

INSPECTION REPORT

Christ The King Catholic School

Nottingham, Nottinghamshire

LEA area: Nottinghamshire

Unique reference number: 122899

Headteacher: Helen Robson

Lead inspector: Elizabeth Charlesworth

Dates of inspection: 6th - 9th December 2004

Inspection number: 268777

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:	Voluntary aided
Age range of pupils:	11 - 19
Gender of pupils:	Mixed
Number on roll;	828
School address:	Darlington Drive Arnold Nottingham Nottinghamshire
Postcode:	NG5 7JZ
Telephone number:	0115 955 6262
Fax number:	0115 955 6363
Appropriate authority:	Governing body
Name of chair of governors:	Mr Andrew Hamilton
Date of previous inspection:	October 1998

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average Roman Catholic voluntary aided comprehensive school of 828 pupils with a small sixth form of 103 students in the Nottingham suburb of Arnold. The proportion of pupils claiming free school meals is low and a smaller proportion than at the time of the previous inspection. About a quarter of pupils are from a non-UK background, mostly from the Caribbean, Ireland and Italy. There are two asylum seekers/refugees. One point six per cent of pupils have English as an additional language and only three are at an early stage of learning English. The percentage of pupils with special educational needs and the number with Statements of Special Educational Needs are both well below the national average, most of their needs being physical or on the autistic spectrum. Very few pupils join or leave the school other than in Years 7 and 11.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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33324	Joanna Fullwood	Team inspector	English
27050	Val Blackburn	Team inspector	Science Biology
33518	Terry Freedman	Team inspector	Information and communication technology
31129	Jeffrey Pickering	Team inspector	Work-related learning Design and technology
32329	Andrew Stafford	Team inspector	Art and design
33208	Jack Goodfellow	Team inspector	Geography
32340	Peter McKay	Team inspector	History
27082	Geoffrey Henshall	Team inspector	Modern foreign languages English as an additional language Business education
27665	Alrene Lees	Team inspector	Music
18888	Jan Boulton	Team inspector	Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** and improving school giving a satisfactory standard of education. After a difficult period for the school as it sought to appoint a new headteacher, the school is now putting in place systems for monitoring the performance of pupils and staff which are beginning to have an effect on raising standards. The headteacher has led an evaluation of performance at department and whole school level which is accurate, honest and gives a sound basis for planning for improvement. The amount of funding which the school receives is lower than in most schools nationally and on this basis the school gives **good** value for money.

The school's main strengths and weaknesses are:

- The caring Catholic values mean a great deal to the whole school.
- Very good involvement with the community supports pupils' and students' personal development.
- The new headteacher has invigorated the whole school community and is uniting it in a shared vision.
- The accommodation has a negative effect on pupils' attitudes and achievement.
- Assessment information is not used consistently to plan teaching and learning.
- The marking of pupils' work does not always give them a clear sense of how they can improve.
- Pupils feel they always have someone they trust to turn to for help and support.

Since the previous inspection the then headteacher retired and the present headteacher has been in post for a year, during which time many changes have been implemented. The effect of these is not yet showing in the standards achieved by pupils and improvement since the previous inspection has been **satisfactory**.

STANDARDS ACHIEVED

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

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

Results of tests taken at the end of Year 9 have been average for the most recent years, and though rising, are not keeping pace with the rise in results nationally. In 2004 results went up in mathematics¹, especially the higher levels, and science. Standards of work seen in Years 7 to 9 during the inspection are **average** except in information and communication technology (ICT), music and design and technology where weaknesses in basic skills when they enter in Year 7 hold down pupils' level of attainment in these three subjects. From their average attainment on entry pupils make satisfactory progress and achievement is **satisfactory**. However, in geography, history, art and design and modern foreign languages pupils achieve well, getting to grips with new concepts and ways of working. Achievement for pupils with special educational needs and those identified as gifted and talented is also satisfactory. Pupils with special educational needs make better progress when they are given specialist support in lessons.

GCSE results have been consistently above average over the past few years compared with all schools and those with similar prior attainment at the end of Year 9. In work seen standards are

¹ In common with many schools the English papers are being re-marked.

average, and reflect the lower attainment on entry of pupils. In music and design and technology standards are below average, and in English, history and art and design above average. Achievement is **satisfactory** though in English, art and design and geography it is good and very good in history.

In the sixth form standards are **average** and achievement **satisfactory**. Results in GCE examinations had been above average but in 2003 were average. In history the success of the department in Years 7 to 11 is continued into the sixth form with good achievement leading to above average standards because of good teaching and learning.

Attendance is **satisfactory**, though it is **good** in the sixth form. Pupils have **good** attitudes to work and their behaviour is **satisfactory**. In the sixth form attitudes and behaviour are **very good**, students are diligent in their work and set a good example to younger pupils in the way they conduct themselves. The spiritual, moral, social and cultural development of pupils is **good**.

QUALITY OF EDUCATION

The quality of education is **satisfactory**. Teaching and learning are **satisfactory**. Teachers know their subjects well but the planning for different learning needs is not well-developed, resulting in the higher attainers not being given enough challenge. Assessment is unsatisfactory in that the collection of assessment information is in its infancy and it is not used consistently by all teachers to plan learning. The school has as a priority the improving of marking so that pupils are given direction about how their work can be improved. The school provides a **satisfactory** curriculum which meets statutory and diocesan requirements. Pupils and students take part eagerly in the **good** range of extra-curricular activities. The accommodation is **unsatisfactory** and does not encourage pupils to take a pride in their surroundings.

Care, guidance and support for pupils are **satisfactory**. Pastoral care is very good but there are weaknesses in the monitoring of pupils' academic progress. Provision for pupils with special educational needs is very good. Guidance on further study and career opportunities is very good throughout the school and in the sixth form. The school has a **satisfactory** partnership with parents. Links with other school and the community are **very good**, especially the way the school and the Catholic Church work together in providing opportunities for personal development.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The headteacher leads the school **well** giving a clear sense of direction. Committed and **effective** leadership is provided through the senior and core leadership teams. Although management is **satisfactory** many systems are still in the early stages of implementation and are not yet fully embedded in all areas. Governance is **satisfactory**. Governors play an increasingly effective role in planning and are becoming involved in the evaluation of the school's practices.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied with the quality of education and care provided and the school is becoming increasingly popular. They are particularly pleased with the way their children are supported in the move from their primary school. They are impressed with the new sixth form facilities and believe that the headteacher is making a difference to standards overall. They expressed concerns about staff changes, the behaviour of some pupils, particularly in Year 9 and the quality and frequency of communications. Inspection evidence agrees with these views. Pupils value the Catholic ethos of the school and the opportunity to attend retreats. They feel secure and know where to find help if they need it. Relationships with their teachers are good. Pupils feel they are not consulted enough about issues in the school. Inspection evidence agrees with them.

IMPROVEMENTS NEEDED

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

- Continue to improve teaching and learning as detailed in the school improvement plan.
- Make use of assessment information about pupils' attainment to plan curriculum and teaching and so raise standards.

- Improve the quality of marking and the advice given to pupils on how they can improve their performance.
- Improve the quality of accommodation especially in English, science, history, design and technology and physical education.

SIXTH FORM SECTION OF THE SUMMARY REPORT

OVERALL EVALUATION

This is a **good** sixth form. Good teaching leads to good learning, though over time students' achievement is satisfactory. Progress since the previous inspection has been good. Results have been maintained, the quality of teaching and learning has improved and the sixth form is no longer subsidised by the rest of the school. The sixth form is cost effective and makes a valuable contribution to the life of the school.

The school's main strengths and weaknesses are:

- Teachers instil a sense of ambition and raise students' aspirations.
- Teachers' expertise encourages students to pursue their learning independently.
- Strong links with the community are forged through the commitment students show to helping others.
- Information about prior attainment is not used to give teachers a firm basis on which to base expectations and to plan teaching.

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	Good. Students achieve well and gain in confidence as a result of good teaching which offers opportunities to work independently and to present ideas to others.
Mathematics	Satisfactory. Provision at AS and A-level is improving. There are opportunities for independent learning and the students respond well to the challenge set by their teachers.
Science – biology	Good. Students learn and achieve well from their start points at GCSE due to good teaching by subject specialists who provide interesting and challenging lessons.
Humanities – history	Good. Very secure subject knowledge of teachers and challenging questioning lead to students achieving well in a range of American and European history modules.
Hospitality, sports, leisure and travel - physical education	Satisfactory. Standards are below average but results are improving because teachers are placing greater emphasis on the coursework element of the examination.
Business	Good. Standards are average but students achieve well because they are fully involved in class discussion, explaining and justifying their arguments convincingly. Teaching and learning are good and the secure subject knowledge of the teachers is linked effectively to practical examples.

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

ADVICE, GUIDANCE AND SUPPORT

Pastoral care is very good. Students receive very good information about available courses. Tutors are very helpful and students have great confidence in staff.

LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

The sixth form is well led by a committed head of sixth form who has clear vision for development of the curriculum. Management is satisfactory. The result of the evaluation of teaching and learning has not been brought together, as it has in the main school, in order to plan the next stage of improvement.

STUDENTS' VIEWS OF THE SIXTH FORM

Students value the support which teachers give them. Physical education students enjoy the link to their sporting interests in their examination course. They appreciate the facilities in the sixth form building but dislike having to move elsewhere for lessons. They felt they were limited in the choice of courses. Inspectors agree with their views.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

In Years 9 and 11 standards are **average** and achievement is **satisfactory**. Pupils' attitudes are **good** and behaviour is **satisfactory**. Pupils' spiritual, moral, social and cultural development is **good**. In the sixth form standards are **average** and achievement is **satisfactory**. Students' attitudes are **very good** and behaviour is **good**.

Main strengths and weaknesses

- Pupils achieve very well in history to gain the most top grades in GCSE examinations and the above average standards continue into the sixth form.
- Fewer pupils than nationally gained the higher National Curriculum Levels in Year 9.
- In music and design and technology, ICT in Year 9 and modern foreign languages in Year 11 standards are below average.

Commentary

Key Stage 3

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

Standards in:	School results	National results
English	33.1 (32)	33.4 (33.3)
Mathematics	35.7 (35.6)	35.4 (34.7)
Science	33.2 (33.3)	33.6 (33.3)

There were 152 pupils in the year group. Figures in brackets are for the previous year

- 1 In 2003 results were in line with the national average but over the last few years have not been rising at the same rate as results nationally. The proportion of pupils gaining the expected Level 5 was above average but in English and science there were far fewer pupils reaching the higher levels. In mathematics the proportion at Level 6 was slightly above the national figure. Compared with schools where pupils had attained the same at age 11, results were below average. In 2004 results rose in mathematics and science but not in English. There is very little difference in the performance of boys and girls compared with boys and girls nationally. The results were below the targets set, but these targets were not based on the school's evaluation of pupils' capability based on their prior attainment. The targets for 2005 are lower and more realistic considering pupils' starting point.
- 2 Standards seen in work during the inspection are average, indicating that, although national results are not yet confirmed, it looks as though the school has halted the relative decline in results. In music, and design and technology standards are below average, largely due to the fact that pupils enter the school with varied but generally low levels of basic skill in these subjects.
- 3 Achievement is satisfactory as pupils build on their average level of attainment on entry to the school in Year 7. In art and design, geography, history and modern foreign languages pupils achieve well as they develop new skills and apply them in what are for many new experiences. Pupils do not have enough experience overall of stimulating and challenging teaching to reach the higher levels of which many are capable. Overall, pupils with special educational needs progress at the same rate as other groups of pupils, although they make better progress when they receive effective support in lessons. Gifted and talented pupils also

make satisfactory progress. The few pupils who have English as an additional language make satisfactory progress and their language needs are supported in order for them to understand the work.

Key Stage 4

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	58 (60)	52.0 (50)
Percentage of pupils gaining 5 or more A*-G grades	96 (95)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	99 (99)	96 (96)
Average point score per pupil (best eight subjects)	37.6 (36.8)	34.7 (34.8)

There were 146 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

- 4 GCSE results in 2003 compared with all schools and those whose pupils attained similarly at age 14 were above average in average points score and for five and one A* to G were well above average. This is an example of how well the school caters for all pupils and ensures that they support them to leave school with at least one qualification. Pupils with special educational needs achieved well in English. However, except in history and science, higher-attaining pupils did not reach as many higher grades as pupils nationally. Results had been rising in line with results nationally, though they fell slightly in 2004, reflecting the lower attainment on entry, as defined by external testing, of the year group. The school has not used reliable methods for setting targets and fell short in both 2003 and 2004. Nevertheless the target of 66 per cent five A* to C for 2005 appears ambitious.
- 5 In work seen during the inspection standards are average. Pupil attainment on entry over the last few years has been falling and this is reflected in these slightly lower standards. In English, art and design, geography and history standards are above average and this relates directly to better teaching and learning in those subjects. Standards in music and modern foreign languages are below average as a result of difficulties which the school has experienced in maintaining staffing. There is now committed and qualified teaching in modern foreign languages but the legacy of pupils' disaffection with languages still lives on. The situation in music looks set to get worse before it gets better. In design and technology the below average standards are due to a lack of provision for the needs of all pupils in the teaching and a mismatch between the design and making processes.
- 6 Achievement is satisfactory overall, though in English, geography and art and design it is good and very good in history. In geography most pupils are on track to meet their predicted grades but the lower standards reflect the wide ability range within the present Year 11. In history pupils are pushed and challenged to reach the highest standards of which they are capable, and develop very good skills of enquiry and deduction, a feature lacking in most subjects. Pupils with special educational needs usually attain the standards that their teachers expect of them. They achieve well in English and their achievement in all other subjects except design and technology is satisfactory. Although gifted and talented pupils achieve higher standards than their peers, the lack of challenge in most subjects means that they do not always reach their personal best.

Sixth form

- 7 Results of GCE examinations in 2003 were average, though they had been above average for the two previous years. This is consistent with the average standards in work seen during the inspection in the subjects inspected in depth, except in English and history where standards are above average. There were fewer higher grades (A/B) in the 2003 examinations except in history. The success of the history department is clearly following through into the sixth form. However, the number of students choosing mathematics is very small and though standards seen in work are average, the students experience difficulty with the more advanced concepts of the course.
- 8 Achievement is satisfactory. Students enter the sixth form with average prior attainment and maintain average standards through the course though in English, biology, business and history students achieve well. In biology teachers provide study guides which are very effective in stimulating independent learning, and enabling students to make the best of the opportunities presented to them.

Pupils' attitudes, values and other personal qualities

The attitudes of students are **good** and their **behaviour** satisfactory. The spiritual, social, moral and cultural development of students is **good**. Attendance and punctuality are **satisfactory**. In the sixth form students' attitudes are **very good** and behaviour **good**.

Main strengths and weaknesses

- The attitudes of the majority of students towards their learning are good.
- Students in the sixth form set a very good example for younger pupils to follow.
- A significant minority of pupils disrupt lessons and the learning of others.
- Pupils' personal development is good.
- Opportunities to develop an awareness of the diverse nature of society are limited.

Commentary

- 9 In the conversations held with pupils they were very positive about the school. They appreciate its Catholic ethos and the care they receive. Good working relationships have been established between teachers and pupils and members of staff are good role models. Pupils work responsibly on their own or in small groups when required to do so. They behave respectfully towards others when they are speaking or reading and listen attentively in assemblies.
- 10 Behaviour in lessons is satisfactory. Most pupils behave well but a significant minority of students misbehave in lessons especially in Year 9. Their behaviour affects their own and others' ability to learn effectively. Outside lessons, pupils' behaviour is noisy and boisterous especially when teachers are not in evidence. Face to face though students are friendly and personable and will take time to be helpful and engage in conversation. Examples of bullying, though rare, are dealt with firmly and pupils know where to seek help if they need it. Pupils feel secure in school.
- 11 Pupils with special educational needs usually have positive attitudes in lessons. Pupils are fully integrated in classes and the pastoral care given to them by school staff and their fellow pupils has a very positive impact on their general well-being and personal development.
- 12 The spiritual, moral, social and cultural development of pupils is good. The school makes good provision for pupils' spiritual development. Assemblies are thought provoking and moving, with teachers willing to share their own talents with students. Pupils visit The Briars for retreats in very good numbers, with three opportunities to attend in their school life. This opportunity for reflection is always oversubscribed and pupils are genuinely appreciative of this experience. There are opportunities for reflection in English, drama, history and art and design. The moral and social development of pupils is good. Pupils are encouraged to look at a range of moral

and ethical issues in various subjects. They are made aware of right and wrong. Group work and extra-curricular activities foster good social skills. They are made aware of people less fortunate than themselves through their involvement with raising money for charity. Physical education fosters fair-play and sportsmanship. Pupils' cultural development is satisfactory. They are aware of their own cultural heritage and those of other students' attending the school. Examples of wider cultural influences are limited but evident in art, music and history through the study of Asian and Aboriginal art, Gamelan music and American history. Pupils and their families are also invited to after school cultural events such as European evenings and food and music festivals.

Sixth form

- 13 Students' attitudes and behaviour are very good. They are good role models for the rest of the students particularly now that the school is structured into a house system. They enjoy very good relationships with the teachers and have the confidence to confide in them if needed. Students have responsibilities in the school which they fulfil with maturity. They organise and take part in charity events and some play an important role in the school council. They act as guides at important school events such as when Year 6 pupils visit and they sit on the staff interview panel. Students grow into mature young people during their sixth form career. During the inspection they were visibly moved by a film about Bhopal in geography. In history they showed they were willing to change their opinions after discussion. Students think that the school is a genuinely religious institution. They greatly benefit from retreats at The Briars Centre where they study the role of the individual and the individual in the community. During the inspection students had the confidence to express their religious commitment without embarrassment through spontaneous prayers in morning registration. All these opportunities contribute significantly to their personal development.

Attendance

- 14 Attendance was above the average for secondary schools in 2003, though it went down slightly in 2004. An upward trend is emerging this year. Most pupils arrive on time for the start of school but a small core of pupils is frequently late. Efficient checking of attendance and punctuality is hampered by the lack of an electronic system. Pupils' attitudes towards high standards of attendance and punctuality are adversely affected by the lack of strategies for improvement. Some absence is attributable to parental condonement.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	7	School data:	0.4
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.

Sixth form

- 15 Attendance is good. It is better than that of the main school and the preceding Year 11. Study leave is individually and agreeably negotiated after the first half term. The registration system ensures that students' whereabouts are known.

Exclusions

- 16 Permanent exclusions are rare. Currently the number of fixed term exclusions is quite high, in relation to national figures, reflecting the zero tolerance of any aggressive or oppressive behaviour to others. Pupils are well supported when they return to school. In spite of this a

very small number do re-offend. With the introduction of the new behaviour policy, out of school exclusions will be used much more sparingly.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	589	50	1
White – Irish	53	5	0
White – any other White background	49	0	0
Mixed – White and Black Caribbean	17	4	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	3	2	0
Mixed – any other mixed background	10	3	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	41	6	0
Black or Black British – African	8	0	0
Black or Black British – any other Black background	14	2	0
Chinese	2	0	0
Any other ethnic group	7	0	0
No ethnic group recorded	21	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. In Years 7 to 11 teaching and learning are **satisfactory**. In the sixth form they are **good**. The curriculum is **satisfactory** and care of pupils is **satisfactory** as are links with parents. Links with the community and other schools are **very good**.

Teaching and learning

Teaching and learning are **satisfactory** and assessment is **unsatisfactory**. In the sixth form teaching and learning are **good** and assessment is **satisfactory**.

Main strengths and weaknesses

- Teachers know their subject well and this encourages pupils and especially students in the sixth form, to want to learn.
- The needs of higher attainers are not fully met through challenge in teaching.
- Students in the sixth form are conscientious and dedicated to good learning.
- The results of assessment and marking are not used to plan the next stage of learning.
- Learning is not regularly reviewed during and at the end of lessons.
- Pupils with special educational needs learn well when their needs are fully taken into account.

Commentary

Summary of teaching observed during the inspection in 123 lessons

Excellent	Very good	Good	Satisfactor y	Unsatisfacto ry	Poor	Very Poor
2 (2%)	17 (14%)	56 (45%)	40 (32%)	6 (5%)	2 (2%)	0 (0%)

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

- 17 When the headteacher took up her post at the beginning of 2004, together with senior managers and the local education authority, she undertook a comprehensive evaluation of teaching and learning. As a result of this she is fully aware of where the best teaching occurs and where and what the development needs are. The effective learning forum², with representatives from across the school, is working on support and advice for teachers on what makes an effective lesson and the value of this is improving the overall quality of teaching and learning in the school as observed by the inspection team.
- 18 The school and the inspection team concluded that the management of pupils' behaviour is not a major weakness, though parents had expressed concern. Only in Year 9 does unacceptable behaviour get in the way of learning. This is in lessons where other shortcomings are evident, such as not sharing with pupils what they will learn and not providing work at different levels to meet all pupils' learning needs. Part of the work of the behaviour forum, together with the effective learning forum, is to place the responsibility for managing behaviour on the teacher, through well-taught, interesting and challenging lessons.
- 19 Although teachers know their subject well, there is a distinct lack of challenge in many lessons, which makes the contrast, particularly in history, English and drama, all the more apparent. In these subjects pupils get on enthusiastically with their work and enjoy tackling challenging problems. When pupils know what is expected of them they take responsibility for their learning and work hard. Teachers probe their understanding with searching questions, encouraging them to think further and form their own views.
- 20 However, these are features only of the best lessons and overall there is a lack of challenge, particularly for higher attainers. Where, for instance, teachers are prepared to take the first answer they are given without exploring further, that rigour is missing and pupils, particularly

² The school has a number of forums, drawn from across the school, investigating aspects of school life and making recommendations for changes in policy.

those identified as gifted and talented, do not fulfil their potential. The school has also recognised that, again, only in the best lessons do teachers review the learning and involve pupils in establishing what they have learnt.

- 21 Pupils with special educational needs usually learn in a satisfactory way in whole class lessons. Pupils' individual education plans provide very clear targets for improvement and give good guidance on ways of achieving them. Support staff know their pupils well and provide effective help, especially when they work closely with subject teachers in the lesson planning. However, pupils make limited progress when teachers are not aware of their particular learning needs. In design and technology pupils make unsatisfactory progress, as the opportunities identified in the scheme of work for matching work to pupils' needs are not put into practice. Pupils learn well in their small group lessons because the teaching methods and the learning materials are carefully adapted to their different requirements and also because their self-confidence is boosted through very good relationships with their teachers and support staff.

Sixth form

- 22 Students apply themselves well and are beginning to realise how well they can do when supported by the good teaching they receive. In discussions with inspectors several students pointed to the support and encouragement which gives them confidence to reach for higher goals. Learning in small groups means that students have more individual attention and this is an important factor in their good learning.
- 23 Expert subject knowledge is a major strength of all sixth form teaching, especially in history where teachers make events come alive for students.

Assessment

- 24 The school collects information about pupils' attainment, particularly on entry to the school, but has not used this in a consistent way to set targets and plan teaching, which will offer the right degree of challenge particularly to high attainers. This is changing and staff, particularly at senior level, are gaining a clearer insight into what the assessment information tells them and what can be reasonably expected of pupils. This can be seen already in the way targets for 2005 have been set. The school is not short of assessment information though its purpose is not yet fully understood by all teachers. The effective learning forum is looking at ways in which teachers can be helped in their understanding with a view to being better placed to plan for the right amount of challenge for all pupils, and consequently raise achievement.
- 25 Pupils are not always aware of how well they are doing through the quality of the marking of their work. In the samples of work seen during the inspection too much was left unmarked or given a cursory tick with little to help the pupils understand what they need to do to improve. The senior management of the school recognises this and is already taking steps to implement the next stage of the National Strategy for Key Stage 3, *Assessment for learning*.

Sixth form

- 26 The school has recently invested in an information system to allow it to provide accurate predictions of what students are capable of achieving in their AS and A-level examinations. At the time of the inspection this information was only just coming through and requires a period of familiarisation and understanding before it will be fully operational and of value to students and staff. Meanwhile teachers have used a more individual approach, which has not been wholly reliable.
- 27 Marking is adequate enough to meet the students' needs in helping them to reach higher grades and uses examination criteria well in this respect. In mathematics there is

inconsistency in how students' work is marked across the department and this results in students not having a clear idea of how to improve. However, on an individual basis some teachers recognise the potential in a student and do all they can to encourage that student to reach for the stars, something the students themselves greatly value.

The curriculum

The curriculum is **satisfactory** in the main school and there is a **good** range of opportunities for enrichment. Resources for learning are **satisfactory** overall but accommodation is **unsatisfactory**. The sixth form curriculum is **satisfactory** and there is a **good** range of opportunities for enrichment. Sixth-form resources and accommodation are **satisfactory**.

Main strengths and weaknesses

- Main school accommodation for delivery of the curriculum is unsatisfactory.
- The preparation for later stages of education and employment is good and very good in the sixth form.
- Pupils' and students' opportunities to participate in sports and the arts very good.
- There is a lack of breadth in the sixth form curriculum, as students did not take up the vocational courses offered.

Commentary

- 28 The curriculum reflects the Catholic nature of the school and as such meets statutory and diocesan requirements, in the 10 per cent of time given to religious education. It provides satisfactorily for the interests, aptitudes and particular needs of the pupils. Following the recent review of the curriculum in Years 10 and 11, the school has developed and broadened the choice available. Improvements include a move to a two-week timetable and longer, 60-minute lessons. Vocational courses for GCSE are being developed and the school now offers textiles, media studies, business, leisure and tourism and health and social care. There is a satisfactory personal and social development programme, which takes place each week and which includes the three main elements of citizenship education. The school has dealt with the key issue from the previous report in relation to ICT and all pupils now receive their statutory entitlement. In addition, concerns regarding modern foreign languages in Years 7 to 9 have been considered, but there are still no opportunities for individual pupils to study both French and German. Careers education is good and pupils benefit from the school's involvement in the *Aim Higher* initiative and also from the *Connexions* programme. Pupils have two weeks work experience in Year 10 and they are prepared well for their placements on a regular basis through the citizenship and personal and social development course.
- 29 The school is rightly proud of its extra-curricular programme and pupils participate eagerly and speak highly of the wide variety of events open to them. The Briars Retreat, open to pupils in Years 8 and 10 and to students in the sixth form, is a major feature of the school's offer and encourages youngsters to consider their role in society. Moreover, the school's provision for sport is very good and large numbers of pupils of both genders enjoy representing the many school teams. Similarly, pupils take part in regular school drama productions and there is a very good range of musical activities, the concert band and wind and string ensemble, for example, open to them. Charity work is central to the school's ethos and to its wish to support others less fortunate. Pupils regularly take part in fund-raising events where, for instance, they raised several thousand pounds through a sponsored walk. Moreover, several pupils have received the Princess Diana Award, for their various aspects of community service.
- 30 Resources for learning are satisfactory and there is a sufficient number of teachers for the curriculum. However, the rather tired accommodation, which is cramped in several subject areas, is unsatisfactory overall and has a negative effect on pupils' attitudes. Accommodation in English, physical education, science, history and design and technology is a particular problem and impedes pupils' achievement.

- 31 Pupils with special educational needs are provided for in a satisfactory way through classroom support. The school makes good provision for pupils in need of individual teaching and small group tuition.

Sixth form

- 32 The school provides a satisfactory range of sixth form courses. Vocational courses have been part of the curriculum and are planned to be again, but currently none of the students have chosen to follow them. The school recognises that relevant programmes will need to be further developed if vocational pathways begun in the GCSE years are to be followed through in the sixth form. Nonetheless, the curriculum is enhanced by the compulsory key skills course in Year 12 and the wide-ranging general studies programme, leading to an A-level qualification, in Year 13. Although many students would prefer to concentrate on their academic subjects, they do see the value of both these courses to their everyday lives and to the development of their study skills.
- 33 Students take full advantage of the good range of extra-curricular activities open to them. The impressive community service initiative is just one aspect of this programme and many people, youngsters within and outside school and adults in the local community benefit from the generosity shown to them by Christ the King sixth formers. As the students themselves say, community service is what the school's ethos is all about.
- 34 There is a satisfactory match of teachers to the curriculum and resources to deliver the courses are sufficient. The new sixth form block is a vibrant area, but accommodation is only satisfactory because students receive most of their tuition in other areas of the school.

Care, guidance and support

The quality of care, guidance and support is **satisfactory**.

Main strengths and weaknesses

- Pupils and students feel very well cared for and secure.
- Pupils and students receive very good guidance about further study and career opportunities.
- Pupils commence school and the sixth form with confidence and in a well-informed manner.
- Academic guidance is very good in the sixth form.
- Assessment is not used well enough to provide effective guidance for pupils in the main school

Commentary

- 35 The principles of the Catholic faith contribute much to the caring nature of the school. Pupils feel valued and safe because of the way they are treated and teachers and helpers know the pupils well. Induction is good mainly because of the several taster experiences that are arranged for the pupils while they are still at primary school and the pupils get to know their teachers before they start in school.
- 36 The recently formed pastoral house system provides a greater sense of community and more focused support for the pupils but has yet to reach its full potential. Strategies to reduce exclusions and improve attendance are not effective enough, though during the inspection a group of teachers debated the merits of the new behaviour management system to take effect in January.
- 37 The procedures for child protection, cared for children and health and safety are satisfactorily in place overall. Supervision at break and lunch times is inadequate in parts of the premises, allowing some unacceptable and irresponsible conduct to continue unchallenged. Measures to eliminate litter are unsuccessful. The standard of some toilet facilities continues to be unsatisfactory despite the representations of parents and pupils. A breakfast club provides helpful facilities for many families.

- 38 Assessment is not used well enough and pupils are not entirely sure how they are performing, what their targets for improvement are or how to achieve improvement in all subjects. Form leaders are not directly involved in academic review and counselling for improvement although it is planned to introduce this practice. Teaching assistants provide good support. A few opportunities are in place for additional tuition but not a homework club.
- 39 The school provides very good information and guidance about opportunities in the upper school, sixth form and beyond. It arranges for effective input from other institutions to enable pupils to make well-informed decisions about the next stages of their education or careers.
- 40 A school council was started in the summer of 2004, changing from an earlier model as a result of setting up the house system. It is something of a forum to take account of pupils' views and to give them some responsibility for their own community. It does not, however, represent all pupils in a fully democratic and well-structured manner although it has undertaken some very useful work. In order to gain a more comprehensive picture of how pupils feel a survey of their views has recently been undertaken by an external, independent organisation.
- 41 Pupils with special educational needs receive very good pastoral care and good support from the staff in the learning support department. Support received in lessons is satisfactory. The good relationships between pupils and support staff constitute a strength of the provision but support is sometimes lacking where it is needed and there is not enough collaboration between subject departments and the learning support department in the preparation of work.

Sixth form

- 42 Students are right to be very confident in their tutors to provide them with relevant academic and personal help, advice and guidance. They receive frequent and helpful feedback about their work with clearly agreed targets and timescales to aim for. They say that their tutors are easily accessible.
- 43 Students speak highly of the very effective support they receive when they apply to join the sixth form. It is to the school's credit that, even those students who cannot benefit from the academic nature of the courses on offer are invited to the open day and receive advice on employment opportunities and vocational courses operating at other institutions. Moreover, students are grateful for their teachers' guidance when they are applying for higher education and the school's provision for this element of the sixth form is also very good.
- 44 Private study and common room facilities are very good. Computers are readily accessible. The very good opportunities for enrichment include exchanges with families in Europe and arrangements for community service. Students take responsibility for their own community through their own committee and also participate in the whole school council.

Partnership with parents, other schools and the community

The school has a **satisfactory** partnership with parents. Its links with other schools and the community are **very good**.

Main strengths and weaknesses

- Most parents are confident about the school and would recommend it.
- Community service is a strong feature.
- Links with other schools are very good for the purpose of transition.
- Some aspects of communication do not fully meet parents' expectations.

Commentary

- 45 Parents' views are taken from a survey conducted by an external organisation and a meeting with inspectors. Parents are pleased with the quality of education and care provided but many are unhappy with some aspects of the school's communications with them and inspectors agree with their view. The minority that has concerns about behaviour is justified. Inspectors judge behaviour to be satisfactory overall but agree that disruptive conduct adversely affects learning in some lessons and particularly in Year 9. Some unacceptable behaviour at break and lunch times goes unchecked.
- 46 The governors' annual report and prospectus meet requirements. Newsletters have improved in quality and are published half-termly. Annual school reports provide much detail but do not always clearly indicate how pupils are achieving with relation to national expectations for age. Curricular information is not provided and very little about methods of teaching and learning. Some communications do not reach home. The school's website is not yet being used for the purpose of providing on-going communication. Pupils' planners are not consistently used for their intended purposes.
- 47 Parents' attendance at consultation meetings is a little less than usually found in secondary schools. Parents of pupils with special educational needs support their children well, for example, by attendance at periodic reviews. Parents support well performances in which their children take part. They are not involved in the daily life of the school and a parents' association is not currently in operation.
- 48 Close liaison with partner primary schools facilitates the smooth transfer of pupils. Several subject departments have curricular projects in place with the primaries that contribute well to continuity of education. Arrangements with colleges of further and higher education provide alternative curricular experiences and enable pupils and students to make well-informed decisions about and to be well prepared for further study or career opportunities.
- 49 The school is involved very well in the community at large, for example, through its considerable fund raising activities. The Diocese plays a supportive role in a range of ways, contributing much to the quality of care and spiritual development of the pupils. Staff and pupils describe the five days residential retreats as excellent. Community service is an impressive part of the school's enrichment programme. Employers support the school well. Visits and visitors enhance the pupils' learning and personal development although field trips to supplement work in lessons are limited in some subjects.
- 50 The school has a good partnership with parents of pupils with special educational needs. Parents are supportive of the school and are pleased with the progress made by their children. The very good links between the school, its partner institutions and the local support services ensure that pupils' needs at different stages in their school career are effectively identified and met.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The overall quality of governance is **satisfactory**. The leadership of the headteacher is **good**. Middle and senior managers provide **good** leadership and the sixth form is **well led**. Management is **satisfactory**.

Main strengths and weaknesses

- The new headteacher and senior leadership team provide increasingly effective leadership.
- The school uses self-evaluation well to monitor its performance.
- Induction procedures for new teachers and in-service training for all staff are good.

Commentary

- 51 The headteacher has been in post for a year. Her good and caring leadership has focused initially on raising standards by improving teaching and learning. Members of the strengthened

senior leadership team have undertaken a series of classroom observations and given supportive feedback to departments. The school's self evaluation reviews have already extended to all departments and are a strong and accurate feature of the school's new practices. Much planning is in its early stages and the substantial five-year strategic plan sets clear and appropriate development priorities for the school. The headteacher's clear vision for the future includes gaining specialist college status. The newly formed core leadership team work well together to implement new policies and have recently approved a new school behaviour policy to begin next term.

- 52 Management is satisfactory. Responsibilities are clearly defined but occasionally middle and senior management are stretched in carrying out their duties because they have heavy workloads. There is insufficient analysis and use of data to focus teaching and learning. Pastoral management is undergoing development at present because of the recent change to the house system and the effect is yet to be felt.
- 53 The new emphasis on monitoring teaching and learning has not yet been fully linked to performance management. However, there has been a full programme of training courses providing all staff with a variety of development opportunities. The school's procedures and programmes for the induction of newly qualified teachers are good and provide regular support. Induction arrangements for experienced staff are satisfactory.
- 54 The department for pupils with special educational needs is well led and managed with clear educational direction and very good pastoral care. Governors and staff have a shared commitment to pupils' welfare and the recent relocation and expansion of the learning support base is having a positive impact on pupils' attitudes and approach to learning. Resources including board games and ICT software are very good. The specific funding is well used for its designated purposes and statutory requirements in respect of pupils with statements of educational need are met. The main area for development is the improvement of the teaching and learning of pupils with special educational needs across the subjects through the establishment of formal links between the learning support department and subject departments. Objectives include better understanding of pupils' individual needs and improving collaborative working in developing effective ways of meeting these needs.
- 55 While pupils' feeling of security and the strong pastoral care are clearly of great benefit in encouraging achievement, much of this is undermined by the state of the building, which the school also recognises as a barrier to good learning. The new sixth form block has done much to lift the spirits of sixth formers and of others who use the very good ICT facilities. The school has a further programme of improvements planned and is only too aware of how much the unsatisfactory accommodation elsewhere is detrimental to learning.

Sixth form

- 56 Effective systems support students' personal development and these are well led by the head of the sixth form. The support and advice provided for students in the sixth form is very good. Much of the monitoring of students' progress is conducted through departments, as is the monitoring of teaching and learning. Insufficient use is made of assessment information to support curriculum planning and to determine students' attainment when they enter the sixth form. Plans are in place to use an established system for the first time this year. The sixth form has grown considerably over time and the new sixth form building is a very pleasant learning environment.

Governance

Governance is **satisfactory**.

- 57 Governors are committed to the school's best interests and play their part in shaping the school's aims. They participate in strategic and financial planning and examine thoroughly proposals for future development. They are aware of the school's key strengths and

weaknesses, support senior staff and play what part they can in the evaluation of some of the school's practices. Their involvement via sub-committees or groups attached to aspects of the school's work such as the curriculum or pupils and personnel is becoming increasingly effective.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	2,788,274	Balance from previous year	113,600
Total expenditure	2,714,676	Balance carried forward to the next	73,597
Expenditure per pupil	3,201		

Financial management is **good**.

58 Expenditure is carefully planned within the budget limits and well controlled. Appropriate accounting procedures are in place. Major purchases and supply contracts are regularly reviewed and evaluated for best value. Improvements have been achieved, for example, by reorganising the curriculum and teaching group sizes, so that the sixth form is now cost effective. The amount of time teachers teach is roughly average but class sizes are larger than average. The school capably manages the special educational needs budget for the local family of schools. It spends more on support for pupils with special needs than the funding it receives because of the school's policy regarding equality of opportunity. The cost per pupil is below the average for secondary schools and in view of the quality of education and care provided is deemed to give good value for money.

OTHER SPECIFIED FEATURES

Work-related learning

Provision for work related learning is **good**.

Main strengths and weaknesses

- The programme is well co-ordinated throughout the school.
- The links with NEBA (Nottingham Education Business Alliance) give pupils a good insight into the world of work, increases motivation and pupils' perception of the importance of academic qualifications.
- The school does not have a clear view of the way subject areas contribute to work-related learning.

Commentary

59 Links with local businesses and further and higher education are providing good opportunities for industry simulation. These links are strengthened through contact with the county business

adviser, Nottingham Education Business Alliance and Skills Plus to stage an enterprise day and a series of 'mock' interviews conducted by invited industrialists. These are reinforced by visits to local universities and presentations from local business people. The sixth form also run a mini-enterprise with Domino Pizzas each year. The personal, social and health education programme supports the Year 10 works experience programme, increasing motivation and raising pupils' awareness of the importance of qualifications. The school has not conducted an audit to ascertain how individual subject areas are contributing to this recently introduced area of learning and thus lacks a clear view of the quality of provision. The business education department's curriculum is centred on the world of work, while the science department has good links with Boots the Chemist and Nottingham University. Also a number of artists and designers visit the art department, providing an insight into career opportunities in the creative arts sector. Other subject areas contribute little to the programme. Year 9 pupils have visited Nottingham Trent University for a business presentation. The partnership with The People's College provides good opportunities for Year 10 and 11 pupils to gain vocational qualifications in childcare, health and beauty, leisure and tourism and construction skills, providing a more informed career choice.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGES 3 AND 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

The provision in English is **good**.

Main strengths and weaknesses

- Pupils reach above average standards in GCSE examinations.
- Very good leadership, supported by a specialist team is developing the department and improving standards.
- Teaching does not always take account of the wide range of abilities and attitudes in mixed groups.
- Lack of helpful comments in marking and specific targets prevents some pupils from knowing how to improve.
- Good relationships between teachers and pupils create a harmonious learning environment.

Commentary

- 60 Pupils enter with average standards and by the end of Year 9 standards are in line with national expectations, although in national tests the percentage of pupils attaining higher levels is not as great as the national average. Standards seen in Year 9 were average. Literacy levels slow down progress at this stage but pupils' use of specialist terms, like "annotate" and "imagery in spoken work," is generally good. Pupils achieve satisfactorily in Years 7 to 9. In books, pupils demonstrate the ability to write well for different audiences and purposes as well as to prepare speeches using good rhetorical devices. These are also recognized and annotated in other writing, indicating good study skills.
- 61 At GCSE, standards are above average with almost all pupils achieving a pass in 2004. These results were amongst the best in the school. Boys do not do as well as girls but do better than boys nationally. Standards of work in Year 11 continue to be above average. Lower attaining pupils are doing better than expected and take more care to complete work and collect information for revision. Their standard of presentation is better than in earlier years. Higher attaining pupils' standard of oral work is above average. Achievement in Years 10 and 11 is good.
- 62 Teaching and learning in Years 7 to 9 are satisfactory. The main strengths are good planning with a variety of activities catering for different learning styles and abilities. In the best lessons

pupils' ideas are valued and explored, learning is logically developed and resources enable pupils to make satisfactory progress at all levels. Teachers grasp the opportunities to help pupils make learning links and time is used well to sustain concentration and motivate pupils. In a minority of lessons, teachers intervene too little to remedy poor attitudes and able pupils are sometimes slowed down by too little challenge. Some books demonstrate good personal responses to a variety of appropriate texts. However, the learning of some pupils is not developed logically, being fragmented and incomplete, with no teacher comments as to how to develop. Books do not demonstrate that pupils see them as a useful revision aid. They are not marked consistently or rigorously enough and specific, manageable targets are not set. Although pupils generally know which level they are on, they are not sure of what this means or of how to improve.

- 63 Teaching and learning in Years 10 and 11 are good. Pupils participate in various activities, which engage them and develop their communication and social skills as well their understanding of linguistic and literary devices. A small proportion of pupils cannot write their thoughts accurately. Books are marked well using examination criteria and pupils know what grade they are on and how to improve. Pupils are helped to plan and organize their ideas well. Extended writing is logically developed and improved through redrafting. A good selection of texts is explored in various ways and good materials help pupils to revise. Pupils learn to compile notes, plan and use evidence from texts as well as background information. Pupils learn to use specialist terms effectively with the help of glossaries. Learning is logical and resources are good.
- 64 Leadership, newly in place, is very good with a very clear view of how to improve standards and an eagerness to embrace new ideas. A harmonious team has already been established whose planning is collaborative. A realistic self-review of the department, perceiving much of what the inspection would reveal, has led to a comprehensive management plan of improvements. Teachers have been observed and feedback is given which helps teachers know how to improve. The department's policies are being updated and these are influencing whole school policies. The post holder is also responsible for drama, which is a popular GCSE option whose results are improving.
- 65 Management is satisfactory. Procedures are clear and communication is good at both formal and informal levels. However, information to track pupils' progress and monitoring to ensure consistent application of policies are in the early stage of development. The issue of lack of challenge for able pupils still exists. However, classes are provided now for able pupils as well as revision classes for those who are expected to perform better. Professional development is arranged after consultation and according to personal needs and delegated responsibilities reflecting a logical approach to the evolution of the department. A bright working environment has been established despite the poor accommodation.
- 66 Satisfactory progress has been made since the previous inspection. GCSE results are generally above the national average now. Drama results have improved and achievement is good in Year 10 despite the subject not having adequate time allocation in Years 7 to 9. Accommodation is suited and close to the library now so that pupils make good use of resources.

Language and literacy across the curriculum

- 67 Pupils' literacy skills are average and the school recognises that literacy skills are central to improving standards. A co-ordinator has been appointed and a policy established to promote literacy and to ensure consistency. When pupils start at the school, they continue a project, which began in the primary school, in order to help them understand that literacy is a continuous process. The English department works well with the library to ensure that reading and research skills are integral to programmes of work. There are also special units of work devised for pupils with particularly low literacy levels. There are displays of significant words and their definitions in several areas and these are used well in some cases. History, art and design, modern foreign languages and English offer good opportunities for extended writing

and the use of specialist terms. However, pupils are not consistently required to develop their extended writing, often only writing short answers to questions. If they do write at length, language corrections are not often made. In subjects like geography and design and technology, skills like reading aloud or annotating are practised.

Modern foreign languages

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

Main strengths and weaknesses

- GCSE results are currently well below national averages.
- New leadership provides clear vision and direction.
- The quality of teaching is beginning to raise standards in Years 10 and 11.
- Pupils are exercising more responsibility for monitoring progress and setting targets.
- ICT is currently insufficiently integrated into the curriculum.

Commentary

- 68 Teacher assessments at the end of Year 9 in 2003 showed a third of pupils attaining National Curriculum Level 5 or above. This improved considerably in 2004. However, standards of attainment at GCSE in 2003 were well below average in French and below average in German. 2004 saw further decline in both subjects. Previous staff absence, continuous change of teachers, lack of specialist teaching and disruption to the continuity of learning, have all been significant contributory factors to this decline.
- 69 Pupils in the current Year 9 are confidently using past tense, with many higher attainers extending their writing to include future tense and more complex constructions. Standards here are in line with expectations, and achievement is good. Higher- and middle-attaining pupils are confidently producing French accurately in longer sentences. Lower-attaining pupils and those with special educational needs show a good standard of accuracy in spelling, but experience more difficulty with genders and agreements. In Year 11 achievement is satisfactory. Pupils' attainment is below expectations, but they are making steady progress in achieving greater accuracy and improving the quality of their written language for the coursework. In most cases there is still much room for improvement in learning how to link sentences together and vary constructions and vocabulary.
- 70 Teaching and learning are good, with some excellent features. Teachers are expert speakers of the foreign language, use it consistently in lessons, and transmit their enthusiasm to the pupils. Pupils have frequent opportunity to work independently, and respond well to group work and assessment of each other's performance. GCSE pupils are well aware of what is needed to attain each grade through study of exemplars. This is helping to boost their written coursework, but has not yet been applied sufficiently to improving speaking skills. Marking is consistent in Year 9, but less consistent in assessing general work in other years.
- 71 Leadership and management of the department are good. The two new teachers who share the subject leadership have made significant progress in one term. They have established clear priorities designed to raise standards. In particular a scheme recognising achievement is already effective in improving behaviour. Pupils take part in tracking their own attainment and progress, and this helps them, together with their teachers, to set realistic individual targets. Members of the team are able regularly to observe each other and share good practice. There is good planning for departmental development, complete with costings. Schemes of work are being reviewed and rewritten, highlighting opportunities where ICT entitlement can be more fully integrated into the curriculum. Improvement since the previous inspection has been good, especially in the features of good teaching, learning and management.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' test and examination results are in line with the national average.
- Teachers are secure and confident in their subject expertise.
- There is some unsatisfactory marking with insufficient advice for pupils on how to improve.
- Good relationships help to create a good work ethos in lessons.
- There is insufficient challenge for the more able pupils.
- Learning assistants provide good support for pupils with special needs.

Commentary

- 72 Achievement in mathematics is satisfactory. In 2003 standards attained in national tests at the end of Year 9 were in line with the national average and in line with those schools having pupils with similar levels of prior attainment. There was no significant difference between the performance of boys and girls and mathematics results are keeping pace with results nationally. In 2004 the percentage of pupils obtaining National Curriculum Level 5 increased despite major staffing difficulties that affected the department. In work seen during the inspection pupil attainment by the age of 14 is in line with national expectations and this represents satisfactory achievement when attainment on entry and previous staffing difficulties are considered.
- 73 The percentage of pupils obtaining a GCSE grade A* to C in 2003 was in line with the national average. The performance of boys was better than that of the girls, this being in contrast with performance in other subjects and the national analysis. In 2004 the results at grade A* to C and at grade A* to G were higher than those attained in 2003. In work seen during the inspection pupil attainment by the age of 16 is in line with national expectations and achievement is satisfactory when prior attainment levels are taken into account.
- 74 Teaching is satisfactory. During the inspection teaching was at least satisfactory in all lessons observed and there were examples of good or very good practice. The National Numeracy Strategy is embedded within the teaching of mathematics and pupils are made aware of each lesson objective. The majority of pupils are set work that is suited to their needs and abilities and teachers take notice of individual education plans that are provided for pupils with special educational needs. Good teaching is characterised by teachers who are secure and confident in their subject knowledge and who relate well with their pupils, they recognise and anticipate likely pupil misconceptions and are able to motivate pupils by their own enthusiasm. This was the case in one very good lesson in which both teacher and learning assistant displayed good awareness of individual pupil need, used a wide variety of techniques to keep pupils on task and enabled very good progress to be made. Where there is weaker teaching it is often characterised by a lack of differentiation resulting in the more able pupils in the group being unchallenged and drifting off task.
- 75 Learning is satisfactory with the majority of pupils being motivated by the enthusiasm of their teachers. Relationships between pupils and teachers are good and are built upon trust, respect and good humour. When given the opportunity to do so pupils are willing to contribute to class discussion and questioning and in the most successful lessons they engage in independent learning. Behaviour is good and pupils enjoy working together in pairs or larger groups. Where learning is less satisfactory pupils are not sufficiently challenged and they are allowed to drift off task or engage in excessive social conversation with other pupils. In cases where the teacher lacks awareness of pupil inactivity the result is poor pupil behaviour that hinders learning
- 76 Marking of pupils' work is unsatisfactory. There are some significant gaps in marking and in some sets pupils receive minimal constructive advice that gives subject specific guidance for improvement. The head of department recognises that the revision of the marking policy is a

priority and that there are opportunities to build on the good practice that exists within the department.

- 77 Leadership of the department is good because the head of department has a clear commitment to improving standards. She recognises issues that need to be addressed and is a good teacher role model for colleagues. Departmental development has been adversely affected by major staffing difficulties. The head of department has had to devote much of her time to minimising disruption for pupils and supporting existing colleagues.
- 78 Management is satisfactory. A departmental handbook has been developed that provides guidance and policies for use within the department. The use of assessment information to set targets and monitor progress is not yet developed across the department so that all colleagues use a common and consistent approach. A further area for development is the monitoring of marking to ensure that assessment for learning becomes embodied in departmental practice. The use of ICT is integrated within schemes of work although opportunities for pupils to access ICT remain limited.
- 79 Improvement since the previous inspection is satisfactory. Standards have been maintained despite the department having to overcome severe staffing difficulties. No unsatisfactory teaching was observed and opportunities for independent learning have been improved. There is a clear commitment to further raise standards and strategies to achieve this are being developed.

Mathematics across the curriculum

- 80 Pupils' competence in mathematics is satisfactory. There is no co-ordinated whole-school approach to mathematics across the curriculum although pupils are able to apply numeracy skills in most subject areas. In physical education pupils estimate and measure distances, use tables for assessing performance and are able to compare and analyse results. In art and design pupils show an understanding of perspective and are able to work to scale. In history and geography pupils present and interpret data via the use of charts and graphs. Good numeracy skills are particularly evident within the business vocational courses where students analyse cash flows and interpret data that is presented in tables, charts or graphical form.

SCIENCE

The provision for science is **satisfactory**.

Main strengths and weaknesses

- Results in national tests and examinations are in line with all schools nationally.
- The department is led and managed well and many of the points raised at the previous inspection have been dealt with.
- Information about attainment is now being used to track individual pupils' progress.
- The accommodation for the teaching of the subject is unsatisfactory and is affecting the range of teaching used and therefore pupils' learning.
- Marking of pupils' work is inconsistent and often does not give guidance on how to improve.

Commentary

- 81 At the end of Year 9 results for both boys and girls have been in line with all schools for the last three years. However, in 2003 results were well below results in similar schools based on pupils' prior attainment with the drop in the percentage of pupils attaining the higher levels a significant influence. 2004 saw a slight rise in the number of pupils attaining average levels but this was below the target set by the school.
- 82 All pupils achieve satisfactorily from starting in Year 7 but reach a range of levels from above average to below. Some Year 8 pupils were at above average levels when working in groups

and using detailed scientific language while producing posters on reproduction. Other Year 8 pupils in a different teaching group had difficulty in listing alternative forms of energy, which is below what is expected. Those pupils with special educational needs achieve well when they have individual support from teaching assistants who help with additional explanations or keep them focussed on the work. When there is no support or specific resources these pupils do not achieve as well as other pupils.

- 83 GCSE results for double award science in 2003 were also in line with national figures with nearly every pupil in the year taking the subject and the majority achieving a grade. Girls in particular did better in science than in their other subjects. In 2004 there was a drop in the percentage of pupils attaining the higher grades but the proportion attaining a grade remained similar. Overall students achieve satisfactorily through Years 10 and 11.
- 84 Teaching is satisfactory overall and in Years 7 to 9 it is good. Teachers plan their lessons well and set out clearly what the lesson will contain, share it with pupils and frequently check through it at the end. This is a considerable improvement since the previous inspection. Despite shortcomings in the size and layout of many of the laboratories, in the best lessons teachers strive to provide a range of activities which will keep pupils involved in learning. Group work, practical demonstrations with pupils taking part and individual white boards for pupils to write their answers on, all keep pupils interested, on task and learning well. Where teachers talk for too long, use too many worksheets or do not involve the pupils, then learning is not so good.
- 85 Improvement since the previous inspection is satisfactory. The poor standard of accommodation has hardly improved since then and laboratories remain out of date or of different sizes and shapes. The department is also short of resources for information technology for pupils to use during experiments. Together they are considerably restricting the range of teaching styles that can be used to help pupils learn. The part-time technical team service the department well despite their restricted hours.
- 86 The experienced head of department leads and manages the department well. He heads a team of experienced subject specialists many of whom have considerable responsibilities elsewhere in the school. They work well together, helping and supporting each other. Since the previous inspection many of the issues raised have been wholly or partially dealt with. The department development plan now has success criteria and costings, allowing a realistic self-evaluation and identification of strengths and weaknesses.
- 87 The wealth of assessment information now available on individual attainment is used well by the department to track each pupil's progress over the years and set targets for the end of the year. It is also used to identify individuals who may be underachieving. At present the systems are very detailed and refinement of the information will allow both teachers and pupils to use it more effectively. The day to day marking of pupils' work is inconsistent across the department. There are considerable differences in both the regularity of marking and the detail teachers give. The best marking not only corrects work but also gives individuals help on how they can improve the next piece. At its worst, marking is infrequent or absent and consists only of ticks. Whilst the majority of pupils are well behaved, work well together and apply themselves fully to the lessons, there is a considerable difference in their written response in books. In the books of both boys and girls, written work ranged from very neat and complete to untidy and unfinished.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils enjoy the subject and work well in group work activities.
- Teachers have good knowledge of both ICT and the course requirements.
- Lessons are well-planned and structured.

- Opportunities for checking pupils' understanding throughout the lesson are limited.
- There are insufficient opportunities for pupils to apply their ICT skills in other subject areas.

Commentary

- 88 Standards are below national expectations in Years 7 to 9 in 2004. This is partly because of the low base from which pupils have started, and their skills are not extended as much as they could be. No data was available for Year 11 as the Key Skills course was introduced only in 2003, but from lessons and work seen the standards in Years 10 and 11 are in line with national expectations.
- 89 Achievement is satisfactory. Most pupils appear to be making at least satisfactory progress in lessons because of the teacher's subject and course knowledge, organisation and sharing of the intended learning outcomes with pupils at the start of the lesson, and the use of imaginative methods which give pace to the lesson. For example, in a Year 9 lesson all pupils improved their understanding of what makes a good company logo through being asked to evaluate a friend's logo through a set of criteria prepared by the teacher. In a Year 10 lesson, pupils learnt well because of the way the lesson was organised into several kinds of activity, including group work, in which they took part enthusiastically.
- 90 Teaching and learning are satisfactory. Teacher's planning and organisation of lessons ensure that pupils cover the ground set out at the start. In Years 7 to 9, the teacher has a good grasp of the sample teaching units of the National ICT Strategy for Key Stage 3, and so pupils are kept on task and learn well. Too little time is spent checking pupils' understanding of the concepts covered in the lesson, and so pupils are not learning as much as they could be. For example, in a Year 10 lesson some pupils did not learn how to use the maximum and minimum functions in a spreadsheet because the teacher did not check that they had understood. Consequently, assessment information is not used consistently to plan teaching and learning.
- 91 Leadership and management are satisfactory. The head of department is committed to driving up standards in ICT, and has a vision of what the ICT provision should look like, as indicated by the fact that he works closely with the local education authority and is reviewing the provision of ICT at Key Stage 4. The department's self-review identifies several areas for improvement linked to the school's development plan. The head of department recognises that the approach adopted in the National Strategy for ICT at Key Stage 3 needs to be more fully embraced by the staff who deliver it.
- 92 Data is starting to be used for departmental planning, for example, boys' underachievement in Year 9 has been identified as an issue. Action planning is in place but is somewhat vague, making it difficult to monitor progress effectively.
- 93 All pupils are now taught ICT, but the school does not provide a separate report for parents on pupils' progress in the subject.
- 94 Improvement since the previous inspection is satisfactory. The school is no longer failing to comply with statutory requirements in respect of pupils' entitlement to be taught ICT. However, the resourcing issue has not been fully addressed, resulting in the pupil-computer ratio being slightly higher than recommended. This, in turn, is restricting the availability of computers across the curriculum.

Information and communication technology across the curriculum

ICT across the curriculum is **satisfactory**.

- 95 Due to the lack of access to equipment, pupils have few opportunities to apply and develop their ICT skills across the curriculum, or to use ICT to develop their subject knowledge. However, there is a commitment to using ICT, indicated by its inclusion in departmental

schemes of work. The special educational needs department uses a digital camera to enable pupils to express themselves and record their progress. Also, in Years 7 and 9 pupils in history use ICT for word processing and presentation work, and in technology pupils use computers for design work, whilst in Year 10 pupils in physical education use a digital camcorder for evaluating their performance. The school has recognised the deficiencies in the cross-curricular use of ICT, and has appointed an ICT co-ordinator to address the issues.

HUMANITIES

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils' positive attitudes are a major factor in their achievement.
- Good leadership has established history as a strong and increasingly popular subject in which all pupils achieve well.
- Marking does not provide enough guidance on how to improve.
- Good teaching leads to GCSE results that are consistently above average.
- Assessment data is not used to track and monitor pupils' progress.

Commentary

- 96 Teacher assessments in Year 9 were in line with the national average in 2003 and the standards were maintained in 2004.
- 97 GCSE results in 2003 were well above average. The proportion of A* and A grades was nearly twice the national average and overall pupils performed significantly better in history than in their other subjects. Results in 2004 were slightly lower but still above average.
- 98 In Years 7 to 9 pupils achieve well, given that they enter the school with below average historical skills, particularly those of source analysis. They build on their existing knowledge of historical events and changes and begin to understand the importance of evidence. Pupils at all levels can select information well from a range of visual and written sources. Whilst most can express their understanding in descriptive writing, only those of higher ability can offer convincing explanations of cause and consequence. Pupils with special educational needs and those with weak literacy skills are more confident orally than in writing. By Year 9 standards are in line with expectations.
- 99 In Years 10 and 11 pupils achieve very well in applying these skills to the totally new and challenging content of the schools history GCSE course. They develop the ability to make inferences and use prior knowledge when analysing evidence. Higher attaining pupils make some critical evaluation of the usefulness and reliability of sources. The majority write fluently and at length in constructing historical arguments. Standards in Year 11 are above average, with a significant number of pupils on course to attain the highest GCSE grades.
- 100 Teaching is good because teachers are knowledgeable and skilful and convey their enthusiasm for the subject. Relationships with pupils are very good. Lessons are well planned and managed, with a good range of tasks and methods which challenge pupil's ability to think and reason. Clear learning objectives are set and constantly referred to as the lesson proceeds. Careful questioning probes and extends pupils' understanding, though not always targeted to assess what has been learnt and to ensure wider participation. Pupils' enjoyment of the subject is evident in their engagement, hard work and good behaviour. They learn well when ideas are developed gradually and incrementally in manageable steps. When they are

inactive during lengthy teacher explanations a minority can become restless and inattentive. Pupils are set targets and know the level at which they are working. Marking does not give sufficient subject-specific and personalised advice and guidance on how to improve.

- 101 In a relatively short time good leadership and sound management have resulted in significant improvement. Some weaknesses identified through the monitoring of teaching have been addressed successfully. Teachers' subject knowledge is no longer an issue. New and revised schemes of work provide the basis for effective lesson planning. Numbers opting for GCSE history are much higher. There have been improvements in resources. Accommodation is inadequate and one teacher works in no fewer than nine different rooms. Assessment procedures produce accurate information, however, this is not used effectively to track and monitor pupils' progress and to inform planning.

Geography

The quality of provision in geography is **good**.

Main strengths and weaknesses

- Low attaining pupils achieve well and standards for all pupils are rising steadily.
- Teaching is good.
- Leadership and management of the subject are good.
- High attaining pupils do not have sufficient challenges in their work.
- Pupils do not have good access to ICT provision.

Commentary

- 102 In 2003 results in tests at the end of Year 9 were above average. Results show a steady improvement over the last six years. Standards seen in lessons and books in Year 9 are good. There was no significant difference between the performance of boys and girls. GCSE results in 2003 were close to the national average and these standards were maintained in 2004. Only a small percentage of pupils achieved higher grades A* and A. In lessons and work seen in Year 11 standards are in line with national expectations. Achievement is good throughout Years 7 to 11. Most pupils are making good progress because teachers have good subject knowledge that is used to introduce and explain topics well. Pupils with special educational needs achieve in line with their peers. High attaining pupils, however, do not achieve as well as they can because they are not sufficiently challenged by the work expected of them
- 103 The quality of teaching and learning is good. Lessons are well planned to ensure pupils are required to think and investigate rather than simply learning basic geographical facts. Work is marked using National Curriculum Levels and GCSE grades, but teachers' comments are not directly linked to telling pupils how to improve their work. Pupils have good attitudes and behaviour and work well together on a collaborative basis. Teachers manage pupils well, praise and encourage them, and ensure good relationships in lessons. As a result learning is good in relation to the aims that are clearly set out at the beginning of lessons.
- 104 Pupils develop good research and investigative skills and inquiry methods including fieldwork, coursework and visits are a feature of the department's work. In Year 9, for example, they have produced good work on a study of "Holderness" as a coastal area, and on local studies of "Darlton Drive".
- 105 Accommodation is satisfactory overall. The department has good resources. However, the use of ICT to support pupils' learning is hindered by the lack of access to ICT facilities in school.
- 106 The leadership and management of the department are both good. The head of geography leads a small team of teachers who focus on raising standards, and the pupils have benefited through the implementation of inquiry methods in lessons. Teaching, therefore has improved.

- 107 Progress since the previous inspection has been good and issues raised then have been rectified. GCSE results show an improvement and the department is focused on raising standards and the quality of teaching.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Standards are not yet high enough because pupils' basic skills and their use of tools are not good enough.
- There is insufficient good teaching and learning.
- Pupils respond to their teachers with good attitudes.
- The accommodation and resources are unsatisfactory.
- The department is well led.
- The monitoring of teaching and learning is not sufficiently robust to ensure consistent provision.

Commentary

- 108 Teacher assessments at the end of Year 9 in 2004 were above average. GCSE results in 2003 were below average. The boys performed better than the girls relative to their national averages. The 2004 results improved and were similar to those at the previous inspection. Standards at the end of Years 9 and 11 are below average but improving. Recognising the pupils' below average attainment when they enter school, their achievement is satisfactory. They use computers to enhance their folio work but have below average basic skills of drawing, designing and making, and using tools accurately. Older pupils, including a pupil with English as an additional language, use computer aided design and manufacture to produce good graphic images including a logo for a restaurant and high quality acrylic models for their GCSE coursework.
- 109 Teaching and learning are satisfactory and occasionally good. When lesson management is too rigid, independent learning is restrained. However, pupils respond to their teachers' very good subject knowledge with good attitudes although the unsatisfactory behaviour of a minority of younger pupils, mainly boys, interferes with their classmates' learning. Pupils co-operate well in group work. Assessment is satisfactory although the teacher assessments at the end of Year 9 are generous. National Curriculum Levels re-written in plain English allow pupils a good view of how well they are doing in broad terms but provide insufficient guidance on how to improve. Assessment data is used to measure pupils' progress as they move through the school. Marking is inconsistent and spelling errors often remain uncorrected. The curriculum is broader than at the time of the previous inspection and the recently introduced GCSE product design course encourages pupils to develop their interests in a range of related areas.
- 110 The head of department provides good leadership. He is ambitious for his staff and his subject. Standards have risen since his arrival. His vision is one of higher standards. Schemes of work are designed to build on the previous learning of the whole range of pupils but are neither fully nor consistently implemented. The management of the department is satisfactory. The head of department's extra responsibility of managing ICT distracts him from managing design and technology. The monitoring of the subject's performance lacks rigour and does not ensure consistent teaching and learning. The accommodation and learning resources are unsatisfactory. The building is old. Room layouts, furniture and resources do not match pupils'

needs. The room designated for teaching food studies is poor. Computer aided design and manufacture resources are adequate but their use is constrained by their location in the curriculum area. There has been satisfactory progress since the previous inspection. Standards have been maintained. The accommodation and resources remain unsatisfactory.

VISUAL AND PERFORMING ARTS

Art and design

The quality of provision for art and design is **good**.

Main strengths and weaknesses

- The productive relationships established between teachers and pupils leads to good learning that includes all pupils.
- Well-structured lessons, using teachers' good subject knowledge and expertise, provide a good variety of work for pupils.
- Good leadership shows a clear vision for the development of the subject.
- Assessment procedures are not sufficient to help pupils improve further.

Commentary

- 111 The results of the 2003 teachers' assessments in Year 9 were above average. Standards in the current Year 9 are in line with expectations. Pupils' attainment on entry to the school is below average. Their experience of the subject is varied and basic art skills are underdeveloped. The good progress made in Years 7 to 9 is helped by the variety of opportunities for them to learn new techniques using a choice of media, materials and equipment. Most pupils develop a sound knowledge of the work of influential artists and they use connections made to raise the standards of their work. Pupils with special educational needs, and those belonging to ethnic minority groups, make the same good progress as their peers.
- 112 The 2003 GCSE results, although slightly below the national average, continued a trend of steady improvement. The 2004 results rose again. The large proportion of girls who take the subject get more A* grades than boys do, but overall the attainment of boys and girls is similar. Pupils who opt for art and design do not do as well in this subject as they do in others. Current standards are above average and this represents good progress for those pupils who have opted for the subject. The clear focus on developing coursework that responds to the examination assessment objectives is an effective strategy in raising standards. Pupils develop a sound understanding of how to research topics, produce a sequence of preparatory work and realise final outcomes that express personal ideas. Pupils annotate their preparation well with appropriate technical language. They are limited in their descriptive writing when evaluating outcomes or analysing ideas expressed in artists' work.
- 113 Good teaching enables pupils to learn well in manageable, incremental steps through varied and challenging tasks. For instance, pupils were asked to analyse a picture and make notes about its strengths and weaknesses. The teacher then demonstrated how to use those notes to analyse and improve their own pictures. At the end of the lesson the teacher led a discussion to inform pupils what aspects of their work had been successful and what needed improvement. Good teaching is based on teachers' extensive knowledge of their pupils. This enables productive relationships to be established with all individuals and leads teachers to use an effective variety of approaches to address pupils' different ways of learning. Assessment is sound. All the basic elements are used successfully. The informative reviews of pupils' progress in relation to national standards at GCSE set out what they must do to attain clearly defined targets. This procedure, however, is not used in Years 7 to 9 to raise pupils' achievement. Pupils generally respond to good teaching with positive attitudes, hard

work and acceptable behaviour. Teaching is unsatisfactory when a significant minority make too little progress because unacceptable behaviour is not dealt with effectively.

- 114 The effectiveness of leadership is evident in the recent improvements to the department's schemes of work that now provide a good basis for lesson planning. Leadership operates as an effective team and provides a good role model for teaching and professional development. Strategic planning is informed by thorough self-evaluation and clearly identifies action to be taken to improve teaching, learning and the curriculum as ways of raising standards. Formal monitoring of teaching, the scrutiny of work and the evaluation of results and standards are aspects of strong management that contribute well to on-going improvements.
- 115 The impact of leadership on improving results and raising standards, developing teaching and the curriculum represents good progress since the previous inspection

Music

Provision in music is **unsatisfactory**.

Main strengths and weaknesses

- Standards in Years 9 and 11 are below average but achievement is satisfactory.
- The department is currently without a leader.
- Procedures for assessing students work are promising but too new for students to know how to improve their work.
- The department computers are not yet fully functional for use in all lessons.
- The number of students taking instrumental lessons is falling, affecting progress in Year 11 and extra-curricular activities.

Commentary

- 116 Standards in Year 9 are below average. Students in Year 9 play the Blues sequence on the keyboard fairly fluently and some play a Blues bass part as well. Students' improvisations using the Blues scale are very tentative and well below average. In this component they are underachieving, having not developed the skills necessary to improvise well. Overall though, they have achieved satisfactorily.
- 117 In Year 11, standards are below average. Their listening skills are well below average. Composition work is simple and straightforward but effective. Melody writing is rather limited in range and although the chord arrangement is not as varied as it might be the bass part and chord choice are sound. Achievement is satisfactory. Year 10 students though are strong performers and well motivated, and in this component they are above average. In the 2004 GCSE examination in 2004, eight of the 17 students achieved grades between A* and C, and all students passed. Numbers taking the examination were too few to compare reliably with national averages. However, the average points score was below that scored nationally. Girls did better than boys.
- 118 There are strengths and weaknesses in teaching. When teaching is good, relationships are well established, and teachers motivate and engage their students. Students apply themselves well to their work because instructions are clear and individual support, targeted to their particular needs, is good. Higher attaining students are challenged by work set at the right level. All students are very well included in all activities including those with special educational needs whose progress is as good as others. When teaching is less good or unsatisfactory, teachers do not manage behaviour well enough for progress to be made. Some lessons lack focus and drive because students are given no overall plan to work to. There are too few strategies to help those who do not concentrate well. Teachers assess students well verbally but the overall assessment procedure, although promising, is too new for it to benefit the students yet. They are not used to assessing their own or each others work

and little reflection and evaluation was seen in lessons. As a result students have little understanding so far about how to improve their work.

- 119 Currently the department is in the doldrums. In spite of the schools efforts to recruit, there is no leader. The young teacher has as yet insufficient experience to drive the department forward, although ideas are there. A temporary teaching appointment is about to end and to date there is no replacement for the new term. Historically, results have been analysed and in different circumstances would provide information to help improve standards. The accommodation is new to the department and a good improvement. However, there is neither a permanent place nor power for the computers. There are worrying signs that numbers for instrumental lessons are falling, which will affect GCSE standards. This is a pity as lessons are good overall and out of the instrumental learning grow the bands and ensembles that provide music for concerts and school events. Since the previous inspection, work for higher attainers and those with special educational needs is planned better and the range and balance of practical activities in class has improved. However, the department is not in a strong enough position currently for improvement to be anything but unsatisfactory in spite of hard work by the young staff.

Drama

- 120 Drama was a sampled subject in the inspection. It is taught as an integral part of English in Years 7 to 9. Pupils are given the opportunity to role-play and examine characters using dramatic techniques like hot seating. They enjoy these activities, which give them the chance to empathise and practise speaking and listening skills. Drama in Years 10 and 11 is a very popular examination option. The group numbers are rising and the results are improving with over 75 per cent this year achieving an A* to C grade. The teaching seen was excellent and the standards were very good despite little specialist teaching beforehand. Pupils are motivated by the quick pace of the lessons and by the teacher's expertise. The school puts on performances every year, which promote a lot of enthusiasm.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Standards reached are in line with national expectations.
- Assessment procedures are good.
- Pupils' attitudes are mostly good.
- Accommodation is unsatisfactory and changing areas are very small.
- The range and number of extra curricular activities are very good.

Commentary

- 121 At the time of the inspection two of the four full time teachers were absent. This unsettled the pupils and placed considerable stress on the head of department who had to reorganise some activities to accommodate the two temporary teachers.
- 122 Pupils have different experiences before joining the school but overall their standards are below average. By the end of Year 9, pupils attain average standards in most activities and their achievement is satisfactory. Teacher assessments in 2003 and 2004 confirm these average standards. The attainment of the majority of pupils in core physical education in Years 10 and 11 is average and their achievement is satisfactory. A few pupils in all years achieve well and their enthusiastic attitudes and very good relationships with their teachers have a positive impact on their achievement. However, a few pupils do not regularly take part in lessons and their achievement is unsatisfactory as a consequence.

- 123 GCSE results have been improving year by year. Results in 2003 were average and went up again in 2004. Girls' results were slightly better than those of boys because girls achieved better in the theoretical content of the examination. Present GCSE pupils are working to average standards and their achievement is satisfactory. Their notebooks are well organised and will provide a good learning resource for the future. Teachers' use of the review of work feedback sheet is a very good aid to help pupils focus their learning. A few talented boys and girls in all years attain standards that are well above the national average and they benefit considerably from the opportunities provided by their teachers as part of the very good extra-curricular programme.
- 124 Overall the quality of teaching is satisfactory. Pupils of all abilities make satisfactory progress and their learning is sound. Most teachers demonstrate well to provide pupils with a good visual image on which they can model their skills and techniques. The majority of lessons have good pace and pupils are encouraged to develop good fitness routines at the start of lessons. The school has recently changed from one hour and 40-minute lessons to 60-minute lessons and teachers are not yet including opportunities for pupils to analyse performances in the shorter lessons. Although teachers circulate well to help the less able and to extend the more able they do not always set more difficult tasks for higher attaining pupils. This lack of challenge was the reason for the one unsatisfactory lesson observed during the inspection. However, in another lesson, a teaching assistant worked very closely with a pupil with special educational needs and her energetic help promoted very good learning.
- 125 The leadership and management of the subject are satisfactory. Teaching has been monitored and documentation is very thorough. Satisfactory improvements have been made since the previous inspection. Teachers assess pupils' work well at the end of each practical unit and pupils have the opportunity to assess their own progress. The accommodation is unsatisfactory and hinders pupils' learning. The sports hall and changing areas are very small and the new sixth form building has depleted the number of tennis courts.

BUSINESS AND OTHER VOCATIONAL COURSES

Business studies

- 126 Two lessons were sampled at GCSE, one in Year 10 and one in Year 11, insufficient to make an overall judgement about the provision. Standards at GCSE in 2003 were in line with national averages at grades A* to C, and slightly below at A* to G. Boys performed better than girls. Results in 2004 were broadly similar. Standards in the lessons seen were average as pupils showed good understanding of the new terms and concepts, which arose from the topics. Achievement was good in the way they were able to recall, interpret and apply them to practical situations. Teaching and learning were good. Pupils were constantly being questioned and challenged by the teacher, and in the Year 10 lesson, motivation and learning were enhanced by games with a competitive element between groups.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision in citizenship is **satisfactory**.

Main strengths and weaknesses

- Leadership is good and there is a clear vision for development in the subject.
- Teaching is complemented by a wide range of extra-curricular activities.
- Pupils' personal development and performance in citizenship are reported regularly and in detail.
- Citizenship does not yet have a high enough profile in school.
- Monitoring and evaluation of teaching are not yet fully embedded in the citizenship programme.

Commentary

- 127 In all years, standards are average and pupils achieve satisfactorily in understanding their role in society and why it is important to make themselves more aware of current social, political and moral issues. On occasions, pupils' achieve well, because their understanding of citizenship is enhanced by extra-curricular activity and, indeed, by the whole ethos of the school. The Briars residential experience, for example, open to Years 8, 10 and the sixth form, places emphasis on the vital role of the individual in the welfare of the community at large. Moreover, pupils support a variety of regular charity events and they act as guides for parents and new pupils at open evenings.
- 128 The subject is taught by form leaders and teaching and learning are satisfactory overall. Where teaching is good, subject-matter is both engaging and relevant; the effects of consumerism, for example, and pupils enjoy the opportunities for discussion and group work. Moreover, pace is rapid and teachers challenge their youngsters to think deeply about the topics under consideration and encourage them to use their classmates as a resource. Where teaching is less than satisfactory, there is little extended comment from pupils, pace is slow and the attitudes and behaviour of a significant minority impede the learning of the rest of the class.
- 129 The scheme of work for citizenship has been developed over a number of years, and the pastoral heads have made a significant contribution to these developments. A significant evaluation of citizenship was carried out last year by senior staff and adjustments to the course were made in light of these findings. Moreover, the school takes the personal development of its pupils seriously and the citizenship reports, which parents receive, show that teachers' assessments of their youngsters' achievement are both detailed and accurate. Furthermore, senior staff visit citizenship lessons regularly to support and to check on progress. The department is now looking to introduce a more systematic monitoring and evaluation programme, in order to gauge the quality of teaching and learning. In addition, they are now looking at strategies, citizenship notice boards, for example, to raise awareness of the subject's importance. Because there is real commitment to the place of the subject on the school curriculum and because leaders have a clear vision for its development, the subject is well placed for future success.

SUBJECTS AND COURSES IN THE SIXTH FORM

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

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	2	50	80	0	24	10	29.9
Biology	4	75	65	0	11	25	20.6
Business studies	1	100	76	0	16	20	26.2
Chemistry	4	50	73	0	14	12.5	24.1
Drama	1	100	87	0	20	30	30.6
English/English language	1	100	83	0	18	40	28.7
General studies	1	100	74	0	18	38	25.7
History	1	100	81	0	20	20	28.6
Mathematics	4	50	62	25	17	20	22.1
Other social studies	5	100	70	0	17	26	24.1
Physics	2	100	69	0	14	30	22.7
Religious studies	5	80	80	0	23	24	29.8
Sports/physical education studies	2	100	73	0	11	20	23.1

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	2	100	99	0	50	70	87.5
Biology	12	100	96	8	39	61.7	78.6
Business studies	5	100	99	20	37	80	80.1
Communications studies	13	100	99	69	38	98.5	82.1
Drama	5	100	100	0	40	76	83.6
English/English language	14	100	99	21	36	81.4	80.9
Design and technology	3	100	98	67	35	86.7	77.9
General studies	32	84	95	13	31	52.5	73.1
Geography	5	100	99	60	45	84	84
History	8	100	99	38	45	77.5	84.6
Mathematics	2	100	97	0	56	60	88.8
Other social studies	6	100	97	50	43	80	81.8
Physics	2	100	97	50	45	100	81.7
Religious studies	5	100	99	40	47	88	85.6
Sports/physical education studies	7	100	98	0	31	65.7	75.2

ENGLISH, LANGUAGES AND COMMUNICATION

English

Provision in English is **good**.

Main strengths and weaknesses

- Some poor literacy skills prevent students from reading with understanding.
- Good relationships between students and teachers create a trusting environment in which students achieve well.
- Varied activities enable students to develop in social and communication skills.

Commentary

130 Students start the course with average standards and achieve well to leave with above average standards and this is confirmed by the findings of the inspection. The groups are too small to compare with national averages. All students pass the examination and in 2004 almost 25 per cent achieved an A grade. Students' achievement is good.

131 Teaching and learning throughout the course are good and in some cases very good. Lessons are well planned and organised to make good use of time and to keep students interested. Specialist teachers share the objectives of the lessons with students and check that they have achieved them. Students develop in maturity and social competence through discussion, research and presenting their ideas to others. Teachers prepare well and demonstrate skilfully the conventions of text analysis. The teacher–pupil ratio is good enough to promote group analysis of texts in an atmosphere of trust. Teachers are quietly supportive without being intrusive. Students benefit, therefore, from an uninhibited exchange of ideas and readily ask questions. They are secure in their use of advanced subject terms and can identify the techniques in unfamiliar texts. Writing skills benefit from logical learning of the techniques and redrafting. Students find the progression from GCSE to sixth form work easier than expected because they are familiar with the situation already and because learning is logically organised. However, they need to do more independent research so that they understand the authors and the backgrounds of their writing but poor vocabulary sometimes prevents this process from being effective.

132 Leadership is energetically committed to improving standards and is very good. The team of specialists is well–balanced, carefully allocated to the course and fully supported. There is very good understanding of the needs of the students and what is required to fulfil them. The course is satisfactorily managed. Student work is marked according to appropriate criteria and resources are adequate. Plans are established, in collaboration with the librarian to enable students to research more effectively and to improve literacy skills.

133 Progress since the previous inspection is satisfactory. The department's consistently good teaching has maintained the good achievement of students and this year's results show an improvement.

Language and literacy across the curriculum

134 Students' literacy skills are average. There is not a consistent school approach to the promotion of literacy. In discussions about school, students talked competently and with maturity. In some subjects like geography, art and design, science and English they use specialist terms confidently in discussion, whereas in physical education they do not. Some students articulate well and reason perceptively. However, in some cases, poor literacy can impede the progress of the student, especially when writing at length or researching. This is especially the case in design and technology where they do not form personal views about what they have researched and their annotations are descriptive rather than evaluative.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards of attainment in AS level examinations are too low.
- Teachers are confident and have very good subject knowledge.
- The marking of students' work is inconsistent and does not provide sufficient guidance for improvement.
- Good relationships between students and teachers create a good work ethos.

Commentary

135 In 2003 there were only two students entered for A-level and each obtained Grade C. Results at AS level were below the national average with two out of four students obtaining pass grades. In 2004 all five A-level students obtained pass grades and at AS level two of the five students obtained pass grades.

136 In work seen during the inspection standards at AS level are in line with national expectations although there is a wide spread of performance. When prior attainment at GCSE is taken into account the current level of achievement is satisfactory. The majority of students are making good progress but some students lack confidence when tackling problems that are not straightforward. Students say that they have found the transition from GCSE to AS level mathematics difficult and some struggle with the more advanced concepts in algebra that are essential for success at this level. The one student who has progressed to Year 13 is on target to achieve a high grade at A-level.

137 Advanced level teaching is satisfactory and improving. Teachers are very secure in their own subject knowledge and lessons are well planned with clear objectives that are conveyed to students. Good working relationships exist between students and teachers, as a result of which students are comfortable when approaching their teachers to request help and guidance. Learning is satisfactory and students say that there have been positive improvements in the last year. They appreciate the guidance and levels of challenge that they are now receiving from their teachers and have welcomed the increased opportunities for independent learning that have followed changes in staffing. The marking of students' work is unsatisfactory in that there is an inconsistency of approach and insufficient constructive feedback that would help improve future performance.

138 At sixth form level leadership of the department is satisfactory but there are aspects of unsatisfactory management that have a negative impact on learning. There is insufficient monitoring of marking and no obvious strategy for helping students with relatively low prior attainment levels cope with the demands of the AS level course. Analysis of pupil performance has been established but more use could be made of subject-specific value added measures to set targets and measure progress.

Mathematics across the curriculum

139 Students' competence in mathematics is satisfactory. There is adequate provision for students to improve their competence in number via the key skills course although there is no formal arrangement for students to improve their GCSE grade in mathematics. Students in the sixth form are able to apply numeracy skills in most subject areas. For example, in advanced level geography and science courses students demonstrate competence in statistics and they are able to use charts tables and graphs to analyse, interpret and represent data.

SCIENCE

The main focus was biology but physics was also sampled. The numbers choosing physics remain small but most students complete both years of the course. One Year 12 lesson was sampled. Students learnt very well because of very good teaching from an enthusiastic subject specialist. The teacher used examination questions on particle physics to revise the topic, then challenged students' understanding with verbal questions and used students to explain their answers to the rest of the group.

Biology

Provision for the subject is **good**.

Main strengths and weaknesses

- A-level results were below average in 2003.
- Teaching is good and develops students' independence and confidence.
- Very good relationships exist between teachers and students and this helps learning.
- Lessons are planned well and supported by study guides.
- There is insufficient use of ICT to support teaching and learning.

Commentary

- 140 The numbers taking A-level examinations have been small and in 2003 results were below all schools nationally. Whilst all 12 students attained a pass grade only one boy attained a higher grade. Students' results were below their other subjects, girls' results more so than boys'. In 2004 fewer students took the subject and although fewer attained a pass grade there was an increase in the number of higher grades. Biology is becoming a more popular subject, particularly in Year 12, with about half the students completing both years of the course
- 141 Standards of work seen are overall in line with course expectations and almost all students achieve well given their starting points from GCSE. Students start with at least average grades in higher tier double science, many at the highest grades, and achieve well. On rare occasions, a student showing promise will be accepted with average foundation grades in double science and currently there is one girl achieving very well from this starting point.
- 142 Good teaching by both subject specialists gives students opportunities to develop independence and confidence in the subject matter, particularly in using new vocabulary. Lessons are conducted at a good pace with a variety of activities to help learning. Each topic of work is supported by a specific study guide with reading references and an outline of the topic's content. Challenging questions about the subject matter are used to review learning as are a range of sample examination questions. These together with opportunities for independent research, investigations or group work and presenting their findings to the group, mean that students learn well. Improvement since the previous inspection is satisfactory as there has been a slight improvement in the accommodation available for sixth form groups. However, the unsatisfactory standard of accommodation and the limited ICT resources in the department for students or to support teaching are restricting the range of teaching methods used.
- 143 Leadership and management of the subject are good. The two subject specialists responsible for teaching the subject work well together and are mutually supportive. Groups are shared between them allowing teachers to complement one another with their strengths and expertise. Whilst there is much daily interaction between them, there are no formal systems for monitoring teaching or marking. Systems such as the "10 Golden Rules for studying biology" and the study guides for each unit have been devised within the department and students find them a great help and support. Students are very appreciative of the extra help they receive from staff both in and out of lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

144 ICT was sampled in the sixth form. Standards are in line with national averages despite the students starting from low base. This is because the students have made good progress over time due to the teacher's expertise and understanding of the course requirements. However, the amount of learning that took place in the lesson seen was not checked at the end. All Year 12 students undertake a course in ICT, and the head of department is looking at curriculum provision to replace or supplement the key skills course.

Information and communication technology across the curriculum

ICT across the curriculum in the sixth form is **satisfactory**.

145 Students make use of a new computer room in the sixth form block in their study time, in order to word process their work and to undertake research. There is evidence of good use in geography, where ICT has been used in fieldwork to enhance understanding, and also to raise the standard of presentation. In media studies, students' understanding of film-making processes is extended through the use of specialist equipment and software. In some subjects, such as art and design, the use of ICT is limited by the lack of resources, whilst in others it has not been used to its full potential. For example, in technology the software is used for illustration rather than design, whilst in music it is being used for notation rather than composition.

HUMANITIES

History was inspected in depth and geography was sampled. Students learn and achieve well in geography because teachers have high expectations and secure subject knowledge. Fieldwork and coursework offer students opportunities to work independently and present ideas to others.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are above average and students achieve well in both years.
- Teachers demonstrate very secure knowledge of their subject and ask challenging questions of their students.
- Leadership and management are good and there is a clear vision for development.
- There is insufficient use of information on students' attainment to set targets for future performance.
- Accommodation is unsatisfactory and impedes students' progress.

Commentary

146 A-level results in 2003 were broadly average, every student reached pass level and female students performed better than males. In 2003, and from a much larger entry, results were just below average but, again, all students attained a grade. Because the syllabus has been changed and because there is now a second specialist teacher, standards seen during the inspection are above average and a significant number of students of both genders display the potential to reach grades A and B.

147 In both Year 12 and Year 13, achievement is good and, because teachers place emphasis on different historical interpretations of the topics under consideration, students are now beginning to see the past in shades of grey. In Year 12, for example, they defend their views on the foreign policy of the Weimar Republic with conviction and in Year 13 they make perceptive comments on the philosophy behind, and the significance of Neville Chamberlain's policy of appeasement. In both years, students use historical terminology accurately and in context.

- 148 Students benefit from a variety of historical anecdotes delivered by their teachers, both of whom have a profound knowledge of their subject. Moreover, sophisticated questioning, which is both relentless and realistic, challenges students to think for themselves. In a Year 13 lesson on the Nazi period, for example, students were able to make accurate comments on the possible elements of history and science lessons in German schools in the 1930s and justified their answers with evidence. Teaching and learning are, therefore, good.
- 149 The department is led and managed well. Although only in post for a short time, the head of department has already modified course content and has encouraged his students to consider past examination papers when they are revising for their examinations. There is a convincing action plan for improvement and teachers recognise that they need to make greater use of prior attainment information if they are to assist their students in setting targets for attainment. The department does not have a suite of rooms and, because students are taught in several areas of the school, their learning is hampered.
- 150 The department has made good improvement since the previous inspection. Standards are higher and many more students are now entered for the advanced level examination. As a result, the subject is well placed for development and further success.

TECHNOLOGY

Design and technology

- 151 Three sixth form lessons were observed. In two, teaching, learning and achievement were satisfactory. Standards were below average. In the third lesson a compelling demonstration to test the properties of a range of metals, delivered jointly by the teacher and the departmental technician, led to very good learning and achievement.

VISUAL AND PERFORMING ARTS AND MEDIA

Drama

- 152 The drama course is popular and the teaching seen was excellent with students achieving very well. The level of their perception and understanding of dramatic effects is very good. Students use their imagination and initiative whilst the teacher uses pertinent reminders to develop their performance. In their written work, they show perception and sensitivity to texts and issues which have been investigated through the subject.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Standards are below average.
- Students' course work is of a high standard.
- There is insufficient analysis of students' attainment on entry in relation to their achievement.
- There is a lack of an appropriate room for teaching.

Commentary

- 153 In previous years the percentage of A-level A and B grades has been below average and the percentage of A to E grades above average. 2004 results follow the same pattern. Students mostly do better in physical education than in their other subjects. Analysis of results shows

that students attain the highest levels in their course work where they produce a personal performance portfolio.

- 154 The majority of students enter the AS level course with below average standards. They do not use subject vocabulary confidently in discussion and the low level literacy skills of a minority of students hinder their progress. Their overall attainment is below average. Students work hard to analyse performance and fitness to produce very high quality personal performance portfolios. When the teacher links theory to practice skilfully, as in a Year 12 lesson on memory types, students enjoy the topics and their knowledge and understanding quickly increases. Students' sound achievement is largely the consequence of the very good relationships the teacher has established with the students.
- 155 The productive work ethos in most lessons is a reflection of satisfactory teaching and learning. Teachers use a variety of activities that are topical and interesting and these strengthen learning. Students' work is marked in an informative manner so students understand the examination requirements. A target and syllabus check is carried out at the end of each unit and is a very good method of involving students and teachers in reviewing work. The classroom used for teaching is not designated for the subject and does not therefore contain computers, supportive displays or inspirational information relating to the course. This considerably hinders learning.
- 156 Leadership and management are good. The department leader is an examiner and very familiar with course requirements. He has produced a series of very helpful materials to aid students' revision. Improvement has been good and students report how much they value the courses because they provide an accredited link to their sporting interests. However, there is insufficient analysis of results and assessment data to establish students' attainment on entry and their subsequent progress.

BUSINESS

Provision in business education is **good**.

Main strengths and weaknesses

- The quality of teaching and learning enables students to achieve well.
- The leadership provides clear vision and direction.
- Students receive full and relevant feedback on their work.

Commentary

- 157 In the A-level GCE business studies course in 2003 all students obtained grades A to E. The 2004 results improved on the previous year, as half the candidates gained A and B grades, as opposed to one-fifth. At AS level in 2004 two-thirds of students attained grades A to C.
- 158 In the current early stage of Year 13, the standard of work is average. All students are on target to achieve pass grades, with a third showing good progress in acquiring the evaluation skills necessary for obtaining the higher grades. Achievement is good overall, as students are making good progress over time in improving their analytical skills and providing more detailed explanation of the main points of their arguments. Their work is also effective in linking theory to practice, but there are still weaknesses in evaluation skills in the work of middle- and lower-attainers. There is a good standard of literacy in the written work of all post-16 business students, which is also reflected in the quality of note taking.
- 159 Teaching and learning are good. Teachers have an expert knowledge of their subject, and the planning and timing of the lessons are a particular strength. Students are actively involved in discussion, subjected to challenging questioning, and required to justify arguments and opinions, all of which promotes good learning. Much of the discussion is teacher-led, but students enjoy a good relationship with the teacher, enjoy participating, listen well to each

other's contribution, and learn well. Marking is thorough in that it is consistent in grading, and students receive detailed feedback on their current attainment and on what is required to improve the quality of their work.

- 160 Leadership and management of the department are good. The two teachers work well as a team within the humanities department. There is good planning and monitoring of the progress of middle- and lower-attaining students. The monitoring and evaluation of teaching, and sharing of good practice, are regular and effective. The use of ICT is satisfactory, and supports students' learning particularly well as a revision tool. Links with businesses are also satisfactory, if a little restricted by the timescale needed to complete each module. All students are involved in the *Proshare Experience*, and are required to keep abreast of business news and developments to reinforce their practical knowledge.
- 161 Business education was not reported on at the previous inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement**Sixth
form
grade****School
grade**

The overall effectiveness of the sixth form and the school	3	4
How inclusive the school is		2
How the school's effectiveness has changed since its last inspection	3	4
Cost effectiveness of the sixth form / value for money provided by the school	3	3

Overall standards achieved		4
Pupils' achievement	4	4

Pupils' attitudes, values and other personal qualities		3
Attendance	3	4
Attitudes	2	3
Behaviour, including the extent of exclusions	2	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	4	5
How well the curriculum meets pupils needs	4	4
Enrichment of the curriculum, including out-of-school activities		3
Accommodation and resources	4	5
Pupils' care, welfare, health and safety		4
Support, advice and guidance for pupils	2	4
How well the school seeks and acts on pupils' views	2	4
The effectiveness of the school's links with parents		4
The quality of the school's links with the community	2	2
The school's links with other schools and colleges	2	2

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

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