

# INSPECTION REPORT

## **BROCKHILL PARK SCHOOL**

Hythe, Kent

LEA area: Kent

Unique reference number: 118830

Headteacher: Mr A Lyng

Lead inspector: Mr D B Evans

Dates of inspection: 6 – 9 December 2004

Inspection number: 268757

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Comprehensive
School category:	Foundation
Age range of students:	11 to 19 years
Gender of students:	Mixed
Number on roll:	1321
School address:	Sandling Road Saltwood Hythe Kent
Postcode:	CT21 4HL
Telephone number:	01303 265521
Fax number:	01303 262708
Appropriate authority:	The governing body
Name of chair of governors:	Mr David Hill
Date of previous inspection:	19 April 1999

## **CHARACTERISTICS OF THE SCHOOL**

Brockhill Park School is a specialist arts college which serves the coastal towns of Hythe and Folkestone and the surrounding villages. It has the Artsmark Gold, Sportsmark and Investors in People awards. The school has its own farm, which is used for vocational courses, to enrich the curriculum and as a focus for school and community links. As a non-selective school in a catchment area which has two grammar schools, attainment on entry can vary significantly from year to year. It is generally well below the average in comparison with all schools but the current Year 11 is closer to below average. The socio-economic context is relatively unfavourable although its catchment area does include some more favourable districts. Most students have a white British heritage and one in 20 come from a range of minority ethnic backgrounds including a few sons and daughters of Ghurka Regiment families stationed in Hythe. A small number of students speak English as an additional language. The percentage of students identified as having special educational needs is above the national average. The percentage of students with a Statement of Special Educational Needs is broadly in line with the national average. Of those with more significant needs, most have learning needs or emotional and behavioural difficulties, while a smaller number have physical difficulties or autism. The number of students who join or leave the school at other than normal times is above average. There are a few refugees and no travellers.

The school offers a wide range of advanced sixth form subjects and courses for 198 students. Most sixth form students continue on from the main school. Attainment on entry to the sixth form is below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1049	Brian Evans	Lead inspector	English as an additional language
8992	Julian Vischer	Lay inspector	
1769	Michael Holohan	Team inspector	Special educational needs
15971	Michael Pye	Team inspector	Physical education
2200	James Stirrup	Team inspector	Drama Drama (sixth form) Media studies (sixth form)
11751	David Sutcliffe	Team inspector	Modern foreign languages German (sixth form)
20420	Stuart Rawcliffe	Team inspector	Science Biology (sixth form)
1578	Maureen Sinclair	Team inspector	Information and communication technology
1845	Robert Tweed	Team inspector	Citizenship Religious education
10060	David Gutmann	Team inspector	Business studies Business studies (sixth form) Leisure and tourism (sixth form) Vocational Work related learning
1085	John Laver	Team inspector	English English (sixth form)
25748	Roger Moyle	Team inspector	Dance (sixth form)
23891	Peter Slape	Team inspector	Design and technology
31673	John Gwyer-Roberts	Team inspector	Music
13122	Stephanie Matthews	Team inspector	History
17923	Michael Shaw	Team inspector	Mathematics Mathematics (sixth form)
31688	Brian McGonagle	Team inspector	Art and design
30743	Neil Cowell	Team inspector	Geography

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Brockhill Park is a school which provides an acceptable standard of education for its students.** Standards are below average and students achieve satisfactorily. Teaching and learning are satisfactory and students have satisfactory attitudes to school. Leadership and management are sound. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- the school does not fully meet National Curriculum requirements in music, geography and design and technology;
- standards of dance and drama are high and enhance the school's growing reputation as a specialist performing arts college;
- the college farm has a very positive impact on the curriculum and on learning;
- students achieve well in English but literacy and numeracy policies are not fully implemented in all curriculum areas;
- sixth form provision is good and improving;
- attendance is unsatisfactory;
- poor classroom management of teachers in a small but significant number of lessons allows a few students to disrupt the learning of others.

Improvement since the last inspection is satisfactory. Teaching and learning have improved overall with a higher proportion of good or better lessons. Expectations are high in a number of subjects but too low in others. The school has identified weaknesses in teaching and learning and is responding to them through effective development planning. Progress in providing a full National Curriculum in design and technology has been hindered because of the difficulties of recruiting specialist staffing. The school does not provide a daily act of collective worship. The school has a number of other improvements already in hand to raise standards further, including major changes in the senior management structure in order to focus more effectively of the needs of individual students. Accommodation has improved.

### STANDARDS ACHIEVED

Performance compared with:		all schools			similar schools
		2001	2002	2003	2003
Year 11	GCSE/GNVQ examinations	D	E	C	A
Year 13	A/AS level and VCE examinations	-	D	E	

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

**Overall achievement is satisfactory in all years.** In work seen, standards are below average at the end of Year 9 and at the end of Year 11. Test results at the end of Year 9 in 2003 were below average nationally and average compared with similar schools. Value added test scores over the past few years show an improving trend. In 2003, students' performance in GCSE examinations was average but well above average compared with similar schools. National comparisons are not yet available for 2004 but the average GCSE points score per student fell because the ability profile of the year group was significantly lower. Nevertheless, the overall value added figures show that most students, including higher attainers, have made at least satisfactory progress when compared to their test results at the end of Year 9. Achievement is good in English, discrete information and communication technology (ICT), religious, personal and social education, drama, vocational courses and physical education. Achievement is poor in geography and unsatisfactory in history and music. It is satisfactory in all other subjects. Students with special educational needs achieve well

as do those from minority ethnic backgrounds and the small number of students who speak English as an additional language. A minority of average and lower attaining students underachieve. Literacy and numeracy skills are below average and a number of subjects give insufficient attention to promoting them. The use of ICT skills to support learning across the curriculum is unsatisfactory overall because it varies in subjects from good to poor. Sixth form standards are below average but students achieve well given their GCSE grades on entry. Post-16 examination results show an improving trend.

**Students' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory.** Their attitudes and behaviour are satisfactory. Most behave very well but a few are inattentive and disrupt some lessons. Exclusions rates have been high in the past but are falling. Attendance is unsatisfactory.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching is satisfactory overall.**

Teachers know their subjects well. In many lessons, students are highly engaged through imaginative tasks and good use of ICT and other resources. Most students respond very well and this enhances their learning. Unsatisfactory or poor teaching is characterized by weak classroom management where the poor behaviour of a few disrupts the learning of others. Assessment procedures are generally satisfactory.

Curriculum provision is unsatisfactory overall. The farm is used very well to enhance learning in many subjects. There is a good range of vocational courses and provision for work-related learning is satisfactory. Dance and drama are very good strengths and add greatly to the reputation of the school as a specialist performing arts college. However, in Years 7 to 9 the school does not fully meet National Curriculum planning requirements in music and for planned provision for ICT and fieldwork in geography. There is a limited time allocation for design and technology because the school has not been able to recruit appropriate specialist teachers. There is a good range of extra-curricular activities. Gifted and talented students have some enrichment, but this is not planned systematically in all subjects. Students have satisfactory support and guidance and the school works satisfactorily with parents. Good links with other schools and the wider community support the exchange of good practice and the smooth transfer of students from primary school into Year 7.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The headteacher provides good leadership in promoting the school's values. It is too early to judge the impact of the new management and pastoral structures but they are appropriately linked to the school's own extensive performance reviews and self-evaluation processes. Financial management is good and best-value practices followed efficiently. Accommodation and resources are satisfactory. Governors give good support to the school and monitor performance regularly. Governance is only satisfactory overall because statutory requirements for collective worship and National Curriculum are not fully met.

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

Parents are in most respects pleased with their children's progress and maturity. A few parents have concerns about behaviour and support for those with special educational needs. Almost all students feel well supported and like the activities and the opportunities to take responsibility. Students generally feel that the school's firm procedures on bullying and harassment are good although occasionally incidents take too long to resolve.

## **IMPROVEMENTS NEEDED**

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

- to implement in all subjects in Years 7 and 9 the good practice which exists in a few subjects for improving standards literacy and numeracy;
- to provide support for teachers whose classroom management skills are weak and which allows a few to disrupt the learning of others;

- attendance rates.

and, to meet statutory requirements:

- fully meet National curriculum requirements in geography, music and design and technology;
- provide a daily act of collective worship.

## OVERALL EVALUATION

**This is an effective sixth form and provision for students is good.** The sixth form is becoming increasingly popular for students in Year 11, with 70 per cent of students opting to stay on into the sixth form.

Although standards in a number of A-level courses are below average, students achieve well when set against their attainment upon entry. The average point scores achieved by students reveal that standards have improved consistently over the past four years.

Teaching in the majority of subjects is good with nearly three-quarters of lessons observed during the inspection being good or better. The overall retention rate in the sixth form is 85 per cent with a number of students who begin an intermediate vocational course leaving at the end of Year 12. Ninety-five per cent of students who begin a two-year A-level course complete it. When set against attainment upon entry, and the achievement of students, the sixth form provides good value for money.

The main strengths and weaknesses are:

- good teaching results in students achieving well in lessons, and making good progress over time;
- students receive good support and advice from their tutors;
- good termly reports, and monitoring procedures ensure that students have a clear understanding of what they need to do to improve the quality of their work;
- the work of the sixth form council gives students the chance to make a contribution to the organisations of the school;
- leadership and management in the sixth form are good.

## QUALITY AND STANDARDS IN SUBJECTS AND COURSES OF THE CURRICULUM

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

Curriculum area	Evaluation
English, languages and communication	<p>The provision for <b>English</b> is <b>good</b>, with some very good features. Students have very positive attitudes to work. Students achieve well in response to good teaching. Standards are in line with expectations for students' ages.</p> <p>The provision for <b>German</b> is <b>good</b>. Although standards are below average, students achieve well in the subject. Effective use is made of conferencing facilities to promote students' learning and understanding.</p>
Mathematics	<p>The provision for <b>mathematics</b> is <b>satisfactory</b>. Good subject knowledge results in good learning, though there is a lack of pace and rigour in some lessons.</p>
Science	<p>The provision in <b>biology</b> is <b>unsatisfactory</b>. Students do not achieve standards that they are capable of. There are too few chances for students to work independently.</p>
Visual and performing arts and media	<p>The provision for <b>dance</b> is <b>very good</b>. Lessons are extremely well planned and organised. Very good working relationship between teachers and students enable them to achieve beyond their expectations. Good use is made of video to analyse the quality of work.</p>

The provision for **drama** is **very good**. Good and very good teaching enables students to achieve well in lessons, and to produce some good quality drama work. Standards at the end of Year 13 are above average.

The provision for **media studies** is **good**. Teachers' secure knowledge of the subject results in students achieving well over time. Resources are used in an effective manner to extend students' skills, knowledge and understanding.

Hospitality, leisure and travel	sports,	The provision for <b>travel and tourism</b> is <b>very good</b> . Students achieve well over time and achieve satisfactory standards. The school has very good links with local leisure facilities.
Business		The provision for <b>business studies</b> is <b>good</b> . Although examination results are below average, good teaching results in students achieving well over time.

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*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**

Students receive good information prior to choosing their subjects for study in the sixth form. Good induction procedures take place in the first week of students' studies. Termly subject reports clearly inform students of their attainment and progress and give individual targets for improvement. Students have one-to-one discussions with their tutors to support them in their studies. Career guidance is good, with students having access to information about both future academic options and the world of work. Weekly tutorials and the AS General Studies course taken by all students in Year 12 make a positive contribution to students' personal development

### **LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM**

Leadership and management of the sixth form are good. The direction of the sixth form is guided by the work of the Post-16 Strategy Group, who regularly review and plan for improvement in the sixth form. There are good strategies in place to support students in their academic and personal development. The school does not provide a daily act of collective worship.

### **STUDENTS' VIEWS OF THE SIXTH FORM**

Students' views of the sixth form are very positive. They rate their teachers highly and appreciate the support and advice given to them by their tutors. They feel that they are treated as young adults and are of the opinion that the work of the sixth form council contributes to the organisation of the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY STUDENTS

#### Standards achieved in subjects and courses

Achievement is satisfactory. Standards are below average. The difference between girls' and boys' performance is similar to that found nationally.

#### Main strengths and weaknesses

- Achievement accelerates in the sixth form because of good teaching.
- Average and lower attaining boys are inattentive in some lessons and hence do less well.
- Gifted and talented students have some enrichment but are not consistently challenged in all subjects.

#### Commentary

1. Students enter the school with well below average attainment levels and the proportion of higher attainers is low in comparison with most comprehensive schools because students can opt for entry to local grammar schools. Year 9 national test results between 2001 and 2003 were close to the average in English and well below average in mathematics and science. Overall in 2003 test results were below the national average but average when compared with schools of similar intake. The school's analysis of its 2004 test results shows that the progress of boys and girls in relation to their attainment on entry was at least satisfactory.

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

Standards in:	School results	National results
English	32.5 (32.3)	33.4 (33.3)
mathematics	32.6 (31.1)	35.4 (34.7)
science	31.3 (29.9)	33.6 (33.3)

*There were 240 students in the year group. Figures in brackets are for the previous year.*

2. The overall trend in GCSE results between 2001 and 2003 is a rising one. However, GCSE average points scores have fluctuated over the past four years from well below average to average. This reflects the differing ability profile of the year groups concerned. The proportion of students gaining five or more A\*-C grades was average in 2003 but fell back in 2004. Achievement by individual students nevertheless remained at least satisfactory and most made the progress expected of them. Girls do better than boys by a similar amount as that found nationally. The 2003 results were well above those of similar schools.

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

	School results	National results
Percentage of students gaining 5 or more A*-C grades	53 (26)	52 (50)
Percentage of students gaining 5 or more A*-G grades	81 (87)	91 (91)

Percentage of students gaining 1 or more A*-G grades	95 (94)	96 (96)
Average point score per student (best eight subjects)	30.6 (28.2)	34.7 (34.8)

*There were 232 students in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

3. For current students, overall standards at the end of Year 9 are well below average. In relation to their attainment on entry, students achieve satisfactorily. There is variation in achievement between subjects: it is very good in English, dance and drama, satisfactory in mathematics and science but unsatisfactory in geography, history and music. This variation is closely related to variations between high and low expectations by teachers and to some disruptive behaviour by a few students in lessons. The present Year 11 cohort has a higher ability profile than usual and, although standards are below average, students achieve satisfactorily.
4. Students have below average skills in literacy, numeracy and average skills in ICT. Greater coherence between subject teachers in promoting these basic skills has been an ongoing priority for senior staff. There is good practice in a number of subjects but the overall picture is one of patchy effectiveness and remains a barrier to raising standards further.
5. The achievements of students with special educational needs is good overall and very good in the Learning Support Department. Within their specialist withdrawal groups students achieve very well against their individual targets as a consequence of teachers and learning support assistants who are responsive and sensitive to their needs. In the main school, however, the provision made by individual departments is variable and ranges from good to unsatisfactory. Examples of good practice were seen in physical education and English, where specialist equipment combined with some effective classroom strategies enable the students to achieve well. However, in other subjects, such as modern foreign languages and mathematics, insufficient account is taken of students' needs, individual targets are not referred to and a lack of teaching assistants affects achievement.
6. Gifted and talented students achieve well and in many subjects they achieve very well, particularly in Years 10 and 11. They have some additional enrichment but this is not sufficiently well co-ordinated or monitored. Students from minority ethnic backgrounds, including the very small number for whom English is an additional language, achieve as well as other students.

### **Sixth form**

7. Students' average points scores in A-level examinations in recent years have fluctuated but show an improving trend. In the last two years standards have been below average compared with the national average. In work seen, standards at the end of Year 13 are below average in most subjects but sixth form students achieve well in both A-level and vocational courses. Provision for A-level biology is unsatisfactory because leadership and management issues are not resolved. The management of students' learning by teachers is good. Relationships are good. Students develop good reasoning and thinking skills. They are very supportive of one another and the relatively few students from ethnic minorities achieve as well as other students. The A-level subjects inspected in depth all show students have a good attitude to learning and are making good progress.

### ***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	79.4 (89.0)	89.4 (92.6)
Percentage of entries gaining A-B grades	16.3 (13.9)	32.6 (35.3)
Average point score per student	166.9 (186.9)	258.2 (263.3)

*There were 55 students in the year group. Figures in brackets are for the previous year*

## Students' attitudes, values and other personal qualities

Students' behaviour and attitudes are satisfactory. The provision for their spiritual, moral, social and cultural development is satisfactory. Attendance is unsatisfactory but punctuality is satisfactory.

### Main strengths and weaknesses

- Pupils' interest in school life and the range of activities provided are good.
- In spite of disruption to lessons by a persistent minority in all age groups – apart from the sixth form - students are patient and responsive.
- The school does not set high enough expectations for students' conduct between Years 7 and 11.
- Students' attitudes in the sixth form are very good, as is their behaviour.

### Commentary

8. Most students spoken to are positive about the school across all age groups and especially in the sixth form. Students involved in the performing arts and in the farm unit have consistently positive attitudes and their levels of self-esteem and self-confidence are higher than most. In lessons the majority of students work well in pairs together and are happy to help fellow students when they are a little baffled or unsure what to do. Students will spontaneously help another when the need arises and when the teacher is clearly preoccupied with other groups. Students are patient and responsive to teaching and often try hard to do their best. On the large site at break and lunchtimes most students behave well and are considerate to others. The support to correct bad behaviour and negative attitudes offered to a small number of students by the school – through, for example, the learning mentor and the business mentors - is good.
9. In most lessons students work with determination but in those same lessons a small minority of students frequently disrupt learning by minor infringements of the behaviour code and a lack of self-discipline. For example, in an English lesson two or three boys made silly background noises while writing; when answering questions they persistently could not be bothered to put their hands up. In lessons where the aim of the teaching is not clear the disruption by a minority is greater but behaviour does not deteriorate to very bad levels. These infringements are not consistently dealt with by staff and as a result mixed signals are given to the disruptive students. When action is taken against them it is often too late to prevent damage to the learning experience of the vast majority.
10. At break and lunchtimes, too, the school does not insist on high enough standards of behaviour. The few disaffected students and smokers are allowed to get away with their unsuitable behaviour because staff are not on hand to chase them up often enough. Students regularly drop litter. The school's expectations of good behaviour are low and opportunities to cultivate good behaviour are missed – it does not, for example, use a prefect system to enlist the help of the majority of positive students.
11. The school has taken a more resolute approach to bullying and other forms of harassment, and this provision is satisfactory. The school acknowledges that bullying exists and has good procedures to deal with incidents. The sparseness of supervision and the breadth of the site mean that incidents can happen some way from adults. Logging and recording of incidents are well-organised. Students feel their concerns are listened to and action is taken; bullying is discussed at the school council and a detailed survey of views has been carried out. Both students and parents have mixed views about how fairly bullying is dealt with.

## Exclusions

Comparative data shows the rate of permanent exclusions is still unsatisfactory although the trend is falling. The level of temporary exclusions is broadly in line with what might be expected - comparative data is not available. The policy of the school is clear and permanent exclusions are kept for extreme incidents.

### *Ethnic background of students*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	1246	91	9
White – Irish	1	0	0
White – any other White background	13	2	0
Mixed – White and Black Caribbean	1	2	0
Mixed – White and Black African	3	1	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	1	2	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	27	6	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	3	0	0
Black or Black British – any other Black background	1	0	0
Chinese	1	0	0
Any other ethnic group	6	0	0

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

Attendance overall is judged to be unsatisfactory, rather than poor, because the rate is on the statistical cusp between below and well below and unauthorised absences are much better than the national average. The local education authority comparative measure for similar schools grades the attendance rate as in line. The school monitors attendance well now it has installed a good computerised system – this is a good improvement since the last inspection. The school offers a good range of inducements to encourage attendance. Punctuality is satisfactory and lessons begin promptly, which, given the extended nature of the site, means most students make good efforts to be punctual. A small minority straggle in and get to lessons after they have started. At the start of the day there is a higher percentage of late students although this can often be for genuine travel-related reasons. The school does not operate a punctuality reward scheme. Form time at the start

of the day is satisfactorily used although very variable in effectiveness but it does mean that students are in school by the start of lessons.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	9.6	School data	0.5
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.*

12. The provision for students' spiritual, moral, social and cultural development is satisfactory. There is still no daily act of collective worship for all and tutorial sessions do not have a 'thought for the day'. Opportunities to reflect on the meaning and purpose of life are at their strongest when students are in religious education lessons and when they care for the animals on the farm. Otherwise such opportunities are inconsistently delivered in lessons. In dance in the sixth form the students have very good opportunities to consider the relationship between the individual and the external world. Overall, spiritual provision is satisfactory.
13. Moral and cultural development is satisfactory. Students show their concern for the less fortunate when they choose and fund-raise for various charities. Whilst the majority of students know right from wrong, there is a significant minority who less consistently abide by the behaviour codes. Through working on the farm there is a unique opportunity for students to recognise the need to respect living things. Students learn well about their own and other cultures in various lessons – for example samba music, and African dance. In addition to a satisfactory range of visits to theatres, the students benefit from links with France and as a part of the international food project with Boston.
14. Social development is good. A wide variety of clubs exist, and they include a very effective Young Farmers club. A good range of sporting activities is offered, as well as events in dance and drama and trips at home and abroad. This reflects a good level of commitment by the school to this aspect. Additionally, the school aims for all students to experience a residential trip, whether to France, Wales or in the sixth form to Canada. Within the day-to-day life of the school good opportunities are presented to students to develop the skills of living in a community. Except in music, where there are insufficient opportunities, the students respond well to the chances to work in small groups in lessons. Each house now consists of mixed-year form groups, and this has had a positive impact on the range of social links that students develop. The school council helps students to contribute effectively to exercising responsibility in the community but there are missed opportunities to further develop this aspect.
15. The attitudes of students with special educational needs are good within the Learning Support Department and in line with other students throughout the school. Their social development is aided by the strong relationships that exist within the department. This is particularly apparent in the small group work dedicated to improving communication and social skills.

### **Sixth form**

16. Students in the sixth form are very positive about the school. They also comment very positively about the performing arts, the farm unit and the way they are treated as equals and respected by staff once in the sixth form. Most students have come through the school itself and feel privileged to have the opportunity of being in the sixth form. This is reflected in the attendance figures which are good. They behave maturely both in lessons and around the school. They are keen to take on responsibilities on behalf of the school and mix well within the vertical structure of the school council. They are enterprising in managing and running

school-wide events such as the involvement in the local festivals through the popular Young

Farmers club. They are studious and hard-working in most lessons. They fulfil a supportive role in the school very well and as such act as very good role models for other students in terms of behaviour and being sensible and helpful.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching and learning are satisfactory. Overall, the curriculum is unsatisfactory but includes a good range of vocational courses. Support and guidance for students are satisfactory.

### Teaching and learning

Teaching and learning are satisfactory in Years 7 to 11 and good in the sixth form. There is some inconsistency in the quality of teaching between subjects. Assessment is satisfactory.

### Main strengths and weaknesses

- Most teachers know their subjects well and plan carefully to ensure all learn at a good pace.
- Many lessons use interesting tasks that involve students and challenge them to think hard.
- In most lessons, students' attitudes to learning are positive.
- In a minority of lessons, some students – mainly boys – are inattentive and occasionally disruptive.
- A whole-school assessment policy is insufficiently detailed and procedures vary between subjects.

### Commentary

17. Nearly two-thirds of all lessons seen were good or better and almost three out of every ten were very good or excellent. Teaching is good in English and drama, religious education, art, business and the vocational courses. In other subjects it is at least good overall but is more variable.

### *Summary of teaching observed during the inspection in 166 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (4%)	39 (23%)	62 (37%)	44 (27%)	13 (8%)	2 (1%)	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.*

18. In the good and very good teaching, teachers use their very good subject knowledge to give clear explanations and ask questions that encourage students to think. They plan well-structured lessons that make good use of time and include a variety of interesting tasks. Resources are often used very well to make learning real and active. For example, the school farm is used as a stimulus for debate and as a source of real data for students to analyse in science.
19. Where teaching is very good or excellent, students are highly engaged through imaginative tasks and learn at a fast pace in response to teachers' clear expectations. Students of all abilities are challenged appropriately. In drama, for example, students are motivated by teachers' enthusiasm and by the relevance of topics covered. English lessons challenge students to think deeply about language and literature.

20. In some subjects, there is a proportion of lessons which are in most cases satisfactory but are of less good quality. In some of these subjects it is because some teachers are inexperienced or less confident in their subject knowledge. Learning is sometimes slowed because classroom management is not strong enough. Most students' learning is much enhanced by their positive attitudes: they take a pride in their work and complete homework diligently. However, there is a minority of students, mainly boys, who find concentration difficult. Where teaching is less skilled and inattention is not dealt with, learning is slowed or disrupted. Learning is sometimes less good for other reasons. In religious education, for example, the best lessons give students the opportunity to think and understand, but in some lessons learning is too passive.
21. The teaching of students with special educational needs is very good in the Learning Support Department and variable in subjects across the school. The withdrawal groups benefit from well-planned sessions with effective use of support assistants to support their learning. The teaching of behaviour management and social communication skills is very effective. These lessons are sensitive and well presented thus enabling students to review their behaviour and develop appropriate skills. The very good quality of this teaching reflects the quality of the teaching and support staff. Assessment arrangements for students with special educational needs are of good quality. Learning and behaviour targets are precise and regularly reviewed. Discussion with students shows that they are aware of their targets and of how they need to improve. However, within the wider school, insufficient attention is paid to the assessment and target data and they are not used effectively in the planning of teaching.
22. Within main school lessons, the quality of the special educational needs teaching ranges from the good to the unsatisfactory. Where teaching is good, lessons are planned to incorporate the special needs of students and they are effectively challenged. In unsatisfactory lessons little account is taken of students' needs and these problems are exacerbated when support staff are not available to assist.
23. Assessment is overall satisfactory. The school is committed to using assessment for learning and has distributed some detailed information to staff. It is shortly embarking upon staff training but inevitably delivery is presently inconsistent across the school. The school has improved the amount of assessment data it collects about students. The information is carefully evaluated and this enables subjects to set realistic targets, and track the progress of students from different ethnic backgrounds. Not all subjects have this data easily retrievable from computers for teachers to use. A whole-school assessment policy guides practice, but it is insufficiently detailed. This results in subjects pursuing different procedures. Practice is most mixed in Years 7 to 9 where subjects use a mix of National Curriculum levels and a school grading system to inform students. Further confusion arises among students about the school grading system and how to apply it to the National Curriculum levels. This often results in students knowing their level of work, but being uncertain about how to improve. This applies particularly to mathematics, modern foreign languages, geography, history, science and physical education theory. Students are involved in setting targets and their progress is regularly monitored and discussed with tutors. Teachers mark regularly and write some very supportive comments.
24. Resources and accommodation are satisfactory overall. In most subjects resources are at least satisfactory, and there are good texts in religious education. However, limited budgets have resulted in some deterioration in large costly equipment such as trampolines in physical education. There are shortages such as microscopes in science, and text books in physical education. The school makes productive use of the very good farm resource, and the Young Enterprise club in business education. There is no central library resource. This has implications for the ease by which students can access books for cross-curricular work. Accommodation has much improved since the last inspection. The school is spread out over a wide area with a range of old and new subject-based buildings which makes movement

difficult and maintenance costly. However, the senior management team is generally successful in minimising the impact on its negative aspects so that teaching and learning do not suffer unduly.

## **Sixth form**

25. Teaching in the sixth form is good and shows significant improvement compared with the last inspection. All teachers have very good subject knowledge. They plan well and have high expectations of students. They use a wide range of teaching strategies to motivate students. As a result students make good or very good progress in their learning and achieve a higher than expected level in many cases. Assessment is good in the sixth form. Feedback to students is detailed and guidance is well targeted for improvement so that students know how to improve their performance. Assessment is very good in travel and tourism, dance, media studies and business education in the sixth form.
26. In the performing arts, travel and tourism and in leisure and tourism, the resources are very good, particularly the availability of ICT. However, in many other subjects there are problems of easy access to ICT resources.

## **The curriculum**

The curriculum provision is unsatisfactory overall. It is broad and balanced in Years 10 and 11, and strongly reflects the school's new specialist performing arts status. Statutory requirements are not fully met in Years 7 to 9 for geography, music and design and technology.

### **Main strengths and weaknesses**

- National Curriculum requirements are not fully met in geography, music and design and technology.
- Curriculum opportunities are flexible and offer choices to meet the needs of different students well including the continuing development of the school's specialism in performing arts.
- The school farm has been used well to broaden and enrich the curriculum.

### **Commentary**

27. The curriculum is broad and balanced and meets statutory requirements in Years 10 and 11 including religious education, personal and social education, citizenship, sex education and drugs awareness. Curricular provision for equality of access, opportunity and social inclusion is good, and the curriculum has the Kent LEA kitemark. In ICT and dance, curriculum arrangements are very good. They are unsatisfactory in design and technology, music and geography because programmes of study do not include all elements of the National Curriculum. Governors and senior staff are seeking to recruit specialist staff to remedy these gaps as a high priority. Since the previous inspection, curriculum pathways have broadened to include further appropriate vocational options.
28. The school has an intake which varies considerably more than average, and this has guided the school's approach to an adaptable curriculum. The option system is made as flexible as possible for all students and an additional alternative curriculum pathway is available for some students, developing skills in areas such as plumbing and motor mechanics. Studies are linked typically with GCSE/NVQ college courses or core curriculum studies in school. This route has been very successful for students, some of which have returned to 'mainstream' studies in the sixth form.
29. The curriculum is unsatisfactory in geography and music and design and technology in Years 7 to 9. In geography curriculum time is limited and statutory requirements are not met with respect to fieldwork and ICT. In music students have very limited time in one quarter of a rotation with design and technology subjects. In design and technology the time allocated is well below the national average and then shared partly with music. The department does not meet statutory requirements to provide students with experiences in compliant materials

such as food or textiles, or to work with computer control. There has been some curriculum innovation, for instance where the intermediate level GNVQ in ICT starts before Years 10 and 11, and some students successfully 'fast track' in English GCSE.

30. The curriculum is enriched greatly by one of the largest school farms in the country, directly through courses such as animal care but also, for instance, within science and citizenship studies. Arts and Young Farmers clubs flourish.

### **NUMBER OF ANIMALS ON THE SCHOOL FARM**

6 suckler cows in calf	46 sheep (Texel/Southdown)	150 laying hens	1 corn snake
7 steers (12-21 months)	4 rams	Pigs (7 gilts in pig)	2 guinea pigs
7 steers (6-9 months)	2 young rams	Pigs (2 gilts with litters)	1 spiny mouse
6 rabbits	2 goats	Pig (1 gilt –dry)	1 bearded dragon
5 chinchillas	2 horses	Pig - 1 large white Pedigree boar	1 cold fish tank
1 chameleon	2 leopard geckos	Pigs – 10 fatteners	1 tropical fish tank

31. Curriculum enrichment varies between subjects. In citizenship, close links with the Boston Food project in Year 8 particularly have resulted in land being cleared to grow vegetables. In English students visit theatres, and in PE there are a number of lunchtime and after school clubs for boys and girls. The department also makes use of an external athletics coach. Students have opportunities to represent the school in the wider community, for instance in the performing arts at the Canterbury Festival.
32. Students with special educational needs have full access to the curriculum. Very good quality support is available within the Learning Support Department to enable students to complete coursework and receive help with literacy needs. The school makes satisfactory provision for those students identified as either gifted or talented. Very good provision is made in dance which culminates in public performances such as the festival at Canterbury. Good provision is also made in English where students complete their GCSE courses in Year 10. However, in other subjects, although gifted and talented students are identified, much less provision is made for their needs.

### **Sixth form**

33. In the sixth form, apart from the wide range of academic courses, the school also offers a number of vocational courses, including the level 2 BTEC first diploma in performing arts, and the unusual BTEC animal care course, linked to the school farm. GNVQ courses in health and social care and leisure and tourism are also offered, and an A-VCE in travel and tourism. The school also offered a new intermediate course in ICT this year. Where students have been offered vocational courses at level 2 in Years 10 and 11, they can take level 3 in Years 12 and 13. In general, students choose to take between 3 and 5 A-level or AVCE courses in Year 12 depending upon the number of good GCSE passes obtained, or may follow an intermediate level GNVQ course or retake some GCSEs where expected grades have not been achieved.
34. All students study general studies in Year 12. Students then make choices about the A2 courses they then pursue. Not all students will take their AS examinations by the summer term of Year 12. Personal, social and health education and citizenship are taught as part of

general studies and there are good contributions to students' personal development in several courses, such as health and social care and animal care. There is some concern about curriculum coverage where a course such as A-level maths is delivered in just four periods per week, and that some students may be struggling on a course which is inappropriate for them. The school recognises that the number and range of courses currently offered are very broad, and that some are currently running with very low numbers. About 70 per cent of Year

11 students go on to enter the sixth form. Some rationalisation and some expansion into more BTEC courses is planned (where there is a pilot in science), whilst not diminishing the wide range of opportunities on offer.

35. Enrichment activities are planned within and outside the formal curriculum, and the school develops a number of productive contacts/partnerships with local industry and business such as SAGA, the police, hotels and local hospitals. Particularly good links exist in business studies and health and social care. The Young Enterprise scheme is active in promoting an insight into business activity, and a number of sporting, dance and drama activities take place. Students take part in the Duke of Edinburgh's Award scheme, and the school is uniquely placed to host a regular Young Farmers club. The school regularly plans an extensive range of extra-curricular activities including team building trips to Kent Mountain Centre, and international links with schools in France, Italy, Germany and Holland, and skiing trips.

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

Provision for students' care, welfare and health and safety is satisfactory. The support, advice and guidance they receive, based on monitoring, are satisfactory. The involvement of students through seeking and acting on their views is good.

### **Main strengths and weaknesses**

- The extent to which every student in the school has an adult to turn to is good.
- The school council is involved well with the development of the school.
- Induction procedures are good.
- Health and safety monitoring is unsatisfactory.

### **Commentary**

36. The overall standards in the care for students have remained the same as at the time of the last inspection but standards in the monitoring of safety have fallen.
37. The results from the student questionnaire show that students are positive about the extent to which they have an adult to turn to and one or more in whom they can trust. In the large sample used to ask students for their views prior to the inspection approximately 90 per cent agreed that this was the case. Students interviewed supported this positive picture. Advice, support and guidance offered to students through the learning mentor and through the business mentors are good. This only applies to a relatively small number of students whose needs have been identified.
38. Students are well involved with their school through the school council. It is clear from talking to students that the mechanism used to bring matters forward to the council, the House councils, is effective so that all students have good opportunities to make their views known. The actual officers and duties within the council are satisfactorily developed and representatives are elected. Sixth formers are a part of the council which helps offer younger students good role models and strengthens the effectiveness with which the council operates as a whole-school body. Student questionnaires have also been carried out in the school, with reference to proposed changes to buildings and on bullying, sometimes using the services of

the students in the Student Research Group – this group is composed entirely of students and adds to students' sense of ownership of the school through carrying out their own data research.

39. The school makes a point of visiting all 41 of its feeder primary schools as well as offering the usual visiting days to incoming students; this helps pupils settle in when they start school. Year 9 peer mentors successfully add to the smooth settling in by offering new

students advice and support. They have been given targeted training to make this effective. The impact of the recent move to a vertically grouped tutor/house system is felt most positively by the youngest students.

40. Child protection procedures are satisfactory. Staff as a whole have not recently been retrained and updated in the identification of concerns but there are good systems in place to deal with concerns raised and managers are diligent in their duties, for example in running effective recording procedures.

### **Sixth form**

41. The advice students receive about careers is good. The involvement of students through listening to their views is good. Students' views are shared well through the active school council. In this they also help set a mature example to younger students and extend to younger students support and guidance. Staff treat sixth formers with respect and give them much responsibility for their own learning which they appreciate. These good relationships add to the effectiveness with which their views have a positive impact on the school.

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

The school has satisfactory links with parents and good links with the community. Links with other schools and colleges are good.

### **Main strengths and weaknesses**

- Parents are involved well through the good system of consultation evenings and interim reports.
- The farm and the performing arts give the school a high profile in the local community.
- Links with primary schools, training colleges and international links are good.

### **Commentary**

42. Parents receive a satisfactory quality of information through the newsletters, the prospectus and the governors' annual report to parents which is now supplemented by a governors' newsletter. The quality of curriculum information through the annual sheet per year group is also satisfactory. The school has developed its own system of reporting to parents which in effect means that they and their children help generate the annual report on their child's progress. This – described below - is innovative but it is difficult to judge its effectiveness because what the parents actually take home is not copied for the school's records – and how well it works depends much on the quality of the verbal interaction. Parents at the parents' meeting had mixed views about the system and those (few) who responded to the questionnaire are relatively dissatisfied with the linked question: 'I am kept well informed about how my child is getting on'. Close formal and informal links are maintained with the parents of students with special educational needs. Parents are fully involved in the establishment and review of targets.

43. What, however, is good is the frequency of parents' consultation evenings. Parents attend at least two evenings and for some year groups three where they meet with the student's tutor (and the subject leader at least once per year). These meetings are accompanied by a useful summary sheet – 'interim report' - of the student's grades. The verbal exchange between parent, student and teacher/tutor revolves around a sheet of expectations and critical comments on how to make improvements by student and tutor which is then kept by the parent and their child as a record. The interim reports are issued every eight weeks at the end of the teaching cycle. Turnout for these is satisfactory at around 80 per cent.

44. Parents' views are gathered satisfactorily through a regular questionnaire issued on the back of the feedback form from the parents' consultation evening and these are analysed. Parents turn out in large numbers to enjoy school performances and events at the farm. Several help regularly in both these aspects of school life. The school responds to concerns and complaints satisfactorily. The school has the confidence of all communities.
45. The farm unit, the performing arts department and the church provide the school with good links to the community. The Young Farmers club is instrumental in involving the school in the two large local festivals and the farm itself draws in up to 5000 local people and visitors for its Lambing Day. The performing arts shows are very well attended and of a renowned quality. The church has a long-standing link with the school through the regular assembly visits and its representation on the governing body – and has just increased its involvement with the recent appointment and funding of a Youth Community Worker based in the school. A widely-praised and well-attended carol service is held at the farm at Christmas time. Students assist in the Armistice Day wreath-laying ceremonies at both Hythe and Saltwood, as they do with their French partner school in Berck-sur-Mer. Articles about the activities of the school regularly appear in the local press.
46. The school is actively involved in the regional Excellence in Cities programme sharing good practice and working closely with primary schools. English, mathematics, modern languages and physical education departments work with these schools to give advice and help in the release of staff for training purposes. All the 41 feeder schools are visited prior to the transfer of students. The school is a keen and successful competitor in several regional sports competitions. 'Animateurs' from the performing arts department work with six primary schools regularly. Links with the local Education Business Partnership have been maintained providing, for example, a strong group of business mentors to counsel students. The school is a leading player in the Creative Partnerships Kent project which aims to raise aspirations in socially deprived areas locally, offering both training and the use of its facilities. The links with Christchurch, Canterbury and the Royal Academy of Dance offer good training opportunities to these colleges. Good international links have been maintained through the European funded Comenius project allying the school with several others in different parts of Europe. Video-conferencing is in place with a school in Lille, France. The school has had course links across the world in Thailand, USA and Canada. These all help to foster a spirit of the wider world community within the school in addition to their academic impact.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory. The headteacher provides good leadership with a strong commitment to staff development. Governance is satisfactory.

### **Main strengths and weaknesses**

- The school development plan is a good working document which effectively focuses the work of governors and managers on improving the quality of education.
- Leadership and management by key staff are only satisfactory because there is too much inconsistency in implementing school policies on raising achievement.
- Financial planning is used well to support curriculum development and improve facilities.

### **Commentary**

47. The headteacher gives good leadership at a time of considerable change and he is strongly supported by his senior staff. Governors, staff and parents share with senior managers their vision of a high achieving school. A well-constructed school development plan includes clear short, medium and long-term strategic plans and is giving staff at all levels of responsibility the opportunity to improve their management skills and further raise standards. Roles and

responsibilities of teaching and support staff have been remodelled to ensure that classroom teachers do not have to spend time on administrative tasks. The restructuring of senior managers into two mini-schools to secure improvement for each student has been carefully prioritised but is at too early a stage to make any meaningful judgement. Support and administrative staff play very important roles in the organisation of school. However, leadership and management of key staff are satisfactory because there is currently far too much variation between the best and least effective managers.

48. The staff development and induction programmes are integrated well alongside the school development plan. A number of middle managers fulfil their roles well as lead professionals but there is inconsistency between subjects in implementing school policies as, for example, on literacy and numeracy. Teaching and learning are not yet monitored rigorously in all subjects and this is why in some cases teaching is not consistently good.
49. Governance is satisfactory. The governing body brings a wide range of experience and expertise to the school and has contributed greatly to the development of the school campus. Financial planning is used well to support curriculum development and improve facilities. The school implements its race equality policy well. Procedures for strategic planning are satisfactory. Governors are aware of the need for the provision of a daily act of collective worship. The school buildings are widely dispersed over a large campus and inspectors agree that progress is not possible until space becomes available. The chair of governors has regular contact with the headteacher and there is an open and transparent approach to discussions about the work of the school. Finances are well managed and there are very good links between the planned expenditure and the school priorities. The deficit budget has been nearly cleared with the support of the local education authority. The principles of best value are strictly applied in relation to all expenditure in accordance with practice in the school as a whole, with a particular emphasis on the close analysis of students' performance in external examinations in comparison with that in other schools.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	5,312,535	Balance from previous year	6,535
Total expenditure	5,396,605	Balance carried forward to the next	-77,535
Expenditure per student	4,101		

50. The Learning Support Department is very well led and managed. The manager has established an effective department which effectively provides for a wide range of needs. However, the links between the department and subject departments within the school lack a formal structure and this results in wide variations in the quality of support.

### Sixth form

51. Leadership and management of the sixth form are good. There are good procedures in place to ensure smooth transition from Year 11 to the sixth form, with effective structures in place to monitor both students' academic and pastoral development and progress. Students receive good advice and support as they move on to further and higher education, with good support for those students who wish to enter the world of work.

52. There are appropriate procedures in place to support the day-to-day running and organisation of the sixth form, with group tutors making a good and active contribution to this aspect of the sixth form's work. The direction of the sixth form is guided by the work of the Sixth Form Strategy Group who monitor overall progress and standards, and plan for improvement. The finances of the sixth form are closely controlled. The sixth form is cost-effective and does not draw on the resources of the main school.

## **WORK RELATED LEARNING**

### **What is the effectiveness of work-related learning?**

Provision in work-related education is **satisfactory** with good features.

### **Main strengths and weaknesses**

- The school has developed some good links with local businesses and other organisations. One sponsor has provided very good support.
- Vocational lessons (GNVQ) are managed well; students show good attitudes and achieve well.
- Few teachers currently plan for work-related elements within subjects.
- Support from the Connexions careers service is good, and most students have careers interviews. Several students have individual business mentors.
- Not all current Year 11 students go on work experience placements.

### **Commentary**

53. The quality of work-related education is satisfactory overall and students who take vocational subjects in Years 10 and 11 achieve well. About a half of students study at least one GNVQ and more vocational lessons are planned. Some, but not all, students learn about how companies and other organisations run, through well-organised work placements of a week. Several students gain enterprise skills through selling plants and animals from the school farm. Some, but not all, careers aspects are learnt in RPE (religious, personal and social education) lessons. The contribution of work-related elements to students' achievement in most curriculum subjects is currently insufficient. It is good in GNVQ leisure and tourism, health and social care and NVQ languages. ICT now contributes to learning for work in Years 9 upwards through the recently introduced GNVQ course.
54. Some students who find academic learning difficult attend lessons in a local college, and several go on a day's work placement each week. A few students take hairdressing and construction courses out of school, as the school tries to meet their needs. In vocational lessons seen in school, students, including those with special educational needs, develop good attitudes to their work and behave well. They develop good teamwork and problem-solving skills, and use ICT effectively to present short reports. Teaching is good; teachers mark students' work promptly and in detail so they have targets to help them improve. Students taking GNVQ courses in leisure and tourism and childcare visit local hotels and hospitals, but there are few work-related visits in other subjects. Visiting mentors from local businesses give well-focused help to some Year 10 and 11 students.
55. The senior leadership team provides a satisfactory strategic overview of work-related education but there is no overall co-ordinator of learning about work. New statutory requirements are being implemented later than planned due to teacher turnover. Experienced staff teach vocational lessons. The local Connexions careers service now provides good support; most, but not all, students receive effective careers interviews. Work placements are timetabled late in the school year for Year 11 students, with the aid of the school's main industrial sponsor, but provision is being reviewed as not all Year 11 students are likely to go. Whilst there has been satisfactory improvement in work-related education since the last

inspection, curriculum subjects need to improve students' achievement in work-related aspects.

### **Sixth form**

56. The school has built up some good work-related links with the help of the local education business partnership. The school farm provides good opportunities for sixth form students to get involved with rearing and selling animals and growing and selling plants to raise money for the school. Careers advice and guidance are good. Good features include opportunities for mentoring, careers interviews and visits to local careers exhibitions with younger students. Connexions staff help with practice interviews for employment and university. The 'Aim Higher' programme includes a talk about summer schools. The careers library is being improved. Links with local organisations are good for students on vocational courses, but there are too few links in other subjects. Students do not go on timetabled work placements, although some students make good use of part-time jobs for coursework in vocational subjects.

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

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

#### **ENGLISH AND MODERN FOREIGN LANGUAGES**

##### **English**

Provision in English is **good**.

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

- Students achieve very well by the age of 14, and well by the age of 16.
- Very good teaching leads to positive attitudes among students and often very good learning.
- There is very good leadership and management of a successful department.
- There is an extensive programme of extra-curricular activities.
- A substantial minority of students have limited speaking skills and lack confidence as independent learners.

##### **Commentary**

57. The 2004 national test results for students in Year 9 were just above expectations for the higher grades. These results built upon good results in 2003, which were in line with the national average and with similar schools, and which represented very good achievement, especially for boys. The 2004 GCSE results for students in Year 11 were below average for A\*-C grades. These results were a decline on the 2003 ones, partly due to some disruption in teaching caused by staffing difficulties and to a low ability profile for the year group. The overall trend has been for students in English to attain higher standards than in the other core subjects of mathematics and science, and students have achieved well, in both language and literature.
58. The inspection showed that standards in the current Year 9 and Year 11 are in line with national expectations, particularly in writing. Students develop a good range of language and writing styles, and more able students in particular write with depth and feeling. By Year 11 students develop the ability to analyse selected texts as well as producing their own creative writing, often of a good standard. Speaking skills are less developed: many students respond briefly to teachers in class, but lack the confidence to develop or sustain their ideas. Standards in reading are variable. Girls' standards overall in English are better than those of boys, although the gap is less pronounced than previous results would suggest. Students join the school with standards in English which are well below national expectations. By Year 9 students of all ethnic backgrounds and all levels of ability, including those with special educational needs, achieve very well, and by Year 11 they achieve well, although less able students have more difficulty in coping with the greater demands of GCSE syllabuses. Gifted and talented students mostly achieve very well in all year groups, and are well provided for by the decision to begin GCSE courses in Year 9. In some individual lessons the achievement of a minority of students is restricted by an inappropriate match of tasks to abilities. Students show competence in the basic skills of ICT.
59. The quality of teaching is very good throughout. The quality of learning is very good by Year 9, and good between the ages of 14 and 16, where weaknesses in language and literacy of a substantial minority sometimes restrict the impact of good teaching. A particular strength of the teaching is the use of assessment: students are given very clear guidance on how they can improve their performance in national tests and examinations, as seen, for example, in GCSE lessons in which students considered the qualities of successful advertisements.

Teachers manage their classes well, and have high expectations to which most students respond positively. They make good or very good gains in understanding as a result. This was seen in a Year 11 lesson in which students gave presentations to each other on their analyses of poetry, with very little guidance from the teacher. On the few occasions where teaching is less effective, the management of challenging students is inappropriate, or there is insufficient matching of work to the ability level. Sometimes teachers give insufficient emphasis to developing speaking skills.

60. Leadership and management are very good. Key issues from the previous inspection have been addressed. There is very good review and evaluation of progress, and strategies have been put in place to further raise achievement, for example accelerated entry to GCSE. There is a good programme of enrichment, for example theatre trips and booster classes. The accommodation is of poor appearance and detracts from the quality of learning. Since 1999 standards and progress of younger students have improved, along with the quality of staffing and assessment. Therefore there has been good improvement since the previous inspection.

### **Language and literacy across the curriculum**

61. Standards of language and literacy throughout the school are below average. In a minority of subjects such as religious education there are good opportunities for students to develop their speaking and writing skills. However, in many subject areas weak literacy and language skills restrict progress and teachers give insufficient attention to promoting them. For example, in science there are missed opportunities for speaking, and students write at a slow pace and frequently leave work unfinished. In mathematics students often do not understand instructions and can describe but not explain. Poor skills impede progress in music, history, geography and modern foreign languages. The school does not have an effective co-ordinated approach to the monitoring and promotion of literacy, and this has a negative impact on standards and achievement. This issue has not been effectively addressed since the previous inspection.

### **Modern foreign languages**

62. All students in Years 7 to 9 study two lessons per week of French and one of either German or Spanish. The time allocation for French is low in Years 7 to 9 and is a contributory factor to the below average standards that are reached. In Years 10 and 11 all students continue to study French, some doing so as part of an NVQ course, whilst a small group continue with German as a second foreign language.
63. The focus of the inspection was French, but two lessons of German and one of Spanish were also inspected. In German the standards in Year 11 were above average with very good achievement, learning and teaching. In Year 9 standards were average with good achievement, learning and teaching. In the Year 7 Spanish lesson standards were average with very good achievement and learning as a result of very good teaching.

### **French**

Provision in French is **satisfactory**.

### **Main strengths and weaknesses**

- The department has a good capacity to improve.
- The French language is not used enough by teachers and students in lessons.
- There is little evidence of different activities for students of different attainment.
- The language area provides a good environment in which to learn French.

## Commentary

64. Since the last inspection standards at GCSE have not improved. Grades in 2003 and 2004 continued to be well below average, with boys performing less well than girls. However, this represents good achievement, with most students in the year entered for the examination. This pattern continues in the present Years 9 and 11 with students' standards ranging from above average to well below average. Achievement overall is satisfactory, although for a minority of students in Year 11 it is poor. Speaking skills are weak, often with inaccurate pronunciation. Writing skills are below average. Many students have difficulty with accurate French. Those in Years 7 to 9 rarely write extensively, but most succeed in being accurate. The extensive writing of top set Year 11 students is fluent, but basic errors of tense and adjectival agreement lower standards.
65. Students' learning is overall satisfactory, but the range in Years 10 and 11 is from good to poor, with students in the top sets learning well and those in the bottom set and some in a middle set learning little. In one Year 8 class students' learning is unsatisfactory, whilst in Years 7 and 9 it is satisfactory. In nearly all lessons the standard of learning reflects the standard of the teaching, although in one Year 10 lesson teaching was judged good whilst the learning was only satisfactory. Unsatisfactory learning also reflects the difficult staffing situation in French in 2003/4, low-level disruption by a minority and negative attitudes by some students. In the best lessons the teachers use French for most of the lesson, the pace is fast, there is a good variety of activities and good use of computer software. Negative features of teaching include a lack of different activities for students of different attainment, a lack of emphasis on speaking skills, and a focus on individual words rather than on phrases and sentences. There is limited support for those with special educational needs. Teachers mark students' work regularly and make helpful comments, but do not consistently use the marking policy, nor indicate the level or GCSE grade that students have reached.
66. Leadership is good and management is satisfactory. The newly appointed head of department has produced an appropriate action plan and has succeeded in improving both the environment and the ethos of the modern languages area. The setting-up of a video-conferencing link with a French school is good provision. The department has good capacity to improve.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Staff absence over an extended period of time restricts achievement although efforts have been made to ensure a measure of continuity.
- Subject leaders provide good role models to other teachers.
- Many students do not achieve as much as they should because they have difficulty understanding information, especially when written.
- Whilst some students receive helpful advice when work is marked, others do not.

## Commentary

67. In 2004, in national tests taken at the end of Year 9, students' results were well below the national average. These results were also well below the average for similar schools. In recent years, results in these tests have increased broadly in line with the national trend. GCSE results in 2004 were also well below the national average and that for similar schools. Boys gained higher grades than did girls.

68. Students enter the school with standards which are well below the national average. Work from students seen during the inspection from students in Year 9 was also well below national expectations. These standards reflect satisfactory achievement. There was no difference in the standards of boys' and girls' work. Higher attaining students in Year 9 identify similar triangles and plot loci but do not yet use Pythagoras' theorem or factorise equations. Students of average attainment calculate the value of linear functions and investigate correlation but lack confidence with algebra. Lower attaining students know about different types of symmetry and calculate angles of a triangle but still have difficulties with basic arithmetic.
69. Work seen during the inspection from students in Year 11 was also well below national expectations, showing satisfactory achievement in Years 10 and 11. The standard of boys' work was higher than that from girls because boys, especially those in higher sets, generally have more mature attitudes towards their work. Higher attaining students in Year 11 apportion using ratios and calculate speeds but do not yet use trigonometry. Average attaining students calculate areas of a range of shapes and recognise equivalent fraction but cannot solve other than the simplest equation. Lower attaining students are getting to grips with simple algebra and calculate averages but cannot simplify fractions.
70. Students with special educational needs achieve satisfactorily because they are taught in slightly smaller groups where they receive more attention and the work is suited to their needs. The presence of a teaching assistant in a lesson helps students with special educational needs learn but the presence of such support is inconsistent. Students from minority ethnic groups achieve as well as other students because they play a full part in lessons.
71. Teaching and learning are satisfactory, explaining why students achieve as they do. For more than two years, a significant minority of students have had their learning interrupted by absence of their regular teacher of mathematics. Some of these absences have been for lengthy periods. The school has also experienced difficulties recruiting qualified teachers of the subject when vacancies arise. It is praiseworthy that the school has not absolved itself from its responsibilities in this difficult situation. No unsatisfactory teaching was seen during the inspection. The best teaching encourages students to understand their mathematics rather than attempt to memorise processes. Learning is at its most effective when students undertake a range of activities. Students in Year 8 enjoyed exploring  $\pi$ , measuring a range of circular containers before looking for patterns in their results. Learning is less effective when teachers attempt to build on skills which are not yet secure. Year 11 students did not grasp how to calculate the gradient of a straight line quickly because many could not handle calculations with negative numbers. Activities intended as short introductions to lessons often try to cover too much ground and so reduce time from the main learning of the lesson.
72. Many students do not learn as well as they should because they have difficulties following a set of instructions, either when spoken or in writing. Other students understand what they should do but lack confidence to embark upon the task before seeking reassurance from their teacher. In a lesson to Year 10, the teacher had to have all the students taking exactly the same step at the same time because none could follow a set of written instructions. This led to some students not getting through the work at the speed they could whilst others were moving on before they were ready. Whilst assessment is satisfactory, there is too wide a range of quality of information students receive when their work is marked. Although students are set targets, the way these are calculated does not make the best use of the information available and so are less challenging than they should be. A good system of monitoring achievement is currently being introduced and this will provide a good tool not only to assess the progress of each student but also to measure the success of teaching.

73. Leadership and management are both good. Subject leaders have a clear vision of how to develop teaching and provide good role models to other teachers. The newly appointed curriculum leader is well supported by his director of learning. There has been satisfactory improvement since the previous inspection. The subject now has sufficient text books and makes better use of ICT but standards have not improved.

#### **Mathematics across the curriculum**

74. Students have levels of mathematical competence below those normally seen. Whilst they can cope with the mathematical tasks in most subjects, there are instances where their mathematical skills restrict their learning. In design and technology students do not always measure to the required degree of accuracy. In science, students have difficulty when asked to substitute values into a formula. In physical education, students produce graphs of an acceptable quality to record performances. Lessons which cover both dance and mathematics show how mathematics can contribute to the specialist status of the school.
75. Although the school has a policy for the development of mathematics across the curriculum, this is not effectively implemented in all subjects. In geography, music and history, less use is being made of mathematics than is generally found. Students would improve their mathematical skills more quickly were they to make greater use of these across their subjects.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- There is now a more stable team of teachers than over recent years with the capacity to improve teaching, learning and achievement.
- Schemes of work are in place for all students from Years 7 to 11 ensuring full coverage of courses.
- Vocational courses and the use of the farm are good, providing courses relevant to student needs and aspirations.
- The use of ICT for teaching, learning and administration in the department is unsatisfactory.
- The standard of some teaching and the behaviour of some students are unsatisfactory and are having a negative impact on achievement.
- A long-term view of departmental development and structure is required – assisted by the appointment of a permanent departmental leader.

#### **Commentary**

76. Attainment on entry to the school has been consistently well below the national average for a number of years. Attainment of students at the end of Year 9 is well below the national average for all schools and 2004 attainment shows a fall on 2003. Attainment is below that of similar schools. The rising trend for the period 2000 – 2003 towards the national average was faster than that seen nationally. Students achieved above expectations for the last three years showing good achievement for students to the end of Year 9.
77. The 2003 GCSE A\*-C results for biology, chemistry and physics were well below average. A\*-G results were in line with national figures. Single award science attainment was very low. Attainment in science is below that found in English and mathematics in the school. School data shows overall that students achieved below expectations in 2004, making unsatisfactory progress from Year 9 to Year 11. Students following GNVQ science have satisfactory achievement and BTEC animal care students show good achievement; students with special educational needs show very good progress on this course.

78. Students up to Year 9 show appropriate progression from Year 7. They show understanding of change of state and particle theory. They understand the principles of salt formation. Spelling and written skills are below average for their age. Students have a grasp of basic numerical skills but some students do not analyse data effectively or use scientific knowledge in drawing conclusions. Several students have incomplete work which will not form helpful revision material. Students studying separate sciences up to Year 11 show understanding of work on momentum but lack confidence in their knowledge, showing average attainment for students of their age. Single science students show basic understanding of collision theory related to rates of reaction of below average standard. BTEC animal care students show understanding of animal feeding, handling and housing at pass level or above.
79. Overall teaching is satisfactory; however, both very good and unsatisfactory teaching was also seen. Where teaching showed strengths, start activities were used well, as in a Year 8 lesson where mind maps were constructed about food and respiration; followed by use of food labels to relate energy in foods to energy use by the body leading into the chemistry of respiration. A Year 11 lesson about rates of reaction made good use of start activities reviewing current knowledge of particle theory and reaction variables leading to application of understanding through self-generated explanations of factors affecting rates of reaction. In very good teaching about animal care, students worked independently on their own portfolio work, using ICT to obtain and prepare materials. The teacher assessed students' animal handling skills fairly and sensitively. All students were totally engaged and committed to their work and because of this student behaviour and attitudes were exemplary. Where teaching was unsatisfactory for students up to Year 9, there was too much direction of the lesson by the teacher, stimulus material was poorly used, an opportunity to use the farm was missed and because of the low interest of the lesson content, students lost attention, became distracted and student behaviour was not well managed. In unsatisfactory teaching for students in Year 11, the teacher was insufficiently assertive with students who had poor attitudes to their learning and who showed no intention of following instructions in order to carry out the proposed activity – in which they showed little interest. The teaching of students following the Intermediate GNVQ science course is good; it encourages students to produce portfolios of at least pass standard or higher. Much teaching is to mixed ability groups and teachers could make better use of differentiated teaching materials more closely matched to the needs of different students.
80. The recently appointed acting head of science has made significant improvements in departmental management in a very short time, setting up an extensive bank of data, a new 'Framework Science' course for Years 7 to 9 and complete schemes for all courses up to Year 11. Students' literacy skills are being developed through the use of key words. Display work in laboratories has improved. The GNVQ course is producing good results and makes good use of the farm as a learning environment. Over this short time, management has been good. Leadership is in its early stages and is satisfactory. The development and implementation of cross-curricular and cross department strategies - such as a common approach to marking and feed-back to students; spiritual, moral, social and cultural education; literacy and numeracy approaches are yet to be tackled comprehensively. The provision for and use of ICT for teaching and learning are unsatisfactory. The use of an ongoing database on student attainment, allied to its use to extend differentiated approaches to teaching and learning, are also areas to be tackled. The department is now more coherent than previously but there is a need for greater sharing of ideas and materials among departmental members – spreading good practice and saving effort. Departmental courses are being changed but there is a need to develop a view of the direction in which the department is moving and to match resources, staffing and timetables to the needs, aspirations and numbers of students. The technical support staff work hard but the provision is insufficient to meet the demands of this large department.

81. Since the last inspection, improvement has been satisfactory. Standards for students to Year 9 have improved but GCSE results remain below national averages. Vocational course results are improving. Overall students work well with each other and teachers. In a minority of lessons, students still show weak attitudes to learning and their unsatisfactory management by teachers restricts progress in learning. Teaching remains satisfactory overall but whilst some is very good, some unsatisfactory teaching is still evident. Teaching in many lessons still tends to be over-supportive and teachers overmanage student activities. As in the last report, student behaviour deteriorates when teaching is unstimulating or slow in pace. The use of ICT is unsatisfactory. The use of helpful comments on how students might improve their work has improved but remains an area for development. The departmental handbook is in need of revision to meet more recent developments and to help develop consistent approaches across the department.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Standards in discrete ICT are above national expectations and achievement is good or better.
- Teaching and learning are good in specialist lessons.
- Schemes of work lack detailed references to the wider curriculum.
- There is a lack of formal liaison between the head of ICT and cross-curricular ICT leadership.

### **Commentary**

82. All students in Years 10 and 11 study ICT and take a public examination. In 2003, students took the GCSE full course and obtained results broadly in line with the national average. In 2004, their results for the top grades were higher than the national figures for 2003 – a good outcome for this school as overall it does not cater for the whole ability range. Students made good progress in relation to their prior attainment and capability, especially boys. The current Years 10 and 11 are taking a GNVQ Intermediate course and standards remain high. An analysis of coursework, and observation in lessons, indicate a good approach to finding a solution to a number of problems. Students record and annotate their solutions well. Students are achieving well as they acquire in-depth understanding.
83. Standards shown by teacher assessment at the end of Year 9 in 2002 and 2003 were above the national average in terms of Level 5; with a substantial proportion reaching Level 6. The school then had staffing difficulties and the 2004 results were lower. The attainment of the current Year 9 mirrors the good results of the earlier years. They benefit from starting their GNVQ course early. Students have a good understanding of modelling, data handling and control. Their work shows that they had not just been taught ICT skills but have been involved in higher level thinking such as decision making. This is very good achievement as standards on entry to the school are well below average.
84. Teaching and learning are good. Well-planned lessons include a range of approaches that motivate students, such as their participation in lessons where good use of the interactive whiteboard promotes learning. Practical activities reinforce theory and the clear explanation of learning objectives engages students. Students, including those with special educational needs, learn well within a structured learning environment that sets short-term goals. There is very good provision for the more able who are encouraged to take GNVQ units in Years 7 and 8. Good one-to-one teaching and oral comments help students to understand how they can improve. Excellent learning occurred in a Year 11 class, especially by some of the less academic students, who responded to the teacher's first-rate subject knowledge and ability to introduce an element of fun whilst imparting precise information. A Year 7 class was

motivated by enthusiastic teaching and high expectations and quickly learnt about the computer's ability to control a sequence of events. No unsatisfactory teaching was seen but learning would have been better if all plenary sessions had been effectively organised.

85. Leadership is good. There has been good improvement since the previous inspection. All students now take a public examination and high standards have been maintained. The head of department has vision and the ability to implement an innovative curriculum that meets the needs of the students well, although schemes of work do not pinpoint links with citizenship and work-related learning. Teachers' expertise is effectively deployed and a positive team spirit exists. Newly qualified teachers are well supported. The monitoring of the teachers' ability to enhance students' achievements is precisely analysed but aspects of assessment require development. There is insufficient focus on the formal teaching of the precise meaning of the assessment criteria, such as the ability to evaluate. There are too few written exercises to develop this skill. This aspect of literacy is not strong and limits a student's ability to obtain A\* and A grades. The subject makes a positive contribution to numeracy, there are plans to extend the liaison with primary schools and the school is aware of the importance of enhancing links with industry. Overall, management is satisfactory.

### **ICT across the curriculum**

86. Overall, there is unsatisfactory provision. There is a varied picture of the use of ICT across the curriculum. The school's use of video-conferencing is an example of very good practice and a school website, valued by parents, has been introduced. The use of ICT as a tool to support learning is unsatisfactory in science and religious education. The ICT department has developed a virtual classroom for a Year 9 lesson which is an exemplar for other subjects but geography and music in Years 7 to 9 do not meet National Curriculum requirements on ICT. However, ICT makes a good contribution to dance, business education and special educational needs. There has been good improvement by the design and technology department since the last inspection.
87. ICT across the curriculum is not led by the head of the ICT department but by an experienced and well-qualified member of the senior management team. However, links between the two aspects of the school's ICT provision lack a formal structure. For example, the head of the ICT department does not sit on the ICT Working Group or participate in financial decisions about the allocation of ICT funding.

## **HUMANITIES**

### **Geography**

Provision in geography is **poor**.

### **Main strengths and weaknesses**

- ICT and fieldwork opportunities are insufficient to meet National Curriculum requirements.
- Standards in all years and at GCSE examination are too low.
- Teaching and learning are unsatisfactory because expectations are not high enough so average and higher attaining students are not challenged and so do not achieve well enough.
- Behaviour is managed well.
- Good provision is made for students with special educational needs.

### **Commentary**

88. Results in GCSE examinations in 2003 were well below national averages. No students attain the highest grades. Standards have not kept pace with the national trend of improvement.

Results are at the same level as at the previous inspection. Entry numbers at GCSE have declined and are now very low with eight students in Year 11 and five in Year 10. Boys and girls did as well in geography as in their other subjects in 2003 but less well in 2004. Standards by teacher assessment for students at the end of Year 9 are below the national averages and have declined in recent years. Few students attain the higher levels. Inspection evidence shows standards lower than this.

89. On entry to the school, students have well below average standards of geographical skills and knowledge. Students of low attainment and those with special educational needs, and students with English as an additional language show satisfactory achievement in Years 7 to 9. Average and higher attaining students do not achieve well enough because not enough is expected of them and the work they are given is not demanding. In Year 11, although the level of work is well below average, students make satisfactory progress in lessons because their needs are well understood. Those with special educational needs achieve as well as other students.
90. Teaching is unsatisfactory. There is some satisfactory teaching in Key Stage 4. Teachers are suitably qualified and experienced. Teachers do use suitable textbooks and show good subject knowledge but teaching and learning strategies are narrow. Lessons lack appropriate challenge and pace, especially for average and higher attaining students. Expectations are too low and oversimplified work limits the attainment of all except the lowest attaining students. This contributes to a deterioration of attitudes and some minor disruptive behaviour that impedes learning. Behaviour generally is well managed. Opportunities for students to work together and take responsibility for their learning are not developed. Tasks and materials are not well enough matched to the needs of most students although good provision is made to support those with special educational needs. Not enough is done to develop the use of specialist geographical terms and such vocabulary is not displayed prominently to support those with weak literacy skills. Opportunities to use numeracy skills are not identified in schemes of work. In Year 11 where the latest technologies are available and employed to fullest effect this improves learning. Fieldwork, studying longshore drift, along the Kent coast makes a good contribution to examination attainment. There is not sufficient emphasis on examination expectations in most lessons day to day. Homework was not set for most students during the inspection week.
91. Management of the department is poor. Attainment data is not analysed and used critically to identify opportunities to raise performance. Planning and assessment are not satisfactory. Leadership is poor and not focused on raising standards. Fieldwork is available only to Year 10 so opportunities do not meet National Curriculum requirements in other years. Students do not enjoy planned opportunities to use information and communication technology in their work, as required in the National Curriculum.
92. Standards have not improved since the previous inspection. Information and communication technology use by students remains unsatisfactory as it was at the last two inspections. Management of behaviour is now satisfactory. Standards in teaching have declined. There has not been sufficient improvement since the previous inspection.

## History

Provision in history is **unsatisfactory**.

## Main strengths and weaknesses

- Standards are well below the national average in Years 9 and 11.
- Many students in those year groups do not achieve as well as they should because of unsatisfactory teaching and sometimes poor attitudes and behaviour.
- Subject leadership and management are unsatisfactory.

- Tasks, resources and support are not sufficiently well matched to the needs of students.

### **Commentary**

93. In Year 9 standards are well below the national average and, although the potential attainment of different year groups varies, the trend has been for standards to be well below average. Few students took GCSE in 2003 and 2004 so there are no national comparators. In 2003, although individuals achieved well and were awarded A grades, overall standards were below average. In 2004 students achieved less well with few reaching C grade or above. Results were affected by staff changes and students' reluctance to complete coursework. The trend at GCSE is for standards to be well below average as they are in the present Year 11.
94. Standards on entry to the school are well below average. Boys behave less well than girls and more are identified as having special educational needs but overall they achieve as well as girls. Overall achievement is unsatisfactory because many students in Years 9 and 11 do not have positive attitudes to learning and too many lessons are affected by inappropriate behaviour. The quality of teaching and learning in some lessons is adversely affected by low expectations of students' work and behaviour. Planning and assessment are not always sufficiently focused on the need to improve standards in literacy or on promoting skills, knowledge and understanding.
95. In Year 7 students are enthusiastic about history and have produced models of castles in their homework time. They enjoyed being history detectives in a well-planned lesson on Thomas Becket and higher attaining students show a good understanding of the events leading to his murder. Students in Year 10 have good knowledge of public health in Roman times and average students can explain the problems caused by polluted water supplies in mediaeval towns. In both Years 9 and 11 students found learning about Germany in the 1930s more difficult and the majority of students failed to make real progress in understanding events because tasks had not been planned carefully enough. Few Year 11 students have the knowledge or skills to reach C grade at GCSE. Gifted and talented students benefit from field trips to the battlefield sites organized by the local consortium and teaching assistants support students with special educational needs in some lessons. However neither group are consistently supported in a way that ensures satisfactory achievement. Homework is set every other week. During the inspection the homework set in Year 9 was the same for all students, whatever their level of attainment. Students are frequently set research tasks although the school does not have a library and text books are not taken home.
96. Teaching and learning are unsatisfactory. Work is not assessed carefully enough and marking does not provide strategies for improvement. Year 11 students are not clear about their target grades. Students are given the opportunity to work in pairs and groups but when this is not managed well they are disruptive and waste time. Teachers have good subject knowledge and schemes of work are good but individual lessons are not planned well enough. The subject has limited access to ICT and only one teaching room; this limits the range of activities. All classes are mixed ability and in the majority of lessons support, tasks and resources did not match the needs of all students in the class. Although extension work is provided, it is not challenging enough for higher attaining students and some work and information sheets are too complex for lower attaining students and students with special educational needs.
97. Management and leadership are both unsatisfactory. Issues related to resources have been identified and acted on and there is a developing programme of local visits in Kent and to museums in London. However, monitoring and planning are unsatisfactory and there is a lack of clarity about management roles within Human Studies. Recent changes have not been in place for long enough to improve the effectiveness of management. Improvement since the previous inspection has been insufficient, in that standards have declined and teaching and

learning are now unsatisfactory.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Teaching in Years 7 to 9 is very good and students progress well.
- All students in Years 10 and 11 follow a very well-taught GCSE course.
- Students throughout the school enjoy their religious education lessons and learn very well.
- Shortage of teaching time restricts the breadth of the curriculum.
- Teachers and students make too little use of ICT.

### Commentary

98. By the age of 16, over a third of all students in the school obtained an A\*-C grade in their GCSE examination. This is below the national average, but compares favourably with the results obtained by those students in other subjects and shows good achievement. This shows a good improvement since the previous inspection, when only a limited cohort of students entered the GCSE examination.
99. Students' standards on entering the school are well below national expectations. Their achievement by the age of 14 is very good, and their standards are broadly in line with national averages. They show depth of knowledge in some areas of study, for instance in understanding the importance of Abraham as well as Mohammed in Islam. All students, including those with special needs, produce extended writing on Hinduism and relate different religious beliefs to their own experience. In Years 10 and 11 they continue to achieve well. They discuss contemporary social issues such as abortion and euthanasia in the context of different faiths. Boys attain better results in their GCSE examination than girls, and some more able students exceed their predicted grades. Students' skills in using ICT to research facts or to present their work attractively are not well developed.
100. The quality of teaching and learning is very good across the school. Excellent lessons are marked by the teachers' high expectations, which they extend to all students across the ability range. Teachers plan their work very well and use methods that inspire students and create enthusiasm for the subject. A lesson, in which students explored the Christian response to environmental issues such as pollution through the discussion of powerful photographs, demonstrated this particularly successfully.

### Example of outstanding practice

**In an excellent Year 10 lesson, the teacher used very compelling photographic images of the natural world to stimulate discussion among students of the Christian response to environmental issues, both locally and globally.**

The teacher linked the images to short texts on the Christian theme of stewardship, and encouraged a brisk and challenging level of debate that made a very real impact on the whole group. This enabled the teacher completely to overcome an initially lethargic response from the group. A typical response was that of a student who described it as 'a brilliant lesson' because it made her think about the world around her.

101. Teachers encourage students to improve their written work by extending the range of examples they use, and by referring to their own experience. Students relate their enjoyment of the subject to the sense of pace and purpose which teachers create. Teachers use homework particularly creatively for students to plan and develop projects and develop their independent learning skills.

102. The leadership and management of religious education are good. Teachers responsible for developing the subject show real commitment and enthusiasm. Schemes of work give non-specialist teachers a very good framework, and the growing focus on monitoring and evaluation signals a determination to raise standards in the subject. The curriculum is enriched through visits to significant places of worship such as the Neasden mandir, and by bringing representatives of different faiths into the school. Teachers do not have access to good enough ICT resources at present.
103. The school's provision for religious education has improved well since the previous inspection, by extending the opportunity for completing an accredited course to all students, and by very much improved standards of marking. The school's capacity to improve the subject further is very strong.

## **TECHNOLOGY**

### **Design and technology**

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

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

- Significant improvements in ICT and computer aided design (CAD) facilities are starting to improve standards of work.
- Recruitment difficulties have resulted in a restricted curriculum which does not meet National Curriculum requirements in Years 7 to 9.
- The quality of teaching is variable, but, where good, students are becoming independent learners and routines are well established.

#### **Commentary**

104. In 2003, GCSE standards were below average for those obtaining the higher grades and also for the proportion obtaining an A\*-G grade. Students performed less well than in their other GCSE subjects. Graphics and electronics results were better than in resistant materials. In 2004, GCSE standards were in line with school results and students' grades were similar to their performance in other GCSE subjects. Standards were still lower in resistant materials and there were differences in standards between teaching groups.
105. Currently, work seen shows that standards are below average by Year 9, but this represents satisfactory achievement for these students' prior attainment. Their use of ICT is well developed particularly when manipulating computer aided design (CAD), but overall they find it difficult to generate designs and sketches which are adequately developed or explained. The quality of their designing and making can vary between teaching groups. They learn skills and processes with a restricted range of materials, and do not experience work with food, textiles or in computer control. By Year 11, standards of current work seen are broadly average overall and this represents satisfactory progress for this cohort of students. In electronics, students model and modify their circuit designs using ICT software, and use CAD to produce their printed circuit boards (PCBs). In general, students apply ICT well to their coursework, and CAD is very well developed, particularly in the graphics course. In contrast, students do not know how to use quick sketching or modelling techniques sufficiently to help develop their ideas. All groups of pupils make equal progress and those with special educational needs are well supported.
106. Teaching and learning in Years 7 to 9 are satisfactory overall but vary from unsatisfactory to good. Teachers' expectations are limited by what can be achieved in limited curriculum time

allocation. Where teaching is good, teachers encourage students to work independently, and understand safe routines in workshops. Where unsatisfactory, teaching does not establish routines which will enable all students to make progress in lessons, or deal sufficiently with disruptive behaviour. There are differences in expectations of the quality of finish of students' making. Teaching and learning in Years 10 and 11 are overall satisfactory, although much of that seen is good. When teaching is good, teachers use techniques such as product analysis and prototyping and help students learn how to develop their ideas. These techniques could be more universally applied. Teachers encourage independent working which is supported well in lessons so that students can learn how to manage their coursework. Teachers monitor students' work well, and provide them with good GCSE guidance material. Teachers do not sufficiently develop students' quick sketching ability.

107. Leadership and management are overall satisfactory. The new subject leader has had considerable impact, and clear priorities have been identified which focus on improving standards. Recruitment has been a recent difficulty and this has resulted in a lower than average time allocation and an unsatisfactory curriculum in Years 7 to 9. As a consequence, the open-ended challenge of work is restricted, and this is depressing the further development in standards. It also limits the breadth of curriculum offered in Years 10 and 11. Despite good monitoring, a few students fail to submit coursework. Technician time is currently inadequate and this impacts upon the smooth running of some practical lessons. Assessment in all years is thorough, but not sufficiently linked to National Curriculum levels in Years 7 to 9 to enable students to know how to improve.
108. Since the last inspection improvements have been satisfactory overall. The quality of students' experience in Years 10 and 11 has improved, but current staffing difficulties mean that this has not improved as much as it might have in Years 7 to 9. The curriculum is still unsatisfactory in Years 7 to 11. Standards have improved overall. The department still effectively lacks technical support. Accommodation is still unsatisfactory and there is no specialist food or textiles room. The use of ICT, especially CAD, has improved considerably.

## **VISUAL AND PERFORMING ARTS**

Art and design, drama and music were inspected in depth. **Dance** was sampled and sufficient evidence was seen to judge that standards are very high because teaching and learning are very good. Learning is enhanced by very good accommodation and resources.

### **Art and design**

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

### **Main strengths and weaknesses**

- Progress is good from the start of Year 7 to Year 9.
- By the end of Year 9 standards are just below national expectations.
- Teachers are well informed and possess sound subject knowledge.
- Assessing, recording and tracking systems are lacking rigour.
- Opportunities for creating images through the use of ICT are very limited.

### **Commentary**

109. When students enter the school at the start of Year 7 their drawing, painting and craft skills are very weak. They make steady progress throughout Years 7 and 8 and by the time they arrive in Year 9 the majority are producing work of a standard that is just below national expectations. Achievement is good from the start of Year 7 to Year 9.

110. In the 2003 GCSE examination, the proportion of students attaining grades A\*-C was well below the national average. Students' attainment in art and design was lower than in their other school subjects. In the 2004 examination, attainment remained well below the national average. This can largely be explained by the fact that there have been significant issues surrounding staffing in the department over the past four years. This has unsettled the department and has had a detrimental impact on standards and achievement. Students with special educational needs are well integrated into teaching groups and make good progress. Achievement from the start of Year 10 to Year 11 is good.
111. Year 10 students are currently producing prints that are based upon geometric shapes. Year 11 students are producing an interesting body of work that is based upon their investigation of drawings and paintings by artists such as M. C. Escher and Roy Lichtenstein. Standards of work seen are in line with national expectations. However, the curriculum lacks breadth and students are not given sufficient opportunity to develop ideas through the use of computers, digital cameras, scanners and printers within a design context.
112. Teaching is satisfactory overall. Teachers are well informed and possess sound subject knowledge. Planning is usually carried out thoroughly before lessons, but there are some exceptions. Management of students is good, but in a small number of lessons this is an area of weakness and requires improvement. Issues relating to student behaviour only occurred where the pace of lessons was slow and students had difficulty in sustaining their concentration. Teachers provide good support for those students with special educational needs and for gifted and talented students.
113. The new head of department has only been in post for four months, and already is having a positive impact on the manner in which the department moves forward. The departmental development plan shows that she has identified areas for improvement. Schemes of work are currently under review in terms of their effectiveness in meeting the needs of students at all levels. Presently there is an effective team in place, but over the past four years there have been significant staffing issues, that have adversely affected the department. Assessing, recording and tracking systems currently lack rigour, but they are under review in light of students' needs.
114. Accommodation is good. There are four good studios. However, even these become inadequate when there are large class sizes of 25 or more. Furniture in the art studios is worn, unsuited to art, craft and design activities and needs replacing. Resources are just adequate, but students have restricted access to ICT facilities in the art area. The department continues to receive no technician support. Improvement since the previous inspection is satisfactory.

## **Drama**

Provision in drama is **very good**.

### **Main strengths and weaknesses**

- Students achieve well above average grades in their GCSE examinations.
- Good and very good teaching results in students achieving well in lessons and making good progress over time.
- Students are provided with an imaginative and demanding drama curriculum.
- The subject makes a positive contribution to students' personal, social, moral and cultural development.
- A number of students in Years 10 and 11 are insecure in their literacy skills and the ability to use critical and analytical skills when writing about the activities they have been involved in and the plays they have seen.

## Commentary

115. The majority of students who enter Year 7 have a limited knowledge of drama and role-play. Over time they develop and use a good range of drama skills and techniques, within an imaginative range of drama activities, with the result that standards at 14 are above those expected of students of a similar age. Students make very good progress in Years 10 and 11, with standards at the age of 16 being well above those expected for their age. This was shown in the most recent GCSE examinations in 2004, when virtually all students achieved an A\*-C grade.
116. Students in Year 7 were seen to be developing a good understanding of 'freeze frames' and 'thoughts aloud' as they engage in an imaginative module of work about being stranded on a desert island. In contrast to this, students in Years 9 were able to fall back on a good knowledge of drama techniques and strategies, with students working on some good devised dramas based on an interpretation of 'Jabberwocky' by Lewis Carroll. Students in all years display a great deal of enthusiasm for their drama work. This was observed in Years 10 and 11 lessons as students used a number of contemporary poems as a stimulus for some high quality devised dramas based on the lives of contrasting characters, with an appropriate emphasis on the use of body language, gesture, facial and expression and tone of voice. Students are capable of very good quality practical work by the end of Year 11. Some students however are less secure in their ability to write about the activities they have been involved in and the plays they have seen, with a tendency to describe these activities and productions rather than evaluate them through the use of critical and analytical skills.
117. The quality of teaching and learning is good, with some very good teaching being observed. Teachers have high expectations of all students and provide them with well-sequenced activities which allow them to develop and use a good range of drama skills and techniques within increasingly demanding drama work. Students are given the chance to share their work with the rest of the class and to evaluate both their own and others' efforts with the intention of improving it.
118. Leadership and management of the subject are good. The head of drama has put together very good schemes of work and detailed documentation to support teachers in the delivery of the subject. The department provides students with the chance to extend and use their drama skills in two popular drama clubs, with a separate club for students in Year 8 who are not able to partake in drama lessons this year because of staffing issues. Whilst accommodation for the subject is adequate for individual lessons, the lack of a large performing area inhibits students' ability to share their good quality work with a wider audience. With the chance to engage in interactive learning and to explore a number of contemporary issues the subject makes a positive contribution to students' personal, social, moral and cultural development. Standards in the subject have improved since the last inspection.

## Music

Provision in music is **unsatisfactory**.

### Main strengths and weaknesses

- Music does not have a high profile in the school, and there is a lack of clear leadership and strategies to improve achievement.
- Planning is inadequate in Years 7 to 9 to ensure that all the requirements of the National Curriculum are met.
- Curricular time for music is unsatisfactory.

- Few students have instrumental lessons and small numbers participate in extra-curricular activities.

### **Commentary**

119. Standards in the GCSE examination in 2003 were average. The size of entry means that reliable statistical comparisons are not possible. The 2004 results show an improvement on the previous year but with a small cohort.
120. Students enter the school with well below average standards in music. Teacher assessments for 2003 are well above national averages and are lower for 2004. However, standards seen during the inspection confirm that these assessments are unreliable as standards are still well below average in Year 9. This represents unsatisfactory achievement in Years 7 to 9. In Year 10 students enter the course with well below average standards in music and by Year 11 standards are average, which represents good achievement. In a Year 11 lesson, students listened well to 'Diamonds are forever' as a starter activity, showing limited knowledge of instruments and instrumental techniques. Performing skills are very limited and many do not have instrumental or vocal lessons. Composition work was confined to fairly basic sequencing on computers.
121. Overall, teaching and learning are unsatisfactory. In Years 7 to 9, the majority of teaching is unsatisfactory due to the very limited activities that students are set, which is mainly performing individually or in pairs on keyboards. Planning is very inadequate to ensure complete coverage of the National Curriculum programmes of study. In a minority of lessons in Year 7 teaching is good or better as students are given a variety of tasks in a range of styles. In Years 10 and 11, teaching is consistently good or better. Assessment is unsatisfactory in Years 7 to 9 with incomplete records and student achievement profiles. The department contributes little to supporting students' weak literacy skills and the use of computers, particularly in Years 7 to 9, is unsatisfactory.
122. Leadership and management are unsatisfactory. Planning is poor, especially in Years 7 to 9, and is insufficient to ensure adequate coverage of the National Curriculum programmes of study. Assessment is also very underdeveloped in the department. Leadership lacks the focus and vision needed to raise standards and students' achievements in music. Curriculum time is unsatisfactory and uneven although small groups are possible due to the coupling of most lessons with setting arrangements in design and technology. In Years 8 and 9, students attend music as part of a carousel arrangement which hampers continuity of learning. Extra-curricular activities are developing gradually but involve small numbers at present and few students learn instruments.
123. Improvement since the last inspection is poor with many previously identified issues not addressed, especially National Curriculum requirements and planning in Years 7 to 9. Teaching remains least effective in Years 7 to 9 and there are insufficient classroom instruments and computers for both classrooms. Accommodation is unsatisfactory as group work is inhibited and the distance between classrooms makes communication between staff difficult. However, the department is using laptop computers on which some work in music is possible.

### **PHYSICAL EDUCATION**

Provision in physical education is **good**.

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

- Good achievement results from high quality teaching and the provision of a good programme of enhancement.
- Students have an insecure knowledge of their levels of work and how to improve.
- Good leadership has resulted in an effective and committed team.
- There are inconsistencies between teachers regarding their approach to involving students in evaluating their own and others' work in lessons.
- Curriculum time is limited in Years 10 to 11.

### **Commentary**

124. Year 9 teacher assessments are in line with the national average. The 2003 GCSE results were well above the national average. 2004 results suggest standards dipped to average; a contributory factor being a change in the demands of the examination.

125. Year 7 entry levels are below average. In work seen, Year 9 students have standards in line with the national average. This reflects good achievement for students, including those with special education needs and from ethnic minority backgrounds. In limited curriculum time Year 10 and 11 non-examination standards continue to be in line with national expectations. Students' knowledge of health and fitness is applied well through cross-country lessons. In GCSE lessons, standards are above average, constituting good achievement for students of all abilities. Teachers' good subject knowledge has a major impact on the good development of student skill levels, particularly in games. A good level of school and individual representation at local and county levels exists - for example, in athletics. Student achievement is further reinforced by the provision of a good enrichment programme. Teachers inconsistently promote evaluation skills in lessons. In theory students produce good coursework, reflecting good knowledge and an ability to apply their learning. However, they inconsistently apply their knowledge to the real world or use relevant, detailed examples in other written work.
126. Teaching and learning are good overall, but the students benefit from some very good and excellent teaching. Students learn well as a result of careful lesson planning that presents a mix of challenging activities. Students are expected to work hard, although, on occasions a minority of students, mainly in Years 7 to 9, do not fully participate.
127. Leadership is good and management is satisfactory, with the recently appointed subject leader heading a committed team. Good improvement since the last inspection has seen high achievement levels being maintained. Further development of work programmes is required. They insufficiently highlight refined learning objectives which help to identify expected levels of work and where best to deliver opportunities for the talented student, ICT and citizenship. Assessment is overall satisfactory and involves students. However, confusion arises over the grading system and how they can improve their work. A shortage of theory textbooks exists, and some larger equipment requires refurbishment.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

### **Vocational courses**

The school runs a number of GNVQ courses in Years 10 and 11 in health and social care and leisure and tourism. A new GNVQ ICT course has begun in Year 8. There are also lessons in NVQ languages, and students who find academic learning difficult can study hairdressing and construction at a local college.

Provision in vocational GNVQ courses is **good**.

### **Main strengths and weaknesses**

- Teaching is good and students usually achieve well.
- Standards of current Year 11 health and social care students are above average expectations.
- Students show good attitudes and behave well. They enjoy lessons and visits to local hotels and hospitals. Not all can go on work placements.

### **Commentary**

128. In 2004, results on the applied GCSE health and social care and leisure and tourism courses were below average but nearly all students were awarded an A\*-G grade. Students achieved well from starting points that were well below average. The attainment of current students is broadly in line with national expectations overall on the double-option GNVQ courses and students generally achieve well. Teachers planned interesting activities, and tasks matched students' ability, including those with special educational needs. Teachers had good

relationships with students, and marked work frequently. Students enjoyed lessons and knew how to improve their coursework grades.

129. In health and social care, current students are attaining at above the average expectation. A third of Year 11 students (all girls) are working at a distinction grade level, with an above-average ability to describe and evaluate the effects of social and economic factors on adults' development. In leisure and tourism, attainment is below national expectations because there are more lower attaining boys in classes.
130. Teaching and learning are good overall. Teachers ensure students make good use of ICT to present their work and improve key communication skills. Well-organised visits to local hotels and hospitals help maintain students' interest and motivation. Vocational courses are well led and managed and taken by about a half of all Year 11 students. A high proportion of Year 11 students on vocational courses continue advanced vocational studies in the sixth form. Work placements for Year 11 students are timetabled after the examinations so that students cannot use them to gain experience of work to help them in lessons.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Citizenship**

Provision in citizenship is **satisfactory**.

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

- The school's commitment ensures that the subject is central to the curriculum.
- The curriculum is enriched through good opportunities beyond lessons.
- Some teaching is poorly matched to students' abilities.

#### **Commentary**

131. Students in Year 10 have begun a two-year short course of study leading to a GCSE examination. As this is the first cohort to begin examination work, no judgement on standards at the age of 16 can yet be made. End-of-term assessments, for instance of the module on 'Rights and Responsibilities', indicate that more able students attain standards which are above average, whereas less able students are well below average. Work seen and discussion with students suggest that boys and girls attain equally well.
132. Students' standards of literacy on entering the school are well below national expectations, and they have no formal prior learning in citizenship. By the age of 14 they show a very wide spread of attainment. More able students show a good understanding of personal responsibility within a community context, an accurate understanding of key political ideas, and sensitivity towards minority issues. Less able students find difficulty in drawing general lessons from their own experience.
133. The quality of teaching and learning is satisfactory across the school, and some teaching is very good. Specialist teaching is marked by very strong commitment and enthusiasm and very good subject knowledge. Assessment is very thorough, and teachers' comments on written work show students how to improve their work. However, expectations are sometimes pitched unrealistically high. In a lesson on the role of Members of Parliament, for example, less able students found the concepts difficult and as a consequence they became distracted and did not complete the written tasks set. Lessons taught by experienced non-specialists are generally good because they show a rapport with students and pitch their presentation at a level which enables them to engage. A lesson in Year 7, for instance, showed that despite poor standards of basic literacy, students could accurately describe a long list of different kinds of school and their significant features. The majority of students learn

well in lessons. They see the subject as relevant to their own lives, and contribute to discussion in lessons with enthusiasm.

134. The leadership and management of citizenship are good. Teachers responsible for developing the subject have developed very good schemes of work which make very strong cross-curricular links. Through the school's participation in the Boston-based Global Food project, the subject makes a particularly strong impact on the work-related curriculum. The emphasis on the community at different levels in all lessons makes a very powerful contribution to students' social development. Representative activities such as the school council help students to understand the concepts of citizenship. The breadth of extra-curricular opportunities for students through visits is a particular strength of provision.
135. The school's commitment to citizenship is very strong, and the capacity to improve the subject further is good.

## SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection, nine subjects and courses were inspected and are reported on in detail. Work in a number of 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 – the latest year for which national comparisons are available.

### *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	9	100.0	98.6	0	50.2	60.0	87.5
Biology	2	0	96.4	0	39.2	0	78.6
Business VCE	11	72.7	65.0	9.1	14.6	44.5	60.1
Chemistry	2	0	97.6	0	49.0	0	84.9
Communication studies	14	81.4	99.4	35.7	37.8	81.4	82.1
Dance	8	100.0	98.5	87.5	44.9	100.0	83.0
Drama	7	94.3	99.5	71.4	40.1	94.3	83.6
English literature	15	76.0	99.5	26.7	46.5	76.0	86.5
General studies	8	62.5	94.7	12.5	31.0	62.5	73.1
Geography	2	40.0	98.7	0	44.5	40.0	84.0
German	1	100.0	98.4	0	47.9	40.0	84.8
Health & Social Care VCE	8	100.0	67.7	0	14.5	52.5	63.5
History	5	100.0	99.0	0	44.6	68.0	84.6
ICT	21	100.0	95.6	9.5	24.6	62.9	69.5
Mathematics	6	83.3	96.7	33.3	55.6	60.0	88.8
Physics	4	100.0	96.7	0	44.6	55.0	81,7
Sociology	4	75.0	98.2	25.0	44.3	65.0	83.6
Spanish	1	100.0	98.3	0	50.2	80.0	86.9
Sports/PE studies	4	100.0	98.0	25.0	30.9	65.0	75.2

## ENGLISH, LANGUAGES AND COMMUNICATION

### English

Provision in English is **good**.

### Main strengths and weaknesses

- Students achieve well in response to good teaching.
- Students have very positive attitudes which result in good learning.
- There is very good leadership and management of a successful department.

## Commentary

136. In the 2004 A-level English literature examination students attained results which were below the national average for the highest A - B grades, but there was a good pass rate, as in 2003. These results were part of a longer term improving trend. Students achieved well in relation to their prior attainment, and the results were among the best in the school. Standards of the current Year 13 are in line with national expectations, with more higher attainers among girls, in all the key areas. These include the ability to analyse texts for language and structure, the ability to compare texts, and the ability to communicate knowledge and understanding effectively. These standards represent good achievement for most students of all levels of ability, including the gifted and talented. Students develop a good ability not only to critically analyse a variety of literary texts, but also the capacity to make a reasoned personal response. A minority of students do not develop the confidence to sustain a debate and remain more dependent on the teacher for ideas.
137. Teaching is good, and, combined with the very positive attitudes of students towards the subject, results in good learning. The principal strength of the teaching is the high level of expectations which teachers have of students. Allied with the teachers' very good subject knowledge, these expectations result in the presentation and discussion of challenging concepts, seen particularly in a Year 12 lesson on *Hamlet* in which there was a sophisticated discussion of the philosophical and other contextual influences on the central character. Another strength of the teaching is the quality of assessment, highlighting to students their strengths and areas for development. Teachers give students a clear idea of how to address the examination objectives successfully. Where the teaching is less effective, teachers find it difficult to engage all the students in active debate, so that the learning becomes more passive.
138. There is very good leadership and management of a successful department. There are comprehensive review and monitoring procedures within the department, and a realistic assessment of priorities for development. There is a good programme of enrichment through theatre and conference visits. The accommodation is shabby and detracts from the quality of provision.
139. The already good examination pass rate has improved, and the good progress of students has been maintained since the previous inspection. Therefore, there has been good improvement overall.

## Language and literacy across the curriculum

140. Language and literacy skills in the sixth form are average. In practical subjects these skills are often well developed. For example, in dance students discuss, plan and evaluate well, although the quality of extended writing is variable. Students studying vocational courses in travel, tourism and business do presentations and a range of assignments. In some academic subjects language and literacy skills are more variable and less developed. For example, in mathematics students lack confidence and find it difficult to work independently, although students in English write effectively.

## Community languages

141. In 2003 there was one C grade in A-level **Spanish**. Two Year 11 students were interviewed during the inspection. One was aiming for GCSE and A-level in **Portuguese**, the other GCSE Spanish. The modern foreign languages department encourages students with a language other than English to develop their linguistic skills.

## Modern foreign languages

The focus of the inspection was German. One unsatisfactory French lesson was sampled.

Provision in German is **good**.

### Main strengths and weaknesses

- Most students achieve well.
- Most students are good independent learners.
- Video-conferencing is a valuable asset.

### Commentary

142. In recent years very small numbers of students have been entered for AS and A-level.
143. Standards have been well below average. In the current Year 13 standards are below average, but achievement is good. Students are developing a mastery of themes such as the environment and also the language skills to enable them to express themselves orally with reasonable fluency. However, their written German is not yet accurate or extensive enough. They are competent readers and are able to use up-to-date German magazines and websites with the help of a dictionary. They are able to understand most of what they hear. Attitudes are very positive. In Year 12, standards in the one lesson ranged from above average to below average. Achievement is satisfactory as are both teaching (through video-conferencing) and learning.
144. During the inspection teaching was satisfactory despite the absence of one of the two specialist teachers. Students in Year 13 were enabled to prepare well for their oral exam or coursework topic. All students took advantage of the opportunity and learnt satisfactorily as a result. Leadership and management are satisfactory but there is little sign of data or evidence of self-evaluation. Resources are adequate, whilst the video-conferencing facility is an example of good provision. There is insufficient evidence in the 1999 inspection report to make any judgement on improvement.

## MATHEMATICS

The focus of the inspection was the A-level course but the GCSE course was also sampled. In a good lesson students learned well about correlation because they enjoyed the range of activities. Good relationships in this lesson significantly helped students gain important confidence to tackle a subject they find difficult. Standards in this lesson were well below national expectations.

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Students are given detailed, helpful information on the progress they are making.
- Insufficient time is given to teaching the course.
- Students persevere even when they face difficulties and disappointments.
- Some students fail to achieve because they did not have the expected mathematical skills when they started the course.

### Commentary

145. In 2003, A-level results were well below the national average. Students gained results in mathematics similar to those for their other subjects. Insufficient numbers of students took the course to permit valid evaluation of the results of any group of students. For the same reason, the results of 2004 cannot be compared with those for the previous year.
146. Students start the course with standards which are well below those generally found. A considerable minority of students do not have the expected minimum of skills required to learn many topics on the course. These students are very unlikely to gain a grade in external examinations. The school needs to take steps to ensure that all students embarking upon a mathematics course have a realistic chance of gaining accreditation, whatever that course. Other students, whilst possessing these necessary skills, lack confidence to deploy their mathematics without high levels of support from their teachers. Work seen during the inspection from students in Year 13 was well below national expectations. These standards represent satisfactory achievement. Insufficient numbers take the course to permit valid comparison of the achievements of differing groups of students.
147. Higher attaining students in Year 13 can integrate and differentiate a range of functions but do not yet use the chain and product rules. They calculate the velocity of a body moving under a constant force. Lower attaining students calculate the gradient of a straight line but still have difficulties using negative numbers or expanding brackets.
148. Teaching and learning are satisfactory overall, being better in Year 13 than in Year 12. Learning is at its most effective when teachers help students to understand their work as opposed to memorising whole sets of formulæ. Students in Year 13 learnt to derive the formula of a straight line because the teacher said 'don't try to memorise this formula'. The best lessons explore incorrect answers so that students realise how errors arose. Where learning is less effective, students are told how to do something rather than explore ways of solving a problem. Students in Year 12 did not learn about surds as quickly as they might because the teacher worked several examples on the board whilst students copied these into their books when they could have tried out ideas for themselves. Students receive less hours of teaching than is often found. Whilst the way in which students persevere with the course, often in the face of daunting difficulties and examination results which do not meet their expectations, assists learning, most students cannot achieve as much as they should without more contact with their teachers.
149. Assessment is good. Regular tests are used and from these students and teachers gain informative and accurate pictures of the progress being made. This information clearly indicates the topics most requiring attention and some students have already shown significant improvement in their standards since the introduction of this system.
150. The course is well led and managed. The new subject leader took effective action to ensure that students currently in Year 13 are improving from examination results considerably below those expected. He has clear plans of how to develop the subject and is already investigating alternatives to the present course. The previous inspection report provided insufficient evaluation of provision for mathematics in the sixth form at that time to be able to assess improvement since that date.

### **Mathematics across the curriculum**

151. Students' competency in mathematics is below average. In biology, students use appropriate statistical tests to analyse data. In dance, the use of mathematics underpins the notation system used. Standards of mathematics in the sixth form are below those normally found. Whilst the school does provide students with the chance to increase their GCSE grade, students take this course voluntarily. There is no provision for students who gained a higher grade in GCSE mathematics to develop their mathematics. As a result, in a number of

subjects teachers have to teach mathematical techniques so taking time from the teaching of the subject syllabus.

## SCIENCE

The main focus of the inspection was A-level biology. Post-16 **physics** was sampled and results were below the national average but the teaching observed during the inspection was good.

### Biology

Provision in biology is **unsatisfactory**.

#### Main strengths and weaknesses

- The subject is in need of a subject leader to provide a sense of direction, to co-ordinate effort and to raise achievement.
- Teachers have positive attitudes and want students to learn.
- Overall students have positive attitudes and want to learn.
- There are very good on-site and local facilities for biological studies.
- Students' independent learning skills are weak.
- Much greater use of ICT for teaching, learning and for tracking student attainment would help raise the standard of work in the subject.

#### Commentary

152. Student attainment over the last three years has been below national standards. Attainment in 2004 was also below school expectations, making achievement unsatisfactory.
153. Students in Year 13 show appropriate understanding of conservation, covering issues such as rain forests, exploitation of wild animals and the RSPB. They respond to peer questions well following presentations they have made. Satisfactory essays have been written about organic farming. Folders show work of appropriate A-level content and include extensive information and worksheets.
154. Students in Year 12 show developing understanding of the principles of protein synthesis, have fundamental understanding of the human breathing system and the terminology associated with breathing volumes. They have a basic understanding of the structure, functions and reactions of fundamental biochemical compounds.
155. Teaching overall is satisfactory. Year 12 teaching is satisfactory and Year 13 teaching is good. Where teaching shows strengths, appropriate worksheets are used to help students make progress and they are encouraged to develop individual study skills, researching information for essays and presentations. Past examination questions and model answers are used to develop examination techniques. Students are encouraged to discuss issues such as the impact of humans on the environment through intensive farming, conservation and exploitation of wild animals. Moral, ethical and economic issues are considered. Ecology is based on theoretical study and not surveys which would have given a more enjoyable and realistic approach to the work and represents missed opportunities in using the school and local environment. Some numerical work is incomplete and students' use of significant figures and scientific notation shows weakness. Where teaching shows room for development, there is extensive use of work and information sheets giving students access to knowledge at the appropriate standard but there is limited student interaction with each other and the teacher. Learning is biased in favour of theoretical learning compared to practical work.
156. Assessment is satisfactory. Students' work is marked. Year 13 students receive better feedback on how to improve than those in Year 12. Some completed examination papers have not been marked showing a need for more complete marking and monitoring of student

progress. Some students are not submitting work due to absence and this will affect their progress.

157. Students show good attitudes to their work, demonstrating application to activities set. They co-operate well with each other and their teachers. Students formulate questions during lessons, demonstrating interest and a desire to learn. Attendance is not good for those repeating the course, reflecting poor commitment which will impact negatively on attainment and departmental results.
158. Students are enjoying their course and enjoy the opportunities for practical work. They feel homework is appropriate in quantity and is returned quickly and feedback is helpful when given. Students would like more help in understanding how well they may achieve. The biochemistry of respiration and other aspects of biochemistry were found to be a big step up from GCSE science. Students chose to study biology because they enjoyed GCSE science and because they had aspirations for biologically based careers.
159. Students have texts to work from, have much resource material for reference, are given website addresses to interrogate and carry out independent research for presentations. Students are also expected to 'read around' the subject. Year 13 students are encouraged towards more independent work than those in Year 12.
160. Leadership and management are unsatisfactory since there is no formal delegated subject leadership. The three teachers are each working to help students achieve but work more or less independently.
161. Since the last inspection there has been little progress and this is unsatisfactory. The numbers of students are still small and examination results still vary with few gaining the higher grades.

## **HUMANITIES**

162. One **history** lesson in Year 13 was sampled. Teachers have good subject knowledge. Students are confident in discussing the reasons for the persistence of authoritarian government in Russia and Germany

## **VISUAL AND PERFORMING ARTS AND MEDIA**

One satisfactory Year 12 **art** lesson was sampled. Subjects inspected in depth were dance, drama and media studies.

### **Dance**

Provision in dance is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average by the end of Years 12 and 13.
- Teaching is very good and results in students achieving highly.
- Students' learning is extended by very good extra-curricular opportunities.
- To ensure the continued development of dance, the department needs additional studio space and specialist accommodation for major performances.
- There are too few boys on dance courses.

### **Commentary**

163. Results of AS and A2 examinations in 2003 and 2004 were well above the national averages. A particularly high percentage of students attain grades A and B in the A2 examination. Students' results in dance are much better than those in their other examination subjects.
164. Standards in lessons and work seen by students in Years 12 and 13 are well above those expected nationally. Their work shows very good improvement from standards at the beginning of Year 12; all students are achieving very well. Their choreographic and performance work show high levels of planning and technical ability. Year 13 students understand the influences of different traditional dance forms on contemporary choreographers, such as Alston. Students in Years 12 and 13 have good key skills. They use ICT well in written assignments; video analysis is a feature of many lessons. The majority are able to write at length on a variety of topics; for example, 'background to Pulcinella'; all show good listening and speaking skills. Students give each other constructive criticism on their creative work. A few have less sense of physical expression and their grasp of theoretical aspects is more limited.
165. The quality of teaching and learning is very good in both years. The high and sometimes excellent standard of teaching, has a significant impact on students' achievement. Teaching includes very high levels of planning and technical input. Challenging teaching and schemes of work that build on previous learning promote very good progress. Students refine technical, analytical and choreographic skills and improve their understanding of both traditional and contemporary dance. Teachers manage students very well and maintain extremely good relationships with their classes. Their expectations are very high, particularly of performance and safety. Teachers provide very good opportunities for students to develop as independent learners. Students' learning is enhanced by their very positive attitudes. The retention rate on dance courses is good. Students' learning is greatly enhanced by the outstanding extra-curricular programme, including public performances, workshops and involvement with primary schools.

#### Example of outstanding practice

**In a Year 12 dance lesson, students made excellent progress as a result of the teacher's very high levels of planning and technical input.**

Students were given opportunities to plan and evaluate performance, and to perform to an audience. The specialist teacher's excellent technical input, including very high quality demonstrations and very good use of video analysis, resulted in all students making first rate improvements in the planning and performance skills of their solo study. The students' great enthusiasm, high energy teaching and the very good quality dance studio and audio system, created a stimulating learning environment.

166. Leadership and management are very good. The subject leader has a very strong commitment to improvement and success and is ably supported by a dedicated team of specialists. Very good procedures are in place to monitor, evaluate and improve the quality of teaching and students' standards. The subject makes a very good contribution to students' personal development. In order to ensure the continued development of the subject, however, the department needs additional studio space and specialist accommodation for major performances. Judgements on improvement cannot be made, due to insufficient reference to post-16 dance in the last report.

#### Drama

Provision in drama is **very good**.

#### Main strengths and weaknesses

- Good and very good teaching results in good achievement in lessons, with students producing good quality drama work.
- The subject makes a very positive contribution to students' personal, social, moral and cultural development.
- The subject makes a significant and valuable contribution to the Performing Arts status of the school.
- Some students still have problems in producing well written, reasoned and organised essays to support their practical activities.

### **Commentary**

167. Although the majority of students who start the A-level course in Year 12 have studied it at GCSE level, this is not always the case. Students however achieve well over the two years of the course with the result that standards at the end of Year 13 are good, and above those expected of students of a similar age. This was reflected in the 2003 A-level examinations when two-thirds of students achieved an A or B grade. Standards declined somewhat in 2004, though evidence from lessons and students' written work indicates that over half of the current Year 13 are on task to gain an A or B grade.
168. Students in Year 12 display good drama skills as they engaged in some imaginative devised drama linked to their study of Peter Shaffer's play 'Equus'. Students developed a good understanding of naturalistic and non-naturalistic drama as they worked in two groups on contrasting interpretations of a given scene. The good quality work produced by students was enhanced by their ability to utilise the working methods of two influential theatre practitioners, Konstantin Stanislavski and Bertholt Brecht, who offer two quite different approaches to the rehearsal of scenes and whole plays. Good achievement was also observed in Year 13 as students considered a number of stimuli and approaches to work as they focused on the sensitive issue of disability and the young. The quality of work produced by the students was very much influenced by their willingness to share their experiences of disability both in their own families and those of friends.
169. The quality of teaching is good with some examples of very good teaching. Teachers provide students with some very demanding activities, which really stretch their abilities and drive them on to the production of some high quality drama. Students have a very good working relationship with their teachers, with a strong feeling of shared commitment to the subject. Some students are still insecure in their ability to produce well-structured and argued essays to support their practical activities.
170. Leadership and management in the subject are very good. The head of drama and other teachers interpret the A-level syllabus in a very effective manner, with ongoing assessment procedures ensuring that students have a clear understanding of their progress and attainment in the subject, and what they need to improve the quality of their work.
171. Students are given regular opportunities to share and celebrate their work with friends, parents and members of school, with students producing some very impressive work at a Performing Arts evening observed during the period of the inspection. The availability of a larger performance area would give students and school the chance to share this work with a wider audience. The necessity for students to engage in interactive and collaborative learning and the chance for them to explore contemporary, social and moral issues and scripted plays from around the world makes a very positive contribution to students' personal, social, moral and cultural development. Standards in the subject have improved since the last inspection.

### **Media studies**

Provision in A-level media studies is **good**.

## Main strengths and weaknesses

- Good and very good teaching results in students achieving well in lessons and making good progress in the subject.
- Students display positive attitudes to work and have good working relationships with their teachers.
- The subject makes a positive contribution to students' personal, social, moral and cultural development.
- A number of students are insecure in their writing skills and have problems in producing well structured and reasoned essays when responding to and comparing different media forms.

### Commentary

172. Although some students have studied the media studies at GCSE level, this is not always the case, with the result that standards upon entry the course in Year 12 are below average. Students, however, achieve well over the two years of the course with current standards in Years 13 being good. Standards in examinations in 2003 were in line with the national average, with standards in the most recent unconfirmed A-level examinations in 2004 being above the national average. Evidence from lessons and a scrutiny of students' practical and written work indicates that students in the current Year 13 will maintain these standards.
173. Students in Year 12 could be seen to be developing a good understanding of non-verbal communication and how it can be used in both film and television in order to make a specific impact or create a particular style or image. In another lesson in Year 12, students considered and explored the codes of convention of the 'sand and sandals' epic as they identified the key features of the opening of the film 'Gladiator'.
174. Students in Year 13 demonstrated a good knowledge of the power of documentaries and their ability to form public opinion as they engaged in a viewing of a documentary on the murder of Israeli athletes by the Palestine Liberation Organisation at the 1972 Munich Olympic Games. In contrast, the same class could be seen to be displaying good critical and analytical oral skills as they considered how teenage television programmes and magazines report on similar issues.
175. Students particularly enjoy the practical element of the course, with students producing good quality 'trailers' for films and television programmes. A number of students, however, are less secure in their writing skills and find it difficult to produce personal, well-structured and organised essays in response to the media forms they have studied. The good and very good learning and progress observed in lessons are much influenced by the good working relationships between students and their teachers and their enthusiasm for, and commitment to the subject. The quality of teaching is good, with some very good teaching being observed. Teachers are very secure in their subject knowledge and use it to good effect to promote students' learning and understanding. Teachers are particularly good at using practical resources to extend skills and knowledge.
176. Leadership and management in the subject are good. The head of media studies has put into place a detailed scheme of work and good documentation to support teachers in the delivery of the subject. There are good assessment and monitoring procedures in place to identify attainment and progress in the subject and to provide students with individual targets for improvement. Although technical resources are adequate, they are stored outside the classroom used by the subject, and are not immediately accessible to students.
177. With the chance for students to explore and respond to a number of contemporary and world events as reflected and presented in the world of media, the subject makes a positive

contribution to students' personal, social, moral and cultural development. Standards in the subject have improved since the last inspection.

## HOSPITALITY, SPORTS, LEISURE AND TRAVEL

### Leisure and tourism

Provision in leisure and tourism is **very good**.

### Main strengths and weaknesses

- Standards of work are well above average, and students make good or very good progress.
- Good teaching helps students develop very good attitudes to their work.
- Students gain good knowledge from visits and work placements in the local community.
- Curriculum leadership and management are very good.

### Commentary

178. Leisure and tourism is currently offered as a combined leisure and tourism/recreation AVCE (Advanced Certificate of Vocational Education) in the sixth form. Students can opt for either pathway. Year 12 students, newly started, are taking travel and tourism.
179. Standards on both pathways are above average, and students, both female and male, achieve well, often very well, given their starting points at GCSE. Results in 2002 for the seven students entered for the single/double award AVCE were well above average, both for the high grades of A and B and pass rate of 100 per cent, which is almost twice the national average. These results maintain the high standards from the previous GNVQ advanced course where school results were among the top in the country and consistently well above average. This takes into account the greater rigour of the new AVCE course from 2000 resulting in fewer distinction A grades. Unconfirmed 2004 results for the nine students entered indicate similar standards for both leisure and recreation and travel and tourism with two of the three female students achieving very well. There is some variability in the achievement of male students, with overall grades lower but still above average, reflecting the nature of the intake. Current Year 13 students are nearly all working at a level above predictions based on their GCSE scores, and Year 12 students have made a good start to their new course.
180. In lessons and work seen, students in both Years 12 and 13 use ICT very effectively to independently research chosen tourist destinations or sports centres on a number of websites. Year 13 students develop a good knowledge and understanding about the layout of leisure and recreation centres through visits, part-time work, work placements and well-organised group work where they critically discuss organisation charts based on scenarios from past examination papers and discuss their experience of job roles. Written assignments show a clear explanation of factors promoting the development of the UK tourist industry with clear examples in students' word-processed reports that incorporate graphical illustrations of changes in disposable income.
181. Year 13 students' work shows very good, mature development of customer service and team working key skills in a variety of local organisations they use for their case studies: this experience clearly has helped them to stay very well motivated and sustain very positive attitudes, well above national expectations. Year 12 students already show, in lessons seen, that they can develop the required practical knowledge and skill, working in pairs to present attractive PowerPoint slides on local leisure outlets they have researched. One higher attaining group, in particular, made very good progress in aggregating numbers of employees in local inns and hotels, based on personal work experience and a telephone sample. In their oral presentation, they critically evaluated the statistical evidence with a rare maturity.

182. Teaching and learning in the small sample of four lessons seen were good overall, and there was one very good lesson. Lessons had several very good features. Teachers had a very good relationship with students, and were very skilled in assessing their progress and giving constructive feedback, both oral and written, on how they could improve their grades. There is very good individual support to students both by subject and form tutors, and students are well aware of career possibilities. At this early stage of their new course, Year 12 students' skills of choosing their own way of working were necessarily limited, but teachers' well-planned practical lessons encouraged them to work both independently and in groups, which helped them to develop an interest in their work, even with teacher-led discussion. Teachers help Year 13 students make very good use of their own experience in work placements or from part-time jobs to enrich their assignments and reports and gain a good insight into the demands of the leisure and tourism industry. In a very good Year 13 lesson, for the optional unit on improving sports performance, the teacher, with excellent coaching expertise, enabled students, working in small groups to analyse and develop their coaching skills, using video to analyse muscle movements and improve their performance. This process also improved students' key communication and team-working skills so that they could apply them to coaching they do for local organisations.
183. Curriculum leadership and management are very good overall, with staff working as a close-knit team that has regular opportunity for informal discussion and formal meetings to monitor student progress, review schemes of work and plan new developments. The range of equipment and materials used is very good. Marking standards are regularly checked internally and by the examination board, which notes the consistently high standard of students' work and course management. Students are very well prepared both for higher education and careers in the leisure industry. Since the subject was first offered in 2000, standards have remained high and there is good capacity for further improvement, particularly in improving the cramped accommodation to allow an extension of leisure and tourism into the GCSE curriculum in Years 10 and 11.

## **BUSINESS**

### **Business studies**

Provision in business studies is **good**.

### **Main strengths and weaknesses**

- Teaching is good and teachers have good relationships with students.
- Most students have good attitudes and behave well.
- Computers are readily available in lessons and are used well by students, but there are too few for large classes.
- There are good plans to improve satisfactory links with local business and industry.

### **Commentary**

184. Results in AVCE business in 2003 were well below the national average overall, although all 11 students passed. In 2004, results improved to below the national average, with all ten students passing and two gaining top B grades. Students' achievement was good when results are related to very low GCSE results on entry.
185. In lessons and work seen, the standard of current students' work is broadly in line with national expectations, and female and male students are achieving well overall. Year 12 students understand differences between different forms of business ownership well, but use secondary rather than first-hand research to study a local business due to a cancelled visit.

They make good progress, enthusiastically running a Young Enterprise company selling greetings cards in the local area at a considerable profit.

186. Year 13 students understand why financial ratios are important, but find calculations difficult due to below-average numeracy skills. Their attainment is below average. As their ICT skills in applying spreadsheet formulae to cash flow have not been practised since Year 11 (when most achieved high GCSE grades in ICT), achievement in the finance unit is only just satisfactory. Both female and male students are well motivated by tasks connected with real businesses. They show very good attitudes and work well with each other.
187. Teaching and learning are good overall. In four lessons seen, the teacher had good relationships with students, and her good subject expertise helped students, including one with special educational needs, understand how potential investors could analyse business performance using ratios. Students' work is always marked consistently. They use ICT well overall, but whilst computers are readily available in lessons, there are not enough for the large Year 13 class. As students have to share, this affects their standards of work.
188. Leadership and management are good overall. The school plans to develop more links with local businesses and increase ICT facilities to help students improve presentational skills in lessons. The subject, not inspected previously as a sixth form subject, has good capacity to develop further.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

## The effectiveness of management

4

4

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