much the same as other secondary schools, although the sixth form, with 291 students, is larger than most. The school is oversubscribed and selects its pupils from a wide area around Bournemouth. It is generally an advantaged area and the proportion of pupils eligible for free school meals is well below average. Over 90 per cent of pupils are of White British origin and there are small numbers of girls from a wide range of other ethnic origins. Very few - 1.7 per cent of pupils - have English as an additional language, and none are in the early stages of learning English. The school population is stable with few entering or leaving at other than the start of the school year. There are currently no pupils from Traveller or refugee families. There are very few pupils with any form of special educational need, and these are mainly medical problems. Attainment on entry is well above average. The school received a School Achievement Award in 2001 and a Healthy Schools Award in 2004. In the sixth form there is some collaborative provision with Bournemouth School, a grammar school for boys, which occupies a neighbouring site. At the time of inspection the headteacher had been in post for two terms.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1387	R Markham	Lead inspector	
10329	B Sampson	Lay inspector	
13122	S Matthews	Team inspector	English; English as an additional language.
23528	A Bird	Team inspector	Mathematics
8864	P Clifton	Team inspector	Science; chemistry
10385	K Hopkins	Team inspector	Design and technology
32785	W Allt	Team inspector	Information and communication technology
22953	P Dacombe	Team inspector	Modern foreign languages
1769	M Holohan	Team inspector	History
22849	R Catlow	Team inspector	Geography
18261	A Hill	Team inspector	Art and design; special educational needs
30072	J Skivington	Team inspector	Music; psychology
25748	R Moyle	Team inspector	Physical education
3731	M Sinclair	Team inspector	Religious education; business education
30941	K Brammer	Team inspector	Drama
33015	R Winter	Team inspector	Citizenship

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	11
Standards achieved in subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	16
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	25
WORK-RELATED LEARNING	27
PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES	29
SUBJECTS AND COURSES IN KEY STAGES 3 AND 4	
SUBJECTS AND COURSES IN THE SIXTH FORM	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	67

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is good. There are key strengths in very good teaching and good leadership at all levels that enable pupils to achieve very well and develop into confident young adults. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Achievement throughout the school is very good, leading to very high standards in tests and examinations.
- Staff are knowledgeable and supportive; they transfer their love of learning to the pupils and help them to achieve very well.
- Pupils have very high levels of determination to succeed, they work hard and co-operate with teachers and each other.
- The ethos for learning is very supportive of pupils' personal development as well as their academic achievement.
- The provision in the sixth form is very good and prepares students well for the next stages of their learning and for employment.
- Accommodation and resources are unsatisfactory in several areas and this restricts the range and quality of experiences.
- The management of cross-curricular provision is unsatisfactory for citizenship and work-related learning.
- Statutory requirements are not met for Information and communication technology (ICT) across the curriculum, citizenship and collective worship.

Improvement since the last report is satisfactory. Issues in the last report have been tackled well and teaching and learning have improved but resources have not kept pace with the needs of the curriculum and the management of cross-curricular issues is unsatisfactory.

STANDARDS ACHIEVED

Main school

Achievement is **very good** in all years. Pupils reach very high standards in the national tests at the end of Year 9 and in GCSE examinations at the end of Year 11. Results are better than those of schools with similar intakes and broadly similar to other grammar schools. Results are particularly high in the core subjects of English, mathematics and science.

Performance compared with:		all schools			similar schools
		2001	2002	2003	2003
Year 11	GCSE/GNVQ examinations	A*	A*	A*	B
Year 13	A/AS level and VCE examinations	A	A	A	

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.

Inspection evidence confirmed these standards. Early in the autumn term pupils were already working at well above average standards and were well on course to reach very high examination results by the end of the year. Again, standards in the core subjects were particularly high; standards in all other subjects were at least above average, except in citizenship where inspectors were unable to make a judgement because pupils' work in this area is not recorded or assessed. Standards in literacy and numeracy are well above average and make a significant contribution to pupils' achievements in other areas. Pupils achieve high standards in ICT and are entered for the short course GCSE examination in Year 10. Pupils with special educational needs achieve as well as other pupils because their needs are well met.

Sixth form

Standards in A-level and AS level examinations are well above average. Inspection evidence confirmed these findings. Overall results are consistently well above average although there is some variation between subjects. Results in English literature are not as high as some other subjects, and reflect the wider range of prior attainment of these students.

The pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Attendance and punctuality are both very good. The pupils' attitudes and their behaviour are also very good, with very low levels of exclusions.

QUALITY OF EDUCATION

The quality of education is good. Key strengths are in the **very good** quality of teaching and learning. The achievements of pupils are enhanced by the very good relationships in the school. The pupils are well supported, and there are good partnerships with other schools and colleges. Partnership with parents is good. The curriculum is good; care and welfare are satisfactory. Accommodation is unsatisfactory and this affects the learning environment.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** and governance is satisfactory. The school is well led at all levels and the governors are well informed about the work of the school. However, the school does not meet fully the statutory requirements for collective worship. The management of cross-curricular provision is unsatisfactory for citizenship, work-related learning and for ICT across the curriculum.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils comment that this is a very good school and they are very pleased with provision. They are positive about the high standards reached in examinations. Pupil questionnaires suggested that there was a high level of bullying in the school. Inspection evidence showed that this was not true.

IMPROVEMENTS NEEDED

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

- Review the level of resourcing to departments in line with the requirements of their development plans and the needs of the curriculum, and ensure that departments have appropriate facilities for ICT so that pupils and students have the full range of technological experiences.
- Review and improve the management of cross-curricular subjects and themes (ICT, citizenship and work-related learning) so that there is clear evidence of entitlement, records of achievement and reporting to parents.
- Continue to seek ways to improve accommodation.

and, to meet statutory requirements

- Seek ways to provide a daily act of collective worship for all pupils and students.

THE SIXTH FORM AT BOURNEMOUTH SCHOOL FOR GIRLS

OVERALL EVALUATION

This is a highly effective sixth form. Provision is very good in academic subjects and for students' personal development. Very good leadership ensures that teaching is very good and students are very well guided and supported. Provision is very cost effective.

The main strengths and weaknesses are:

- Achievement is very good and students reach high standards in examinations.
- Teaching is consistently very good, teachers impart enthusiasm and a love of learning to students; they use assessment rigorously to help students improve their work.
- Students make a good contribution to the overall life of the school; they are good role models and they offer good support to younger pupils.
- Accommodation and resources are unsatisfactory and this impacts on the breadth of experiences available to students.

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 good . Standards are well above average because students are taught well and they have excellent attitudes to their work. Provision in French is very good ; very good teaching helps students to develop independent learning skills.
Mathematics	Provision is very good in mathematics. Teaching and learning are very good and there is a strong work ethic.
Science	Provision is very good in chemistry. Teachers have excellent subject knowledge and work well as a team.
Information and communication technology	Provision is very good in examination courses in ICT. Teachers know their subject well and students are highly motivated to work hard.
Humanities	Provision is very good in geography; learning is enhanced by fieldwork. Provision in history is very good . Students reach very high standards in written work. Provision is very good in psychology. Challenging teaching encourages real intellectual effort and commitment.
Engineering, technology and manufacturing	Provision is very good in design and technology. Teachers have very high expectations and challenge.
Visual and performing arts and media	Provision is very good in art and design; students develop as individual learners to a very high standard. Provision is very good in drama; students have a strong commitment and they benefit from very good teaching.
Hospitality, sports, leisure and	Provision is very good in physical education; very good teaching leads to

travel	very good learning.
Business	Provision is very good in economics and business. Students make very good progress and there is very good achievement.
Health and social care	No provision.
General education	Work was sampled in these areas.

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

The school makes very good provision to guide students in making decisions about their work and the next stage of their education. There are many opportunities provided for students to be involved in decision making and the school responds very well to their views.

LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

The joint arrangements with another school in the area work well, resulting in a greater variety of courses being available to the students of both schools. The head of sixth form provides very good leadership and has high expectations of what the students should be able to do. There are very good systems in place to monitor the work of the sixth form.

STUDENTS' VIEWS OF THE SIXTH FORM

Students regard this as a very good sixth form. They appreciate the teaching quality and the support that they receive from staff. They enjoy the opportunities for extra-curricular and enrichment activities and taking an active part in the development of younger pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Standards are well above average and achievement is very good.

Main strengths and weaknesses

- Pupils achieve very well during their time in school; standards are very high in national tests and examinations.
- Pupils have very strong literacy skills and this helps them to show their knowledge across other subjects.
- Students in the sixth form achieve very well across a wide range of subjects including those they had not studied before entering the sixth form.

Commentary

1. The school tests all pupils as part of the selection procedure; standards are very high and are designed to identify the top 16 per cent of each year group. When pupils enter the school in Year 7 their standards are well above average in the national tests taken at the end of Year 6 in English, mathematics and science. However, more than a quarter of recent year groups have come from the private sector and not all have taken these tests. Standards in other subjects of the curriculum are lower as pupils come with a wide range of experiences, for example in design and technology or geography.

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

Standards in:	School results	National results
English	43.1 (45.5)	33.4 (33.3)
mathematics	46.0 (46.1)	35.4 (34.7)
science	43.0 (43.0)	33.6 (33.3)

There were 160 pupils in the year group. Figures in brackets are for the previous year.

2. In the national tests taken at the end of Year 9 in 2003, results were very high, in the top five per cent nationally, overall and for each of English, mathematics and science. Results have been consistently very high since 2000. When compared with the results of other schools with similar prior attainment, results were above average overall but there were considerable differences between the three subjects; they were well above average in English, above average in science and broadly average in mathematics. When results are compared to those of other grammar schools in similar contexts, based on known eligibility for free school meals, pupils did better than average overall with English and science being noticeably stronger than mathematics. These high standards were maintained in 2004, but national figures are not yet available for comparison.

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	98 (98)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	100 (99)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	100 (99)	96 (96)
Average point score per pupil (best eight subjects)	53.1 (53.8)	34.7 (34.8)

There were 166 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

3. In the GCSE examinations taken at the end of Year 11, results in 2003 were very high, in the top five per cent nationally. When compared with schools with similar intake profiles, results were above average for the proportion achieving grades A*-C and the average point score achieved. The proportion achieving five or more pass grades was very high, in the top five per cent nationally. When results are compared with other grammar schools in similar contexts, based on eligibility for free school meals, results are broadly average. Results have been consistently very high since 2000 and 2004 results confirmed this trend. As a selective school the statutory targets for GCSE are set at 100 per cent. The school has not reached this figure in 2003 or 2004; one sick pupil is all that is needed to prevent the target being reached. When patterns of individuals' results in 2003 are examined, pupils did better in design and technology, history and mathematics than in their other subjects. They did relatively less well in drama, English, French and geography.
4. Standards seen during the inspection were very high by the end of Year 9 and Year 11 in the core subjects of English, mathematics and science. In other subjects, standards are above average in Year 9 in geography, art and design, music, physical education and citizenship and well above average in design and technology, ICT, history, French and religious education. Standards are maintained at this level by the end of Year 11, except in design and technology and ICT where standards are very high.
5. Achievement is very good in the main school in response to very good teaching and a curriculum that meets pupils' needs. Inspection evidence showed clear and rapid improvement in standards as pupils progressed through the different year groups. They maintain the high standards they had on entry in core subjects; they make rapid progress in reaching well above average standards in subjects new to them on entry to the school or when making choices for examination subjects in Years 10 and 11. However, inspectors were unable to make a judgement on achievement in citizenship because pupils' work is not recorded or assessed.
6. Standards in literacy and numeracy are well above average and are a key feature in how pupils are able to demonstrate their knowledge in tests and examinations. Reading and writing are used very effectively as part of the learning process, for example in analysis of texts or note taking. Numeracy skills are high in mathematics and used well in other areas of the curriculum. Standards in ICT are very high by the end of Year 10, when pupils are entered for a short course GCSE examination. However, they do not continue a taught course in Year 11 and have few opportunities to use or consolidate this across the curriculum.

7. Pupils identified as having some form of special educational need achieve at a standard similar to that of other pupils, gaining the expected number and quality of examination grades. Records on file and examination results indicate that the school is generally very successful in its efforts to include all pupils and students by helping them overcome significant barriers to their learning. The school has just started to identify pupils of the highest abilities (the gifted) and those with specific skills in one or more areas (the talented). However as yet there is no record of their achievements compared with other groups in the school.

Sixth form

8. In the A-level and AS-level examinations taken in 2003, results were well above national figures. Results have been consistently high over the last three years but in 2003 there was a slight drop in the proportion of students gaining the higher grades A and B. Students did relatively better in sociology than in their other subjects and less well in English literature, which has a much wider range of students, some of them new to the school. Results in 2004 improved on these figures.

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	96.5 (98.1)	89.4 (92.6)
Percentage of entries gaining A-B grades	57.2 (60.0)	32.6 (35.3)
Average point score per pupil	335.0 (332.1)	258.2 (263.3)

There were 116 pupils in the year group. Figures in brackets are for the previous year

9. Standards seen during the inspection were well above average overall and for all the subjects inspected in detail, except for geography, where standards were above average. Achievement is very good in response to very good teaching and a wide range of subjects to meet students' interests and learning needs. Literacy and numeracy skills are high. Standards in ICT across the curriculum were average; there are limited resources and students have few opportunities to extend their skills.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are both very good. The pupils' attitudes and their behaviour are also very good, with very low levels of exclusions. Pupils' spiritual, moral, social and cultural development is very good. These aspects have improved since the previous inspection and contribute very significantly towards the success of the pupils' learning.

Main strengths and weaknesses

- Pupils attend regularly and are prompt to lessons to make best use of the time available.
- Pupils have very positive attitudes to all that they do; there are high levels of determination to succeed.
- Pupils' behaviour is often exemplary in lessons and around the school.
- Pupils are not well informed about the different cultures and lifestyles in multi-cultural Britain.

Commentary

Main school

10. The school has takes very good action to promote attendance, which is well above the national average. Parents and carers are very keen to ensure punctuality and most lessons now commence promptly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.1
National data	7.2	National data	1.1

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

11. The pupils are highly self-motivated in whatever they are doing, whether in class or recreationally. This was evident in a social education lesson in Year 9, discussing sexual harassment with some very well thought out arguments. The school sets high expectations and stimulates a desire to learn and almost invariably obtains these aims. Willingness to be enterprising and take responsibility is also paramount. The lower and upper school councils are democratically elected and meet every two weeks. The positions of prefects and form and sports captains are eagerly sought after and their functions very conscientiously carried out.
12. It is clear that relationships between the girls themselves and with staff are very good. The school has very efficient routines to establish good relationships and racial harmony.
13. Although, from returned pupils' questionnaires, bullying was said to be quite high at the school, observation and enquiry have shown that this is not the case. Most girls admit to teasing but little more. The girls receive sufficient input during social education lessons and at assemblies to be given confidence to report any potential incidents. In addition the staff are quite expert at recognising and dealing with any situations.
14. The school also sets very high standards for behaviour. In lessons, at lesson changeover, lunch and break times behaviour is very good. The girls know the behaviour policy well and are aware of its realistic awards and sanctions. Where teaching is very stimulating and content very interesting, behaviour is sometimes excellent, but occasionally, where the opposite occurs, it can fall lower. The girls are proud of their school and during the inspection, very little graffiti, litter or vandalism were witnessed. The school has had only three temporary exclusions in the previous twelve months.

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	1050	3	0
White – Irish	3	0	0
White – any other White background	29	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	11	0	0
Mixed – any other mixed background	9	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	1	0	0
Chinese	11	0	0
Any other ethnic group	12	0	0
No ethnic group recorded	5	0	0

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

Spiritual, moral, social and cultural development

15. Provision for spiritual, moral, social and cultural development is very good. There has been good improvement since the previous inspection when the lack of spiritual education was a key issue. This is because governors and senior management responded positively to the criticism. All staff undertook training and departments are required to annually audit their spiritual, moral, social and cultural education. Good practice has been extended as a result of this thrust. All but two departments provide good opportunities for reflection and personal responses beyond the mundane. Assemblies, in which pupils frequently play an active role, enable the girls to empathise about the human condition, encouraged by words and music. Religious education, which is studied by all pupils weekly, plays a significant role in spiritual development, not just through the content matter but also through experiences such as stilling exercises and planned opportunities to reflect, aided by background music to enhance emotional responses.
16. The school provides a very good range of opportunities for the pupils' social development. Girls show commendable involvement in the life of the school through specific activities such as being a prefect, attending school councils and taking responsibility for raising money for charities. There are very good opportunities for social development in many subjects, especially English, religious education, physical education, theatre studies and art. Many of these experiences link with pupils' development of a sense of right and wrong and moral education is very good. A pervading school ethos of personal responsibility underpins the highly effective work undertaken by the religious education department and other subjects such as English and history. Senior management and all staff have very high expectations for moral development and pupils respond accordingly. Pupils' cultural development is good in the sense of exposure to theatrical, literary and artistic experiences, including wider world art and music. There are some links with the local community and the school is developing strategies so that pupils understand the life and contribution of a range of ethnic groups.

Sixth form

17. The attendance and punctuality of students are very good. The students are extremely keen to work in class or outside in the community, for example at one of many business interviews or conferences they attend. These very positive attitudes support their achievements very well.
18. The behaviour of students in whatever context is rarely less than very good and occasionally excellent. There have been no exclusions in the previous twelve months. The students enjoy taking responsibility such as working with primary school children in a deprived area, or participating in a tutorial with lower school girls or caringly mentoring the problems of younger pupils. There is no indication of bullying, racism or any other form of harassment in the sixth form and the students share common child protection routines with the rest of the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are very good; the curriculum and assessment arrangements are good. Care and guidance are good and the school has developed good links with other schools and with the community.

Teaching and learning

Teaching and learning are very good at all levels. Assessment is good overall; it is very good in the sixth form.

Main strengths and weaknesses

- Teachers have very good subject knowledge and enthusiasm for learning.
- Pupils and students are very well prepared for tests and examinations.
- Teaching is consistently very good across most subjects.
- Occasionally teaching is too teacher-directed and pupils do not have the opportunities to discuss, hypothesise and explore.

Commentary

Summary of teaching observed during the inspection in 174 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (4%)	92 (54%)	62 (35%)	13 (7%)	0	0	0

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

19. Inspection evidence showed that teaching and learning were very good or excellent in more than half of the lessons seen and good in a further 35 per cent. There was no difference in teaching between the different year groups in the school. Teaching was good in science, geography, physical education and citizenship, and very good in all other subjects inspected. Inspectors did not see any unsatisfactory teaching but in a few lessons teachers tended to dominate the lesson and pupils were not given many opportunities to question, challenge or compare. In English, although teaching was very good overall, teaching seen ranged from satisfactory to very good.
20. Pupils respond well to this very good teaching and their learning is further enhanced by their very positive attitudes to school and the tasks they are set. They listen carefully, are eager to contribute and they complete work at a very good rate. They work very well together in group activities.
21. In the best lessons, teachers use resources well to demonstrate techniques and there is a good range of probing questions. Different learning styles are encouraged including group and paired work and independent learning. Extension exercises challenge the more able. Teaching in French is consistently very good and teachers are rigorous in their use of French for instruction and routine classroom requests, which leads to high standards of listening comprehension. All teachers know their subjects very well, and the requirements of examination boards, and they use this knowledge very well in planning revision programmes and preparing pupils for examinations.

22. The school does not have a planned programme to promote literacy across the curriculum. However, literacy skills are very well taught in English and some departments, for example the humanities subjects and modern foreign languages, make a valuable contribution to improving standards. Similarly, pupils are taught numerical skills very well in mathematics and this is well supported and used in other areas of the curriculum, notably science, geography, design and technology, physical education and art. Teaching and learning using ICT skills across the curriculum are well planned but very restricted in practice because of a shortage of resources. There is good practice in mathematics, geography and physical education but it is unsatisfactory elsewhere.
23. Pupils who experience behavioural, attendance and emotional barriers to their learning are well known to all staff, who generally do their best to adapt their teaching methods and resources, or support the Learning Centre (see paragraph 30) staff in focal subject areas. Such pupils are encouraged to reach their potential as far as is possible, including them in all school activities, and giving them ample opportunity to achieve well.
24. Assessment procedures are good. Since the time of the previous inspection the school has introduced systems that enable individual pupils to be tracked periodically through the year. The systems adopted are both sensible and effective in that they identify pupils who are doing particularly well, as well as those who are underachieving. There are effective follow-up procedures involving the pupils in self-review. Parental involvement in these procedures is good. The student self-assessment sheets are a useful starting point to discuss pupils' attitudes and progress.
25. On a day-to-day basis teachers use assessment well to plan for the next stage of learning. The strengths and weaknesses of individual pupils are known and planning is often adjusted to take account of what was learned in the previous lesson. Therefore both the thoroughness and constructiveness of assessment are good and the information is used well to respond to pupils' needs. Pupils get frequent feedback of how well they are doing through the work set, tests and more formal examinations. As a result of this many pupils have a general view as to how well they are doing and many older pupils are clear about target grades for GCSE. However, their knowledge about what they need to do specifically to improve is less well developed; although this area overall is satisfactory, it is not consistent through the school. Some departments such as history, design technology, psychology and English have this well established through marking and oral feedback. Pupil self-evaluation is very well established in art and design and music. In other departments such as mathematics and science the marking of work is sometimes cursory or work is given back with too little explanation. Assessment is weak in physical education and it has yet to be developed in citizenship.

Sixth form

26. Teaching in the sixth form is very good. Inspectors judged teaching to be very good in all the subjects inspected in detail except English and science, where it was good. Teaching in the sixth form is often undertaken on a seminar basis, with students preparing work then using time in class to debate, challenge and extend their learning. These strategies are very successful in helping to develop independent learning skills.
27. Students are given very good feedback about the quality of their work on a day-to-day basis. They are very clear about their own individual strengths and weaknesses and have well-developed self-assessment strategies. The quality of discussion and support from teachers ensures that assessment is a very strong feature supporting their learning. The very good leadership in the sixth form monitors teaching and learning very well.

The curriculum

The curriculum is good in the main school and very good in the sixth form; subjects are well chosen to meet the needs of pupils and students and promote progression. There are good opportunities for pupils and students to extend their learning through extra-curricular and enrichment activities. Accommodation and resources are unsatisfactory.

Main strengths and weaknesses

- The main school curriculum is broad and balanced with suitable choice and flexibility for older pupils.
- The inadequate accommodation hinders further development of the curriculum and limits the range of teaching styles.
- Inadequate resources, especially in ICT, limit opportunities for pupils in a number of areas.
- The sixth form curriculum is very well matched to students' aspirations and collaboration with a neighbouring school widens the range of available options.
- The school provides a good range and quality of activities to support pupils' learning outside the school day.

Commentary

Main school

28. The curriculum for pupils in Years 7 to 9 is broad and balanced and covers all National Curriculum requirements. All pupils study both French and German in Years 8 and 9. The time allocations for ICT in Year 8 and personal and social education in all years are too low to cover all aspects of the programme. In Years 10 and 11 the majority of pupils take 10 full GCSEs including design and technology, a modern language and a short course in ICT. However, suitable modifications are made to this programme to suit the needs of individual pupils who wish to take particular combinations of subjects, or for whom a smaller number of GCSE subjects would be more appropriate.
29. There is a good programme of careers education, which is enhanced by visitors from local industry. This programme is supported by a small, well-stocked library and also by suitable software that is accessible to all pupils on the school network. Elements of the citizenship curriculum are taught across different subject areas. Provision is unsatisfactory; although there is some good teaching, not all pupils experience all the required elements and the programme lacks effective co-ordination so that achievement is not recorded nor reported.
30. The school provides very well for the very small number of pupils and students who have special educational needs (SEN). It offers a well co-ordinated provision that enables all staff to understand individual needs and respond to them in positive, supportive ways. Pupils with special medical needs are very well cared for. Their specific needs are served with support from external agencies, such as the hearing support service, as well as through the sensitive understanding of school staff. The Learning Centre is used to support those pupils who need temporary respite from their usual routines or whose disaffection is affecting their attendance at school. The inclusion co-ordinator is responsible for the day-to-day management of the Learning Centre, with the knowledgeable and capable support of the experienced teaching assistant (TA). Between them they offer a high standard of care to the very few pupils who are experiencing significant barriers to their learning, including those whose behaviour and attendance is affecting their progress. Subject departments work with the Learning Centre in preparing lesson material relating to lessons that are being missed through withdrawal. There are well-advanced plans for the psychological service to use the centre for individual and small group counselling where there is a planned need. The school employs a home tutor to work with pupils who have been absent through illness, or who need extra time for study. There is a small number of pupils for whom English is not the home language. The school provides informal support to help them develop a greater understanding of nuance and implication.
31. The school provides a good range and quality of activities to support pupils' learning outside the school day and the overall participation rate is good. Provision is very good for sport and good for the arts. Pupils are successful in a wide range of sporting activities; sometimes at national level. Significant numbers of pupils are involved in concerts and productions. Pupils also participate in a range of educational visits; annual modern languages and English departments' residential visits to Germany and the ski trip to the USA are particularly well supported. Homework clubs and revision sessions offer pupils good opportunities to reinforce their learning. The curriculum is

enhanced by field trips and visits to art galleries, exhibitions, theatres and museums. Opportunities for enrichment in science, on the other hand, are not as good as might be expected. Visitors, including outside agencies, make valuable contributions to pupils' learning. Pupils in all years are very supportive of national and local charities.

32. The quality of accommodation is unsatisfactory. Although there are strengths in mathematics and modern languages, there are some significant shortcomings that make the overall situation inadequate. For example, in physical education there is inadequate indoor space and changing room facilities are cramped. As a result, it is not possible to offer pupils GCSE physical education or dance. In music, there are insufficient practice rooms. Overall, there is a shortage of specialist rooms which means that some staff have to teach in any available room, making it hard to maintain high standards. During public examination and test periods teaching groups are excluded from some specialist rooms for an extended length of time.
33. Inadequate provision in music, art and design and drama was identified in the last inspection, but has not been significantly improved. Some rooms are below average size and so there is not enough room for specialist resources. Departmental storage space is extremely limited, for example for theatre props and pupils' practical art and design work. Some areas are in need of refurbishment including science rooms and the library, which is now cramped. Wheelchair access for pupils with disabilities remains unsatisfactory. The 'temporary' huts are in a poor structural state, constitute a risk to health and safety and do not reflect the high expectations demanded of pupils. Their size and condition, coupled with the absence of resources, limit teaching styles in English. School staff work hard in trying to maintain the fabric of the school but some areas are beyond repair. Current plans for further major improvement to accommodation are dependent upon the school's submission for achieving specialist school status being successful.
34. The shortage of resources in many subject areas, especially computers, is having an impact on the range and breadth of the curriculum. Departmental reviews and inspection evidence confirm that a lack of resources is a barrier for learning in design and technology, modern foreign languages, religious studies, history, science, and art and design. The number of computers in the school is well below the national average and includes equipment that is effectively obsolete and becoming uneconomical to maintain. In science some textbooks are in a poor condition and there are not enough up-to-date computers to develop teaching and learning. The digital balances are also old and in need of replacement. In design and technology, pupils watch demonstrations of computer-aided design and manufacturing technology, but are unable to do any practical work themselves because there are no facilities. In music, although suitable software is available, pupils are not able to use it because of the lack of computers. There is, however, good provision of learning resources in mathematics because of a recent increase in spending.
35. The library is well resourced and well used, and computers have Internet access to support independent learning. There is a good selection of books for most subject areas together with a very good selection of periodicals and newspapers. Although the library includes a selection of audio tapes and videos, a more up-to-date selection including CD ROMs and DVDs is not available.

Sixth form

36. In the sixth form students can choose from 29 different A-level courses. This curriculum offer is very well matched to students' interests and aspirations and some recent additions such as psychology have proved very popular. Collaboration with a neighbouring school has enabled Spanish and electronics to be offered and has also helped to maintain the music A-level. In addition, the way in which the two schools' timetables are constructed helps to widen the options available to students. There is a

good programme of guidance for students, which considers the full range of options for school leavers, and includes expert advice on higher education.

37. Overall, a good range of enrichment opportunities is built into the formal sixth form curriculum. Students participate in community work, for example in local primary schools and voluntary organisations. There are also opportunities to take part in sport and work experience. All these areas provide good opportunities for students' personal and social development. Provision is strong in sport and many students compete successfully at area, county and sometimes national levels. Music and drama activities are popular and provide opportunities for students to refine performance skills. The curriculum is enhanced by field trips, visits to art galleries, museums and theatres and the contribution from visitors, including outside agencies. Students are given an insight into university life through higher education days and visits to university campuses.
38. Although there are many strengths to the sixth form curriculum, a lack of resources does nevertheless limit further development in some subjects. For example, in drama and theatre studies, it is impossible to offer the technical options within the subject, although the students would like to have this option. A lack of ICT resources in art and design is the only obstacle to more rapid development of digital imaging and manipulation.
39. The quality of accommodation overall is satisfactory but with some inadequate aspects. For example, there is insufficient specialist provision in design and technology, music, art and design and drama. Business studies students have to vacate rooms during school examinations for a lengthy period of time. There are insufficient numbers of form rooms and the student social area is small and does not cater for a growing population. The student study area is limited to the library, which is cramped and requires refurbishing. These features are an impediment to further improvement in standards in the sixth form.

Care, guidance and support

The pupils' care, welfare and safety are satisfactory. The school's involvement of its pupils through seeking, valuing and acting on their views is satisfactory. The provision of support, advice and guidance that the school offers its pupils, based on monitoring, is good.

Main strengths and weaknesses

- The school provides very good impartial guidance on further study or career opportunities.
- The induction arrangements for pupils are very good.
- There are strong procedures for pupils' care, including child protection arrangements.
- The poor state of the teaching huts and certain aspects of poor paving stones and flooded areas are a weakness within the health and safety of the school.

Commentary

Main school

40. Procedures for child protection are good. There are trained personnel who have ensured that all staff are up-to-date with relevant procedures. There is a written policy and guidance and liaison with relevant external agencies.

41. The school's named health and safety person liaises well with the governors' premises committee and ensures that risk assessments are raised for every eventuality. However, currently, very old and dilapidated huts are still used for teaching. These are very vulnerable to adverse weather and are almost impossible to keep clean and renovated; they form a possible safety hazard to pupils and staff. All fire fighting, portable electrical and physical educational equipment is regularly checked. Emergency exercises are held every term and escape routes accessible and clearly marked. Accident and medicine administration procedures are caring and efficient. There are several first aid personnel. The school uses a wide range of external support services including counselling. The pupils prefer this outside facility, although those spoken to did say that they take problems to their tutors, head of year or the headteacher.
42. The very good caring and efficient induction that the school provides from primary education allows pupils to join the school with confidence. This was confirmed when speaking with a group of Year 7 pupils from a very wide range of schools. They stressed that earlier visits and meeting teachers and older pupils meant that they felt very familiar with the school when they started.
43. Careers information, and help with moving on to the sixth form and possible higher education, is clear, constructive and very helpful and the staff work very hard in this aspect. When spoken to, many older pupils agreed with this hypothesis although it received a somewhat negative answer on the pupils' questionnaire.
44. The school involves its pupils satisfactorily through seeking, valuing and acting upon their views. As a result, pupil and student working parties and the school councils, with help from parent governors, have recently solicited views to influence the implementation of Healthy Eating. They have also been involved in the new Code of Conduct and discussed awards and sanctions.

Sixth form

45. From observation and talking to Year 12 and 13 students, it is clear that they feel they have very good academic and personal support throughout their stay in the sixth form and this promotes their achievements. They also feel that they are treated as adults. Various institutions, such as the Red Cross, Samaritans, and a local help charity and the school nurse come into school and talk confidentially with students who feel reluctant to share problems with members of staff.
46. The school provides very good impartial guidance on further study or career opportunities. Students become fully involved in community service such as that seen at a local primary school and one half day's work experience over a term. Various speakers from universities, local careers advisers and business lecturers are invited in and visits out, to, for example, Bournemouth University are arranged. Experienced and very well informed members of staff give advice and guidance on the requirements for university entrance.
47. The students' views are very well aired through their school council and they have recently been involved in designing their own common room. Their views are also solicited through the debating society.

Partnership with parents, other schools and the community

The school has good links with its parents and other schools and colleges. Links with the community are satisfactory. These standards have been maintained since the previous inspection and contribute well towards the success of the pupils' learning.

Main strengths and weaknesses

- Parents are very positive about the school and the standard of education provided.
- Shared teaching arrangements in the sixth form are very well managed.

Commentary

48. Parents believe that Bournemouth School for Girls is a very good school. The school provides its parents with good information. The present governors' report and the prospectus contain all required statutory information. Academic reports are now very informative to parents. They are clear to understand, say what a pupil can do and give clear and relevant targets for improvements. However, they still do not comply with statutory requirements in that they do not comment specifically on the teaching of citizenship. Parents are also offered an informative half-termly newsletter, a website, policies on homework and behaviour and various educational 'meet the teacher' and other consultation evenings. Staff are easy to contact, and the headteacher has an open door policy with a morning 'surgery'. There are very few parents for whom English is an additional language. However, the school is well aware of any potential communication problems.
49. Parental views are consulted and acted upon frequently and this is good. As a result parents have had their say in a uniform review, amendments to homework and behaviour policies and a change of student review days. The school also has good, democratic procedures to ensure parental satisfaction and deal with any complaints.
50. Parents are keen to help in school and at home and several help in the library or on visits out of school. In addition some ethnic minority parents have talked to the pupils on their way of life. Parents like the homework diaries, are good at signing them and, in many cases, provide the backup for successful projects and topics.
51. There are good links with other schools and colleges. There are developing links with primary, special and secondary schools, as part of the bid for specialist school status. Both pupils and parents appreciate open evenings for Year 11, arranged with other local schools.
52. The school has a satisfactory range of links with community groups, for example links with local faith groups. Business and industry help with work experience placements and have supported school shows. Charities are approached independently by groups of pupils whilst the police come in and talk about drug misuse and personal safety.

Sixth form

53. The students have very good links with the community. Community service benefits local schools and enhances the learning of students towards life and the way that children learn. In addition it introduces the children to the students and a different perspective on life. From observation, it is clearly a highly regarded asset to the community. Students participate in regular work experience opportunities over a wide range of local firms and activities.
54. The very successful links with other schools and colleges are many, ranging from the neighbouring school with which there is very productive shared provision within lessons, to the various colleges and universities to which many students aspire. The mechanisms for transfer of students to higher education or into a career are caring and efficient and are expertly intertwined within the school's very good further study and careers advice.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. Governance is satisfactory. Statutory requirements are not met for ICT across the curriculum, citizenship and collective worship. Accommodation and resources are unsatisfactory and this is a barrier to extending the range of provision in some subjects.

Main strengths and weaknesses

- The headteacher provides good leadership, a clear vision and he has built a strong leadership team, committed to the continuing success of the school.
- There is very good leadership by most subject department heads.
- The leadership and management of the sixth form are very good.
- In seeking to provide additional accommodation, managers are using funds from the revenue budget, which is affecting the quality of resources available for teaching and learning.
- The school does not provide a daily act of collective worship for all pupils, as it should.

Commentary

55. The recently appointed headteacher has moved quickly to build a strong senior leadership team. The headteacher provides good leadership through his clear vision for the school and he has consulted at all levels on his aspirations for its future development. Senior managers support his vision for the school and they recognise the need to work towards an open democratic ethos in which staff, pupils and parents are valued for the contribution they can make to the school community. There are good procedures for self-evaluation; managers makes very good use of available evidence on performance at whole-school and departmental level.
56. Most departments are led very well, with subject leaders inspiring and motivating their teams to raise standards. Firm and effective management is the norm with good procedures in place to monitor performance and promote high standards. However, management of provision that depends on contributions from several departments, such as citizenship or work-related learning, does not have the robust strategies needed to ensure that all pupils receive their entitlement and that their achievements

in these areas are monitored and reported. Curriculum leaders are committed to continuous improvement but developments in teaching and learning are restricted by a lack of resources. This is particularly noticeable in the unsatisfactory resourcing for ICT across the school, and opportunities are missed to give pupils and students experience of the full range of technological learning. There is a strong commitment to inclusion that is led by the special educational needs co-ordinator (SENCo), who is a member of the senior leadership team. Whilst the school very effectively includes pupils and students who experience emotional, behavioural and educational barriers to learning, it has yet to effectively identify and appropriately challenge those who are gifted and talented.

57. Governance is satisfactory. The governing body is appropriately constituted, meets regularly and considers the full range of its responsibilities. Governors are fully involved in the school development plan, the annual priorities and in the recent bid for specialist school status. The curriculum committee reviews school performance through test and examination results and departmental reviews. Through this group governors have a satisfactory overview of the key strengths and weaknesses of the school and they provide challenge by questioning published data and school actions for improvement.
58. Governors have approved a wide range of policies, including those promoting racial equality and ensuring access for all. However, they have not ensured that the school meets all statutory requirements in the curriculum and in collective worship. The governors report that accommodation restrictions prevent the school providing a daily act of collective worship for all pupils. This is a serious omission, but inspectors found that this did not have a detrimental effect on pupils' personal development or achievement. All pupils attend collective worship at least twice weekly, they follow a course in religious education where their standards are well above average and their personal development and relationships are very good. Provision for ICT across the curriculum is restricted by the lack of resources. The management of citizenship is a weakness and provision is not monitored effectively to ensure requirements are met.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	3,803,817	Balance from previous year	-56,640
Total expenditure	3,663,741	Balance carried forward to the next	83,436
Expenditure per pupil	3,213		

59. Governors have ensured that there are strong financial controls but there are weaknesses in the current financial plans. The school has transferred revenue funds for several years to capital development funds to help provide additional and improved accommodation. The impact of this, however, is that expenditure on learning resources has been well below national figures for two years and is planned to be so for an additional three. This policy is not helping to promote the best possible learning experiences across the curriculum. Departmental reviews, and inspection evidence, identify some weakness in learning resources, particularly for ICT.

60. The school has good performance management systems in place that reach down to departments through the line management structure. The school has recently re-commenced initial teacher training and senior staff offer very good tutorial support to trainee teachers, working closely with university staff. Newly qualified staff and those new to the school are given a good induction programme that enables them to settle quickly to the demands of this high performing school. There are good training opportunities for all teaching and support staff to enable them to continue their professional development.

Sixth form

61. The sixth form benefits from very good leadership. The head of sixth form, with heads of department and other staff, provides a clear vision for very high standards and students' personal development. Management strategies are particularly effective in the sixth form, where performance data is rigorously analysed and the leadership of the curriculum and teaching is very good.

WORK-RELATED LEARNING (WRL)

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

Main strengths and weaknesses

- Skills for employability are well taught throughout the school.
- There are good opportunities for careers education.
- Some pupils are actively involved in WRL activities through extra-curricular activities.
- Examples and case studies from the world of work are not used regularly in teaching and learning.
- Management of provision is unsatisfactory and there is no assessment and recording of achievement.

Commentary

62. The school does not have any specific vocational courses but it provides good opportunities for pupils to learn about careers, work opportunities and the world of work through the personal development programme and work experience. There is a structured programme that enables pupils to prepare and participate in work experience and to reflect on this on their return. Work experience is used as a context for learning in other subjects, for example in English. There is very good provision for careers education and guidance including personal interviews and research facilities. Statutory requirements are met.
63. Pupils are encouraged to learn about the wider community, including the world of work, through the active citizenship programme and voluntary activities. There are opportunities for pupils to be involved in local and national competitions involving commercial organisations.

64. The use of business contexts for learning is not well developed across the school. Some departments, for example design and technology, have good links with commercial enterprises and use this information in planning work so that there is a 'real life' context. The English department uses letters of application and CVs as the context for developing presentation skills. Overall, the work-related context for learning is underdeveloped.
65. Skills for employability are well taught across the curriculum. Pupils have very well developed literacy and numeracy skills. They can present an argument skilfully and take part in debates with confidence. They have very good teamwork skills and they co-operate very well in group activities.
66. The management of work-related learning is unsatisfactory. Despite satisfactory provision across several areas, there is insufficient monitoring of provision to ensure that all pupils have an appropriate experience. There is no evaluation of progress or assessment of achievement.

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 and French were focus subjects and work was sampled in German and Spanish.

67. Results in the 2003 GCSE examinations in **German** were well above average; there was a similar picture in 2004 but with slightly fewer achieving the very highest grades. A Year 11 lesson was very effective owing to the lively pace, coupled with carefully planned opportunities for pupils to work in pairs and speak at some length. In lessons seen in Year 9, although standards were above average, progress was at times held back by some lack of concentration.
68. **Spanish** has recently been introduced into the school and is taught as an accelerated GCSE course over two years. Provisional results for 2004 show that all pupils passed the examination with no grade lower than a B and a high proportion of A grades. This is a very good achievement. One lesson was sampled during the inspection. The quality of teaching was very good because the lesson was conducted almost entirely in Spanish and because pupils had good opportunities to practise speaking themselves. Standards of pronunciation and confidence were good.

English

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and standards are very high by Years 9 and 11.
- Curriculum leadership is very good and there is a clear focus on assessment to promote learning.
- The majority of pupils are very keen and hard working.
- There is not enough opportunity to use computers in the classroom and accommodation is unsatisfactory.

Commentary

69. Standards of pupils joining the school are very high in English. In the national tests for pupils in Year 9 in 2003 and 2004 standards were equally high. Pupils in the current Year 9 are well on course to reach similar standards. All pupils are entered for language and literature GCSE examinations. In 2003 standards were very high when compared with national performance and average in comparison with similar schools. Standards in 2004 and in the present Year 11 are similar. The number of pupils reaching the highest grades is lower than other subjects. Pupils are prepared for both English language and English literature examinations without any extra time and they are not set by ability. The department has had some staff changes and there are

resource and accommodation issues that affect learning. Although attitudes overall are very good, individual pupils are reluctant to complete course work and other tasks.

70. Pupils in Years 7 to 11, including those with special needs and individuals who are using English as a second language, are achieving very well because teaching and learning are very good. Challenging lessons provide a range of activities that engage higher attaining pupils while supporting those who are less secure by providing a clear focus on basic skills. However some lessons do not have clear objectives that are shared with pupils. When learning is not reviewed at the end of the lesson, valuable opportunities for assessment of understanding and the provision of extra challenges are lost. In some lessons learning is affected by the unsatisfactory or poor quality of the rooms allocated to the department, which provide a dismal learning environment.
71. Pupils are usually highly articulate and they enjoy discussion and are able to communicate exceptionally well. In Years 9 and 11 standards in speaking and listening skills are very high. There are very good opportunities for the development of these skills in drama, discussion and role-play. Individuals contribute with confidence in assembly, lessons and debates. In a minority of lessons in Year 9 pupils fail to listen attentively and some do not choose to contribute when the learning styles used do not engage their interest. However, they made very good gains in learning about sonnets because of the highly effective use of drama. Pupils in Year 11 make their views clear and are confident and creative in their use of language.
72. Reading and comprehension skills are developed well and standards are unusually high by Year 9. This performance is sustained and the majority of pupils have the skills required to reach the highest grades at GCSE. Wide reading is encouraged and all pupils in Years 7 to 9 are expected to write detailed book reviews. Pupils in Year 7 are given an induction to the library and they are encouraged to use it frequently because of the quality and range of available books.
73. Writing is often of the highest standard by Year 9. In Years 7 to 9 the highest attaining pupils write exceptionally well, and their work is fluent, varied and interesting. Average work shows some errors in basic punctuation and spelling but is usually thoughtful and well presented. In Years 10 and 11 work is based on a very good knowledge and understanding of the examination texts. Understanding of Shakespeare is particularly strong because of opportunities to attend productions and workshops at a local theatre. There is imaginative, sensitive and creative writing in all year groups and all pupils are able to write in a variety of ways to suit their audience and purpose. Pupils particularly enjoy studying advertising and the media in Years 8 and 10. Homework tasks are used very effectively to develop skills in writing and research. Use of computers is limited by lack of resources in the classroom.
74. Teaching and learning are very good overall in Years 7 to 11, although in the lessons observed they ranged from satisfactory to very good. Teaching often has excellent features, particularly when the focus is on independent learning and group work. Teachers use their very good subject knowledge to inspire their pupils and to encourage a real love of literature. Assessment procedures are very good and available information is used very well. The development of individual and group assessment has helped pupils to understand how they can improve.

75. The head of department provides very good leadership and has a clear view of the strengths of the department and the ways in which it can develop. Management is good and effective teamwork is a feature of this successful department. Improvement since the previous inspection has been good because of the focus on assessment.

Language and literacy across the curriculum

76. Literacy skills across the school are very good. Some departments, notably art and design, the humanities and modern foreign languages, are making a valuable contribution to improving standards. There is, however, limited opportunity for extended writing in science and citizenship. The English department supports careers and work-related learning skills by promoting the writing of diaries, letters and reviews related to work experience. The library plays a key role by providing an excellent range of books, periodicals and a high level of support for pupils. Some subjects display key vocabulary and teachers have been informed about the literacy and Key Stage 3 strategies. The school does not have a literacy policy or literacy coordinator and the potential for the development of literacy across the curriculum has not been fully realized despite the high standards in English skills overall.

French

Provision in French is **very good**.

Main strengths and weaknesses

- Achievement is very good and results in GCSE examinations are very high.
- The quality of teaching is very good.
- Pupils behave well and work hard.
- Pupils do not have sufficient access to computers.

Commentary

77. All pupils study French in Years 7 to 9 and reach high standards, which is a very good achievement. The very high proportion of pupils reaching the highest grades also represents very good achievement.
78. Results in the 2003 GCSE examinations were very high, with 63 per cent of pupils achieving either A* or A grades and 95 per cent achieving A* - C grades. Provisional results for 2004 show further improvements on these figures. The overall marks of three pupils were in the examination board's top five results at a national level, which is an excellent achievement.
79. Standards seen during the inspection were well above average in Year 9 and Year 11, and thorough preparation leads pupils to achieve very highly in examinations. Younger pupils cover a suitable mixture of topic vocabulary and grammar at a good pace. Tenses are introduced quite quickly; for example, Year 8 learn the perfect tense of regular verbs with both avoir and être.

80. By Year 9 pupils are able to write and speak at some length about daily routines and holidays using a range of tenses. Older pupils are expected to deal with more demanding topics such as religious festivals in other cultures. Their knowledge of tenses covers a wider range of regular and irregular verbs and pupils participate in discussion on details of grammar such as verb agreements. Written work closely meets the requirements of the examination and is frequently very accurate with a good range of appropriate vocabulary.
81. The quality of teaching and learning is very good at all levels. Teachers are expert speakers of French and use the language almost exclusively in the classroom. Pupils therefore hear French all the time and are also expected to do their best to use the language for routine requests as well for answering questions. This policy leads to very high standards in listening comprehension. Lessons are conducted at a lively pace and because of the variety of activity, pupils are never bored. There are frequent opportunities for pupils to practise speaking in pairs and mini-whiteboards are often used and help give teachers immediate feedback on pupils' learning. Regular oral tests help make sure that pupils consolidate their learning across a number of topic areas. Older pupils receive very good guidance and support materials to help them prepare for GCSE examinations. They also have worthwhile opportunities to work independently on grammar and listening tasks. Pupils do not, however, have adequate access to computers, for example to find out more about France through the Internet. Pupils behave very well and respond positively to the high expectations of teachers. They are attentive to explanations and participate willingly in pairwork. Keeping a separate vocabulary and grammar book helps to foster a sense of personal responsibility for learning.
82. The leadership and management of the department are very good. This is to a large extent achieved by a team approach that is reflected in the high degree of consistency in teaching style. Analysis of examination results is thorough and there is a clear focus on maintaining and improving high standards. There has therefore been good improvement since the last inspection.

Mathematics

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teachers' subject knowledge is excellent.
- The quality of teaching and learning is very good.
- The attitude and behaviour of the pupils are very good.
- Accommodation is very good and provides a very good learning environment.
- Departmental monitoring and evaluation of existing policies and initiatives are not robust enough to judge their effectiveness.

Commentary

83. Results in the Year 9 national tests in 2003 were very high compared to the national average and broadly in line with schools in a similar context. The pupils' achievement is overall good compared to their prior attainment on entry to the school. Since the last report there has been year-on-year improvement similar to the national trend. The 2004 test results indicate that standards remain very high and pupils' achievement is good. Current standards of work seen

are overall very high and the pupils are achieving very well because patterns of pupils' work at all levels of attainment are both detailed and extensive.

84. Standards in the GCSE mathematics examination in 2003 were very high compared to the national average and within the top 5 per cent of schools nationally. The proportion of pupils achieving the highest grades was significant. The pupils performed significantly better than in their other subjects. The pupils' achievement compared to prior attainment by the same year group in Year 9 was good because very high standards had been maintained. Almost all pupils entered for the examination achieved a GCSE A* to C grade. Standards in the 2004 examination have improved further with an increase in the proportion of pupils achieving the highest grade and all pupils achieving a pass grade at C or better. Current standards of work seen are very high and the pupils are achieving very well.
85. The quality of teaching and learning in Years 7 to 9 is very good. Teachers' subject knowledge is excellent. Work is intellectually challenging, deepening understanding and making very good use of pupils' previously taught skills. There is a good balance between theory and practice although the application of the National Numeracy Strategy is inconsistent. Teachers do not plan consistent strategies to monitor pupils' understanding during lessons. The attitude and behaviour of the pupils are excellent. Pupils listen well and contribute much in lessons, supporting a brisk pace. For example, pupils in Year 8 were able to apply new ICT mathematical software expertly to determine the formula for the sum of internal angles in a polygon.
86. Relationships between the teachers and pupils are very good, though in the lessons seen there were few opportunities for pupils' personal development through a range of questioning styles, for example to promote discussion, establish hypotheses, collaborative group work, evaluation and reflection of outcomes. Good use is made of homework to reinforce classwork. Opportunities to extend gifted and talented pupils are overlooked. Resources that are available are used well, including ICT, though the power of the interactive whiteboard in the classroom is not yet fully realised.
87. The quality of teaching and learning in Years 10 and 11 is very good. Teachers' command of the subject is excellent. Teaching reflects the course requirements closely and there is good continuity and progression from Year 9. Teachers have high expectations of pupils, there is a strong work ethic in lessons, and good use is made of the time available. Pupils are expected to work independently and persevere when difficulties arise. As a result pupils' application and productivity are excellent. The acquisition of new skills, knowledge and understanding is very good. Homework is set regularly and marked up to date and the quality and quantity of written work produced by pupils is outstanding, aiding review and revision. Assessment procedures are good. In the lessons observed, however, teachers did not make best use of ICT to enhance teaching and learning.
88. Leadership of the department is good. High standards have been maintained and there has been good improvement since the time of the last report. The team of subject specialists are committed to high standards and provide a good role model for the pupils. There is clear vision for improvement and an expectation of colleagues to obtain a wider perspective of the subject, for example by acting as examiners. Strategic planning involves the phased improvement of textbooks that are appropriate to the courses offered. Management of the department is satisfactory. Currently there are no other positions of responsibility within the department other than the head of

department and the more rigorous and systematic approach to monitoring the departments' policies and practice identified in the last inspection is not fully in place.

Mathematics across the curriculum

89. Pupils' basic numeracy skills are secure without having to rely on the use of a calculator. Pupils can estimate, calculate, graph, measure and interpret information although the National Numeracy Strategy is inconsistently applied in Years 7 to 9 within the mathematics department. Other departments, notably science, geography, design and technology, physical education and art and design, support a broad range of numerical experiences but there is no systematic planning exists across the curriculum to build on pupils' skills. There has been an audit of provision and training has taken place since the last report but no appointment currently exists to coordinate, monitor and evaluate the work of departments. Opportunities that exist within schemes of work and programmes of study are not being taken advantage of. National test and examination results indicate that pupils' competency in mathematics across the curriculum is very high in meeting teachers' very high standards.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of good teaching and standards in GCSE examinations are very high.
- Pupils are taught effective revision strategies and GCSE preparation is good.
- ICT use is underdeveloped because funding has been inadequate.
- Many strengths in teaching promote very good attitudes and behaviour but opportunities for pupils to direct their own learning are too limited.
- Good management has maximised the use of available funding.

Commentary

90. Pupils come into the school with well above average standards. They make consistently good progress so that by the end of Year 9 standards are very high. Results in the national tests at the end of Year 9 in 2003 were very high in comparison to all schools, and this continues the pattern of results from previous years. The results were also above average in relation to other similar schools, based on pupils' prior attainment. Results indicate that this trend is very likely to be the same in 2004. The samples of work seen show a strong link between practical work and theory, and this is supporting the development of pupils' understanding well. An excellent example of this was in Year 9, where a series of practical demonstrations by the teacher to explain the link between pressure and force promoted very good thinking and achievement. Overall achievement in Years 7 to 9 is good.
91. Results in the GCSE examinations in 2003 were very high and this trend is likely to be the same in 2004. Current standards from work seen in Years 10 and 11 are also very high. Pupils' standards in scientific enquiry are at least comparable with overall knowledge and understanding. Particularly able pupils are provided with challenging work, which enables them to make good progress. The use of number in calculations and graph drawing is also a strength. Very good skills in this area helps to ensure that the proportion of pupils at the higher A*, A and B grades are very high. Achievement is good.
92. The quality of teaching and learning is good. There are a number of very strong features that are common to nearly all lessons. These are: planning which provides a sharp challenge for all

pupils; very good class management; very good subject knowledge; very good teaching of vocabulary and key terms and very effective links between practical work and theory. For example, in a Year 10 lesson on metals, ideas about metallic structure were explored through a number of simple experiments. The clarity of the explanation by the teacher ensured that pupils made very good gains in understanding. Follow-up questions, asking pupils to predict the link between periodic group and conductivity, provided a high quality extension task.

93. The capacity for pupils to learn independently is sometimes inadequately fostered. This occurs when teaching is over-directed, giving little scope for pupils to make choices or decisions. Although questioning nearly always requires pupils to explain what they think, teachers sometimes give insufficient time for pupils to develop fuller responses. In written work there is some overuse of worksheets that utilise very simple strategies such as filling in one-word answers. Pupils' knowledge of their own learning is patchy and they can seldom give clear examples of what they need to do to improve.
94. Leadership and management of the subject are good. The staff form a very hardworking and committed team. Decisions taken on spending ensure very good value for money. Schemes of work provide very good opportunities to develop pupils' knowledge and understanding. Some monitoring of the teaching has taken place and subject managers have a good understanding of the strengths in teaching across the department. However it is not sufficiently well targeted at developing specific aspects of the departments' work to be fully effective.
95. Current levels of department funding are too low. Whilst the heads of the department have been able to minimise the impact of this on standards, this has led to deficiencies in the provision of ICT. There is insufficient use of ICT as a tool to support the curriculum, for research and the presentation of work. The department has some laptops and they are used well to support practical work. For example, Year 8 pupils use light sensors to explore terms such as opaque, transparent and translucent. As a result of the limited funding, there are very few examples of pupils using their ICT skills on a day-to-day basis and teachers have not been able to utilise ICT as a teaching tool in lessons. However, improvement since the previous inspection is satisfactory because high standards have been maintained. New laboratories have also improved the quality of accommodation.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The head of department has a clear vision and commitment to develop ICT in the school.
- Teachers have a very good subject knowledge and support pupils well.
- Pupils in Year 8 receive only half the recommended entitlement for ICT.
- There are not enough ICT resources for pupils to use and develop their skills in all years.

Commentary

96. Pupils start their Year 7 course with a wide range of experiences. Teacher assessments at the end of Year 9 suggest that attainment in 2003 was well above the national average. However due to long-term staff absence, although results remained above the national average, fewer pupils attained the higher levels in 2004. Results in the short course GCSE taken by all pupils in Year 10 in 2003 were well above the national average and this was maintained in 2004.
97. Standards seen in lessons were well above the national average and achievement is very good. Pupils in Year 7 handle the advanced features of word processing with confidence. These pupils start a project that they complete in Year 8, working in large groups to produce an information booklet about Bournemouth. Excellent teamwork ensures a common corporate theme runs throughout. The standards reached are high and work incorporates appropriate digitised images taken by pupils on and off site. However, pupils in Year 8 have a very limited time allocation in ICT and do not have enough time to develop their data handling and sequencing skills. Pupils in Year 9 are able to use advanced database features with confidence. By Year 10 pupils reflect critically on their own and others' use of ICT. They incorporate charts and tables into word-processed documents, and use advanced features of spreadsheets and are competent in their implementation of testing of solutions. The attitudes and behaviour of pupils in all lessons are very good, and pupils are keen to learn and achieve well. Standards are well above average in Year 10 but pupils do not have the opportunity to extend their knowledge further as they have few opportunities to use ICT across the curriculum.
98. Teaching and learning in ICT are very good. Lessons are well planned and the teachers have very good subject knowledge. They know the requirements of the examination board well and use a variety of teaching styles. In the best lessons an ebullient delivery by teachers conveying an enthusiasm for the subject stimulates pupil interest, leading to lessons bustling with activity. Use is made of resources to demonstrate techniques and there is a good use of questioning and answering. Different learning styles are encouraged including group and paired work and independent learning. Extension exercises challenge the more able. Assessment is good. Self-evaluation sheets enable pupils to identify what they have achieved. Clear criteria are given to pupils on what they need to do to improve their work.
99. Leadership and management in ICT are very good. New courses have been investigated and introduced. The head of department has a clear vision on the development of the subject. Non-specialist staff are well supported. Performance management is well established. The head of department supports staff from other subject areas by providing a drop-in session every week to develop their ICT skills. Improvement in ICT since the last inspection is good but overall provision is affected by the lack of resources.

Information and communication technology across the curriculum

100. The use of ICT across the curriculum is well planned but a lack of resources means that this plan can rarely be implemented. The proportion of computers to pupils is well below the national average and many computers are old and have a specification that is too low to run the software necessary to enable ICT to be used to support learning in most subject areas. In some subject areas pupils have good access to ICT; in mathematics, geography and physical education resources are sufficient to support these subjects. In all other subjects this is not the case and is a barrier to learning, leaving pupils disadvantaged in the use of industry-standard computer-aided design software, computer-aided manufacture, and unable to develop their composition skills. Overall the cross-curricular use of ICT is insufficient and is unsatisfactory.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils achieve well in response to good teaching.
- ICT is used effectively to support learning and research.
- Fieldwork in contrasting environments extends what is learnt in the classroom.
- The subject needs to provide a sufficient range of work and textbooks to address the different levels of ability within groups.

Commentary

101. In 2003 the number of A*-C grades in GCSE examinations was well above the national average with many gaining the higher grades. The results for 2004 show that the high standards have been maintained.
102. Many pupils enter the school with average geographical skills. By Year 9, standards as seen are above the national average and achievement is good. Pupils in their work and group discussions showed that they had a good understanding of geographical processes and the impact on the environment. Higher attaining pupils work well but need to be carefully monitored while working, while those who are gifted need to be defined to see if the work is appropriate. The promotion of geographical literacy helps to develop their language skills and exercises involving numeracy are helped by their work in mathematics.
103. Standards are above average by Year 11 and achievement is good. Pupils are making good progress in their geographical knowledge, understanding and use of geographical skills. Pupils can in their writing show a good understanding of the specialist vocabulary and use their skills with maps, diagrams and graphs well to convey their ideas.
104. The quality of teaching and learning is good with some that is very good. In the few lessons that were only satisfactory there was too much concentration on teaching rather than a balance with learning. The wider aspects of assessment for learning are good and developing, and monitoring is good while marking for purpose is positive. Lessons show some evidence of planning with appropriate learning objectives, and draw on an appropriate range of resources providing a variety of activities which stimulate pupils' learning. Good questioning and good oral assessment help them to understand their learning. ICT is used well to support learning and teachers encourage its use for research. Opportunities to take responsibility for their learning are there and most pupils take them. Marking is regular and positive with some useful comments but needs to be extended to help pupils to improve. Classroom displays in the limited number of spaces available celebrate pupil successes and encourage good learning.
105. Curriculum leadership and management are good. The leader has the vision and knows the direction to carry the department forward. The department works well as a

team and teaching is carefully monitored. Schemes of work have been reviewed to meet present needs. Fieldwork enhances the work done in the classroom using contrasting environments. Extra-curricular activities involve working with a charity and entering appropriate competitions. The subject has addressed all the key issues of the last report and thus improvement is good.

History

Provision in history is **very good**.

Main strengths and weaknesses

- There is very good achievement in all years.
- The quality of both teaching and learning is very good leading to very high standards.
- Very good leadership and management have improved the quality of teaching.
- Assessment gives pupils very clear guidance as to how they can improve.
- The lack of computer equipment hampers the development of pupils' independent learning.

Commentary

106. Standards on entry are above average in history. Achievement is very good in all years. This is a consequence of very good teaching and learning.
107. Standards in Year 9 are well above average for all pupils. Standards in Year 11 are also well above average. In the 2003 GCSE examinations 98 per cent of pupils achieved grades A*-C, which successfully maintained the very high standards of previous years. History makes a very strong contribution to pupils' literacy skills. The subject demands high levels of reading and writing skills in a wide range of forms, such as note taking or essay writing. Pupils are confident speakers whose contribution to lessons illustrates their commitment to reading and the production of homework.
108. The quality of both teaching and learning is very good. Pupils in Year 7 are beginning to use historical source material with confidence and show very good levels of achievement in the development of data analysis skills. Pupils' expertise in this area is well illustrated by a Year 8 lesson in which pupils handled contrasting source material concerning Mary Queen of Scots and were able to identify differences as well as evidence of bias. Pupils also produced a convincing newspaper-style narrative of the main events. Pupils in Years 10 and 11 can produce convincing and well-researched arguments on matters such as the performance of General Haig. Their responses show insight and mature judgement. Teachers have both very good subject knowledge and a strong commitment to the subject. Lessons are characterised by the effective use of questioning to both consolidate and to extend pupils' knowledge. Very good use is made of homework to enable best use to be made of lesson time. Pupils show a strong commitment to the subject and the atmosphere in lessons is one of concentration and hard work.

109. Both leadership and management in history are very good. There is a clear direction to the subject and the introduction of effective monitoring has improved teaching quality and eradicated the small amount of unsatisfactory teaching identified in the previous report. Long term planning, however, is difficult because of budget restrictions.
110. Improvement since the last inspection is satisfactory. The department has maintained the very high standards and levels of achievement identified in the previous report. Effective assessment procedures are in place. However, the lack of ICT equipment has two effects. Firstly, the lack of electronic whiteboards restricts the range of teaching styles that can be used and, secondly, the lack of ICT in the classroom means that opportunities to further develop pupils' independent learning skills are lost. The subject makes a significant contribution to the school's citizenship programme. History has also continued to be a very successful and popular subject.

Religious education

Provision in religious education is **excellent**.

Main strengths and weaknesses

- Very good leadership and management of the subject promote very high standards and GCSE results are very high.
- Very good teaching by specialist staff results in highly effective learning, and is a key factor in students' very good achievement.
- The contribution to spiritual, moral, social and cultural education and to citizenship is very good.

Commentary

111. Pupils enter the school with very varied experiences of religion education. School tests show that some have many gaps in their knowledge. However, by Year 9 standards are well above average. Pupils have made very good progress and are especially good at considering religious concepts and their relevance to society. This represents very good achievement and places them in an advantageous position for their forthcoming GCSE work. Results in the GCSE examinations in 2003 were very high compared with national figures. Standards seen during the inspection were well above average in Year 11 and achievement continues to be very good, as pupils deepen and extend their knowledge.
112. Overall teaching and learning are very good throughout the school, in lessons and over time. This is a major factor in the pupils' success. Some of the teaching seen was excellent. In one of these lessons the teacher's detailed subject knowledge and high expectations resulted in excellent learning about religious attitudes to matters of life and death. In another, there was a buzz of excitement as Year 7 pupils responded to the teacher's very sensitive and informative debriefing of their first assessed task. These tasks are regularly taken by all pupils and are very well used to focus staff and pupils on what has been learnt and on how to improve. Pupils play an active role in this process. Overall the assessment process is very good. Lessons are well planned and teachers constantly ensure that pupils not only learn about religion but also through religion, with many references to the real world. There were no unsatisfactory lessons but the occasional one would have been better if there had been a clearer focus on the religious overview when discussing issues that were also secular and social. Literacy is well promoted in lessons and the quality of discussions is high.
113. Leadership and management are very good. The head of department, who has high expectations and a commanding vision of the role of religious education, is an excellent role model, not only as a classroom teacher but also for his professional involvement in a range of activities that enhance religious education within the school and externally. He ensures that very high standards are maintained over time, for example, by choosing a GCSE course that meets the needs of the pupils, all of whom take the examination. Professional development is highlighted, including the needs of part time staff. The department makes a major contribution to spiritual, moral, social and cultural education and to citizenship. Pupils have very good research skills but there is limited access to computers for them to use these skills in their learning. GCSE results are better than at the time of the last inspection and there has been good improvement.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- There is very good teaching and teachers' expertise matches the needs of the curriculum very well.
- Lessons have high expectations and challenge and pupils reach very high standards in all material areas.
- Pupils' attitudes, behaviour, keenness and enthusiasm support learning in the subject.
- There is insufficient opportunity within the area to engage in higher order ICT work.
- Cramped and insufficient accommodation restricts the display and storage of work.

Commentary

114. Achievement in design and technology is very good. Standards at GCSE are very high in all material areas. In 2003 every pupil gained an A* to C grade with over half achieving at the highest grades of A*/A grades. Results compare very well with other school subjects and are well above those for all maintained schools and are above those for similar girls' schools. Unconfirmed results for 2004 reflect those for 2003.
115. The standard of work seen in Years 10 and 11 is consistently very high. Pupils of different capabilities achieve very well in all material areas and can effectively apply design principles and processes to increasingly demanding design and production tasks. Manufacture is well planned and pupils display confidence and high competence levels in using a range of tools and equipment. As a result final products are well made and true to the original design specifications. Coursework folio management by pupils is very good. In their folders their evaluative work of both the design and product outcomes reflects very high literacy and numeracy skills. Opportunities for pupils to use computers to design and manufacture products and broaden their design capability and experiences are very limited because of insufficient ICT resources.
116. Most pupils enter the school with very limited technological experience. Inspection evidence shows that standards are well above average by Year 9 and this represents very good achievement by all pupils. Pupils are given every opportunity to design and make in a wide range of materials as their creativity is carefully and very successfully nurtured through Years 7 to 9. They can all measure accurately and apply innovative designs to their work, as seen in the aroma fan project with electronic components. Folder work in all areas shows very good literacy skills and they are very articulate when explaining design briefs and answering questions. Product research is integral to their design work and they present their survey findings with very good analytical skills. Technical knowledge and understanding are also very good. However, pupils have little experience of programming a machine to produce a product or part of it.
117. Teaching and learning are very good with some outstanding features. Teachers expect pupils to work hard and pupils respond accordingly. As a result pupils show a very good attitude towards learning, are enthusiastic, and keenly respond to the intellectual challenges from their teachers. Questioning and interventions by teachers are very effective. Assessment practice is excellent. The very high level of verbal assessment

provides pupils with clear feedback on the strengths and weaknesses in their work. Work is consistently marked and well matched to National Curriculum levels. The teaching, therefore, is very successful in nurturing and sustaining the very good achievement seen.

118. Leadership is very good with a very clear vision for the direction and ethos of the subject and the entire teaching staff share in this. The subject area is very well managed and organised efficiently. The close attention paid to the monitoring and evaluation of teaching and learning provides the subject leader with a good understanding of the strengths and weaknesses in the department. Technical staff provide very good workshop support but routine support in food and textiles is inadequate, putting stress on teachers in ensuring teaching rooms are prepared and ready for each class. The food room is a particularly pleasant environment for learning but most of the other areas are very cramped and this makes it difficult for teachers to display and store work, which restricts what can be done. Despite the limitations teachers make every effort to ensure pupils work in welcoming teaching environments. Although some of these issues were reflected in the previous report overall progress is deemed to be good because standards have risen.

VISUAL AND PERFORMING ARTS

Art and design and music were focus subjects and drama was sampled.

119. Standards in GCSE examinations in **drama** were above average in 2003. This overall trend continued in 2004 although the percentage of pupils gaining grade A* is below average. Pupils achieve well overall and show strong commitment. In a Year 11 examination piece, performance and scripting standards were very high. In the lessons seen in Years 7 to 9, standards were average and teaching was good, although non-specialists teach all lessons in these years. The teaching was very good in work seen in Years 10 and 11. The subject makes an excellent contribution to the development of pupils' speaking and listening skills.

Art and design

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

Main strengths and weaknesses

- The quality of teaching is very good and occasionally excellent, leading to very effective learning and very high individual achievements.
- There is very good leadership of a strong team, ensuring that high standards are maintained and effectively monitored.
- Accommodation is unsatisfactory, in particular the use of laboratories for some lessons.
- The attitudes of pupils to their work are very positive and their behaviour is very good, enabling lessons to proceed in a relaxed, productive and creative way.
- The resources for ICT are unsatisfactory, restricting the opportunities for pupils to explore digital imaging and manipulation.

Commentary

120. Standards are historically high with 100 per cent A*-C passes in recent years. All pupils gained grades A*-C in the 2003 GCSE examinations. Unvalidated 2004 results show a small downward shift in the higher grades A*-A. Standards seen in lessons and other inspection evidence are above average in Year 9 and Year 11. Most pupils enter the school with average standards in art and design and their previous experiences are very varied. During their time in school pupils achieve very well from this average standard to the very high examination results.
121. The quality of teaching and learning is very good overall and occasionally excellent in Year 7. Pupils are expected to develop as independent learners from Year 7. They self-evaluate their work and are given excellent opportunities to express and explore their critical views in whole-class evaluation sessions. They learn very effectively and achieve very well in lessons. Pupils have very positive attitudes to work and are very well behaved, enabling a positive working ethos to be established in which pupils are able to work productively and imaginatively. Their literacy skills are very effectively developed. The personal research and development of work in Years 10 and 11 offers excellent opportunities for pupils to explore their feelings and views of their world.
122. The leadership and management of the department are very good. The head of department is energetic in motivating pupils and staff and is an excellent role model for them. Very good records are kept of the department's work, assessment is good and examination results are carefully analysed. Under her leadership the department has made a good improvement since the previous inspection. A graphics-trained technician gives valued support to the department.
123. The department has done what it can to improve accommodation, but timetabling requires the department to make use of science laboratories for some lessons. These are not suitable for lessons in art as they do not have appropriate work spaces. Resources for the subject are generally good and cover a broad and balanced curriculum. Resources for computer-aided art have improved recently, but there is a need to upgrade existing hardware so that best use can be made of the software available. The very good curriculum is enriched through study visits to museums and galleries and the visiting artists who add to the teaching and learning programme.

Music

Provision in music is **good**.

Main strengths and weaknesses

- High expectations and challenge are met by very good creative effort.
- Teaching strategies encourage self-learning and self-assessment.
- Very good inspirational leadership and management are raising standards of attainment and achievement throughout the school.
- Extra-curricular enrichment activities engage a substantial proportion of the pupils.
- Accommodation is unsatisfactory and a barrier to better achievement.

- Provision of ICT is unsatisfactory in Years 7 to 9, and does not support learning effectively at GCSE level.

Commentary

124. The results in GCSE examinations in 2003 were above the national average, and this was maintained in 2004. Achievement is good.
125. The pupils' prior attainment on entry to the school is broadly average. By Year 9, work seen and teachers' assessments indicate that most pupils are attaining above the national average. Pupils are able to compose work that shows imagination and is well written, for example, in response to visual stimuli such as poetry or pictures. They have a sound grasp of chord construction and progression, and are able to play well in ensemble, indicating good listening skills, for example, in a Year 7 lesson on African drumming. Literacy and numeracy skills are well developed. Terminology is well embedded, with pupils using words such as 'texture' and 'dynamic' with understanding, and graph charts are used to plot the dynamics of a piece of music. There is unsatisfactory access to music technology to support both the learning of basic skills and composition and this is a barrier particularly to the progress of lower attaining pupils. Achievement is good, and pupils with special educational needs achieve as well as the others because they have extra support. Gifted and talented musicians are identified and challenged both in composition and performance in public.
126. Work seen and listened to in Years 10 and 11 is above average. The quality of instrumental playing is good, and pupils are able to compose in a variety of styles. Compositions are well structured and shaped, and therefore very pleasing to the ear. Lower attaining pupils are less secure in reading music and performing, partly as a result of earlier disruption in learning due to staffing, but also because there is little access to music technology to reinforce basic skills, and to provide a medium which can express imagination and creativity for these, and indeed, all pupils. Achievement therefore, although good, could be better.
127. Teaching and learning are both very good, with some excellent practice. Lessons are well planned, expectation is high, and pupils as a matter of course are encouraged to self-evaluate their own learning. Teachers bring enthusiasm and expertise to the lessons, and pupils respond with very good intellectual and creative efforts. Barriers to learning, and therefore achievement, are not only the cramped conditions in the music department accommodation, which severely curtails music making, but particularly the large numbers taking GCSE, who are taught in groups of around twenty-four.
128. Assessment is very good. It is consistent and involves the pupils themselves in monitoring and recording their own progress. It contributes significantly to the above average standards achieved at GCSE level, because it shows pupils how they can improve with very helpful and challenging commentary on their work.
129. Leadership and management are both very good. There is an enthusiasm coupled with very good practice, which is committed to high standards in the present and planning for the future. There are two part-time staff and a team of peripatetic teachers who contribute significantly to extra-curricular musical activities, for example an excellent

Gospel choir and Hand-bell ringing group. However, staffing and timetabling are insufficient to meet the full potential of the increasing numbers of pupils electing to take music at GCSE level. Lesson observation and sharing of good practice are limited because of the part-time status of the other teachers.

130. The subject makes a very good contribution to the personal development of the pupils. The extra-curricular enrichment programme is very good, with choirs, ensemble groups, links with other schools, as well as numerous concerts, which have drawn wide praise and commendation from parents and the local community. Participation in these activities is high.
131. Although the standard of teaching and learning has improved, progress is hampered by the unsatisfactory nature of the accommodation, and the serious lack of access to ICT. These are issues from the last inspection that have yet to be resolved and improvement in this respect has been unsatisfactory.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are above average by Years 9 and 11.
- Teaching and learning are good; teachers plan lessons using a range of activities that allows all groups of pupils to learn well.
- Monitoring of pupils' progress and achievement is unsatisfactory.
- The very good extra-curricular programme provides opportunities for all pupils to extend their learning.
- The GCSE examinations in physical education and dance are not offered on the curriculum, due to unsatisfactory indoor accommodation.

Commentary

132. Standards in Years 9 and 11 are above average. Pupils are achieving well across all years, given their average attainment on entry in Year 7. The GCSE examination in physical education is not offered to pupils in Years 10 and 11. Higher attaining pupils are successful in a range of sports at area, county and sometimes national levels.
133. The quality of teaching and learning is good in all years. Teachers are knowledgeable and manage pupils very well. Many lessons contain a range of activities enabling pupils to build on previous learning; work is planned to suit all pupils. In a Year 8 hockey lesson, lower attaining pupils progressed well because the teacher modified tasks and used demonstrations. The extensive extra-curricular sports programme accelerates the learning of higher attaining pupils, including the talented. Teachers provide opportunities for pupils to learn independently in most lessons. In a Year 10 health related exercise lesson, pupils planned warm-ups, measured performance and evaluated results. Learning is less effective in a few lessons when pupils are given fewer opportunities to explore their own ideas. The subject contributes well to the improvement of pupils' numeracy and literacy skills, but makes limited provision for

the development of ICT skills. Pupils' learning is enhanced by their very positive attitudes towards the subject.

134. Leadership is good. The subject leader has a strong commitment to improvement and success and is ably supported by a dedicated team of specialists. Management is satisfactory. Good procedures are in place to monitor, evaluate and improve the quality of teaching and to review the department's performance. The temporary subject leader is developing strategies to improve the unsatisfactory features of assessing pupils' attainment and achievement and is updating the schemes of work. The inadequate accommodation, particularly the lack of a multi-purpose sports hall, restricts curriculum development; for example, it has not been possible to introduce GCSE sports studies or dance. Improvement since the last inspection is good; standards and the quality of teaching are now higher.

BUSINESS AND OTHER VOCATIONAL COURSES

The school does not provide courses in these areas.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship is reported in full below. Personal, social and health education was sampled.

135. The standards seen in **personal, social and health education** were above average and achievement in lessons was good. However, standards of oral work were high at the expense of written work.

Citizenship

Provision in citizenship is **unsatisfactory**.

Main strengths and weaknesses

- There is a failure to make a distinction between the general provision of citizenship and the requirements of the National Curriculum.
- Standards and achievement are not assessed and reported.
- There is a focus on promoting active and responsible citizenship for all but this is not monitored effectively.

Commentary

136. Standards of work are above average by the end of Years 9 and 11. There are steady gains in pupils' knowledge and understanding of citizenship, such as government and the law. Good contributions are found in religious education in Years 10 and 11 where citizenship topics are covered more explicitly because additional curriculum time is allowed. This enables pupils learn about political institutions and practices. There are good opportunities to debate contemporary issues such as human rights and ethnic diversity. However, themes such as sex and drug education, careers and work experience are not extended to include a specific focus with clear citizenship objectives. Good contributions to numeracy are made in the study of personal finances in Year 8 and good opportunities in ICT in presentations on the features of world religions in Year 7.

137. There are high standards of enquiry and communication skills, for example, where debates are held in assemblies or in the mock trial in which a number of Year 8 and 9 pupils take part.

These very good opportunities improve communication and participation skills for some. However, as all pupils do not make an active contribution to these, the school cannot be said to be implementing the National Curriculum. Although an attempt has been made to consolidate individual work in files, there is no progression shown in work over the age range. The School Council is effective in promoting the citizenship skills of participation and responsible action. Representatives are elected or appointed from forms and there is effective dialogue between pupils and members. This does much more than transmit complaints from pupils to the school management. Pupils are aware that issues can be discussed and decisions made which involve them properly as members of a community, for example, organising fund raising events for charities such as non-uniform days. Some pupils also make a valuable contribution, for example on rewards and sanctions and healthy eating working parties. However, the school does not ensure that all pupils experience this participation in citizenship activities.

138. Teachers do not assess or report standards and achievement in citizenship and there is insufficient evidence to make overall judgements on achievement. Achievement in individual lessons is often good because teachers enable pupils to think hard about contentious social issues such as abortion.
139. Teaching and learning are good across the age range. Teaching is very good where teachers skilfully generate discussions, such as in a Year 7 religious education lesson where pupils were encouraged to discuss the value of life. Here pupils responded very maturely and listened keenly to what others had to say. In a Year 8 personal, social and health education lesson, pupils showed their willingness to engage in mature discussions about bullying. In a Year 9 geography lesson, where mock political parties canvassed opinion at an election, all pupils were actively involved in their learning through asking searching questions of the candidates and voting. However in these cases, the citizenship element was not pursued sufficiently to give the topic more relevance to pupils' understanding of becoming informed citizens. Assessment is unsatisfactory because there is no co-ordinated attempt to collate work and record attainment in citizenship across the age range either within subject areas such as religious education or in personal, social and health education. Consequently pupils do not know what progress they are making. Some pupils do not know that there is a citizenship programme. Reports to parents consist of a summary of the subject content and there is no indication of progress.
140. Leadership is unsatisfactory because citizenship as a National Curriculum subject is not fully implemented. There is a breach of the statutory requirement that work is assessed against national criteria. The co-ordinator has no specific management time allocated and is unable to effectively organise other key staff, such as those in charge of personal, social and health education. Management is unsatisfactory because although a cross-curricular audit has been carried out in the last year, there is no effective process for feedback from subject areas on what exactly has been covered, or on pupils' achievement. Citizenship was not reported on the last inspection, so it is not possible to make a judgement on improvement.

SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection, 13 subjects and courses 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.

The table below shows entry and performance information for courses completed in 2003. AS results are only shown for students who did not proceed to take the subject at A-level.

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
Art and design	1	100.0	83.8	100	27.8	60.0	32.5
Biology	10	70.0	67.0	30.0	11.3	29.0	21.3
Business studies	8	100.0	77.5	37.5	17.6	38.8	27.0
Chemistry	9	66.7	75.3	22.2	15.7	25.6	25.4
Classical studies	2	100.0	89.0	0.0	39.0	20.0	37.0
Drama	6	100.0	88.5	50.0	22.3	43.3	32.2
English literature	12	100.0	86.9	50.0	20.3	42.2	30.9
French	16	87.5	77.6	31.3	17.9	33.1	27.1
Design and technology	6	83.3	81.2	33.3	20.2	33.3	29.1
General studies	38	92.1	76.1	44.7	19.3	43.4	26.9
Geography	5	100.0	76.5	100.0	24.0	60.0	28.6
German	3	66.7	82.8	33.3	19.5	26.7	29.2
History	6	100.0	81.8	83.3	21.8	51.7	29.7
Information technology	3	100.0	69.8	100.0	12.5	53.3	22.8
Mathematics	13	76.9	67.0	15.4	19.1	30.0	24.4
Other social sciences	4	100.0	72.3	0.0	19.4	37.5	25.8
Physics	8	87.5	79.4	25.0	22.6	35.0	29.1
Religious studies	6	83.3	81.9	66.7	24.6	43.3	31.0
Sociology	7	100.0	73.3	71.4	20.5	51.4	26.4
Sports/PE studies	3	100.0	78.5	33.3	19.5	40.0	27.5

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
Art and design	13	100.0	98.9	23.1	54.1	86.2	90.0
Biology	45	100.0	96.8	62.2	42.1	92.9	80.7
Business studies	19	100.0	98.8	31.6	39.7	83.2	81.6
Chemistry	26	100.0	98.1	73.1	52.3	98.5	87.3
Classical studies	3	100.0	99.8	66.7	59.2	100.0	93.0
Drama	14	100.0	99.7	78.6	43.7	97.1	85.4
English literature	38	100.0	99.6	52.6	46.7	89.5	86.7
French	8	100.0	98.8	87.5	51.0	110.0	87.3
Design and technology	12	100.0	98.8	91.7	42.7	101.7	83.3
Geography	11	100.0	98.9	63.6	50.3	94.5	87.7
German	10	100.0	98.4	30.0	48.0	82.0	84.9
History	33	100.0	99.0	81.8	48.0	103.0	86.2
Information technology	6	100.0	96.3	50.0	26.2	90.0	71.0
Mathematics	25	100.0	97.6	52.0	59.5	91.2	91.7
Music	2	100.0	99.2	50.0	40.0	90.0	82.3
Other social sciences	20	100.0	98.0	65.0	45.5	99.0	84.0
Physics	15	100.0	97.9	80.0	50.5	105.3	85.9
Religious studies	5	100.0	99.1	100.0	48.0	112.0	86.4
Sociology	27	100.0	98.5	85.2	46.4	107.4	85.1
Sports/PE studies	11	100.0	98.7	63.6	41.4	98.2	82.3

ENGLISH, LANGUAGES AND COMMUNICATION

English and French were focus subjects and work was sampled in German.

One Year 13 **German** lesson was sampled. This was an intellectually demanding lesson where students asked each other questions in German about the play they were studying, and were then introduced to the formation and use of the subjunctive. Standards were well above average.

English literature

Provision in English literature is **good**.

Main strengths and weaknesses

- Students achieve well and A-level results are high in comparison with the national average.
- Teachers have very good subject knowledge and teaching and learning are good.
- Leadership is very good and the subject is well managed to ensure the maintenance of high standards.
- The poor quality of some rooms and lack of ICT resources limit the range of activities and styles of learning.

Commentary

141. In 2003 standards at A-level were high in comparison with the national average. The majority of students were awarded the higher grades but even so results were not as good as in other subjects. The trend over the last three years has been for results to be similarly high and for retention rates to be good. A-level results improved in 2004 although results were again lower than in other subjects and three students were ungraded in the AS examinations. Entry requirements for the course are lower than in other subjects and a number of students who are new to the school choose English. Numbers taking English literature have been very high. Standards seen in Year 13 however, are well above the national average, although group sizes are smaller.
142. Achievement is good because of the quality of teaching and the excellent response of the majority of students. They work hard and their learning is good. Most contribute very well in class although in some lessons individuals had not taken the initiative in developing their knowledge prior to the lesson and had not finished reading set texts. Students in Year 12 have a wide range of ability and not all intend to continue into Year 13. Shakespeare is made accessible because of the focus on the text that helps students appreciate the dramatic development of characters. In a lesson on Richard the Third the use of irony and black humour was explained well although the approach to learning had insufficient variety. Discussion in groups is used very well to help understanding of complex novels such as *The Handmaid's Tale*. Careful use of background information enables higher attaining students in Year 13 to understand and explain events in *Captain Corelli's Mandolin*. Poetry inspires a particularly high level of response and the highest attaining students show a real appreciation of the work of William Blake because of the skilful management of class discussion.
143. Students are given a good introduction to the course and very clear information about examination board requirements. Assessment is very effective, work is marked very carefully and comments provide clear advice on strategies for improvement. Students are given valuable opportunities to reflect on and evaluate their own and each other's work. Communication skills are excellent. Teachers have very good subject knowledge and experience in teaching at this higher level. They encourage discussion and the sharing of ideas well but unsatisfactory accommodation and lack of computer facilities at times limit the range of activities. Students have sound skills in the use of computers for research and course work and the skills in numeracy to meet course requirements.
144. Good departmental management ensures that standards have remained high and that resources and assessment have been developed very well. Teachers take responsibility for different units of the course and all aspects of examination preparation are very effective. The subject is very well led. Strengths identified in the previous inspection,

for example in teaching, have been maintained. Improvement since the previous inspection has been satisfactory.

Language and literacy across the curriculum

145. Standards are similar to those found in sixth forms where attainment on entry is higher than the national average. Although communication skills are not taught separately standards are very high. Students have good or very good skills in writing and the necessary reading skills for research in academic subjects including history and religious education. Standards of written work in design and technology are excellent. Critical thinking, which has a focus on comprehension and reading skills, has been successfully introduced. Oral work is very good and students articulate their views very well. Students have effective research skills and most students use their drafting and redrafting skills appropriately. There are many opportunities to develop oral communication skills through debates, public speaking and discussion. Written work varies in standard but the majority of students have sufficient skills to ensure at least a C grade on completion of their course. The library is used very well. Students have very good access to subject texts, good quality fiction, newspapers and periodicals.

French

Provision in French is **very good**.

Main strengths and weaknesses

- Achievement is good; standards are well above the national average.
- The quality of teaching is very good.
- Students develop good independent learning skills and this contributes to their success in examinations.
- Students need a little more opportunity to express themselves at greater length without teachers' intervention.
- The course is very well organised and planned to maximise learning.

Commentary

146. In the 2003 GCE examinations AS-level results were above the national average and the provisional results for 2004 show significant improvement with 61 per cent of students gaining A or B grades. In the 2003 examinations the A-level results were well above the national average with almost all students gaining A or B grades. The provisional results for 2004 show that about two-thirds of students gained A or B grades. Taken as a whole, these results are well above the national average.

147. Standards seen during the inspection are also well above average and achievement is good. Students are expected to work hard and they develop very good reading skills because of the amount of material they study. Written work is of high quality, mostly accurate and contains some complex sentence structures as well as appropriate topic-specific vocabulary. Students listen to some demanding audio and video material, for example on green energy sources, and show good levels of understanding. Students

always answer questions in French and make a conscious effort to express themselves accurately.

148. The quality of teaching and learning is very good. All teachers use French exclusively and very effectively in the classroom. There is a thorough programme of grammar teaching especially at AS level, which extends and builds on what has been learned at GCSE. Topic work is well planned, and students are taught to use appropriate vocabulary, for example in the politics topic. Regular guided self-study lessons in Year 12 promote the development of independent study skills; students learn to organise their vocabulary well and have good note-taking skills. Although students always answer questions in French, they would benefit from a little more opportunity to express themselves at greater length without teacher intervention.
149. Leadership and management of the subject are very good. The course is split between three staff, but this is managed very effectively, with a clear remit for each teacher, linked to the structure of the examination. This helps students to achieve well. There has been good improvement since the last inspection. The course is appropriately resourced and students have very good access to a range of support materials, both in the department and in the school library. Teachers have a clear understanding of students' potential, assessment is very good and they monitor students' progress very effectively.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- Teachers' knowledge of the subject is very good.
- There is a strong work ethic within the department.
- Relationships between the teacher and the students are excellent.
- ICT is underused as a resource.

Commentary

150. In 2003, GCE AS-level results were well above the national average and above average when compared to the performance of female students nationally. The proportion of students achieving the highest grades however, was below national figures. Not all students achieved a pass grade. In 2004, GCE AS-level results were an improvement on the previous year with all students entered achieving a pass grade or better. Standards seen during the inspection are well above average and the students are achieving very well. Year 12 students are well into the new courses, making very good use of their previous GCSE work to move into new areas of learning. For example, students demonstrated excellent computer skills when investigating single and combined transformations for a variety of graphical functions where the curve is shifted, stretched and compressed. Standards in the 2003 GCE A-level level examination were above average compared to the national average and compared to the performance of female students nationally. All students entered for the examination achieved a pass grade or better though the proportion of students achieving the highest grades is below the national figures. In 2004, GCE A-level results were an improvement on the previous year with half of those entered achieving the highest grade and all achieving a pass grade or better. Current standards of students' work seen are well above average and they are achieving very well. Year 13 student files are well organised, with much work included, and provide a very good record for review and revision. Students recall knowledge well and apply it confidently in lessons and in their written work. For example, in a pure mathematics lesson students were able to apply previously taught skills, skilfully breaking down complex problems on radians into a simpler series of tasks.

151. The quality of teaching and learning is very good. Teachers use their very good knowledge of the subject effectively and are aware of the next stages in students' learning. Lessons are planned well and as a result students work hard. The quality and quantity of written work produced by the students are outstanding. There is a good balance between theory and practice in lessons. Relationships between the teachers and students and amongst students themselves are excellent. There are few collaborative opportunities for students to demonstrate their skills, knowledge and understanding. Schemes of work, programmes of study and aspirational target grades are not shared with the students. Homework that is intellectually challenging is set regularly though monitoring arrangements of students' understanding need to be employed more frequently during lessons.

152. Leadership and management of the department are good. Good improvement has been made in mathematics. Issues raised at the time of the last report have been addressed and standards have improved. There is a range of appropriate courses that meet every student's needs entering the sixth form in particular the higher attaining students. Retention rates are very high. Procedures for assessment are good. There is an experienced team of subject specialist teachers committed to raising standards further. Teachers are approachable and prepared to give up their time outside lessons to support the students, which is appreciated. Resources that are available are used well though students' good ICT skills are not exploited sufficiently. Accommodation is very good.

Mathematics across the curriculum

153. Students have a very secure understanding of the numerical operations they need in their chosen subjects. This was particularly noticeable in science subjects but also in

subjects across the curriculum, for example design and technology and psychology. The good grounding all students have to GCSE mathematics provides a firm foundation for the use of numerical skills in the sixth form.

SCIENCE

The focus subject was chemistry and work was sampled in physics and biology.

154. Discussions with Year 12 students show that they are well supported and have made a confident start to their A-level **physics** course. Year 13 students showed good understanding and achievement in a lesson on simple harmonic motion. Teaching was very confident and developed ideas logically, drawing on previous practical work. Very good use of number supports the subject well. Standards in examinations are very high and the department has maintained these high standards since the time of the previous inspection.
155. **Biology** is a popular subject with currently 68 students studying AS biology in Year 12. One lesson was observed. The teacher showed very good subject knowledge and had an enthusiastic approach to her teaching. The lesson was well planned and the practical work well organised. Teaching overall was very good. Standards were high and achievement was very good.

Chemistry

Provision in chemistry is **very good**.

Main strengths and weaknesses

- Students' standards in examinations and work seen are very high.
- Achievement is good because of very good basic skills and individual support.
- Teachers have excellent subject knowledge and work well as a team.
- Students' learning sometimes depends too much on listening to their teacher rather than thinking for themselves.
- The head of department provides a very strong lead.
- The use of ICT as a teaching and learning tool is unsatisfactory.

Commentary

156. Students start this course with above average standards. Standards of work seen are well above average with very few students working towards lower grades. Students are on course to achieve very highly in end of year examinations. Overall achievement is good. At the time of the previous inspection the proportion of students reaching the higher A and B grades was too low. Since that time standards have risen sharply and in 2003, 73 per cent of students attained either grade A or B. These results are excellent, and the 2004 results were similarly very high. Overall, the improvement in standards has been sustained over time. Therefore there has been good improvement since the previous inspection.
157. Students use their numeracy skills very well. They are proficient at manipulating equations, very confident in using number and in representing results in graphs. Year 12 students have very good skills in interpreting graphs such as plots of ionisation energies to gain insight into electron arrangements in atoms. They have all made good progress since transferring from Year 11, partly because of these very good skills but also because of a very well planned curriculum. Year 13 students similarly have made good progress and speak highly of the

informal support that they can access and the high level of expertise of teachers. Overall achievement is good.

158. All teaching observed was at least good with some very good lessons. Overall the quality of teaching and learning is good. As a team the staff have excellent subject knowledge and are highly experienced. Teaching is shared and it is co-ordinated very well to ensure that learning progresses smoothly from lesson to lesson. Other strengths include very effective demonstration and clear explanation of ideas. For example, the simple use of balloons demonstrated the repulsion of charges and hence the shape of molecules such as methane and ammonia. The use of oxidation states helped students to balance equations and linking amino acid molecules enabled students to begin to understand principles of building DNA molecules. The range of learning styles is rather narrow. This is partly because of limitations in accessing ICT both in lessons and for personal study, but also because the students are not given sufficient opportunities to lead their own learning through presentations and seminars.
159. Leadership and management of the subject are very good. The head of department provides a very good example and took swift action to improve examination results. Teamwork is very strong. The progress of each student is tracked very tightly and there is a very good rapport between teachers and pupils. Students' attitudes and behaviour are very good, partly as a result of the enthusiasm of the teachers. Retention rates are very high with few students giving up the subject and numbers opting for the subject are growing. The improvement in provision of ICT to widen the range of teaching and learning remains the main area requiring further improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers know their subject well and have a very good understanding of the examination board requirements, which helps students to achieve well.
- Students have a very good attitude and are highly motivated to work hard.
- Students do not have the benefit of an ICT full course in Year 11 and this affects recruitment and standards on entry to the sixth form.

Commentary

160. Standards on entry are in line with the national average. In 2003 results in the AS-level examination were above average and in 2004 they were well above average. In 2003 the A-level results were well above average. However in 2004 A-level results were affected by long-term absence of staff and there was a downward trend, with results falling to just above average.
161. Standards seen in lessons were well above average. Students' achievement is very good. Students are able to use structured query language, data flow diagrams and have a clear understanding of normalisation in databases. They have a good knowledge of direct and parallel changeover of new systems and the role of systems analysis. Most students produce complex databases appropriate to the problem to be solved. They appreciate the significance of key fields and foreign fields, and are able to use visual basic with confidence to develop their database projects. Year 12 students have a critical appreciation of hacking, viruses, firewalls, cyber warfare and their impact on business and society. They use advanced features of spreadsheets competently and are able to switch between software packages, identifying suitable features to incorporate into their project software and use visual basic to develop AS coursework using spreadsheets.

162. Teaching and learning are very good. The teacher has very good subject knowledge and knows the examination board requirements well. She has a good relationship with students and sets high standards for work and behaviour. A variety of teaching styles are used. Individuals are supported on a one to one basis in practical lessons, although independent learning is encouraged. The teacher used a very clear PowerPoint demonstration with good use of graphics, maps and screen dumps to inform students about data security. This initially didactic approach was followed by good discussion with guidelines on how to access up to date information to support learning. Student questions were fielded quickly and accurately. The attitudes of sixth form students are excellent. Work is very thoroughly marked with the students being given very clear guidelines for improvement.
163. Leadership and management are very good. New courses and learning styles are continually being investigated and introduced. The head of department has vision and works hard to maintain very high standards. There is extensive documentation in the department. Management of the ICT examination course is very good. Improvement since the last inspection is good.

Information and communication technology across the curriculum (ICT)

164. Cross-curricular use of ICT in the sixth form is unsatisfactory. There is very little opportunity for the use of ICT to support other subject areas and this impacts on learning. It is particularly the case in drama and theatre studies as lack of ICT restricts the options available at AS and A-level. Technological options cannot be offered to those students who have requested it. Similarly in art and design and music, although students have the skills to use the software, there is not enough equipment for all students to develop their skills and this limits achievement. The only use of ICT seen was in geography and modern foreign languages. Although students are able to access one ICT suite outside lessons, there is no designated ICT suite to support independent learning during study periods.

HUMANITIES

Focus subjects were geography, history and psychology; work was sampled in sociology and religious studies.

165. Students achieve very well in **sociology** and a significant proportion achieve the highest grades in A-level examinations. It is a popular subject that both recruits and retains well. Teaching in the lessons seen was of very good quality and students benefit from very good teacher knowledge and enthusiastic delivery. Independent learning is encouraged through having students make presentations to the group.
166. Examination results in **religious studies** at A-level have been well above average in recent years. In the lessons seen, teaching and learning were good and standards were above average.

Geography

Provision in geography is **very good**.

Main strengths and weaknesses

- Teachers know their subject well and teaching is very good.

- Fieldwork enhances what is learnt in the classroom.
- The students have positive attitudes towards the subject, which greatly helps their learning.
- Students are encouraged to become independent learners and become responsible for their learning.

Commentary

167. In 2003 and 2004 GCE A-level results were above the national average. Standards seen during the inspection were also above average. Students demonstrated a good knowledge of areas they were studying and a clear understanding of the physical processes and their effect on the environment. Also they had come to an understanding of the changes to the United Kingdom population and the effect this will have. The higher attaining students could discuss well with their teachers their knowledge and understanding of the subject and write well. The few lower attaining students made steady progress in their knowledge.
168. Achievement is very good. Most students build very well on their prior learning. They have a deeper understanding of the processes involved in a study of the subject and an increasing ability to write at some length about their knowledge. Most students are developing as independent and increasingly effective learners.
169. Teaching and learning are very good overall. Teachers prepare activities to help understanding and increase knowledge. Skilful questioning often leads into good discussions with many students taking part. Relationships in lessons are very good and expectations are high and most rise to the level expected of them. Work is marked regularly and students benefit from the constructive comments they receive, which helps them improve.
170. Leadership and management are very good. The head of department has a clear vision and knows the direction the subject needs to go. The scheme of work serves the students well. Assessment is good and improving and is being developed to inform student progress. The use of fieldwork is clearly helping students in their understanding of parts of the curriculum. Good improvement has been made since the last inspection.

History

Provision in history is **very good**.

- Standards are well above average and achievement is very good.
- Teaching and learning are very good.
- The standard of course work and extended written work is very high.
- There is a good range of books and source material.
- Access to ICT is unsatisfactory.

Commentary

171. The standards reached in A-level examinations in 2003 were significantly above those reached in similar schools and the national averages. Eighty one per cent achieved the

highest grades of A-B and 100 per cent of students achieved grades A-C. History is the highest performing A-level subject in the school. Results at AS-level were equally strong with all students achieving a grade within the A-E range and 88 per cent achieving the highest A or B grades.

172. Standards of work seen during the inspection are well above average. The quality of written work, both note taking and essay writing, is also very good. Students have a very clear understanding of a wide range of historical sources. Written work on a range of diverse themes, such as the race equality movement in the USA or Tudor politics, demonstrates the skill with which source material is used. Students in Year 12 adapt quickly and successfully to sixth form work and, by Year 13, are producing work of insight and maturity. However access to computers and the Internet is limited and this does hamper individual research.
173. The quality of both teaching and learning is very good. Students benefit from the very secure subject knowledge of the staff and questioning techniques that probe beyond superficial answers. Students are very effectively challenged in their use of source material. Teachers successfully create an age-appropriate learning atmosphere to which students respond with enthusiasm. This enthusiasm is reflected in the very high retention rates. Students are very well prepared for examinations. Very good assessment of their work is supported by detailed comments that give them clear guidance as to how they can improve their work.
174. Both the leadership and the management of the department are very good. There is a clear commitment to high standards and this is reflected in the effective teamwork of the department. The high standards and achievements identified in the previous report have been satisfactorily maintained.

Psychology

Provision in psychology is **very good**.

Main strengths and weaknesses

- Very good leadership and management are focussing effectively on learning.
- Challenging teaching encourages real intellectual effort and commitment.
- Excellent marking and assessment make a significant contribution to very good learning.
- A lack of variety in some teaching does not support independent learning skills.
- There are insufficient enrichment experiences to broaden and deepen the students' understanding.

Commentary

175. The students entered for A-level in 2004 were the first candidates in this newly introduced subject. The results were above the national average. The 2003 results at AS-level were above the national average and improved further in 2004.
176. The standard of work seen in the present Year 13 is above average. Achievement in both Year 12 and Year 13 is good. Students have a secure grasp of methodology and

psychological perspectives. Literacy and numeracy skills are good, evidenced in the students' understanding and appropriate use of psychological terminology and statistics. The writing of the higher attaining students is of a high standard. They are able to source authorities and use them tellingly in support of their arguments, and evaluate and summarise well. The lower attaining students struggle with the theoretical aspects and make fewer intermediate judgements in their essays, tending to list studies and their results with minimal comment. Students in Year 12 are at an early stage in this new subject but already work seen suggests that standards are at least in line with the national average. Early essays lack structure but improvement is noticeable, especially in the understanding of psychological terms and how they are used. The students' work-related skills are less well developed, because there are as yet few opportunities for enrichment experiences outside of their textbook learning.

177. Teaching and learning are both very good. Lessons are well planned and teachers have high expectations, seen in challenging questioning, to which students respond with good intellectual efforts. For example, one group was asked to restart their small group discussion because they had missed the point of the exercise, and this resulted in a much more focussed attempt. Explanations are very clear, and this helps students understand better. Where teaching is only satisfactory there is an over-reliance on text, little variety in delivery, and although knowledge is passed on, students have less involvement in their own learning.
178. Assessment of students' work and progress is excellent. The marking of assignments is consistent across the department; comments are very full, and really helpful, because they show the students in great detail how they can improve. As a result students make rapid progress over time and are well rehearsed in examination techniques.
179. Leadership and management are both very good. There has been vision and commitment to high standards in the setting up of this new subject, and first results are very impressive. Students are well supported by strategies such as frequent file checks and self-assessment records, which they say keep them well orientated as they move through the course. The staff are well supported, and future planning has as its focus the improvement of teaching and learning styles, which will impact on achievement, particularly the development of more independent learning skills.
180. The subject makes a very good contribution to the students' own personal development, which they recognise and appreciate. The advantages of ICT for research are fully embraced, but not all students have the analytical skills necessary to make effective use of the volume of source material available. There is no judgement on improvement as the course was not reported on at the last inspection.

ENGINEERING, TECHNOLOGY AND MANUFACTURING

Design and technology

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

Main strengths and weaknesses

- Students have a very good grasp of design principles and practice and they reach high

standards in examinations.

- Very good teaching reflects a very secure subject command and very high expectations and challenge.
- Students are keen to engage in design and make activity.
- Assessment is of high quality, thorough and is well used to guide and support students.
- Weaknesses in accommodation and resources, particularly for ICT, restrict the range of work that can be done.

Commentary

181. In 2003 both AS-level and A-level results were well above average when compared with all maintained schools and above those for similar schools. Results reflect very good achievement based on students' variable entry levels. Almost all students gained at least a grade above those predicted by their performance at GCSE. Retention rates are high. Unconfirmed 2004 results mirror those for 2003, reflecting an upward trend in academic achievement.
182. Standards of work seen during the inspection are well above average and achievement is very good. In lessons students are keen to apply design principles to a range of challenging design problems. They make very good gains in the acquisition of further knowledge, understanding and a range of making skills. In folder work students systematically analyse and evaluate design and products against modern trends and they demonstrate sensitivity to the needs and values of consumers. Standards of communication are excellent with presentation and graphical communication skills being exceptionally good in textiles. However, the use of the computer does not feature prominently in any material area for presenting information although work is well researched using the Internet.
183. Students collaborate well in group work; they show initiative and good independent learning skills. Relationships between teachers and students are excellent and promote an impressive development of personal views and student interpretation of moral and environmental issues. Students in both years are well motivated, are engrossed in their work and take pride in final outcomes. Students are very articulate and express their views well to the teacher and when presenting their research findings to the whole group.
184. Teaching is consistently very good and occasionally outstanding. Work is thoughtfully planned and delivered with pace and challenge that promotes very good learning. Very good interaction between teachers and students is a feature in every lesson. Assessment practice is excellent. Student progress is closely monitored and clear guidance is given to students on how they can improve their work. However, whilst teaching strategies reflect a range of approaches it rarely involve the use of new technology such as data projection and interactive whiteboards. This is mainly because there is a significant lack of resources in the area to enable this and also facilitate work in computer-aided design and manufacture.
185. Leadership is very good with a very clear vision for the direction and ethos of the subject and the entire teaching staff share in this. The subject area is managed effectively and efficiently. Technical staff provide very good workshop support but the allocation of support time is insufficient. Overall progress since the last inspection is good because standards have risen. Accommodation remains cramped with insufficient

storage facilities for students' work.

VISUAL AND PERFORMING ARTS AND MEDIA

Art and design

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

Main strengths and weaknesses

- The quality of teaching is consistently very good.
- The head of department is a very good leader and manages the department very well.
- Attitudes to work are exemplary; students are highly motivated and committed to their studies.
- There is no discrete studio provision and storage facilities are poor; the provision for ICT is improving, but remains unsatisfactory.

Commentary

186. The proportion of students gaining grades A or B in A-level examinations in 2003 was above national averages. Numbers taking the AS examination were too small to make a fair comparison. The provisional results for 2004 show a significant rise in standards. Standards of work seen are already well above average and achievement is good; this suggests that examination results will continue to improve. Retention rates are good.

187. Teaching and learning are consistently very good. Teachers have a full command of their subject and are able to motivate and inspire students to explore a very wide range of artists and art movements, using a good variety of media. The students have an exemplary attitude towards their work, pursuing their personal studies in very individual ways and showing a maturity and confidence in their work that leads to high achievement in the A-level examinations. Students are expected to develop as independent learners, investigating media and researching the work of artists they feel drawn towards and this leads to some very high standards of contextual study. The very good head of department is an excellent role model for those who share her belief that independent learning is crucial to the personal development of students. Assessment is very good and students understand what they need to do to improve their work, from the very good tutorial elements of teaching.

188. The department is very well led and managed. The department has made good improvement overall since the last inspection but problems remain in accommodation. The department has been imaginative in providing a small work station for each student, as a response to the criticism of accommodation at the previous inspection. This works satisfactorily for the small numbers taking A-level courses, but should be seen as a temporary measure. The poor storage is of more concern at present. There are high quality displays of students' work in classrooms and public areas, but ongoing large scale work, along with examination work that has to be retained puts considerable pressure on the limited space available.

189. The department has just received an interactive whiteboard and projector, which it is already making very good use of for fine art studies. However, unsatisfactory hardware and software resources restrict digital imaging and manipulation.

Drama

Provision in drama is **very good**.

Main strengths and weaknesses

- Achievement is very good and standards are well above those attained nationally.
- Teaching is very good and students have a strong commitment to their work.
- Inadequate accommodation and resources restrict students' practical work and their curriculum choices.
- The department is very well led and managed.

Commentary

190. Standards attained at both AS-level and A-level in 2003 were well above the national average and showed a significant improvement over those of the previous year. The 2004 results show a further improvement, with all sixteen candidates gaining either an A or a B grade at A-level. Sixth form standards have risen since drama was introduced at GCSE three years ago. Retention rates are good.

191. Writing standards seen in Years 12 and 13 are well above average. The most able students have mature research and ICT skills and make good use of the library and the Internet to investigate writers, plays, themes and historical, social and cultural contexts, as well as leading practitioners. Their diaries and notebooks indicate a good awareness of the course assessment objectives and, consequently, their writing is usually fluent and carefully analytical, with interpretations well justified and illustrated. Their planning and story boarding are also very good, as are their devised scripts which display a thorough understanding of leading practitioners such as Artaud, Brecht and Stanislavski. Their textual studies, portfolio work and annotation are perceptive and mature and their discussion and problem solving skills are excellent. The few comparatively less able students do not always show a full understanding of the concepts and conventions of drama that they have studied, and their commentaries are sometimes descriptive, rather than evaluative.

192. Standards of performance are well above average and sometimes very high. Ensemble, improvisation and teamwork are impressive in all classes. Students readily explore ideas and themes together: they challenge and support each other and work quickly and creatively. They use voice, body language, space and levels well to give very effective presentations, and know how to shape and direct performances. Their ability to evaluate their own and each others' work is assured and their constructive and perceptive comments bring about immediate improvement.

193. Achievement is very good because of students' commitment, dedication, hard work and enthusiasm. It is also aided by a good programme of enrichment experiences, such as theatre trips, visiting theatre groups and regular school productions. Students' knowledge of citizenship and their social, moral, cultural, spiritual and ethical

awareness are considerably enhanced through their studies and presentations of themes such as political power and its abuse and the use of theatre for propaganda and social education, as well as for entertainment. Links with other subjects such as English and music are strong: however, because of its lack of computers and good quality portable equipment, such as rostra and lighting, to give students regular opportunities to practise creative staging, to experiment with dramatic effects and to develop technical skills and awareness, the school cannot offer the technical options in the syllabus. Furthermore the present poor accommodation and lack of rehearsal spaces of suitable size severely restrict group and practical work. This problem is becoming more severe as class sizes are increasing, both in the sixth form and at GCSE.

194. Teaching and learning are very good. Teachers have very good subject knowledge and high expectations of all students. Students say that the teaching often inspires them to go beyond what they thought possible. Lessons are carefully planned, stimulating, challenging and enjoyable; and students are involved in assessment procedures in all lessons. They are well aware that drama is both an art and a discipline. Assessment practice is good. Teachers' marking is accurate and their comments both challenge and advise: however, because these are not regularly linked to the examination board's grade criteria, some students are not always sure exactly what they have to do to obtain a higher grade.
195. The leadership and management of the department are very good. Innovation, experimentation and a total commitment to the highest standards are the keys to its success. Development planning is very good: there is a robust system for self-evaluation and the department is constantly looking for ways to improve even further. Improvement since the previous inspection is very good. Standards and achievement have risen, and teaching is consistently very good.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- Very good teaching is leading to very good learning.
- AS and A-level students are given very good guidance and support and A-level results are consistently well above the national average.
- All sixth form students have the opportunity to participate in timetabled sport.
- There are no opportunities for students to participate on sports leadership award courses.

Commentary

196. The GCE A-level results in 2003 were well above the national average and represented very good achievement for most students. The provisional 2004 results are similar. The proportion of students gaining a higher grade pass (A or B), in both the AS and A-

level examinations, is consistently well above average. Standards in lessons and work seen by Year 12 students, are above average and by those in Year 13, well above national figures. Students enter the sixth form without having studied for the GCSE physical education examination and therefore achievement is very good. Higher attaining students perform very well in a range of sports at county, national and sometimes international levels.

197. The quality of teaching and learning is very good in Years 12 and 13. Teachers show wide subject knowledge and are aware of how students learn; they work hard to use methods and resources that meet their needs. In an AS theory lesson the teacher used PowerPoint presentation, videos and research tasks to improve students' knowledge of the historical development of physical education. Students organize their files well, and there is very good evidence of independent research using the Internet, library and other sources. Students are able to write at length on a variety of topics, such as the physiological and psychological factors that affect performance. The extended writing skills of a small minority are less well developed. A-level students show good use of ICT skills in their personal exercise programme files; they research the Internet and summarise numerical data in graphical forms. Students are appreciative of the support that they receive, the overall monitoring and mentoring of students being very good.
198. Teachers' expectations of students are high and they respond very positively; retention rates for courses are good. Assessment practice is good. Students' written assignments are marked regularly and teachers' good diagnostic comments ensure that students know how to improve.
199. The quality of leadership and management is good. The joint co-ordination with Bournemouth School for A-level sports studies works very smoothly. Good procedures are in place to monitor, evaluate and improve the quality of teaching and standards.
200. The sixth form timetable has provision for recreational sport and many students take advantage of this. Improvement since the last inspection is good and includes the very successful introduction of A-level courses. To improve further, accommodation needs updating and opportunities need to be provided for students to broaden their experiences, for example by taking the Community Sports Leaders' Award.

BUSINESS

Provision in business studies is **very good**.

Main strengths and weaknesses

- Students make very good progress and there is very good achievement.
- Very good teaching and leadership and management underpin the students' success.
- Visits and references to current events enhance the curriculum and understanding.
- There is more scope to improve students' independent learning skills.
- Accommodation and access to up-to-date ICT are unsatisfactory.

Commentary

201. Standards in A-level examinations have been consistently well above the national average since the last inspection, and on occasions better. There was a dip in results in 2003 but standards seen during the inspection are well above average and achievement is very good. The AS results have consistently improved and the examination results are well above the national average. Students enter the sixth form with no prior knowledge of the subject and make very good progress. In Year 13 they successfully broaden and deepen the understanding acquired in the lower sixth.
202. Teaching and learning are very good. A Year 12 class showed a very good understanding of how inflation and social policy affect fiscal policy, indicating very good progress in six weeks. A Year 13 class could refer to a range of influences and outcomes when discussing a case study on restrictive practices. This very good ability to link theory to practice within a holistic content was also evident in their work over time when a very brisk, well structured pace of learning occurs. These are important factors in accounting for the very good results. Expert teaching has played a significant role. A very experienced teacher is most effective at communicating her excellent, up to date knowledge. Very good relationships and the students' keenness to succeed promote very good learning. Assessment practice is very good. Students have been well taught to understand the criteria that determine their grades and benefit from a constant focus on examination techniques and questions. The curriculum is very well planned to ensure a systematic increase in knowledge and understanding. A very good range of visits and involvement in activities such as business challenges enhance understanding and maintain interest. Although students choose their own focus for coursework there are too few opportunities for pupils to take the initiative for their own learning.
203. This is a single person department and the very good teaching reflects the high quality visionary leadership and skilled management that have been dominant since the last inspection. Minor concerns have been rectified and self-review has been most effective at highlighting appropriate changes. There have been positive developments since the last inspection and well above average academic standards have been maintained. Improvement has been good. Accommodation is unsatisfactory as students must leave their base room and have a nomadic existence during examinations. There is unsatisfactory access to ICT, an essential learning tool in a modern economics and business course. Retention rates are very high as nearly all students complete their courses.

HEALTH AND SOCIAL CARE

The school does not provide courses in this area.

PERSONAL DEVELOPMENT AND GENERAL PROGRAMMES

Work was sampled in general studies and critical thinking.

204. A **general studies** lesson observed focused on presenting arguments as part of a series on communication skills. Standards were well above average and learning was very good, in response to well devised activities that interested and involved the students both in presentation and evaluation.

205. **Critical thinking** has been recently introduced in Year 12 as an alternative course to general studies at AS level. Teaching was good in the lesson seen and the course is well resourced. Standards are very good because of students' strengths in literacy and numeracy.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

unsatisfactory (5); poor (6); very poor (7).