

INSPECTION REPORT

CHISWICK COMMUNITY SCHOOL

Chiswick, London

LEA area: London Borough of Hounslow

Unique reference number: 102532

Headteacher: Jonathan Bach

Lead inspector: Graham Preston

Dates of inspection: 20 - 23 September 2004

Inspection number: 268776

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of students:	11-19
Gender of students:	Mixed
Number on roll;	1241
School address:	Burlington Lane Chiswick London
Postcode:	W4 3UN
Telephone number:	020 8747 0031
Fax number:	020 8747 6620
Appropriate authority:	Governing Body
Name of chair of governors:	John Dixon
Date of previous inspection:	25 - 29 January 1999

CHARACTERISTICS OF THE SCHOOL

Chiswick is a community school serving a wide area that includes its own borough of Hounslow as well as areas as diverse as Hammersmith, Kensington & Chelsea and Richmond. The school is pleasantly located next to Chiswick Park which is a relatively affluent area though its intake covers the full range of social backgrounds, ethnic groups and student abilities. It is a popular and oversubscribed school though the presence of nearby girls' schools results in boys making up nearly 60 per cent of the intake.

The ethnic make up of the school is very mixed and includes students drawn from Asian, African Caribbean and middle eastern backgrounds though over a half of students come from white British families. Overall standards on entry are a little below national average. In recent years there has been an increase in students from more economically deprived backgrounds and the increase in refugees and migrant workers means that the school has twice the national average of students for whom English is a second language. The proportion of students with special educational needs has also increased in recent years and is about a quarter of all students. Balancing this, the school continues to provide for a significant proportion of professional families whose children mostly continue into the large and well regarded sixth form.

In general, the school has been effective in facing up to the challenges it faces in that area of London. It succeeded in becoming a specialist Technology College that helped it strengthen provision and raise standards in that area of the curriculum. The acute teacher recruitment problems it faces in some shortage subjects, led to it successfully establishing itself as an accredited Training School, though staffing problems nonetheless continue. It is also actively involved in local and national initiatives such as Excellence in Cities and has long standing Investor in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1990	Graham Preston	Lead inspector	
31758	Edward Tipper	Lay inspector	
14490	Susan Jackson	Team inspector	6 th form co-ordinator English as an additional language Post 16 history
33160	Natalia Power	Team inspector	English 11-19
19528	Roland Portsmouth	Team inspector	Mathematics 11-19
30294	David Gower	Team inspector	Science 11-16 Post 16 chemistry
22849	Ron Catlow	Team inspector	Geography 11-19
30911	John Barton	Team inspector	French, German, Latin 11-16
27351	Michael Stanton	Team inspector	Design and technology 11-16
15472	Paul Andrews	Team inspector	Music 11-16 Special educational needs
8090	Frank Turns	Team inspector	Art and design 11-16 Work related learning
11968	Ian McGuff	Team inspector	Physical education 11-16
32122	Judith Straw	Team inspector	History 11-16
4615	Mike Bostock	Team inspector	Information and communication technology 11-16 Post 16 business
33154	Barbara Kwiecinski	Team inspector	Citizenship Post 16 health and social care
15198	Marcellina Cooney	Team inspector	Religious education 11-16
30941	Keith Brammer	Team inspector	Drama 11-19

The inspection contractor was:

Cambridge Education Ltd
Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Chiswick is an improving school that is benefiting from new and effective leadership.

Overall provision is satisfactory with significant strengths in many areas though staffing difficulties are frustrating improvement in two key subjects. Overall teaching and learning are satisfactory with much good practice. Standards have improved to be in line with national average. It has an inclusive ethos that is allowing students of different backgrounds and cultures to develop personally and socially within a supportive environment. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The good leadership of the headteacher and senior leadership team, well supported by the governors, that is successfully addressing a number of identified weaknesses.
- Significant strengths in English and humanities and good provision in art, drama and physical education, as well as both design and technology and modern foreign languages where there has been much improvement.
- Unsatisfactory provision in science and information and communication technology (ICT) provision very largely because of the problems of recruiting good quality teachers.
- Good care and support systems that are helping to create a positive and inclusive school ethos and resulting in good students' attitudes.
- Challenging student behaviour in some lessons though there has been improvement because of better school procedures.
- Links with the wider community are very good.
- Inconsistent use of tutorial time to support the school's pupils' social and health education (PSHE) programme.
- Despite some strong provision for special educational needs (SEN) students there is insufficient additional class support that inhibits student progress in some lessons.
- The good practice in target setting and assessment has yet to be fully developed in some curriculum areas.
- The strong commitment to training and developing staff which is reflected in its status as a Training School.

However, the barrier to the school's efforts to improve provision and standards in some subjects has been the acute difficulties in recruiting and retaining teachers in shortage areas.

Until recently, school improvement had slowed but in general, the school has made satisfactory progress and standards are broadly similar to the last inspection. ICT requirements are met and the much improved resources enable better cross-curricular use. The sixth form curriculum is much improved. The good school procedures have succeeded in ensuring that student attendance and punctuality in the main school are satisfactory.

STANDARDS ACHIEVED

Standards in the most recent examinations were below national average overall though this was largely the result of disappointing results in mathematics and science. In the table below Year 11 students' GCSE average point scores have been below average in recent years and compare unfavourably with students from similar schools. Standards seen in the inspection were better and mostly at national average. **Student achievement was judged as satisfactory or better in most subjects**, particularly English and humanities but students make unsatisfactory progress in science and Years 7-9 ICT.

Performance compared with:		all schools			similar schools
		2001	2002	2003	2003
Year 11	GCSE/GNVQ examinations	D	D	C	D

Year 13	A/AS level and VCE examinations	C	C	C	
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*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.*

Sixth form results are consistently in line with national average reflecting good achievement when compared with students' previous GCSE results.

Students' attitudes are good and behaviour is satisfactory.

Students like school and get on well together. Most behave well though a minority of students show less self-control in lessons and around the school. Attendance and punctuality are satisfactory in the main school and reflect considerable improvement. Their social, moral and cultural development is good while spiritual development is satisfactory. Students' overall development is enhanced by the wide range of school experiences.

QUALITY OF EDUCATION

The quality of education is **satisfactory with important strengths**. Teaching and learning are satisfactory overall. The curriculum is satisfactory in meeting the needs of students with good provision for those with statements or at an early stage of language acquisition. Gifted and talented arrangements are developing well. The care system is supportive and protective though academic monitoring is in its early stages **Links with parents are good and very good with the local community**.

The overall quality of teaching and learning is satisfactory. In English and many of the foundation subjects as well as in the sixth form the majority of teaching is good and often very good. However, some teaching in science, ICT and mathematics is unsatisfactory largely because of the problem in recruiting teachers in those shortage subjects.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The recently appointed headteacher is an effective leader with a clear vision and high expectations for the school. The good senior leadership team consisting of both new and well established senior managers is cohesive and is providing a fresh impetus for improvement. However, there are weaknesses in the leadership of ICT, science and mathematics. School management systems are satisfactory and in the process of being further improved. Governance is good. Governors are now more closely involved in the strategic development of the school and ensure all requirements are met except daily religious worship.

PARENTS' AND STUDENTS' VIEWS OF THE SCHOOL

Parents have high expectations of the school and like to be regularly consulted and informed. They recognise the many strengths of the school though have some concerns about teaching and student behaviour in some curriculum areas. Students like coming to school and do not consider bullying or harassment to be an issue in what they consider to be a large though welcoming school.

IMPROVEMENTS NEEDED

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

- As a matter of urgency, improve the leadership and teaching and learning in science and ICT
- Build on current behaviour improvement strategies to resolve concerns about behaviour in some lessons and around the school, notably in Years 7-9
- Involve class teachers more in understanding and meeting the needs of SEN students and provide more in-class support
- Improve the use of tutorial time both to support PSHE and citizenship and strengthen the role of the tutor in monitoring and supporting student academic progress
- Disseminate the very good practice that exists in some subjects in teaching, learning and assessment, to all curriculum areas and to meet statutory requirements
- Provide for a daily act of collective worship.

THE SIXTH FORM

The sixth form has 209 students. Approximately, 60 per cent of students from Year 11 progress into the sixth form. A small proportion of external students join the school at the beginning of Year 12. The sixth form caters well for its current students by offering two vocational courses and 24 courses leading to AS level and A level. It also provides a positive environment for their personal and social development. There are 12 students with special educational needs, including two with statements. Eighty-six students are of minority ethnic origin reflecting local demographics. In 2004, 80 per cent of students left the sixth form to continue their education at university.

OVERALL EVALUATION

Overall, provision in the sixth form is **good**.

Teaching in the sixth form is good and students learn well as a result. Both male and female students achieve well in relation to their standards on entry. Standards of attainment are in line with national averages. Leadership and management are good.

The sixth form has made good progress since the last inspection and is cost effective.

The main strengths and weaknesses are:

- Students achieve well in relation to their standards on entry in most subject areas.
- Overall, good teaching is characterised by high levels of expertise and effective lesson planning.
- The head of sixth form has a clear vision for the development of the sixth form and enjoys the support of students and parents.
- Relationships are good: students appreciate the strong sense of community that exists in this lively, multi-cultural sixth form.
- Attendance levels and the procedures for registering students are unsatisfactory.
- The school lacks facilities for quiet study.
- Access to ICT is limited because designated computer suites are timetabled for teaching purposes.

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	English: Very good. Teachers' high expectations of students and good teaching inspire students to achieve very well.
Mathematics	Satisfactory. Clear expectations and good teaching support students who achieve satisfactorily.
Science	Chemistry: Good. The subject is well taught and resourced. Well-qualified staff are able to promote good learning.
Humanities	History: Very Good. Well-structured and imaginative teaching leads to very good learning and good achievement. Geography: Good. Knowledgeable teachers plan lessons well. Student achievement is good.
Visual and performing arts and media	Drama: Good. Very good subject leadership and teaching challenge and inspire students. Achievement is good.
Business	Business Studies: Good. Attainment is below average at AVCE level and above average at GNVQ level. Achievement is good in relation to ability. Leadership and management are very

good. Links with industry are good.

Curriculum area

Evaluation

Health and social care

Very Good. Strong subject leadership and collaborative management lead to high quality provision that is inclusive and meets the needs of all students. Assessment practices are very good and this results in student self-reflection and clear identification of the routes for improvement.

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'.

The following subjects were sampled during the inspection: ICT, design and technology, psychology, art and design, music, physical education and modern foreign languages.

ADVICE, GUIDANCE AND SUPPORT

The sixth form managers and the form tutors provide a good quality of support and guidance in Years 12 and 13. However, better use could be made of the tutorial period. There are key weaknesses in the school's procedures for monitoring attendance which is unsatisfactory for some students. There are good extra-curricular and enrichment opportunities. The quality of advice offered in preparation for university entry is good, and students receive a satisfactory level of information about careers opportunities. There are effective monitoring and tracking procedures. Reporting and review procedures are good and enable most students to achieve well.

LEADERSHIP AND MANAGEMENT

The leadership and management of the sixth form are good. The head of sixth form has a clear vision for the development and improvement of the sixth form. He provides a very good role model in the way he develops positive relationships with students and is committed to their academic and personal development. This commitment to improvement has helped sustain the generally good GCE A level standards.

STUDENTS' VIEWS OF THE SIXTH FORM

Discussion between inspectors and a significant number of sixth form students, both formally and informally, indicates that students enjoy the community life of the sixth form and are justifiably positive about the range of subjects offered and the level of support they receive from sixth form staff. Their concerns about access to computers and inconsistencies in teaching in science are also justified.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY STUDENTS

Standards achieved in areas of learning, subjects and courses

Students make satisfactory progress overall, but their progress has been erratic in science and mathematics in recent years. Achievement in English and some of the foundation subjects has been consistently good. Students achieve well in the sixth form.

Main strengths and weaknesses

- Students achieve well in English in all years and at GCSE level.
- There is some underachievement in science and mathematics.
- Sixth form students achieve well and, despite their varied backgrounds, reach standards in line with those nationally and above the average in the local education authority.
- Student do less well than they should in Years 7-9 taught ICT lessons.
- Students make good progress and achieve well in history, modern foreign languages, design and technology, art and design, drama and business studies.

Commentary

1. Chiswick Community School has a fully comprehensive intake though standards on entry are a little below national average reflecting the higher than average number of students with special educational needs. Since the last inspection the school has also seen increases in the numbers of students for whom English is an additional language and some of these have weaker than average literacy skills. However, the school intake also includes a significant proportion of students from professional backgrounds, some with well above average educational standards.

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

Standards in:	School results	National results
English	36 (32.7)	33.4 (33.3)
mathematics	35.0 (33.1)	35.4 (34.7)
science	33.0 (29.8)	33.6 (33.3)

There were 203 students in the year group. Figures in brackets are for the previous year

2. Standards on entry to the school are below national average overall though there is some variation between subjects. Standards in English and most of the foundation subjects including the humanities, design and technology and arts, are below average. In mathematics and science they are about in line with national average.
3. Standards in the core subjects at the end of Year 9 have been sustained at around national average though these standards have been bolstered by the consistently stronger outcomes in English. This is reflected in the school targets that have been met and often exceeded in English though more often not met in mathematics and science. Most students make very good progress in English compared with their performance at the end of primary school. Current standards in Year 9 are above national average and reflect the very good progress students are making in their writing and speaking skills. This reflects the good and often very good teaching and assessment in English that enable boys in particular to make better progress than their national counterparts. These literacy skills are effectively reinforced in a number of other subjects, notably history, modern foreign languages and geography.

4. Mathematics standards at the end of Year 9 are in line with those nationally and show a small improvement over the years in line with the national trend. Even so, standards are below expectations when account is taken of students' prior attainment Current standards are a little above national average in Years 7-9 reflecting some continuing improvement in provision. Even so, there is some variation in the quality of mathematics teaching that affects the progress of some classes. The school has adopted the National Numeracy Strategy and students have sufficient opportunity in other subjects that ensure they have a sound grasp of number.
5. Science standards at the end of Year 9 have fluctuated considerably in recent years and have struggled to keep up with the improving national trend. Students come to the school with science standards close to the national average. By the end of Year 9, standards are clearly below those expected given students' prior attainment in the subject. Science has been the worst affected faculty by the acute shortage of good specialists and the need to employ temporary and often less proficient teachers is adversely affecting student progress in Years 7-9.
6. Student progress in Years 7-9 in almost all other subjects is satisfactory and often good and very good. In many of the National Curriculum foundation subjects such as history, geography, design and technology and art, students tend to come to the school with below expected attainment and yet most students by the end of Year 9 are working at levels in line with or better than national average. This represents good achievement in most cases and reflects the good teaching in many of these subjects. In most subjects boys are achieving at least as well as boys nationally and in some such as history, they perform relatively better because of positive strategies used to raise boys' achievement.
7. The exception to this positive picture is ICT. The school is a specialist Technology College and has invested heavily in ICT resources to support learning and different subjects are responding effectively to this greater access. However, the lack of specialist and effective ICT teaching in Years 7-9 results in most students not reaching appropriate National Curriculum levels at the end of Year 9.
8. As the table below shows, GCSE standards remained below the national average, however, in 2003 they rose to be broadly in line both in terms of the proportion of students gaining five or more grades A*-C and their average GCSE point score. Against prior attainment at the end of Year 9, students did less well when compared with similar schools nationally. Balancing this, the school takes a higher than average proportion of students from lower socio-economic backgrounds reflected in the take up of free school meals and on this measure, most students achieve at least satisfactorily. In 2004, GCSE results were not as good as those in 2003 though students met their expected targets in most subjects. However, subject by subject analyses demonstrate areas of considerable strength balanced by those where there was clear underachievement such as mathematics and science.

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	48 (37)	52 (50)
Percentage of students gaining 5 or more A*-G grades	91 (89)	91 (91)
Percentage of students gaining 1 or more A*-G grades	96 (91)	96 (96)

Average point score per student (best eight subjects)	33.3 (29.9)	34.7 (34.8)
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There were 208 students in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

9. English results were the best ever for the school and above national average. Half of all students studied history and reached national average and most other subjects largely managed to sustain previous standards. The two subjects that showed greater falls in standards were mathematics and to a greater extent, science.
10. Current standards in Years 10-11 are better and overall at least in line with national average. This is consistent with the prior attainment data of the current Year 11 that indicates that GCSE results will be above national average. In work and lessons seen, overall student achievement is satisfactory with strengths in some subjects. Standards in English, drama, history, art and modern foreign languages, are all above national average and reflect good student progress. Progress in most other subjects is satisfactory. Some teaching and learning weaknesses found in Years 7-9 are less apparent in GCSE groups where students are more likely to be taught by more experienced and capable specialists. This is the case in ICT and mathematics. Standards in GCSE science are below those nationally though students are now making satisfactory progress. Science teaching is more secure in Years 10-11 but teaching and assessment strategies are still underdeveloped.
11. The school makes considerable use of withdrawal classes for students with SEN. Those classes are appreciated by the students and they make good progress in relation to literacy skills, self-esteem and other elements of their individual educational plans. They appreciate the pleasant, supportive atmosphere in the department, and the "place of haven" that it provides them. The SEN department has introduced recently an "xl club", as an alternative to an academic GCSE option that has enabled vulnerable and underachieving Year 10 students to gain in confidence and improve their key learning skills. There is also effective in-class support for statemented students enabling them to make good progress but the lack of in-class support for other students with SEN, particularly those with behavioural concerns, results in them making more limited progress in some lessons.
12. Bilingual students at the early stages of English language acquisition make similar and often better progress than students in general. Most are highly motivated and benefit from specialist support. Consequently they acquire English quickly to express intelligent views and participate in the life of the school.

Sixth form

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	83.9 (91.6)	89.4 (92.6)
Percentage of entries gaining A-B grades	31.5 (30.1)	32.6 (35.3)
Average point score per student	235.7 (239.3)	258.2 (263.3)

There were 68 students in the year group. Figures in brackets are for the previous year

13. Sixth form standards in recent years have fluctuated a little but generally have been in line with the national average. Results at GCE A level in 2003 were in line with the national average and GCE AS level had high levels of completion with fifteen subjects achieving a 100 per cent pass rate. In English literature, history, geography, mathematics, German, religious studies, art and design and other social studies at least half the students achieved A or B grades. Overall, 43

per cent of students attained A or B grades. In 2003, girls outperformed boys with an average point score per subject of 88 to the boys' 76. Value added data shows that in 2003, students from the school performed better than any other sixth form in the borough in terms of their achievements. In 2004, 37 per cent of students attained A or B grades at A level which is broadly similar to the previous year as were the overall proportion of students gaining GCE A level passes.

14. Results in GNVQ Intermediate Health and Social Care were in line with the national average in 2003 and reflect good achievement for students.
15. Current standards in both GCE A level and AS courses are in line with the national average and students' achievement is good. Standards in English literature, art and design, history and Health and Social Care are above average and students are achieving well. In other subjects, standards are broadly average but this represents good achievement on the part of students in terms of their prior attainment. Overall, students' work shows a good response to teaching. In nearly eight out of ten lessons seen during the inspection students made good or very good gains in learning.
16. There are 12 students with special educational needs in the sixth form; 2 have statements of need. These students make the same rates of progress as their peers and play an important part in the life of the sixth form.
17. Overall, students' standards in literacy and communication skills are good. Levels of numeracy are satisfactory. Student demonstrate competent use of ICT for Internet research and presentation of work though opportunities to develop their skills to higher levels are limited by access to facilities.

Students' attitudes, values and other personal qualities

Students' behaviour is satisfactory in the main school and good in the sixth form. Their attitudes to their work and towards others are good throughout the school. Attendance is satisfactory in the main school and unsatisfactory in the sixth form. Punctuality is satisfactory throughout the school. Students' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Students are enthusiastic in their approach to life in the school and develop very good relationships with each other and adults.
- Most students behave well but a minority misbehave in some lessons and around the school.
- The school has made considerable progress in raising the level of attendance since the last inspection.
- Students develop well morally and socially in a culturally and ethnically mixed school community.

Commentary

18. Most students are keen to come to school and participate in its many activities. Their positive attitudes to lessons are evident when the teaching is good but, as with behaviour, these can deteriorate when it is less so. They work and play well with each other with little evident tension and relate very well with adults in the school. Visitors are treated with politeness and respect and students engage willingly in conversation with them. This reflects the constant reinforcement of good manners and the respect for others by adults within the school.
19. The school has clear guidelines as to how its students should behave and works very hard to ensure they do so. The school behaviour strategies, including involvement in local behaviour improvement programmes, are increasingly successful though a number of students find it difficult to adhere to the few basic rules. Students are attentive and behave well in large gatherings such as assemblies though some can also be too boisterous in the long corridors that tend to amplify the noise.

20. Although students come from a wide range of ethnic and cultural backgrounds of students there is little evidence of conflict or discrimination and most mix together very well. Parents, students and staff agree that what little bullying takes place is dealt with promptly and generally, effectively by the school.

21. Behaviour in lessons can be inconsistent and is mainly linked to the quality of teaching or behaviour management skills of teachers. In the great majority of lessons students benefit from challenging and interesting teaching and behave well. However, there is a significant minority of young people, some with known emotional and behavioural difficulties, who respond poorly to less effective and unsatisfactory teaching.
22. The overall quality of moral, social and cultural development is good and spiritual is satisfactory. Moral education is particularly strong in religious education, drama, English and history. As a result students are able to make responsible and reasoned judgements on moral dilemmas such as abortion, euthanasia, capital punishment, racism and bullying. Students respect and abide by the school's values and all teachers make an issue of breaches of agreed moral codes when they arise.
23. The provision for social and cultural development is good. In particular modern foreign languages and drama provide a good variety of extra-curricular activities such as trips to the theatre and exchange visits to France and Germany. Sixty students took part in the Duke of Edinburgh Award last year and about fifteen went to Bolivia. Students are keen to join in the many extra-curricular activities such as after-school clubs and educational trips and a total of 86 students followed the Duke of Edinburgh Award scheme last year. Students also take on responsibility willingly, although the school recognises that opportunities to do so are currently limited. Even so, students are able to express their views and develop a sense of greater responsibility as representatives on the year councils and 'Chiswick Parliament' which is the school council. Many of these activities bring together students from widely different ethnic and cultural backgrounds and help in their integration into a multi-cultural society.
24. Spiritual development is satisfactory. Musical performances and plays enable a significant number of students of all abilities to explore ideas and gain a sense of enlightenment. Similarly positive contributions are made by English and history. Religious education students reflect on issues such as the nature of God, death and afterlife, good and evil. However, in the twice weekly assemblies that all students have, there are missed opportunities for further spiritual development.

Attendance

Attendance is now satisfactory. In the previous year attendance was well below the national average. However, it increased significantly last year following much improved school systems and now shows a 3.6 per cent rise in student attendance since the last inspection. The system for identifying absentees and contacting their parents on the first day of absence is very efficient, as is the procedure which actively seeks to discourage parents from taking holidays during term time. When students' individual attendance drops below 90 per cent they are placed on a concerns register where their parents are informed and the students' performance is closely monitored and supported by the attendance officer, learning co-ordinators and the educational welfare officer. School procedures ensure satisfactory punctuality but the school still has a hard core of 30-40 students who regularly arrive late. Because of the lack of a computerised system, post-registration truancy is not easily detected but a manual system is used effectively to check on students who are suspected of doing this. Students are encouraged to attend by a range of individual and group rewards. The parent teacher association donated £600 for attendance rewards during their last financial year.

Attendance in the latest complete reporting year 2003/2004 (94.7%)

Authorised absence		Unauthorised absence	
School data	6.8	School data	1.6
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.

Exclusions

As a result of the increasing focus on supporting students with behavioural problems, the number of exclusions fell by 60 per cent last year though as the table below shows, the number of exclusions is still high compared with most schools. The school does everything it can to resolve issues internally and only excludes students as a last resort. These are educated at an off-site centre. The school works hard to treat all students fairly and equally though statistically, black students tend to be excluded more often. This reflects the personal and social problems of a number of students that necessitate what is usually temporary exclusion and is in spite of the school's efforts to be supportive and inclusive.

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	646	39	2
White – Irish	7	1	0
White – any other White background	72	3	0
Mixed – White and Black Caribbean	45	8	0
Mixed – White and Black African	7	0	0
Mixed – White and Asian	18	0	0
Mixed – any other mixed background	28	1	0
Asian or Asian British – Indian	39	1	0
Asian or Asian British – Pakistani	18	0	0
Asian or Asian British – Bangladeshi	8	0	0
Asian or Asian British – any other Asian background	8	0	0
Black or Black British – Caribbean	74	13	2
Black or Black British – African	90	10	1
Black or Black British – any other Black background	31	10	1
Chinese	7	0	0
Any other ethnic group	117	13	0
No ethnic group recorded	26	0	0

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

Sixth form

- The sixth form is a lively, outward looking and ethnically diverse community. The atmosphere in the sixth form centre is one of general harmony, as students relate very well to one another and collaborate effectively in pursuit of their goals.

26. Provision for moral, social and cultural development through different subject areas, the assembly and tutorial programmes and the range of enrichment opportunities are good. The personal development of students is particularly good. Students may choose to assume responsibilities and to contribute to the development of the whole school. Students are involved in the life of the school through volunteer work in the library and canteen, sports coaching, a paired reading programme with EAL students, a school-wide recycling initiative and the *adopt-a-teacher* scheme. They also participate in fund raising events within the school and in the community. The school has plans to place greater emphasis on the development of citizenship and to encourage students to assume more responsibility in the main school. However, students felt that the school did not provide as well for their spiritual development.
27. Sixth form students are encouraged to participate in school drama productions – most recently of *The Boyfriend* - and musical events. An annual Christmas pantomime is produced entirely by sixth form students for the benefit of residents of local nursing homes.
28. The school provides a good range of enrichment activities in the sixth form, including sports, though students would like even more opportunities to participate in sport. Each year, the school organises an enrichment week covering a specific scientific issue. Students have the opportunity to contribute to *The Chiswick Eye*, a review magazine for arts, media and music produced by the sixth form.
29. Sixth formers take part in a wide range of subject-based educational visits, including an economics trip to Brussels and a geography field trip to the Isle of Arran. Drama and English literature students benefit from regular visits to the London theatre. Biology field trips for Years 12 and 13 happen every year.
30. Careers education is satisfactory. Students are well informed about further education opportunities. In 2004, 80 per cent of sixth form students gained university places.
31. Overall, attendance in the sixth form and the school's procedures for monitoring attendance are unsatisfactory.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is satisfactory with strengths in some aspects. Teaching and learning are satisfactory overall with particularly good and very good teaching in English and many of the foundation subjects as well as in the sixth form. The curriculum is satisfactory in meeting the needs of students with good provision for those with special educational needs and others at an early stage of language acquisition with promising arrangements for the gifted and talented. The care system supports students well. Links with parents are good and are very good with the local community.

Teaching and learning

Teaching and learning are satisfactory overall and good in the sixth form. There is much good and very good teaching across the school but this is balanced by weak practice in at least two key subjects largely because of staffing problems.

Main strengths and weaknesses

- Most sixth form teaching is good and over a third is very good.
- Over half of teaching in Years 7-11 is good and reflects strong practice in the majority of subjects.
- The overall standard of teaching in science is unsatisfactory and reflects a continuing problem in establishing a stable and competent team.
- Staffing problems also result in too much unsatisfactory ICT teaching in Years 7-9.

- There is good practice in marking, assessment and target setting in a number of subject areas that has yet to be developed across all subjects.
- There is insufficient in-class support for students with learning and behavioural needs and this inhibits students' progress in some lessons.
- However, the needs of the gifted and talented students and those for whom English is an additional language, are increasingly well targeted in lessons.

Commentary

Summary of teaching observed during the inspection in 157 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (2%)	28 (18%)	70 (45%)	44 (28%)	9 (6.5%)	2 (1%)	1 (0.5%)

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.

32. Teaching and learning are satisfactory overall though with a substantial amount of good and very good practice across the school. In the main school, teaching was satisfactory or better in nine out of ten lessons and in nearly six out of ten lessons seen, it was good and very good. In the great majority of subjects teaching and learning are good with very good or better practice seen in English, design and technology, history, geography, religious education (RE), art, modern foreign languages, drama and physical education (PE).
33. Most teachers are well informed and are keen to share their knowledge and enthusiasm for their subject with the students. This combined with effective behaviour management, works well in establishing positive relationships and productive learning in a school that has its share of more challenging students.
34. The school's focus on good lesson planning is evident in most subjects where the best practice starts with an interesting and often imaginative starter activity, proceeds to develop students' understanding and skills through different individual and group based activities and finishes with consolidating and reinforcing that learning. This was well illustrated in a Year 8 English lesson where in developing students' understanding of character, very good use was made of group discussion and effective teacher questioning that challenged students to develop thinking and visualising skills.
35. The use of ICT to enhance learning is developing though still patchy in some subjects. A number of subjects use ICT well including the much improved design and technology area as a result of the additional resources made possible by the school's status as a Technology College. The greater use of computer aided design and manufacture is having a positive impact on standards in that area. Teachers generally use resources well. Teaching in the humanities provides varied and stimulating resources while in a number of other subjects use outside activities to enhance learning. For example, English provides a varied range of visits and performances to support students' understanding of literature
36. Despite these clear strengths, overall teaching can only be satisfactory while there are weaknesses in three key subjects. Most teaching in mathematics is satisfactory rather than good while that of science, as well as ICT in Years 7-9, are unsatisfactory. The school has found it very difficult to recruit good quality permanent staff in those areas, despite its best efforts and so has had to use temporary and other teachers who are less competent or experienced.
37. Despite the school emphasis on careful lesson planning there is a small but significant number of staff, particularly in science and ICT, who do not share with students the lesson purpose nor fully understand how students learn. Consequently lessons lack pace and purpose and students become confused and lose interest. In a number of poor science practical lessons in Years 7-9, some students misbehave in the absence of effective class management and most make insufficient progress.
38. The varied student population includes substantial numbers of students who use another language at home. Teachers benefit from training and in general, can identify English as an additional language (EAL) students but their needs are not planned for in some lessons.

Overall, there is a very good quality of information reaching teachers about EAL students. Teachers are well informed as to strategies for teaching bilingual students. The departments working closely with the EAL department incorporate writing frames, structured and differentiated writing into their teaching and this helps those students improve their literacy. However, despite the very good work of the EAL co-ordinator the level of additional class support is limited.

39. This is even more so for students with special educational needs. The SEN co-ordinator works well in providing very good withdrawal provision but the level of in-class support is well below that found in other schools given the given the proportion of SEN students. Though there is some very effective in-class support for students with statements of special education need, there is insufficient in-class support for those Year 7, 8 and 9 classes that contain a number of students with challenging and disruptive behaviour and other learning difficulties. In the great majority of lessons, there is effective learning. However, in the absence of additional learning support, some teachers are more often preoccupied with the management of these students' poor behaviour and lack of concentration, to the detriment of others' learning.
40. The use of assessment information is satisfactory overall though the school recognises the need for improvement and is in the process of developing a new system of assessment incorporating good practice of the English and humanities departments. Students are involved in assessing their own work as part of this process. In most subjects, students' work is assessed with increasing thoroughness with good ongoing feedback. The best teachers have high expectations of their students and use target setting well to raise standards. This was well illustrated in an excellent Year 11 textiles technology lesson where students were made well aware of their target grades and how their project work would be assessed. From this the students then knew what to do to improve. Across most areas, teachers are using information gathered to set targets for improvement and to track students' progress. However, marking and assessment are unsatisfactory in mathematics and science where insufficient feedback to students is inhibiting their progress. Assessment of ICT in Years 10-11 is satisfactory but little effort is made to assess students' ICT skills and so provide sufficiently challenging learning.
41. The uneven quality of what is a developing whole school assessment system is also evident in the provision for students with language or learning needs. The rigour and regularity of student assessment by the EAL department and the local authority are very good. However, the marking and correction of EAL students' work across subjects is inconsistent. The school's only recently improved use of students' progress data has limited the ability of the SEN department to evaluate its success. Information provided for the annual review of students' statements of special need, for example, can be poor, lacking useful information about standards achieved, and failing to address the specific requirements of individual education plans.

Sixth form

42. The quality of teaching and learning in the sixth form is good overall. A very high proportion of the teaching observed was good and much of it was very good. One lesson in history was excellent. Teachers plan well and set clear objectives for their students. They use their own good subject expertise to motivate students. Tasks are generally interesting and relate well to examination requirements.
43. Very good classroom relationships with groups of students underpin the best teaching seen in the sixth form. Overall, students made good gains in lessons when they were provided with the structure and motivation to acquire new skills, knowledge and understanding.

44. Teachers employ different teaching styles very effectively to meet the needs of students in their classes and the subjects they teach. An excellent GCE A level history lesson, for instance, was a skilled combination of staged, structured learning leading to increasing levels of critical thinking about Lloyd George's qualities as a leader. In this and other lessons, students learned well through discussion.
45. In most subject areas, homework is set regularly and well planned to extend and consolidate classroom learning. Assessment is used effectively to ensure that students are clear about the standard of their work and what they must do in order to improve their performance.
46. The school recognises that many students find difficulty in learning to work independently. For this reason, students are well supported in the setting of individual targets for academic improvement.
47. Based on inspectors' discussions with students, it is clear that students felt that there were some inconsistencies in teaching at sixth form level, which were seen to reflect the staffing difficulties experienced by some departments – notably science and mathematics. Students said that they made the best gains in learning when expectations were high and lessons tightly planned.
48. Assessment practice in the sixth form is good in most subjects. Marking of work is often detailed and contains much diagnostic comment. Written comment is further supplemented by detailed discussion and one-to-one feedback. Students understand the examination criteria and are involved in the marking process.

The curriculum

Overall the school provides a satisfactory range of curriculum opportunities for its students though provision is good in the sixth form. It provides a good range of extra-curricular activities.

Main strengths and Weaknesses

- There is strong provision in many subjects. However there are weaknesses in the planning and delivery of key curriculum areas, such as mathematics, science and ICT.
- The school has improved vocational and alternative curriculum provision though has yet to develop clearer 14-19 pathways that meet the needs of all students.
- As a specialist Technology College the school has established good local links, has improved design and technology but there is less progress in ICT.
- The school provides a good range of extra-curricular activities.
- While the school is committed to PSHE, careers education and citizenship current arrangements have yet to demonstrate their effectiveness.
- Accommodation is unsatisfactory in some aspects and staffing weaknesses inhibit the delivery of the science and ICT curricula.

Commentary

49. The school provides a mainly broad and balanced curriculum and is in the process of adapting it to better meet the needs of all students. With the exception of the daily act of worship all statutory requirements are met.
50. Overall there is good provision in English, humanities subjects, art, physical education and modern foreign languages but there are weaknesses in science, mathematics and ICT. In Years 7-9 the core curriculum is enhanced by the provision of drama and the opportunities to study two modern foreign languages and Latin.

51. In Years 10 and 11 the school is developing its vocational curriculum to meet the interests of all students as well as alternative courses for others who are less able to cope with a full GCSE programme. A number of these courses are still being established and the school has yet to develop sixth form courses that enable progression from the wider range of courses being introduced in Years 10-11.
52. As a specialist Technology College the school has established good working relationships with local primary schools to support the development of technological subjects. It has set up after-schools groups to provide an enriched curriculum in design and technology.
53. The development of much better ICT resources is helping teachers make greater use of ICT to enhance learning in their areas evident in the greater use of interactive whiteboards for example. However, leadership and staffing problems are inhibiting the development of the taught ICT curriculum, particularly in Years 7-9
54. The school provides effective support for students with statements of special educational need who appreciate the pleasant working environment in the special needs department. There is particularly good provision for vulnerable and underachieving students in Year10. However there is insufficient classroom support in some classes and the lack of available data makes it difficult to monitor students' progress effectively.
55. Provision for students for whom English is an additional language is very well co-ordinated. Teachers are well informed as to strategies for teaching bilingual students. The departments working closely with the EAL department (as listed above) incorporate writing frames, structured and differentiated writing into their teaching. The needs of gifted and talented students are now similarly better identified and co-ordinated and beginning to have a positive impact on classroom practice though in its early stages.
56. The school is working hard to provide equal opportunities for all its students. Flexible setting arrangements allow most subjects to organise teaching groups so that they can best meet the needs of all students in Years 7-9.
57. The school effectively supports students in preparing for each stage of their education. There are good links with local primary schools and good induction arrangements. Students and their parents are given good individual advice before they make option choices at the end of Year 9. Similarly, older students are well advised about opportunities after the age of 16.
58. The overall provision for career education and guidance is satisfactory. However careers provision within the citizenship curriculum in Years 7 and 8 is not monitored and tutors are not yet adequately trained to deliver the eight week programme. In Year 9 work simulation exercises and subject option advice, including an options evening, is provided for all students. From September 2004 careers for Years 10 and 11 students is to be based on a series of whole day programmes. As none of these days had occurred prior to the inspection insufficient evidence was available to form a judgement on the quality of this provision. The school effectively uses the Connexions service for targeted help to individual students. Access to the careers library is restricted due to its location in a room used for interviews.
59. PSHE and citizenship looked to be well co-ordinated but it is a diverse programme that relies upon the coverage of different strands in tutor time, on designated days in Years 10-11 within other subjects of the curriculum. Time will tell whether the programme can be successfully implemented. What is clear is that the very short tutor time is insufficient to properly develop PSHE learning objectives and while some dedicated tutors use the time well, others do not.
60. The school provides a good range of extra-curricular activities. There is a thriving Duke of Edinburgh Award Scheme and students have the opportunity to take part in regular drama productions. The modern foreign languages department runs regular visits abroad and organises a languages festival each year. There is good participation in sport. In addition to its

normal provision the PE department offers rowing as an extra activity. There are enrichment activities in design and technology and opportunities to take part in debates through humanities subjects. Student participation is good. The school provides adequate study support, offering lower attaining students homework clubs and extra lessons in mathematics and science in Years 7-9 as well as study days for underachieving students in Year 11.

61. Overall, accommodation and resources are unsatisfactory although the school works hard to minimise the impact on the curriculum and standards. Difficulties in recruiting and retaining appropriately qualified and experienced teachers in shortage subjects are clearly hindering the school's efforts to improve key subjects. The level of technical support staff is sufficient meet the demands of the curriculum, however there are not enough learning support assistants deployed in classrooms. A recent LEA survey found accommodation lacking and improvements have not been helped by the failure of the school bid for funding for a performing arts centre. The nature of what is a large monolithic building with planning constraints on its development limits some refurbishment and reorganisation. The library is well stocked and organised if rather small for a large school. More positively, the school's Technology College status has helped improve design and technology and ICT facilities. Teachers increasingly use ICT to enhance learning and there is good supply of computers in the school although a lack of staffing limits access outside of lesson time.
62. There has been satisfactory progress in developing the curriculum since the last inspection. The curriculum in Years 10 and 11 is becoming more responsive to the different needs of students as part of the process of developing more coherent 14-19 curriculum pathways.

Sixth form

63. The sixth form curriculum is good overall for those students who choose to continue their studies at the school. As a large and viable sixth form it provides a wide range of GCE A level courses and is able to support some minority interest subjects. It runs a few other courses including the successful GNVQ Intermediate in Health and Social Care but has not developed clear 14-19 pathways that meet the needs of all students including those now taking the recently introduced vocational courses in Years 10-11.
64. Effective provision is made for the development of key skills. Students have the opportunity to improve their communication, application of number and ICT skills through specific courses leading to Key Skills Awards. The application and use of ICT are satisfactory across the curriculum. Students' independent work shows that they are becoming competent, autonomous users of ICT.
65. The school has introduced a programme that meets the statutory requirements for religious education in the sixth form, an issue at the time of the last inspection. There is no daily act of collective worship.
66. A good range of extra-curricular activities is offered, including participation in World Challenge and Young Enterprise. Each year, the school takes the Year 12 students on a residential team building course in the Peak District. Current students represent England at volleyball, Surrey at rugby and the England Under 18 AFA. Other high achievers have recently won City internships with Deloitte and Touche, and Citibank. In 2004, a group of drama students were asked to perform their A level work at the Edinburgh Festival.
67. Staffing arrangements are good in most subject areas. Overall, the number of teachers is in good proportion to the number of sixth form students.

68. The sixth form is accommodated in a separate building, which provides adequate common room space and a catering facility. Although, there is a dedicated computer suite in this building, it is frequently timetabled for teaching purposes. This means that students have insufficient access to computers and the Internet for personal study. In the same way, the school lacks accommodation for quiet study in the sixth form.
69. Overall, the sixth form is adequately resourced with learning materials.

Care, guidance and support

The school makes good provision for the care, welfare, health and safety of students. Its provision for their support, advice and guidance is good in the main school and the sixth form. The school provides valuable opportunities for students to be involved in decision making through the school parliament though consultation in other ways is less developed.

Main strengths and weaknesses

- The school is successful in providing personal support advice and guidance for its students.
- Students are well cared for in a safe and healthy environment.
- Very good arrangements exist for students joining the school.
- Academic monitoring by Years 7-11 tutors is only in an early stage of development.
- The otherwise effective behaviour management system is constrained by the level of in-class support available.
- Sixth form support is based on good knowledge of students and their progress as well as positive personal relationships.

Commentary

70. The school provides its students with a high level of personal support and guidance through the successful co-operation between school personnel and a number of outside agencies. Central to this is the Study, the school's learning support unit, which is well supported by the team of learning mentors and learning support assistants. They all work closely with students who are underachieving in lessons or have poor behaviour or attendance. Through a combination of in-class support and withdrawal from lessons, students are encouraged to fulfil their potential and resolve their behavioural and attendance issues. The limited number of learning support assistants for in-class support, inhibit further development of this area. Selected students in Years 7-9 attend lessons in the Study in social skills and therapeutic art while others attend to work on subjects in a calm and non-threatening environment. Weekly referral panel meetings are attended by senior managers, learning support staff, special educational needs co-ordinator, learning mentors and representatives from agencies such as Connexions and the Behaviour and Education Support Team. Learning co-ordinators identify students with whom they have concerns and, after thorough discussion, a plan of action is agreed for each one. At a meeting attended during the inspection it was clear how well all parties work together and the commitment and care with which they consider each student.
71. Provision for students' academic support and guidance is clearly identified as an area for development in the school in which the learning co-ordinators and tutors will play a key role. Much of the system is in its early stages as the school establishes whole school assessment recording systems and further develops tutors and teachers. This initiative is currently constrained by the different stages of development in monitoring and assessment practice across the curriculum areas.
72. The school has good procedures for ensuring the health and safety of its students. The recently revised policy is very thorough and is included in the staff handbook so that everyone is clear of his or her roles and responsibilities. There is a full audit of the school every two years supported by a site check each term, by the site team manager and deputy

headteacher, and the constant vigilance of all in the school. Areas for concern are prioritised according to their urgency, individuals given responsibility for their rectification and the action taken carefully monitored.

73. The school has clear risk assessment policies that cover in school practice as well as outside visits. The system for child protection is appropriate and run in accordance with the local authority guidelines. The assistant headteacher, who is the designated person, is very experienced in dealing with situations as they arise. All members of staff receive awareness training on joining the school and the recently revised policy, which appears in the staff handbook, is very thorough in defining their responsibilities and informing them how to identify and respond to concerns.
74. Arrangements for students joining the school in Year 7 are very good. Senior members of staff visit the main feeder primary schools each September and an open evening is held for prospective children and their parents. In the summer term, staff again visits the schools, this time in pairs.
75. The school parliament, supported by the year councils, is an effective means for allowing pupils to express their views. However, students nonetheless feel that there are few opportunities for them to express their opinions on how they are taught or to become more involved in helping to shape the future direction of the school.
76. The good care and support systems were recognised in the last report and continue to be a strength of the school.

Sixth form

77. The school provides good pastoral support and guidance for its students. The good relationships within the sixth form are a significant factor in the support the students receive. The advice given by the sixth form managers is based on a good level of knowledge of each student. Students are kept well informed of their progress and find that their tutors are accessible. However, students have some concerns that the daily tutorial time is not used productively.
78. Links with universities are developing well and the school regularly invites speakers to the school. In 2004, 12 students won places at Oxford Summer Schools through the Sutton Trust, and 6 students took part in a summer school at the London School of Economics.
79. The school has good links with other schools and participates in collaborative events. Two students were recently elected to the Hounslow Youth Parliament. The *Chiswick Parliament* provides an arena for students' views to be heard although many sixth form students felt that they would like a broader forum for sharing their ideas and influencing aspects of school life. In general, students felt that the school did not always seek and respond to their views.
80. Arrangements for ensuring students' health and safety are good.
81. There are inadequate procedures in place for monitoring student attendance. Unsatisfactory attendance rates militate against the achievement of some students.

Partnership with parents, other schools and the community

The school has developed a good relationship with its students' parents and carers. Its links with the community are good in the sixth form and very good in the main school. Links with other schools and colleges are good throughout the school.

Main strengths and weaknesses

- Parents are provided with a very high standard of information about the school but are less well informed on the standards achieved and progress made by their children.
- Parents make a good contribution to their children's learning.
- Links with the local community do much to improve students' learning and develop their social skills.
- Parents feel the school could do more to involve them in helping to shape its future direction.
- The school has established links with other schools of clear benefit to the progress of students.

Commentary

82. The school is very approachable to parents with 91 per cent feeling comfortable about doing so with a query, concern or complaint. However, a third of parents feel the school could do more to seek their views and takes account of their suggestions. If some parents feel they are less involved in helping shape the future direction of the school they are nonetheless well informed about its progress. Parents receive information on all aspects of school life regularly through the weekly newsletter covering everything from examination results to forthcoming events and departmental information. These are supported by the periodic publication 'Extension and Enrichment at Chiswick' which is very well presented. The latest one includes articles covering school trips, sporting achievements and business links supported by a selection of photos 'showing the diversity of enrichment opportunities available' at the school. The Governors' Annual Report to Parents is also presented in a newsletter format making it very readable.
83. Parents receive written information on their children's progress primarily through annual reports which, while they provide an assessment of the level that has been reached in each subject, there is little information on areas for development or specific targets. The annual work review day in May is good at focusing the attention of students, and their parents, on their strengths and weaknesses. However, the inconsistencies in the effectiveness of the assessment system between subjects affect the reliability of judgements. A new system is being introduced this year to address these concerns but the content of the reports has yet to be finalised. In the pre-inspection survey, 16 per cent of parents did not feel they were kept well informed about how their children were getting on. There is some evidence to support this and is being addressed by the school's new reporting system.
84. The parent teacher association makes an exceptional contribution to the school. In its last financial year it donated almost £30,000 to provide everything from a Christmas tree to a range of high technology computer equipment. This is primarily raised through a series of monthly car boot sales raising around £3000 each and organised by some 130 volunteers, most of whom are parents. In addition, there is a friends association raising around £3500 per year as a registered charity benefiting from the gift aid scheme to augment donations with tax rebates. Most parents are very supportive of their children although they would like more information as to how to help them. While some subjects and year groups provide information on what is to be studied others do not. The weekly calendar and coursework planner provided for Year 10 students is a good example of how parents can be involved in supporting their children's learning.
85. Chiswick has done much to ensure it lives up to its name as a 'community' school. An adult education centre shares the same site and the sports hall is open for use by local people outside school hours. As part of the Safer Schools Partnership, a police constable is based at the school working with students in areas such as drug awareness and safe Internet usage as well as serving the surrounding neighbourhood. The use of the community to directly benefit students' learning varies between subjects. In English, for example, there is a wide range of trips to theatres supported by visits from authors sharing experiences and contributing to creative writing workshops. In mathematics, science, geography and music, the use of such

links is, however, underdeveloped. The school has developed very good links with the business community primarily through its relationship with the Education Business Partnership. A particularly good example of this in operation is a scheme with the developers of a nearby business park. This includes developing a national vocational education option for a group of Years 10 and 11 students who will work one day a week with an employer as well as a programme for providing students with work related learning throughout their school careers. The enthusiastic response, by representatives of a large number of organisations with links to the school, at a reception held during the inspection, demonstrates how strong and valuable they are and that the school has the confidence of all communities.

86. In addition to the links over the transfer of students, the school has a very close relationship with its feeder primary schools all the year round. Teachers visit the schools to take lessons and primary students visit Chiswick to make use of sporting and other facilities and attend lessons in certain subjects. Meanwhile, Chiswick students studying for the community sports leader award, visit the primary schools to teach sport and organise an inter-school competition. These strong links ensure most students are well prepared for secondary school life and that time is not wasted during Year 7 getting them acclimatised.
87. The school provides information about the sixth form through the prospectus, but there is scope to improve the quality and range of documentation about sixth form courses and procedures that is given to students. A weekly newsletter keeps students well informed of immediate events. Induction arrangements for the transition into the sixth form are good.
88. A satisfactory level of careers advice is available through Connexions and there are adequate careers library resources. Guidance on higher education opportunities is carefully tailored to meet the needs of individual students.
89. There is a good level of interest in community partnerships; however, except for students on GNVQ courses, little focus is placed on work placements.

Sixth form

90. Parents expressed positive views about the education their children receive in the sixth form.
91. Communications are good. Parents receive a good level of information about the progress made by their children. A clear attempt has been made to seek the views of parents through a recent questionnaire. Parents receive a termly newsletter.
92. There is a satisfactory system of reporting to parents, including a parents' evening. Parents are invited to join students and tutors twice a year for an academic target setting day.
93. Students are generally positive about the sixth form. They feel that the courses provided respond to their needs. They are pleased with the level of individual help and encouragement they receive from sixth form managers. However, they do have concerns about the impact of fluctuations in staffing on teaching in some subject areas. Overall, students say that they enjoy the social aspect of the sixth form life and value the strong sense of community engendered by staff and students.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The school is well led. The new leadership team is contributing well to good leadership. Management is satisfactory and being strengthened. Governors are very committed and provide good governance.

Main strengths and weaknesses

- The recently appointed headteacher is an effective leader with a clear vision and high expectations for the school.
- The senior leadership team consisting of both new and well established senior managers is cohesive and is providing a fresh impetus for improvement.
- Governors are now more closely involved in the strategic development of the school.
- School systems have improved though a number are in an early stage of development.
- Most subject areas are well led by often young and developing middle managers.
- Leadership of three subject areas is unsatisfactory, often hampered by problems in recruiting and retaining specialist teaching staff.

Commentary

94. The new headteacher came to a school that had experienced a period of uncertainty with changing leadership and had lost some impetus in facing the many challenges that confront a large comprehensive. He has quickly gained the confidence of the governors and staff and accurately evaluated the key areas in which the school has needed to improve. His thoughtful style and high expectations for the school are valued by colleagues who share his vision and appreciate a style of leadership that encourages openness and participation.
95. The completed senior leadership team is just weeks old but is already a cohesive and committed group consisting of both new appointments and well established staff. Over the last year the headteacher and senior managers wasted little time in identifying and addressing what they considered to be the most important development areas including teaching and learning, student behaviour, staff recruitment and assessment and target setting. There has been considerable progress in some of these aspects in terms of improved outcomes and this has done much to raise staff morale. Student behaviour has improved and exclusions much reduced though still comparatively high. The more rigorous monitoring and evaluation of teaching and learning are evident in the faculty reviews and other means of reviewing and improving practice including performance management.
96. The leadership of middle managers is more mixed. There is very good leadership of some subjects most notably in English, history, modern foreign languages, business studies and drama and good leadership in most others. Not surprisingly, students have achieved well in these subjects or are now showing much better progress. Many of the middle managers are younger than average and have been developed by the school. Several faculty heads have led successful initiatives to improve the quality of provision and the previous head of English as an Advanced Skills Teacher is working to improve teaching and learning across the school. The learning co-ordinators and other specialist co-ordinators for SEN, EAL and gifted and talented students, are all providing effective leadership in a number of the new initiatives. Overall, the quality of middle management leadership is good because the great majority of leaders demonstrate good and often very good qualities. However the impact of school improvement has been limited in subject areas that are currently underperforming within the school. There is no head of ICT and the previous incumbent left with much still to be done. For various reasons including staffing problems and limitations in leadership, the heads of mathematics and science have struggled to improve practice and standards are below what they should be.
97. Management is satisfactory but improving further as new systems become established and begin to raise standards. The systems of monitoring and evaluating practice are strong but have yet to have the required impact in some subjects. The student assessment and target setting system, very much based on some existing good practice, is only in its early stages of whole school implementation. The school has broadened the role of pastoral staff to take on the responsibility for academic monitoring but the system is still being developed to place the tutor at the centre of the process.
98. The school is very committed to staff development as befits its Training School status. In an area where it is very difficult to recruit and retain teachers in shortage subjects, the school leadership has explored all avenues in its efforts to acquire good quality staff. Overall, there

are sufficiently qualified teachers in most areas though, as indicated throughout the report, there are significant staffing weaknesses in ICT and science and to a lesser extent in mathematics.

99. The school works hard to ensure very effective provision for trainees and newly qualified teachers and there is a history of successful collaboration on training with local partner schools. Newly qualified teachers are encouraged to conduct research into classroom management and their assignments have produced a range of valuable professional development resources. A learning support faculty has been recently established and this is beginning to have a positive impact on the quality of teaching and learning in some subjects. There is a regular and varied programme of twilight training events for all staff which addresses appropriate issues in relation to the current priorities of the school.
100. There is sufficient administrative and technical support staff who benefit from the school's staff development and. There are though, insufficient learning assistants to provide a satisfactory level of classroom support.
101. Financial management is good. The school has clear and consistent procedures that meet the audit requirements and are effectively managed by the school bursar.
102. Most of the school funding is used for staffing and the headteacher is endeavouring to establish an equitable and transparent pay structure that reflects responsibility and performance. However, the school is handicapped in its efforts to recruit good quality permanent staff in key subjects because, as part of an outer London borough albeit located close to the city centre, it is surrounded by other schools able to pay the much higher inner London allowance.
103. The school benefits from its additional funding as a Technology College as well as the financial support it receives as a school providing for significant numbers of ethnic minority students and those with special educational needs or requiring language support. This funding looks to be well used though insufficient resources are allocated to classroom support.
104. The large sixth form is entirely self-funded enables the school to provide a wide range of courses and support minority subjects.
105. Overall, the new leadership has done much to regain the momentum for school improvement that had been lost in more recent years, so enabling the school to demonstrate satisfactory progress since the last inspection.
106. The school is cost effective in most of its provision and compares favourably with other borough schools. It successfully strives to ensure best value through competitive tendering for building work, telephones, computer equipment and most recently, the school catering service.
107. The balances carried forward largely included committed expenditure in that academic year. Both in the last and current year the school has an underspend of about £100,000 that it had earmarked as a contribution to the building of a performing arts centre. The school bid for such a centre was unsuccessful but the contribution is being carried forward to support a further bid submission

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	5,095,338	Balance from previous year	331,339
Total expenditure	5,023,384	Balance carried forward to the next	403,293

Expenditure per student	4,009
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108. The governance of the main school is good. The governors are more actively involved in the strategic development of the school and demonstrate a good understanding of both the strengths of the school and areas for further development. The chair of governors has weekly meetings with the headteacher and they share a common vision. The different subcommittees work very closely with the school leadership team to improve provision including student behaviour management, where there has been clear progress, as well as staffing, teaching and learning and accommodation. Governor involvement in school activities is considerable through links with subject areas including informed support for new staff. The governors provide expertise that has been valuable in developing the school as a Technology College as well as in current efforts to improve the school site including the building of a performing arts centre.

Sixth form

109. The head of sixth form's balanced and purposeful approach underpins a commitment to sixth form improvement. Good leadership, on the part of the head of sixth form, is well supported by the staff and students of the school.

110. The head of sixth and the sixth form tutors ensure that daily administrative arrangements, systems and procedures – with the exception of attendance - work well.

111. The sixth form is an important part of the school as a whole. Students are known well and valued as individuals. Sixth form managers are open, accessible and generous with time. They balance professionalism with a genuine interest in the personal and academic development of the students. Overall, they are keen to see that students are encouraged to widen their interests and to take full advantage of the opportunities open to them.

112. Those students joining the school in Year 12 are provided with good levels of support.

113. Existing strategies for monitoring and evaluating the performance of individual sixth form students are good, and can be linked to the good levels of achievement in the sixth form.

114. Overall, planning for change and improvement and evaluation of outcomes are effective in ensuring the development of the sixth form.

115. Funding is used in a cost effective way to give students a good curriculum and overall, a good quality of teaching.

116. The governance of the sixth form is satisfactory. Much of the governors' effort has been focused on working with the new leadership to improve the 11-16 school provision. Even so, the governors are aware of the strengths and weaknesses of the sixth form and support its development appropriately.

WORK RELATED LEARNING

117. The effectiveness of work related learning is **satisfactory**.

118. The cornerstone of the schools' current work related learning provision is a two week work experience for Year 10 students. The experience involves thorough preparation and debriefing and makes a significant contribution to students' personal development and knowledge and understanding of the world of work. Industry days provide further vocational awareness and work skill development.

119. The school has, in recent years, introduced new vocational courses at applied GCSE level. The results have been well below national average because most of the students are less strong academically. The teaching on these courses is good and students achieve well given their prior attainment. The contribution from other curriculum areas is currently

underdeveloped with few other subject areas using opportunities for work related learning or developing links with local companies.

120. The school has a clear commitment to improving current provision and the newly appointed co-ordinator is responding very positively to the new statutory requirements and framework. Supported by Hounslow Education Business Partnership the school has developed a clear strategy for improving provision involving a rolling programme which includes, a curriculum audit of current provision, whole staff training, the development of the vocational curriculum involving all students doing an applied GCSE, increasing business links with subject areas and developing the range of vocational enrichment activity.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 and 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **very good**.

Main strengths and weaknesses

- Very good leadership inspires teachers to have high aspirations for their students.
- All students are carefully tracked to ensure they work as well as they can.
- Teachers pay close attention to improving students' written and spoken skills.
- Teachers successfully raise the achievement of boys as well as girls.
- Students are offered an exciting programme of trips and visits to enhance their understanding of literature.

Commentary

121. In the 2004 tests taken at the end of Year 9 students did much better than their counterparts in the country as a whole. Within the school itself students did better in English than in mathematics or science. This was also the case in the 2004 GCSE examinations. The school has made a concerted and successful effort over recent years to improve English results; this has led to more students gaining A*-C grades. In 2004 the school gained its highest ever English language results, though English literature slipped a little from the very good level of the previous year. Recent results show a good improvement since the time of the previous inspection.
122. Standards of work seen in the inspection are above the national average. Students' written work shows a good knowledge of spelling, punctuation and grammar; this knowledge is used in practice in their written work. Students in both Years 7-9 and Years 10-11 display superior speaking and listening skills in eagerly answering questions and in discussing ideas at a high level. Teachers encourage students to acquire proficiency in written and spoken English by concentrating on their literacy skills throughout the school.
123. Students in both Years 7-9 and Years 10-11 achieve very well and make very good progress after joining the school with results that are broadly below the national average. Students make very good progress because each individual student is provided with a personal target and, more importantly, because targets are regularly reviewed and used successfully by classroom teachers to ensure that each student aims as high as possible. Boys make far better progress than their national counterparts, especially in the GCSE examinations. This is because teachers choose texts that appeal to boys as well as to girls, and because many written tasks are tightly structured to ensure that boys focus on the requirements of the syllabus. Students with special educational needs are helped to achieve well, because teachers have high expectations of their ability and of their behaviour. Able students are also helped to reach their potential, because the setting system is used sensitively and flexibly to encourage all students to do well.
124. Teaching overall is good with examples seen of very good, energetic and inspiring teaching, especially in Years 9 and 11. In some lessons the pace of learning is slow and too little is expected of students. Students in general learn well because tasks are clearly explained to them and because teachers have the freedom, within the constraints of examination requirements, to choose texts which appeal to them as well as to students. Though students

learn well from books and other printed matter, there is as yet little creative work undertaken using computers, apart from some imaginative work in Year 8. Students benefit from a varied and exciting programme of trips, visits and performances by outside organisations to enhance their understanding of literature.

125. The leadership and management of the English department are very good. This represents a good improvement since the time of the previous inspection. The visionary leadership, with a strong focus on ensuring that each individual, whether child or teacher, achieves his or her full potential, creates a 'can do' environment, in which teachers are enthusiastic about working as a team and sharing good practice. Students' progress is effectively monitored and findings are quickly acted on. New and temporary teachers are given generous support to ensure that students' needs, as well as their own, are met.

Language and literacy across the curriculum

126. Provision, though a little uneven across the school, is good overall. In most subjects students are encouraged to write correct English and to speak and listen to fellow-students in class discussions. Important subject-specific words are displayed in most classrooms or explained carefully to students. Literacy skills are taught most successfully in geography, history and English. The library is well used as an important resource in helping students to develop a strong love of reading as well as to research subjects.

Modern foreign languages

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

Main strengths and weaknesses

- Standards are improving
- There is good teaching overall but there is some inconsistency across the department
- Very good leadership is bringing about marked improvement
- There is good curriculum provision and very good extra-curricular activities
- Support for SEN students is sometimes lacking.

Commentary

127. In GCSE examinations for 2003 results in French were above national average. Overall girls performed better than boys though the difference was in line with national averages and boys achieved well at the higher levels. Students did not do as well in French as in other subjects. Boys performed as well as girls. Although students did not perform as well in German as in other subjects the difference was not as great as the national average. Even so, the proportion of students gaining grades A*-C was above national average. French and German results in 2004 were not as good as in 2003. However these results have to be seen in the light of the fact that the school enters a higher proportion of its students for the examination than is the case nationally. This has a detrimental effect on standards when compared with other schools. Results in Latin were below average in 2003 but improved significantly in 2004. Overall results have been inconsistent since the last inspection.
128. However work seen during the inspection indicates that standards are higher than exam results indicate. In Years 7-9 standards are above average in German and average in French and Latin. In Years 10 and 11 standards are above average in both modern foreign languages. The reason for the improved standards is that the staffing difficulties experienced in 2003-4 have now been resolved. Innovative teaching methods in Years 7-9 are leading to raised expectations. In Years 10 and 11 the introduction of vocational courses means that some students, for whom the study of a modern foreign language is inappropriate, now choose alternative courses.

129. Overall, achievement by the end of Year 9 is good. High attaining students in German in Year 9 achieve very well. They demonstrate a very good command of tenses and use varied vocabulary to improve the quality of their writing. Most students with special educational needs achieve as well as other students. However sometimes they are not effectively supported in lessons and achievement is only satisfactory. Most students develop good literacy skills because of the strong emphasis on the teaching of grammar. Achievement is good in Years 10 and 11 in both French and German. High attaining students demonstrate a good grasp of grammar which allows them to create language independently. Average and low attaining students write accurately and are generally confident in their use of tenses. Overall students have limited opportunities for oral work. As a result students are not as confident orally as might be expected. Students' attitude to their work is almost always good though some students with special educational needs sometimes find it difficult to concentrate for a whole lesson.
130. Teaching is good overall with examples of excellent and very good teaching. No unsatisfactory teaching was seen. There is, however, some inconsistency between teachers. Students learn well because lesson planning is good. Lessons have clear objectives, always get off to a brisk start and activities are well sequenced so that students build their confidence in using new structures and consolidate vocabulary. In general the review of learning at the end of the lesson is not effective. Learning is usually supported by good teaching methods which encourage students to become actively involved in the lesson while the good relationships that exist between teachers and students ensure a good working atmosphere. In most lessons teachers have high expectations. They set challenging targets by relating lesson objectives to national-curriculum levels and GCSE grades and encourage students to aim high. Most lessons are conducted at a good pace. However teachers are inconsistent in their use of the target language and they do not encourage students to use it for communication in the classroom. In a small number of lessons students with special educational needs are not being effectively supported. Assessment is regular and thorough. It is particularly good in Years 10 and 11 where students' progress is carefully monitored and students know what they have to do to reach their targets.
131. Leadership is very good. There is a very clear vision supported by very good planning. Teachers support each other very well. Management is good. There is helpful documentation and good schemes of work. Systems for monitoring the work of the department and for evaluating the quality of teaching are not fully effective. Time allocation is good and several languages are offered. The department provides a very good programme of extra-curricular activities. There is no learning support in the department. There has been good improvement since the last inspection.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The willingness of teachers to adopt new technology into their teaching.
- The high expectations of students in Years 7-9
- The introduction of GCSE statistics for the very high attaining students in Years 10 and 11.
- Assessment, day to day marking and subsequent feedback to students, indicating improvement, is poor.
- Aspects of leadership and management are unsatisfactory.

Commentary

132. The 2003 national test results at the end of Year 9 were broadly in line with the national average for all schools. They were below average when compared to similar schools. The

2004 figures indicate a slight improvement but there are no national figures for comparison. GCSE results for 2003 were close to the national average and have been rising over time. These results were below those expected for Year 9 students with similar results in the national tests. The 2004 results fell and there were a large number of students who were entered and did not achieve a grade. Results for boys and girls were broadly similar and close to the national difference.

133. Standards of work seen during the inspection indicate a rise in the attainment of students over time. Year 7 students appear slightly above the national average as do those in Years 9 and 11. Higher attaining students in Year 9 understand the principles of compound interest and can use a range of techniques to solve problems making efficient use of calculators. The link between this work and the citizenship aspects of the curriculum was not made. Gifted and talented students in Year 11 have already taken GCSE statistics, many gaining a good grade. They confidently use vectors for translation and a few of the very high attaining students were briefly introduced to vectors in three dimensions by the teacher. Average attaining students in Year 11 follow the intermediate level course with many rising to the challenge to achieve the best possible grade.
134. Achievement is satisfactory with students' knowledge and understanding improving in line with their previous levels of attainment. Work is closely matched to different ability levels by setting of students by reference to ability. Students with special educational needs are in smaller groups but there is little extra support given in lessons apart from individual help from the teacher. Students who have English as an additional language are often in lower groups for mathematics because of language difficulties rather than a group that is appropriate for their ability.
135. Teaching and learning are satisfactory. A few lessons seen were judged good and two were unsatisfactory. One unsatisfactory lesson was marred by students' indiscipline and the teacher had to spend more time concentrating upon controlling the poor behaviour of a number of students rather than teaching. A range of discipline strategies is in place but the response to these was short lived and disrupted the lesson. Better lessons had pace; they sustained students' interest by the use of short bursts of exposition followed by reinforcement. Teaching strategies are limited, some investigational work was seen but there are missed opportunities to use group and paired discussion. A few question and answer sessions used questions that started "What if....?" This is good for developing thinking skills. Students respond well to this and many can offer explanations for their answers. Lesson planning is sound and the newly acquired interactive whiteboards are in use. Students are encouraged to work answers for the whole class on the board. They do so willingly and the class response is good. Because they have only been in use for a few weeks, the opportunity to use these in a creative manner is not fully developed. Aims of lessons are shared with students and key words are emphasised although in some lessons too much time was spent copying these into exercise books. Marking is unsatisfactory, evidence from students' work indicates that very little work is marked by teachers and there are no comments about standards or how work could be improved. As a consequence students do not have any firm indication of their levels of attainment, potential GCSE grades or how to improve.
136. Overall leadership and management are unsatisfactory. There has been little monitoring of teaching and learning, poor marking, and a lack of suitable advice for inexperienced teachers from overseas. Satisfactory areas include the current development plan. This points the way forward, has success indicators and a time frame for improvement. Also the scheme of work has been revised since the last inspection and now provides a time frame for each topic and references to textbooks in current use. The scheme lacks references to the National Curriculum and there is no guidance given for a range of possible teaching strategies. There are opportunities for assessment built into the scheme but no analysis of results to make improvements to future teaching. The use of computers and investigations are built into the scheme at appropriate intervals. The staffing difficulties of recent years have been overcome by the use of overseas trained teachers. The school layout means that the department is

housed in two separate corridors but the provision of a communal departmental area allows mutual support and informal discussions. Resources are adequate to support learning and it is recognised that more computer software to support the interactive whiteboards is needed.

137. Progress since the last inspection has just about been satisfactory with a modest improvement in standards.

Mathematics across the curriculum

138. The co-ordinator of numeracy across the curriculum left the school at the end of last term and a replacement has not been appointed, consequently the initial impetus of developing mathematics skills has dropped. There has been whole school training and many departments have policies to develop number skills. The National Numeracy Strategy has been adopted and number work features prominently in the starter activities of many mathematics lessons. There is a good booklet for all subject areas to refer to when using mathematical skills. This contains advice on the correct use of mathematics in each subject area and examples of good practice. The inspection found that students' skills are secure in most subject areas with considerable strengths in some subjects. Accurate measurement and marking are found in design and technology and graphs, charts and diagrams are used well in geography and other humanities., Money and time feature appropriately in foreign languages and students in Year 7 science and in food technology generally, are able to analyse data from food labels.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- In Years 7-11, teaching in a third of the lessons is poor.
- Teaching in the sixth form is good.
- There is a severe problem in recruiting and retaining suitable teachers.
- Systems for planning lessons and monitoring teaching are underdeveloped.
- A newly-established team of technicians support teachers effectively.

Commentary

139. A full analysis of last summer's examination results is not yet available but both Year 9 tests and Year 11 GCSE results show a decline against national standards from the previous year. In 2003 standards in Year 9 tests, both for boys and girls, were close to national averages. However, these results compared unfavourably with those in other schools where students' prior attainment was similar. At GCSE in the same year around forty per cent of candidates attained grade C or above in science compared with a national average of just over fifty per cent. Students averaged nearly three quarters of a grade less in science than in their other GCSE subjects at a time when the overall school results were well below average in comparison with those from similar schools.
140. In Years 7-9 and in Years 10-11 the standards seen during the inspection were below national averages. There were no consistent differences between boys' and girls' work and students from ethnic minorities showed the same range of standards as others. In Year 8, for example, students' knowledge of the digestive system was at level 3 or level 4. Some were beginning to use scientific names for organs and could identify their function in the body. They should reach level 5, the national standard, by the end of Year 9 and be able to explain how these functions are sequenced to work together as part of the human organism. For many others, however, learning would not advance further than a list of organs and their individual functions. At Year 11, where students are divided into four ability groups, the standard observed in a set 2 was well below GCSE grade C. Students were being taught to substitute numbers into a

formula without understanding how it described the flow of electric current. They were baffled: this did not relate to previous learning about circuits in any meaningful way.

141. In all year groups, students achieve less than they could. National tests show that in Year 7 they join the school with average standards in science but make slower progress than comparable children in other schools. A smaller proportion of each year group reaches national standards in Year 9 than in the tests at the end of Year 6. Observation of Year 7 children (who had been in the school only a few weeks) shows them to be eager to learn. However, some of the teaching they encounter frustrates them. Although some teachers emphasise the key points required in understanding a topic, other teachers' lessons are confusing and the progressive development of scientific ideas is frustrated in consequence. Students with special educational needs and those from ethnic minority backgrounds are as likely as others to be taught effectively, although support from teaching assistants is rare.
142. Teaching and learning are unsatisfactory overall. Two out of ten lessons observed were poor and one was very poor. Only three were good. The school has difficulty in recruiting staff and some, who are new to the school, consistently teach badly. Their lessons are poorly constructed and fail to inspire. A rising tide of children's conversation continues unabated throughout making concentration difficult. For example, in a Year 7 lesson involving indicators, the teacher failed to explain the purpose of an experiment or to give adequate instructions. Students, despite their initial interest, were unable to learn effectively and there was some rowdy behaviour. The best lessons are well structured and proceed at a stimulating pace. Teachers establish good rapport, set a brisk, cheerful tone and misbehaviour is rare. However, there is still scope for improvement. For example, in a Year 10 lesson on the digestive system, the teacher's enthusiasm and clear behavioural guidelines gave a sense of purpose. Students learned much about the workings of the human body but needed a model showing the breakdown of food and its absorption to further develop their thinking. IT graphics would have fulfilled this need, but ICT use in the department is underdeveloped. Marking is also a problem across the whole department. 'An electron is a neutral particle' received a tick, much work is unmarked and even the most conscientious teachers do not tell students how to improve their understanding of science. The school system of target setting receives little real attention from the staff.
143. Leadership and management are unsatisfactory. The head of science has real enthusiasm. She has been in post for a comparatively short time and is aware of the problems. Moreover, a newly-recruited team of well-qualified technicians are effectively supporting future developments. At present, however, management and leadership are unsatisfactory. Schemes of work are insufficiently detailed to ensure the development of scientific ideas and although lesson plans name the students with special educational needs and those who are gifted or talented, some teachers pay little attention to the information: performance management and lesson monitoring are in their infancy. The 1999 report painted a more positive picture and progress since is clearly unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Attainment in ICT at the end of Year 9 is well below the national expectation.
- Teaching is unsatisfactory in Years 7 and 9.
- Attainment at the end of Year 11 is above average at GCSE and the General National Vocational Qualification (GNVQ).
- There are an above average number of computers and ICT resources for subjects.
- There is significant scope for developing the use of ICT to promote attainment in all subjects.

Commentary

144. Attainment at the end of Year 9 is well below the national expectation and well below the attainment levels of students in their other core subjects. Attainment at the end of Year 11 is above average at GCSE IT and GNVQ IT but below average in GCSE Applied IT.
145. The current standard in Years 7-9 is well below the national expectation. Students are taught ICT in Year 7 but in Year 8 there is no specialist ICT teaching. Instead, students use ICT in their subjects. In Year 9 current standards are well below those expected nationally. The standard for in Years 10 and 11 is in line with the national average level.
146. There are significant weaknesses in the planning of ICT in Years 7-9 which do not assure a progression of experience and achievement by Year 9 is well below the expected level. Students in Year 9 are taught ICT at levels that are well below those expected of students nationally. This constrains what students might achieve through applying that capability more generally to their learning.
147. Achievement at the end of Year 11 is satisfactory in relation to their prior attainment. The achievement of students in the use of ICT across subjects is below the level expected in a school with this level of ICT resources. The achievement of students identified as having special educational needs and those with English as an additional language was not noticeably different to that of other students.
148. Overall teaching and learning are unsatisfactory because of the weaknesses in Years 7 and 9. Expectations for what students can achieve in those years are far too low. Lessons do not make effective use of the time available to ensure effective learning at the expected level. The assessment of students' work is underdeveloped at this level. Teaching in Years 10 and 11 is satisfactory and is good in a third of lessons. Lessons take their structure from handouts which set tasks and provide explanations. Teaching is satisfactory in the sixth form.
149. There is currently no head of ICT and interim leadership has not successfully overcome weaknesses in this subject. The school now has a significant quantity of modern ICT resources but their use is not yet impacting significantly on the quality of work of students. The management of the subject is currently unsatisfactory in not ensuring the progress of students' learning in this subject in Years 7-9 through satisfactory planning. Computers are effectively managed by an able technician.
150. The subject now meets statutory requirements. Attainment by Year 9 is still below the expected level. Teaching, which was reported as good in 1999 is now unsatisfactory in Years 7-9. There are greater opportunities now for students to use ICT across the subjects of the curriculum.

Information and communication technology across the curriculum

151. The school has an above average number of modern computers in ICT rooms and around the school. There are ICT areas in science, design and technology and modern languages departments and a small number in the school library. There is much good use of ICT in different subjects in spite of a lack of leadership in the taught provision made possible because of the school's specialist status as a Technology College. Teachers are taking advantage of the much better resources including those for presentation such as interactive whiteboards. Students make particularly good use of ICT in design and technology for computer aided design and manufacture. Although there are some missed opportunities to make greater use of ICT for student learning, in general, students have considerable access to computers in most subjects and so are able to develop their skills further. Access to ICT in the sixth form is more limited for independent use.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Specialist teachers have good subject knowledge.
- Teachers plan their lessons well.
- The good quality teaching is reflected in the students' achievement.
- Fieldwork enhances what is taught in the classroom.
- The use of computers to support learning is underdeveloped.

Commentary

152. Overall standards are above national averages. In 2003 the number of A* -C grades at GCSE were above national averages and after a rise since the last inspection they suffered a fall in 2004. Students' results in geography are slightly above those for other subjects. The results of girls are slightly higher than for the boys.
153. In the work seen during the inspection, standards at the end of Year 9 are in line with national averages. Students of all abilities demonstrate well their understanding of the geographical processes and the impact they have on the environment. Students showed confidence in analysing images and can write well on what they had experienced during the lesson. There was evidence that students had used maps, diagrams and graphs well, however their skills in using computers are not so well developed. In the work seen, students were working in line with national averages at the end of Year 11. Students make sound progress in their geographic knowledge, understanding and use of geographic skills. Students of all abilities had progressed well in their understanding of the use of case studies. Students listen well and many are prepared to take part in the lesson. The writing and presentation skills continue to improve over time and the emphasis on the use of key words in all lessons is helping students make better progress.
154. Students' achievement relative to their prior attainment on entry is good. Achievement relative to standards at the end of Year 9 shows good improvement. The level of achievement by students with special educational needs is satisfactory rather than good because of a lack of additional classroom support. Students who speak English as an additional language are making good progress due to the way they apply themselves to their work. Both boys and girls achieve well in the many tasks they are given.
155. The quality of teaching and learning is good and so are the wider aspects of assessment for learning. Teachers plan their lessons well with appropriate learning objectives, which they frequently share with students. They draw on a satisfactory range of resources to provide activities to stimulate student-thinking, interest and to help their learning. Skilful questioning and good oral assessment help many students understand their learning though on occasion, not all are fully involved in class activity. There is good use made of an interactive whiteboard in a lesson though the use of computers for research is less well developed. Students work well in lessons and benefit from the opportunities to take responsibility for their learning. Marking is regular with some useful comments though teachers vary in their method of marking.
156. Leadership and management are good. There is a clear vision about the direction the subject needs to go. Schemes of work have been reviewed and the use of fieldwork extends what is learnt in the classroom. Monitoring is in place and is having some effect. Accommodation is satisfactory and is enhanced by effective displays to celebrate students' work. The subject has

dealt with most of the key issues raised in the last inspection report, however there is still insufficient use of ICT to support teaching and/or learning.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Student achievement is very good.
- Dynamic, imaginative teaching leads to very good learning.
- Standards are rising and the subject is growing in popularity.
- Assessment is used effectively to measure and promote learning.
- Leadership and management are very good.

Commentary

157. GCSE results in 2003 for grades A*-C were well above average for both boys and girls. Results in 2004 were in line with national averages but many more students took the examination, over half the entire year group, and there was a further rise in the number of students gaining A* and A grades.
158. Standards seen during the inspection were average for students in Years 7-9 and above average for students in Years 10-11. In Year 9 students were able to analyse complex moral issues such as responsibility for the slave trade and reach balanced conclusions. Their extended writing is less confident at this stage. In Years 10 and 11 students develop empathy skills, understand cause and effect and are able to evaluate evidence securely.
159. Achievement is very good. Students enter the school with below average standards in history. Their progress through Years 7-9 is rapid so that they have reached a standard in line with national averages by the end of Year 9. Increasing numbers of students, both boys and girls, are reaching higher National Curriculum levels. Students identified as having special educational needs and those at an early stage of learning English are well supported by the teachers so that they also make very good progress and achieve very well. Students' achievement in Years 10 and 11 has risen steadily during the last three years with more students gaining the highest grades. Students who are less successful are those who do not take responsibility for their own learning and are unwilling to put effort into their class and homework.
160. The quality of teaching and learning is very good overall. The teachers' considerable subject expertise and their high expectations result in lessons with pace and challenge. They communicate their enthusiasm for history to their students. From the beginning of Year 7 students are learning the key skills for success in history and include a consistent focus on improved literacy. Early in Year 10 students are taught examination technique to help them gain the most out of the GCSE course. There is a focus on discussion and debate and the development of students' thinking skills. The marking of work is very good. Students understand the assessment system and regularly take part in self-assessment before discussion with the teachers. During lessons students of all attainment levels are responsive in answering questions. Music, videos and a wide range of outside visits are used effectively to enhance learning.
161. Leadership and management of the department are very good. The strength lies in team work. All members of the department are keen to move forwards, ambitious for their students and all contribute to its success. Responsibility for subject development is shared. Assessment is used well to help students' progress but the use of assessment data to measure the departments work over time is underdeveloped.

162. The department has made good progress in building on the many strengths noted at the time of the last inspection.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are above average in Years 10-11 and all students are following the short course GCSE.
- Teaching is good overall though the variety and quality of teaching strategies in Years 8-9 are limited.
- The subject contributes well to students moral development
- Leadership and management are good in terms of vision and commitment
- Good practice in assessment in Year 11 is not evident throughout other years.

Commentary

163. The GCSE results are very high and have been very good in relation to national standards for the last three years. It is mainly girls who choose this subject with a small percentage of boys. The overall standards seen during the inspection for Years 10-11 are above average. Students have a good knowledge and understanding of issues such as wealth and poverty in less developed countries. In Years 8-9 standards are average. Students are able to make informed responses to questions of meaning and purpose in the light of their learning. Because of the rotating humanities programme there was no opportunity to observe Year 7 religious education during the inspection.
164. Achievement in Years 10-11 is good. Students are interested in the topics they are studying and want to do well. In some lessons they are given specific guidance on how to achieve good grades. In Years 8-9 achievement is satisfactory. Students are starting to comprehend profound issues such as the problem of suffering.
165. The overall quality of teaching and learning in Years 10-11 is good. Students see the relevance to their own lives of learning about moral issues so they are motivated to learn. In lessons observed, when students were studying aspects of poverty and wealth they were able to empathise with those in poverty stricken areas and showed real concern and compassion for them. Teaching and learning in Years 8-9 are satisfactory. When it was at its best there was lively discussion as students made a good attempt to grapple with the mystery of an all powerful and loving God who allows people to suffer. Teaching was less effective when there was an over-reliance on a limited variety of activities, for example, the practice of frequently giving students sentences on cards to prioritise statements in order of importance on topics being studied. As a result less time was given to challenging students to think deeply and articulate their own thoughts by relating them to their own and others' lives. This helps students develop greater social and moral awareness. Homework is set but there was little attempt to share with students the criteria for assessment so as to enable them to improve their independent learning and reach the higher grades.
166. Leadership and management are good. This has been important in establishing the subject as a rigorous GCSE subject taken by all students with above national average results.
167. Since the last inspection the statutory requirements are being met for all students. Examination results have greatly improved. Religious education is taught as a rigorous academic subject for all students in Years 10-11 with the aim of enabling them to enter for the GCSE short course. The full course is offered to those who opt for extra tuition.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Students' achievement is good overall and very good for those following GCSE textiles technology.
- The standard of teaching is good overall with some very good and excellent practice.
- Designing is sometimes too drawn out and paper based.
- Leadership and management of the subject are good because of a mutually supportive team approach to students' learning.
- Marking of students' work in Years 7-9 is not yet consistent across the department.
- Computer aided design and manufacture (CAD/CAM) is used well.

Commentary

168. Achievement is good by the end of Year 9 because standards on entry in Year 7 are below average and by the end of Year 9 standards are average. The girls do better than the boys. The higher attaining students achieve higher standards because they can express their ideas through good annotated sketches and are very perceptive when testing and investigating familiar products. For example, when students begin to develop their knowledge and understanding of a pasta dish, they are able to identify the more healthy ingredients. Students' motivation in graphics projects is also good where they design and make pop-up cards. The progress made by lower attaining students is good because of the well-targeted support provided by teachers.
169. Achievement is good in Years 10 and 11. Overall, standards in the range of courses offered in 2003 were about average. They were much higher in textiles technology which is a very popular course for the girls. Inspection evidence indicates that standards remain average overall and this is reflected in the 2004 results. There are some stunning pieces of students' coursework that demonstrate strong numerical, graphical and practical skills, for example, in textiles where bags and garments are made to exacting standards. Year on year there has been a steady trend of improvement in examination results. Students generally do as well in design and technology as they do in their other subjects.
170. Overall the quality of teaching is good, with many lessons being very good and on occasion, excellent. In the most effective lessons teachers' preparation and classroom management is very good. Teachers have high levels of subject knowledge and a passion for teaching their subject that is used effectively to motivate students. They use skilful, well-targeted question and answer sessions. They keep the pace of the lesson brisk with no time wasted and they teach with enthusiasm. However, some lessons lack rigour and pace and fail to engage students fully because designing activities are too drawn out and lack focus. Students' learning is supported well with high quality workbooks and coursework guidance booklets. Students in years 10 and 11 receive constructive comment on their work from teachers and therefore understand what they need to do to improve.
171. Leadership and management are good. The head of the department has developed a mutually supportive team approach, which contributes to the department's successful development. He is very experienced and is aware of areas in need of improvement and systems are now in place to raise students' attainment further. The department continues to build on its strengths and steadily improves, for example, by offering Applied GCSE manufacturing, which is better suited to some students' needs. Plans are currently being implemented to ensure more consistent and regular marking of students' work in Years 7-9.

172. A dedicated ICT suite is used well to support teaching and learning and CAD/CAM facilities are having a positive impact on standards.
173. There has been good progress made since the last inspection.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- GCSE examination results are very good.
- The quality of teaching is good.
- The achievement of students of all ability is good.
- Insufficient use is made of ICT.
- Data on the performance of groups of students is not analysed.

Commentary

174. The percentage of students gaining a GCSE grade A*-C is consistently above the national average. However the percentage gaining an A-G grade is below national average.
175. Standards of work seen in Years 7-9 are above the national average. By Year 9, students of all abilities have a good grounding in the basic elements of art, can draw confidently and use colour and tone effectively.
176. Standards of work seen in Year 11 are above the national average. Particularly high standards of observational drawing were seen in Year 10. Finished artwork shows a high level of individuality and effective use of a range of media. Students ability to discuss and evaluate artwork is hampered by a limited art vocabulary.
177. Students' experience of art at primary school varies considerably. In general however, standards on entry to the school are below the national average. As a result of good teaching, the achievement of students of all abilities in Years 7-9 is good. Good achievement of all students continues on GCSE courses, however very few boys are opting to study the subject at this level.
178. The overall quality of teaching and learning are good. No lessons were judged to be less than good with some very good teaching observed. Lessons objectives are always clearly displayed and discussed. Students benefit from carefully structured and timed lessons ensuring pace and constant challenge. Skills to be developed are demonstrated to the whole class with further teacher expertise used to give individual and small group support. Relevant reference is made to artists as sources of inspiration and new technique.
179. Lessons are characterised by a good working atmosphere and mutual respect between students and teachers. Good quality sketchbooks with accompanying assessment booklets are used effectively by all students. Information and communication technology is generally not used either for art-making or image development though is used in presentation.
180. Leadership of the department is good. The newly appointed head of department is demonstrating she has the capacity for good leadership built on a wealth of teaching experience. She has a clear and strong philosophy of how the subject should be taught and is aware of aspects of provision that need improving. Management of the department is

satisfactory. Carefully planned schemes of work ensure good coverage of the National Curriculum. Good use is made of the local places of interest as a resource for study and students benefit from working alongside practising artists. The department provides enrichment classes after school and organises a popular GCSE exhibition for parents.

181. The department is making better use of data though the quality of teaching has not been systematically monitored and professional development plans for staff not produced. Lack of teacher expertise is acting as a barrier to giving all students access to ICT to support their learning.
182. Progress since the last inspection is satisfactory with high standards being maintained.

Drama

Provision in drama is **good**.

Main strengths and weaknesses

- Drama contributes very well to students' social, moral and cultural development.
- Teaching and learning are good.
- Drama facilities are inadequate.
- Very good leadership energises and motivates both teachers and students.

Commentary

183. Standards in GCSE examinations are below average. Although the 2003 results show above average performance at grades A* and A, approximately one in three students gained grade D. There was a slight overall improvement in 2004 when four out of five students achieved or surpassed their target grades.
184. Overall standards are in line with national average. Written work seen in Years 10-11 is below average, partly because drama does not attract many higher attaining students. The few high attaining students write fluently and show good analytical skills. The grades of some middle attaining students are depressed by poor attendance and failure to meet coursework deadlines. Overall standards of performance are average, though there are some talented students who perform exceptionally well.
185. Standards in the weekly lessons of Years 7-9 are average. Some students, particularly boys, have yet to learn that drama is a discipline and that they need to listen and concentrate. Most students respond enthusiastically and creatively and can confidently devise their own presentations using a range of basic drama techniques. Ensemble work is good by the end of Year 9, though some students do not consider the audience sufficiently in their performances. Stimulated by an imaginative range of tasks, they enjoy devising and presenting.
186. Achievement is satisfactory overall. It is helped by students' positive attitudes and enjoyment of the subject. Drama also makes a worthwhile contribution to all students' social and moral awareness, through the consideration of issues such as bullying and homelessness. Except in a few Year 7-9 classes, students work well and readily share ideas: however, the absence of properly-equipped studios limits the range of drama opportunities; and students with special educational needs do not receive in-class support.
187. Teaching and learning are good. Classes are usually well managed and there is an appropriate focus on drama skills in all years. Students respond well, enjoying the frequent challenges, problem solving and decision making opportunities provided. Lessons are carefully planned, using assessment objectives, and cover the very important areas of trust and teamwork. They also involve students in evaluating their own and others' performances in an objective, supportive and positive way. Consequently, self-confidence and esteem are fostered and students help, and learn from, each other.

188. Very good leadership and good management ensure an infectious enthusiasm and energy which motivate students very effectively. The small team of committed, specialist teachers plans well for improvement and is now making good use of assessment information to set individual and whole class improvement targets. A full programme of school productions and theatre visits provides valuable performance opportunities and experiences for all, as well as considerable cultural enrichment. Drama was not reported separately at the previous inspection.

Music

Provision for music is **satisfactory**.

Main strengths and weaknesses

- Teachers' good planning and effective classroom management give students a firm foundation for achievement in this well-resourced department.
- Seventy students receive instrumental tuition and the cost of this is subsidised by the school.
- The disruptive behaviour of certain boys in some Year 7, 8 and 9 classes undermines learning and causes some students to underachieve.

Commentary

189. GCSE results in 2003 were well above average, but the 2004 results were approximately in line with national averages. Poor attendance by several students contributed to this relative decline in standards. There is no Year 10 GCSE class this year, but some enthusiastic Year 10 musicians attend after-school classes to prepare for GCSE in one year.
190. Standards in Years 7-9 are highly variable, and broadly average overall. As a result of strong, doggedly determined teaching, many students succeed in making headway in music, often against a background of disruptive behaviour and poor concentration.
191. Although the school offers a range of extra-curricular musical activities, and although there are various high-profile musical events during the school year, few students were observed performing in ensembles during the inspection week, which was the second full week of the new school year. Those seen were at beginner or near-beginner level.
192. In Years 7-9, students progress at different rates according to the composition of their class groups. In a Year 7 class, after a call and response warm-up in which students quickly learned to imitate the teacher's call with good rhythmic accuracy and a degree of pitch accuracy, students made rapid progress with the elements of music, learning to recognise crotchets, quavers and semiquavers through practical activities and composing simple two-bar rhythms of their own. Their good musical achievements were not matched, however, in a Year 9 class the constant challenge of disruptive, unruly behaviour by a group of eight boys with special educational needs undermined the teacher's courageous and imaginative teaching. Learning opportunities were lost in the turmoil of underachievement. The lack of in-class support was not helpful in these circumstances.
193. Year 11 students demonstrate a confident command of the software *Cubasis* as they prepare their GCSE compositions. However, in a lesson introducing *Gamelan* they were less confident, showing little prior knowledge of the general context of this music and making a very tentative start to the performance of simple lines and rhythm patterns of this four- and five-part music. Some are unable to speak with clarity about their projected GCSE grades and how to improve. Their achievements are limited by their passivity and lack of confidence as learners.
194. Teachers plan their lessons imaginatively taking account of the different levels of musical ability and knowledge in their classes and emphasising the need to internalise musical learning

through practical musical activity. They maintain firm, controlling but warm relationships with students, conveying their high expectations of students' engagement and behaviour at all times. They know their students well, seating some, for example, in key positions in the classroom and offering more able students extension activities. Both teachers are themselves highly capable musicians, comfortably able to make good use of their advanced musical skills to perform with and for their students. They make effective use of the department's good range of music-making equipment and other resources. Teaching is consistently satisfactory or better in Years 7-11.

195. The acting head of department has only very recently taken over this well-organised department. There is a detailed curriculum with corresponding assessment criteria. Departmental procedures are clearly defined. The acting head of department is providing useful support for the newly qualified teacher in the department.
196. Progress since the last inspection has been mixed. Provision is satisfactory overall because resources in the department have improved and teaching standards have remained stable. Standards are not as high though the number of students involved in performing music has increased since the last inspection.

PHYSICAL EDUCATION

Provision for physical education is **good**.

Main strengths and weaknesses

- A great deal of good and very good teaching
- Very good relationships with students and skilful behaviour management
- Some students have underachieved in recent subject examinations
- The subject area is now staffed with a very effective team of enthusiastic teachers
- Accommodation and resources are good

Commentary

197. In 2003 and 2004 students' results in GCSE PE were below the national average but on average students performed better in PE than in their other subjects. During the same period AS and GCE A level results in PE have been in line with and below national averages respectively. In some GCSE examination groups girls have not achieved as well as boys. The department is taking appropriate steps to address this issue.
198. From evidence seen during the inspection the majority of students achieve standards that are in line with the national average in Years 7 – 9 and Years 10 – 11. For example in games students are able to demonstrate effective techniques in basketball, badminton, netball, soccer and volleyball and they apply them successfully in a game situation. In dance, Year 7 students work with enthusiasm and ingenuity and they select and combine movements appropriately. The majority of students are able to recognise the ingredients of successful performance and evaluate the strengths and weaknesses in their own work and that of others. In examination groups in Years 10-11 and the sixth form the quality of written work seen was variable but in line with expectations given the range of students' prior attainment.
199. The achievement of students in relation to their prior attainment is good in Years 7 -9 and satisfactory in Years 10 – 11. The majority of students enter the school with standards that are below national expectations in many activities in PE. In Years 7 – 9 they make significant gains in knowledge, skills and the ability to evaluate performance. In Years 10 and 11 progress overall is satisfactory. The majority of students acquire appropriate levels of skill and knowledge. However in Years 7 – 9 and 10 -11 a small proportion of the higher attaining student are not challenged sufficiently in their learning to make greater progress.

200. Teaching is good and never less than satisfactory. The best lessons are characterised by very good rapport with students, skilful behaviour management, careful planning and rapid engagement of students in vigorous activity. In a minority of lessons there are too few opportunities to evaluate performance and provide feedback to peers, and too much time spent with students listening passively. In examination classes written work is marked regularly and in a constructive way. In some cases teachers' comments lack sufficient detailed guidance about what students must do to improve the quality of their work.
201. Leadership and management are good. Department routines are clear and teachers follow guidelines consistently. Induction and support for new staff is very effective. There is a realistic subject development plan with appropriate priorities for improvement. The PE department now possesses a strong team of teachers with a range of expertise. Accommodation and resources are good and all students receive sufficient teaching time. The department is expanding its range of extra-curricular activity in which participation rates are high. Increased opportunities now exist for sixth form participation in PE. Improvement since the previous inspection is good. Timetabling problems have been overcome and teaching is now carefully planned to meet the needs of individual students in the majority of lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision of citizenship is **satisfactory**

Main strengths and weaknesses

- The appointment of new curriculum co-ordinator has resulted in staff feeling supported and able to deliver citizenship satisfactorily
- Students are successfully involved in both their year councils and the 'Chiswick Parliament' which is the whole school council.
- The proposed method of delivering citizenship in Years 10-11 has yet to be proven though is clearly in place in earlier years
- Monitoring of the subject in order to ensure that all topics are effectively taught and students' achievements recorded has yet to be established.
- Students are enthusiastic about the importance of citizenship and how being an informed citizen affects their lives.

Commentary

202. Standards seen in a Year 7 lesson were in line with expectations. Students showed they were able to think about and discuss topical social and political issues such as the rights of people living in an Islam society. This was fairly typical of the readiness of students to discuss different viewpoints in a reasonable way. In discussion, students clearly valued these opportunities to discuss issues and to find out more about the political and legal system. In other ways, students are encouraged to have their voices heard and are provided with opportunities to participate in school decision making, such as in the school council meetings and the Chiswick parliament. Skills of participation and responsible action are also addressed at an individual level for example through a student's voluntary involvement in the successful Duke of Edinburgh Award schemes.
203. The schemes of work are developing in Years 7-9 for tutors to deliver in the weekly timetabled period. This has resulted in staff being better prepared for their lessons. The schemes of work address the development of students' knowledge and the development of skills of enquiry and communication. This is supplemented by the cross curricular work that takes place in history and the other humanities, a strong aspect of the curriculum that makes a good contribution to students' social and political awareness.

204. The delivery of citizenship in Years 10-11 is more problematic as the school is relying on the use of five citizenship days when the timetable is otherwise suspended, combined with other subjects emphasising aspects of citizenship in particular lessons. The school previously delivered citizenship in ways similar to that now used in Years 7-9 and evidence of past work and the students' awareness indicated it was delivered satisfactorily. The school strongly feels that the changes will see further improvement though there were consequently limited opportunities to evaluate this new way of delivering citizenship in Years 10-11.
205. The new curriculum co-ordinator has taken on the role enthusiastically and already good progress has been made in the development of new schemes of work. This should lead to a more structured approach and implementation of all aspects of the curriculum. Given the emphasis of delivering citizenship through a variety of means, the need for careful monitoring of teaching and its impact becomes that much more important as does the need for a co-ordinated assessment scheme. These aspects are recognised by the school though have yet to be tackled.

SUBJECTS AND COURSES IN THE SIXTH FORM

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

The table below shows entry and performance information for courses completed in 2003.

Level 3 GCE AS level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and Design	25	96.0	98.6	76.0	50.2	100.0	87.5
Biology	4	75.0	96.4	25.0	39.2	55.0	78.6
Chemistry	5	100.0	97.6	40.0	49.0	72.0	84.9
Classical Studies	13	100.0	99.5	46.2	55.9	81.5	90.9
Drama	12	100.0	99.5	16.7	40.1	71.7	83.6
Economics	5	100.0	98.9	40.0	52.0	88.0	88.3
English Literature	18	100.0	99.5	55.6	46.5	93.3	86.5
French	1	100.0	98.8	0.0	51.5	60.0	87.6
Design and Technology	5	100.0	97.8	0.0	35.0	56.0	77.9
Geography	4	100.0	98.7	50.0	44.5	90.0	84.0
German	2	100.0	98.4	100.0	47.9	110.0	84.8
Government and Politics	5	100.00	89.7	60.0	43.5	100.0	77.5
History	8	100.0	99.0	50.0	44.6	90.0	84.6
Information Technology	7	71.4	95.6	14.3	24.6	51.4	69.5
Mathematics	12	100.0	96.7	66.7	55.6	90.0	88.8
Other Social Studies	23	100.0	97.4	60.9	42.7	87.0	81.8
Physics	8	100.0	97.4	60.9	42.7	87.0	81.8
Religious Studies	2	100.0	98.8	50.0	46.7	100.0	85.6
Sports/PE Studies	11	100.0	98.0	0.0	30.9	45.5	75.2

Level 3 GCE A level and VCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and Design	13	61.5	80.1	15.4	23.7	22.3	29.9
Biology	10	60.0	65.2	10.0	11.1	19.0	20.6
Chemistry	10	50.0	72.7	0.0	13.9	14.0	24.1
Classical Studies	7	85.7	87.4	42.9	34.3	37.1	35.2
Drama	3	66.7	86.5	0.0	19.6	20.0	30.6
Economics	1	0.0	73.6	0.0	20.1	0.0	26.4

English Literature	7	100.0	85.9	14.3	19.1	37.1	30.2
Design and Technology	8	50.0	74.9	0.0	15.1	11.3	25.3
Geography	4	75.0	74.3	0.0	19.8	20.0	26.5
German	2	100.0	81.5	100.0	19.3	55.0	28.9
Government and Politics	6	100.0	96.8	66.7	53.8	96.7	87.9
History	3	66.7	80.7	0.0	19.5	13.3	28.6
Information Technology	7	57.1	67.0	0.0	10.9	15.7	21.4
Mathematics	9	44.4	61.9	22.2	17.1	18.9	22.1
Other Social Studies	17	82.4	69.7	17.6	16.7	26.5	24.1
Physics	9	33.3	68.6	0.0	14.4	10.0	22.7
Religious Studies	3	100.0	80.2	33.3	22.6	40.0	29.8
Sports/PE Studies	5	80.0	73.2	0.0	11.4	22.0	23.1

ENGLISH, LANGUAGES AND COMMUNICATION

English

Provision in English is **very good**.

Main strengths and weaknesses

- Boys do well in the subject compared with their peers nationally.
- Students are carefully taught ways of meeting examination criteria.
- Texts are very well chosen to have as wide an appeal as possible while still providing challenge.
- Low attendance of students in some lessons seen has an adverse effect on their learning.

Commentary

206. In the 2004 Advanced Subsidiary (AS) examinations, students' results at grade A and B were well above the national average. They were also above average in the A level examinations taken at the end of Year 13. Boys did well, gaining the same number of A grades at AS as the usually stronger girls. Sixth form groups contain a large proportion of boys, reflecting the close attention paid to boys' performance lower down in the school. English A level results were noticeably higher than the school's average at grades A or B.
207. Standards of work seen during the inspection are good. Though this year's AS and A level courses are still in their infancy, there is evidence through students' written notes, past work and class discussion of a high level of responsiveness and understanding of the set texts and of the issues arising from a study of them. Students demonstrate that they can work unsupervised, for instance reading the set texts during the holiday, and that they have been taught analytical skills lower down in the school to enable them to master the texts swiftly. The programme of study has been well chosen to have as wide an appeal as possible to boys as well as to girls and to students of all backgrounds.
208. Students achieve well and make very good progress, especially in view of the modest course entry requirement. Students with special educational needs are helped through patient teaching and structured tasks to achieve in line with other students. However, some students hinder their progress by their poor attendance.
209. Teaching and learning are good overall. In all lessons seen teachers explained the examination requirements carefully to students and ensured that their responses were relevant

to them. In some lessons seen tasks were exciting and stimulating, enabling students to act out dramatic characters, while still focusing closely on examination criteria.

210. The leadership and management of the department are very good. The fact that the subject is growing in popularity is a measure of the drive and ambition the managers of the department have for their students. At the time of the past inspection English was singled out as a particularly effective department, which is still the case. The steady rise in results from the time of the previous inspection shows a good improvement.

Language and literacy across the curriculum

211. The development of students' skills of speaking, listening, reading and writing in subjects overall is good. Students are encouraged to express their ideas in correct English and to discuss ideas at a high level. Important subject-specific words are displayed in most classrooms. Students are encouraged to participate in pair and group activities and to contribute to class discussions. In the best practice, such as that found in history and in the GNVQ Health and Social Skills course, students focus on important technical words and learn to apply them correctly. In Health and Social Care teachers concentrate on developing students' fluency in reading and speaking, which results in their making good progress in the subject.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- There are good results in A level mathematics over recent years with an increase in student numbers, especially girls.
- The very good subject knowledge of teachers that challenges and inspires students to succeed over a wide range of modules.
- Feedback to students on their work needs improving so that they know how to improve.
- There is unsatisfactory leadership and management as there is no one person responsible for managing the sixth form courses.
- Assessment is sound though students are not fully aware of their ongoing progress.

Commentary

212. Results over time have been good. Until recently only a few students followed the course; therefore comparison with national figures is not meaningful. In 2004, there was a much higher number of students following the course and the results were good.
213. Standards of work seen during the inspection are in line with national expectations. Students start Year 12 by developing their algebraic skills from those gained at GCSE. This starting module is monitored well by their teacher to ensure that students have a good foundation for the rest of the course. There is a wide range of modules chosen for students to study and students are encouraged to develop their own interests. One student in Year 13 has set very high personal targets and is developing some modules by personal study.
214. Achievement is sound because students enter the course after gaining a grade B or above at GCSE level. Occasionally a student with grade C is allowed to start the course but a strong teacher recommendation is necessary. This means that they have a good foundation to build upon. There are constant reminders of previous work built into lessons and one group had reminders of their prior knowledge as the lesson progressed. Interim module test results are encouraging and confirm that standards are in line with expectations.
215. Teaching is good. Teachers have good subject knowledge and use this to challenge students and inspire them to apply their learning to many areas of study. One student was attempting to discover how deep you have to go to increase gravitational acceleration to 10m/s^{-2} . This

complex problem challenged both teacher and the student. Relationships are good and this encourages students to learn well. The mutual respect between teachers and students means that students can ask questions in the knowledge that they will be given support in overcoming difficult mathematical problems. Students have little knowledge of their individual standards until the results of module tests are received because much of their work is self-marked with no comments from teachers.

216. Sixth form courses run smoothly. However, there is only token management by the head of department. This means that monitoring and evaluation of the work are absent. There has been no evaluation of either the GCE A level courses or Key Skills courses and the impact these have on other subject areas. There are now more girls following mathematics A level than at the time of the previous inspection. They have been encouraged to take the course by previous success and enjoyment of the subject.

Mathematics across the curriculum

217. All students have to follow a Key Skills course in Application of Number. These lessons occurred outside the inspection period but do establish a good foundation for all sixth form courses. The consequence of this is that students can also gain additional support for mathematical applications that occur in other subjects. There is no overall co-ordination of mathematics skills across the sixth form curriculum.

SCIENCE

Chemistry

Provision in chemistry is **good**.

Main strengths and weaknesses

- Teaching is nearly always good
- Teachers are knowledgeable and relationships with students are good
- Students are conscientious and work hard
- Resources are adequate and technician support is particularly good
- ICT is an under-used resource

Commentary

218. In 2002 and 2003 standards in chemistry were broadly in line with national averages. In 2003 results were good at AS level but were below national averages at A level. In 2004 they were below. Five students entered for A level in 2003; all passed with two achieving the highest grades. In the previous year the single candidate achieved a pass grade. Entry for AS level attracts larger groups: ten in 2003 of whom half passed, and six in 2002 of whom five passed. Such variations are to be expected when group sizes are small and standards on entry fluctuate. Thus it is difficult to make valid comparisons of results either from year to year or between chemistry and other sixth form subjects.
219. Records show that the drop out rate at both AS and A level is small and students achieve well. Judged from standards of work seen during the inspection, attainment in Year 13 at A level in 2005 will range from A grades to bare E grades but these are at least in line, and in some cases better, than prior attainments would indicate. For example in a practical exercise involving, all could carry out the experiments effectively and make appropriate observations and most were able to deduce the reaction mechanisms, albeit with varying degrees of assistance from the teacher. Standards at AS, after only two weeks on the course, are harder to assess. On admission to Year 12 students' GCSE grades ranged from A* to C. Lesson observation indicates that they are all making progress which is at least commensurate with their prior achievements. For example, in a lesson involving quantitative chemistry, all had a

basic notion of the mole concept though some were more adept at reasoning involving proportionality than others. In another lesson involving the reactions of alcohols all carried out the experiments carefully but whereas some could reason about the likely effects of oxidation others lacked the knowledge or confidence to do so.

220. Teaching and learning are good. Every student in both year groups was working conscientiously in the lessons observed and written work indicated that such positive attitudes were well established. Teaching was good in three out of four observed lessons and satisfactory in the remaining one. Two of the staff are particularly well experienced. They have a warm, engaging but challenging style to which students respond readily. In one A level lesson in particular, this created a dialogue which encouraged effective learning about chemical energetics. Students were not afraid of being put on the spot while the teacher was able to answer wide-ranging questions eruditely from a broad fund of chemical knowledge and long experience of being an examiner. The small groups encourage one to one contact between staff and students and these opportunities are used by teachers to give personal guidance and feedback on homework and practical assignments.
221. Chemistry teaching is well organised. Schemes of work are appropriate, in accordance with the Nuffield syllabus, and worksheets are well designed and appropriate. Laboratory accommodation is adequate and staff have the support of a team of well-qualified technicians who go out of their way to assist them. ICT, however, is under-used as a tool for teaching and independent learning. The previous inspection report did not focus specifically on sixth form chemistry, although it was noted that the great majority of students were meeting course expectations. This continues to be the case and progress is therefore satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

222. The sixth form ICT course was sampled and students were seen to be working at standards in line with national average. ICT is used increasingly across sixth form subjects though access to computers in the sixth form study area is more limited because facilities are often booked.

HUMANITIES

The school provision for **A level psychology** was also sampled. Teaching in the Y12 lesson was well informed and carefully planned to include simple experiments that illustrate how short-term and long-term memory works. The lesson also demonstrated teachers' increasingly effective use of the recently installed interactive whiteboards.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Teachers have good subject knowledge that is used to good effect to help students learn.
- Students have positive attitudes to their learning, which helps them achieve well.
- The fieldwork greatly helps students with their learning.

Commentary

223. In 2003 A level results were above the national average. While this is an improvement in the results since the last inspection, the results for 2004 fell. The group taking GCE A level exams in 2003 were a boys group who performed better than the boys nationally.
224. Evidence obtained during the inspection show that standards were above the average for students of their age group. They demonstrated a good knowledge of wilderness areas with a

clear understanding of the factors used to define such areas. Also they had come to an understanding of the principles behind the demographic transition model and come to terms with answering an examination question at that level. The higher attaining students could discuss well with their teachers their knowledge and understanding of the subject. The lower attaining students made steady progress in their knowledge.

225. Achievement is good. Most students had built on their prior learning they had received in the early part of their school career. They had added to what they had received by developing a deeper understanding of the processes involved in a study of the subject and this together with their ability to write well meant they were making good progress. Most students are developing as independent and increasingly effective learners.
226. Teaching and learning are good overall. Teachers plan their lessons well and this together with the activities they devise for them helps in their understanding and increases their knowledge. Skillful questioning often leads into good discussions with many students taking part. Relationships in lessons are good and expectations are high and most rise to the level expected of them. Work is marked regularly and students benefit from the constructive comments they receive that helps them improve.
227. Leadership and management are good. The head of department has a clear vision and knows the direction the subject needs to go. Assessment is good and is being used well to inform student progress. The numbers taking geography is steadily increasing. The use of fieldwork is clearly helping students in their understanding of parts of the curriculum. Good progress has been made in improvement since the last inspection.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Attainment in A level history is above the national average, with students showing good achievement in relation to their previous attainment.
- The teaching of history is very good: lessons are very well planned and teachers demonstrate strength of subject knowledge and a very good understanding of the way students learn.
- Very good relationships, and the application of imagination and enthusiasm in lessons contribute significantly to students' progress.
- Students show a good command of synthesis and analysis, and participate with intelligence in whole-class discussion.
- The use of ICT to support learning is a weakness.

Commentary

228. Results at A level were above the national average in 2003. All students obtained grades in the A to E range and 50 per cent gained A or B grades. In 2004, two-thirds of students obtained A or B grades and all students attained a grade within the A to C range. Analyses of performance over the past two years show that the A level results represent good achievement on the part of both male and female students, with the majority of students gaining grades above those predicted on the basis of previous performance. Although there was some underperformance by the most able students at AS level in 2004, 31 per cent of students attained A or B grades and all students obtained grades in the A to E range.
229. Inspection evidence shows standards in Years 12 and 13 to be above course expectations. Overall, the quality of students' oral work is very good; they are able to articulate their views with confidence in class discussion. Students analyse historical sources critically to produce well-balanced and convincing arguments. Essays are carefully organised to support coherent

conclusions. Students' files show clear progression in the development of their knowledge and skills, and in the quality of their thinking and writing. Overall, students demonstrate good levels of understanding.

230. The quality of teaching is very good. Teachers have a very good command of the subject and they use this most effectively to challenge and extend students' learning. The skilful use of questioning helps to clarify students' understanding of historical terms and concepts. Teachers' enthusiasm for the subject motivates students; relationships are very good and students respond well to the tight planning and pace of the lessons. Teaching is imaginative and includes a range of different approaches such as memory maps and chronological sequencing. Levels of organisation are very good. Excellent use is made of a variety of resources, including video clips and music, to enrich students' appreciation of the period under study. Overall, students are very well prepared for the demands of the higher order skills in the subject.
231. Contributory factors to the standards achieved are very good personal support and guidance. Students' progress against predictions is carefully monitored and individual support is provided when necessary. Effective procedures for assessing students' work promote very good learning. Very good relationships and teamwork on the part of the teachers underpin a strong commitment to success and continued improvement in the subject. Teachers are alive to new ideas and work diligently to enhance their professional competence. However, there has been insufficient use of ICT to enhance learning.
232. There is strong leadership and very effective team management that ensures that students learn very well with very well organised resources to support that learning.

ENGINEERING, TECHNOLOGY AND MANUFACTURING

233. Two lessons were sampled in A level **design and technology**.
234. Students' work of seen in lessons, in their portfolios and in discussion with them confirms that standards overall are average and achievement is good. Students are well taught by an experienced team of teachers and perform well on those parts of the course that are concerned with their ability to use research and analysis skills. They confidently use a broad range of ICT system for imagery, research and development and computer aided design and manufacture. Students can explain their designs with growing confidence and are able to relate these to the real world of work.

VISUAL AND PERFORMING ARTS AND MEDIA

235. **Physical education** was sampled at GCE A level and the lesson was very good. Students showed good knowledge and understanding and participated actively. Teaching was well informed and imaginatively planned and built on a good relationship with students.

Drama

Provision for drama is **good**.

Main strengths and weaknesses

- Very good teaching challenges and inspires students
- Performance standards are above average
- A lack of facilities means that technical options cannot be offered
- The unsatisfactory attendance and punctuality of a few Year12 students affect their achievement.

Commentary

236. Overall standards at A2 in 2002 and 2003 were below average: however, there was good improvement in 2004, both at AS and A2. All students do particularly well in practical examinations.

237. Overall standards in work seen are average. Writing is above average in Year 13. These students' folders show good research skills and the use of the library and the Internet to investigate writers, plays, themes and historical, social and cultural contexts, as well as leading practitioners. Diaries and notebooks indicate very good awareness of assessment objectives and the best students consequently produce fluent and careful analytical writing with interpretations well justified and illustrated. Planning and story boarding are good, as are devised scripts which display an understanding of practitioners such as Brecht, Stanislavski and Artaud. Textual studies and annotation are often perceptive and mature: discussion and problem solving skills are very good. In Year 12, standards are still below average with narrative and description often offered instead of interpretation supported by clear examples.
238. Standards of performance are above average. Ensemble, improvisation and teamwork are impressive, particularly in Year 13. Students readily explore issues, ideas and themes; challenge and support each other and work quickly and creatively. They use body language, space, levels and sound well in very effective presentations and know how to shape and direct performances. They also effectively apply the theories, concepts and styles they have learned. Their ability to evaluate their own and others' performances is assured and brings about immediate improvement.
239. Both male and female students achieve well because of very good teaching and their positive attitudes to the subject: however, a few students in Year 12 do not yet show the commitment required. The unsatisfactory punctuality and attendance of a few affect their progress, particularly in their folio work. A very good programme of theatre visits and performance opportunities gives students valuable practical experience of how the theatre and drama contribute to society. Their knowledge of citizenship and their social, moral, cultural, spiritual and ethical awareness are considerably enhanced through their studies and presentations of themes such as political power and its abuse and the use of theatre for propaganda and social education, as well as for entertainment.
240. Teaching and learning are very good. All teachers have impressive subject knowledge and high expectations of students: they challenge and inspire through their excellent modelling. Lessons are carefully planned, stimulating, challenging and enjoyable; and students are thoroughly involved in assessment procedures. Without computers and portable equipment, such as rostra and lighting, to give students regular opportunities to practise creative staging, to experiment with dramatic effects and to develop technical skills and awareness, the school cannot offer the technical options in the syllabus.
241. Leadership is very good. The head of department is a superb role model and this strong team of teachers shows total commitment to the highest standards. Management is good. Planning is effective and the department is now analysing examination data and addressing areas for development well.

BUSINESS

Provision for business education is **good**.

Main strengths and weaknesses

- Teaching is good overall and very good in a quarter of lessons
- Attainment is below the national average at AVCE level and above average at GNVQ level
- The achievement of students is good in relation to their ability
- The leadership and management of the subject are very good
- Links with industry provide good contexts for study in this subject

Commentary

242. The subject is offered at AVCE level and Intermediate GNVQ level in the sixth form to cater for the wide range of prior attainment of students who choose to study the subject at this level. Attainment in AVCE Business Studies is below the national average but is significantly higher than predictions based on prior attainment. Attainment at GNVQ level was significantly above the national average.
243. Current standards at AVCE level are at least at the national average level. The quality of teaching and good progress made by students suggests that standards are improving in both the AVCE and GNVQ courses. AVCE students can explain the difference between primary and secondary research giving examples. They understand the different techniques used for data collection and can design a questionnaire based on selected criteria. GNVQ students can create an evaluative review based on interviews with staff in a large corporate customer care department.
244. The achievement of students in AVCE Business and GNVQ Intermediate is good in relation to their ability. Students have positive attitudes towards the subject and their teachers. Many consider the subject to be relevant to their future careers.
245. Teaching and learning are consistently good in all lessons seen and very good in a quarter of lessons. Teachers benefit from a successful team approach to preparing lessons, to establishing teaching methods and assessment practice. Teachers have high expectations of students and use a variety of methods which provide different contexts for learning. Individual guidance during lessons is effective. In the best lessons seen, lower attaining students were given the encouragement and confidence to discuss business concepts and their application to particular companies. Students work well collaboratively and individually demonstrating the higher order skills of research, evaluation and synthesis. A good range of industry links provides for visits and other contact which enriches learning and provides contexts for the theoretical aspects of the subject.
246. Leadership for business education is very good. The subject leader has created an effective team approach to planning and teaching this subject. Newly qualified teachers are very effectively supported by the established systems of the department. The status of the subject in the school has been raised by the attention to promoting high standards and vocational relevance.
247. The management of business education is very good. Schemes of work and learning materials are readily available and assessment schemes are applied appropriately. Two newly qualified teachers have received good support. The department undertakes self-review, action planning and performance analysis.
248. Attainment on the GNVQ Intermediate course has remained well above the national average. Systems for assessment, noted as having improved at the time of the last inspection, remain effective. The quality of teaching remains good.

HEALTH AND SOCIAL CARE

Provision in Health and Social Care is **very good**.

Main strengths and weaknesses

- Teaching is good overall with some examples of very good teaching. Expectations are high and therefore progress is good.
- There is strong leadership in the subject and a very good collaborative management style.
- Work placements are well managed and students use the experience to enhance their work.

- Assessment is used very positively and students understand what they have to do to reach their targets.
- Teaching is inclusive and the needs of all students are addressed.
- Lessons are very well planned and interesting and innovative resources are used.

Commentary

249. Health and Social Care is provided as GNVQ Intermediate level in Year 12. Standards are average, which represents very good achievement, considering students' prior attainment. Progress is very good because of the effective teaching and the inclusion of all students. This results in students having very positive attitudes to the course and producing work of a high standard. Students' work is well organised, providing evidence of good research skills and some analytical ability when addressing issues related to health and poverty. In all lessons students were engaged in discussions on a range of issues including health and social services, poverty and food facts. Students are able to plan their own work when researching and completing assignments. They make good use of computers.
250. Teaching and learning are good with some examples of very good teaching. Teachers have a secure knowledge. Teachers use a range of innovative resources and provide exemplar materials. This ensures students are aware of expectations in lessons and for homework. Relationships are very good and the need of the individual is addressed in lesson planning. This results in high levels of mutual respect. Literacy is an integral part of all lessons and key words and their meanings were displayed. Students were encouraged to develop a glossary of unfamiliar words. All students understood the assessment criteria and undertook self-analysis of their work.
251. The management of the department is very good. The teachers work as a very effective team with a shared vision of high expectation. There is excellent induction and ideas of good practice are readily shared. Schemes of work are detailed, implemented and reviewed. Assessment is very effective, giving students a clear understanding of their progress, attainment and future expectations. The work placement programme is well managed and adds value to the students' coursework.
252. The number of students opting for Health and Social Care is increasing.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

The leadership of the headteacher		3
The leadership of other key staff	3	3
The effectiveness of management	3	4

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