

# INSPECTION REPORT

## **Derby Moor Community Sports College**

Littleover, Derby

LEA area: Derby

Unique reference number: 112952

Acting headteacher: Mr J. A. K. Thompson

Lead inspector: Carmen Markham

Dates of inspection: 11<sup>th</sup> - 15<sup>th</sup> October 2004

Inspection number: 268794

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 18
Gender of pupils:	Mixed
Number on roll;	1539
School address:	Moorway Lane Littleover Derby
Postcode:	DE23 2FS
Telephone number:	01332 766280
Fax number:	01332 270178
Appropriate authority:	The governing body
Name of chair of governors:	Mr P. Hezelgrave
Date of previous inspection:	March 1999

## **CHARACTERISTICS OF THE SCHOOL**

Derby Moor is a large mixed 11-18 comprehensive school on the south west of Derby City. It shares a post-16 provision, known as the Millennium Centre, with another comprehensive school nearby. The post-16 provision is selective; pupils are required to have five A\* to C grades at GCSE in order to qualify for a place. The attainment of pupils on entry to the school is below the national average. The school has recently been awarded sports college status. It also has a number of awards including Investors in People, Artsmark and Sportsmark.

Both the school and the sixth form provision are popular and over-subscribed. The school serves a mixed population in terms of economic indicators. Pupils come from over 20 schools in the local area and central Derby. Of the 56 per cent of its pupils who come from 11 ethnic minority groups, 44.5 per cent speak English as an additional language. The majority of these pupils are of Pakistani or Indian heritage. The number of ethnic minority pupils in the school is very high in relation to the national average. Almost a fifth of all pupils have special educational needs. This is broadly in line with the national average.

Following the appointment of the previous headteacher to an advisory role in the local education authority the school is currently well led by the acting headteacher. The appointment of a permanent headteacher is planned for the New Year.

## **INFORMATION ABOUT THE INSPECTION TEAM**

Members of the inspection team			Subject responsibilities
19599	Carmen Markham	Lead inspector	Religious education Personal, social and health education.
19743	Ann Taylor	Lay inspector	
25072	Eunice Greenslade	Team inspector	Mathematics
31463	William Walsh	Team inspector	English
33477	Katrina Gueli	Team inspector	Science
32382	John Bryan-Williams	Team inspector	Information and communication technology
31296	Paul Brennan	Team inspector	Art and design
32089	Elizabeth Likeman	Team inspector	Design and technology Work-related learning
17832	Stephen O'Hara	Team inspector	Geography Business education
18681	David Thompson	Team inspector	History
31578	Peter Cummings	Team inspector	Modern foreign languages
24056	Barbara Lawson	Team inspector	Music
17314	Eileen Marchant	Team inspector	Citizenship Physical education
1682	Elizabeth Godman	Team inspector	Special educational needs
18547	Chetana Shah	Team inspector	English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Derby Moor is an **effective** school with some very good features. It provides students with a **good quality of education**, although there are some areas that require improvement. It is a harmonious community where pupils from many different ethnic groups work very well together. Strong links with parents and the local community contribute positively to pupils' good achievement and personal development. The school is well led by the acting headteacher and senior leadership team. The school provides **good value for money**.

#### The school's main strengths and weaknesses are:

- Standards are high at the end of Year 11 in relation to similar schools and pupils achieve well.
- The positive climate for learning and the very good relationships between pupils and staff ensure that standards rise as pupils progress through the school.
- There are too many fixed term exclusions and some ethnic groups are excluded more than others.
- There has been a 20 per cent rise in the quality of good teaching since the previous inspection but there is still some inconsistency in the quality of teaching and learning in different subjects.
- In Years 7 to 9 insufficient use is made of data and assessment in informing and planning the provision for individual students, in particular the needs of the least and most able pupils.
- The provision for pupils' personal development, including personal, social and health education and work related learning, is very good.
- Pupils' competence in ICT is unsatisfactory and the statutory requirements for ICT are not met for all pupils in Years 10 and 11.
- Statutory requirements are not met in relation to the daily act of collective worship throughout the school and the provision of religious education for all pupils in Years 10 to 13.

The school's strengths far outweigh its weaknesses.

#### Change in effectiveness since the previous inspection

Good progress has been made since the previous inspection in 1999. The school now has a very successful sixth form provision shared with another local school and it has recently achieved sports college status. Standards overall have risen and at the end of Year 11 they are high in comparison to similar schools. Standards in mathematics have significantly improved. Standards at the end of Year 9 have improved and in English and mathematics they are in line with national expectations, but they are below national expectations in science. Pupils now have the opportunity to enjoy making music. There is excellent provision for careers education. The length of the school week has been increased and the new timetable arrangements help to ensure that there is sufficient time to deliver the curriculum. All pupils receive their entitlement to design and technology. Good progress has been made in improving the data on pupil progress and on assessment. However, the use of assessment to inform the learning process is still under-developed. Overall, the school has made suitable improvements for pupils with special educational needs since the previous inspection.

### STANDARDS ACHIEVED

#### Year 11 and 13 results

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

*Similar schools are those whose pupils attained similarly at the end of Year 9.*

Standards achieved overall are **average** in Year 9 tests and **above average** at GCSE.

Standards attained by pupils at the end of Year 9 are broadly in line with the national average and are above those of similar schools in English and mathematics. Standards in science are below average for all schools nationally but match those of similar schools. Overall, pupils' achievement in Years 7 to 9 is good in relation to the standards they achieve at the end of Year 6 when they are below the national average.

Standards seen for pupils in Years 10 and 11 are average in most subjects, including English and mathematics, but they are below the national average in science. Information and communication technology standards are above average for pupils following the GCSE course but below average for those who are not. The average points score for all subjects for pupils in Years 10 and 11 is above the national average. Overall standards are high in comparison to similar schools whose pupils attained similarly at the end of Year 9. Pupils' achievement is good.

Pupils with special educational needs make satisfactory progress in Years 7 to 9 and good progress in Years 10 and 11. The progress of pupils from ethnic minority groups is satisfactory overall; some groups consistently make good progress while the progress of others is variable in different year groups.

Pupils' attitudes and behaviour are **good**. Their personal development, including their spiritual, moral, social and cultural development, is also **good**. The attendance rate is improving and is **satisfactory**.

### **QUALITY OF EDUCATION**

The overall quality of education provided by the school is **good**. Pupils are well taught by specialist teachers who have very good relationships with pupils. However, the quality of assessment and its use in lesson planning is variable. Pupils benefit from a learning environment that promotes mutual respect and values the cultural diversity of its community. The curriculum is satisfactory. It is enhanced by a good range of enrichment activities and very good provision for pupils' personal and social development and preparation for the world of work. Pupils have access to good advice, support and guidance. Provision for pupils' care, welfare and health is good, but the school is not meeting the needs of the large number of excluded pupils.

### **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good. Governance is satisfactory.** The acting headteacher and all key staff have a very clear vision, sense of purpose and very high aspirations for pupils. The new leadership team is aware of the areas of the school that require improvement and is taking action to address them. Financial management is very effective. Governors have a very secure understanding of the strengths and weaknesses of the school. However, statutory requirements are not met in relation to religious education, the daily act of collective worship and information and communication technology.

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

Parents are very supportive of the school, which is oversubscribed; they value the care the school provides for pupils and the good contact with teachers. Pupils are very positive about the school. They feel well supported and safe because the school has very good strategies to manage bullying and the school listens to them. Teachers help them to learn. Pupils enjoy the range of enrichment activities and opportunities for sport.

## **IMPROVEMENTS NEEDED**

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

- reduce the use of fixed-term exclusions and ensure that pupils who are excluded are well supported;
- investigate why some ethnic minority groups are excluded more frequently than other groups and develop strategies to address the findings;
- make use of the information provided through subject monitoring to secure consistent teaching, learning and achievement for all pupils, including those with special educational needs and the gifted and talented;
- use assessment information to plan lessons to meet pupils' individual needs and to ensure that pupils know how they can improve;
- develop pupils' competence in ICT across the curriculum;

**and, to meet statutory requirements:**

- ensure that all pupils in Years 10 and 11 receive their National Curriculum entitlement in information and communication technology;
- provide religious education in accordance with the locally agreed syllabus for pupils in Years 10 to 13;
- provide a daily act of collective worship for all pupils.



## THE SIXTH FORM SECTION OF THE SUMMARY REPORTS

### OVERALL EVALUATION

This is a **good, cost effective sixth form**. Students achieve well in relation to the standards they attain in AS and A-level examinations and in their personal development. This is because they are well supported in their studies and teaching is good.

#### The main strengths and weaknesses are:

- Very effective leadership and management.
- The emphasis on high standards and care and support for students.
- Above average standards and good achievement in the four subjects inspected.
- Students have very positive attitudes to their learning and the sixth form provision.
- The curriculum makes no provision for pupils to explore a vocational curriculum.
- Provision for religious education does not meet statutory requirements.

### 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. Only four subjects in the sixth form were inspected.

Curriculum area	Evaluation
English, languages and communication	<b>French:</b> Provision is <b>good</b> . Good and sometimes very good teaching leads to students' good achievement. At both AS and A-level, students consistently attain grades that are at least in line with expectation.
Science	<b>Chemistry:</b> Provision is <b>good</b> . The overall quality of teaching, assessment and teachers' subject knowledge is good so learners are challenged and most students achieve well with a large proportion of students continuing from AS to A2 level. Achievement is good based on prior attainment at GCSE. In 2003 the percentage of students attaining higher grades was just above the national average and all students passed at A-level.
Humanities	<b>History:</b> Provision is <b>good</b> . Standards in history are above the national average. Overall, the achievement of A-level and AS level students is higher than predictions based on their results at GCSE. Standards and achievement are both good as a result of good teaching and a high level of commitment to the subject coming from the students themselves.
Business	<b>Business education:</b> Provision is <b>good</b> . Results at A-level in 2003 were in line with national standards. Results at AS level were above average. The number of students obtaining a higher grade was well above the national average. Teaching and assessment are good and, therefore, learning is effective.
General education	The Millennium Centre offers a <b>very good enrichment programme</b> with a wide range of activities to meet the needs of all students. All students are expected to take part in the programme and their involvement is monitored.

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

### **ADVICE, GUIDANCE AND SUPPORT**

Students benefit from excellent support, advice and guidance from staff who have their welfare at heart. This was clearly demonstrated during the inspection when students told inspectors of telephone calls they had received at home during the evening reminding them to complete their personal statements. Students receive regular reviews from subject teachers, overseen by form tutors, who leave them in no doubt about how they are progressing and what they need to do to improve. Careers guidance is strong and students find it especially relevant and helpful.

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

Governance is good. The quality of leadership in the sixth form is very good and management is excellent. The heads of sixth form work in close partnership and provide a clear educational vision for the development of the sixth form, which is reflected and understood by all who are involved in its work. The organisation of the provision is a model of good practice that has created an excellent climate for learning. The sixth form staff ensure that administrative arrangements, systems and procedures work well.

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

Students are very positive about sixth form life and very pleased with all that is on offer. They particularly appreciate the support they receive from their teachers and the quality of opportunities available through the school's excellent enrichment programme. They find the running of the sixth form to be highly efficient and enjoy benefiting from facilities on both sites. Although only a few weeks into the term, students feel they have settled well and pointed to the centre's very good induction programme as being one main reason for this.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **MAIN SCHOOL**

##### **Standards achieved in areas of learning, subjects and courses**

The achievement of pupils in Years 7 to 9 is good. In Years 10 and 11 achievement is also good. Standards achieved overall in 2003 are in line with the national average in Year 9 tests and above the national average at GCSE in relation to the school's average point score. Compared to similar schools, Year 9 pupils achieve above expectation, while pupils in Year 11 attain high standards in comparison to the results in similar schools. Standards rise as pupils move through the school and they have improved steadily since the previous inspection.

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

- Pupils make good progress. Their achievement at the end of Years 9 and 11 is good in relation to their standards at the beginning of Year 7.
- The school has been very successful in ensuring that almost all its pupils leave school with five GCSE pass grades.
- Standards in art, ICT and business studies are too low.
- There is a significant difference between the attainment of different groups of pupils in the school. Overall, boys do not achieve as well as girls, but boys from some ethnic minority groups achieve well while some groups of girls underachieve.
- Too few pupils attain the higher levels in national tests and at GCSE as gifted and talented pupils are not sufficiently challenged.

##### **Commentary**

###### **Key Stage 3: Years 7 to 9**

1. Pupils' attainment when they enter the school in Year 7 is below the national average in terms of Level 4, particularly in English. In national tests at the end of Year 9, standards have been rising and in English and mathematics they match the national average and are higher than those of similar schools. The school regularly exceeds its targets for improvement in English and mathematics, but falls short of them in science where standards are below the national average but are usually in line with schools whose pupils attained similar results at the end of Year 6.
2. In English boys do not achieve as well as girls, but they are more successful in mathematics and science. Standards of speaking and listening are good across the school. Standards in all other curriculum subjects, except physical education and modern foreign languages, fall below national expectation in terms of teacher assessment. However, standards seen in most subjects were at least in line with national expectation and there is some evidence, for example in humanities, that teachers' assessments are not accurate and that pupils are achieving higher standards. Teachers' assessment in English and science also understates pupils' achievement at the end of Year 9. In Years 7 to 9 pupils' achievement is good in relation to standards on entry to the school.
3. The achievement of pupils with special educational needs is satisfactory in Years 7, 8 and 9. Their achievement is good in the sessions specifically intended to teach key skills, but they do not always apply these skills across the curriculum. Pupils with special educational needs make good progress in mainstream lessons where they receive support. They achieve less well in lessons when the work is not matched well to their needs.
4. On entry into school, pupils with English as an additional language arrive with a lower attainment than that of their White British heritage peers. However, they make good progress and achieve well in relation to their prior attainment. By the end of Year 9, Indian boys and girls have made very good progress and their standards in English,

science and mathematics are well above those of their peers from other ethnic groups, including White British. At the end of Year 9, Pakistani boys make satisfactory progress and White British heritage boys make good progress in all three core subjects. The low achievement of Pakistani girls in English, mathematics and science and that of British White girls in science is a cause for concern.

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

Standards in:	School results	National results
English	32.6	33.4 (33.3)
Mathematics	33.8	35.4 (34.7)
Science	32.3	33.6 (33.3)

*There were 236 pupils in the year group. Figures in brackets are for the previous year.*

#### **Key Stage 4: Year 10 and 11**

5. GCSE results are above average in most subjects, but in relation to similar schools standards overall are high. The school's average point score is also above the national average and standards are rising faster in the school than the national trend. The 2004 results, that have yet to be confirmed, also reflect this rising trend. It is commendable that so many pupils leave school with five A\* to G grades and in 2003 all pupils left with at least one GCSE pass. This indicates the success of inclusion policies in ensuring all pupils have full access to the curriculum.
6. Pupils in French, history, religious education and humanities have regularly performed very well at GCSE with results well above the national average. Art and design and business studies have traditionally been the weakest subjects. The 2003 GCSE results were average in mathematics, a little below average in English, while in science they were below the national average. In 2004 both mathematics and English significantly increased their percentage of higher grades, putting them near to the national average. Information and communication technology regularly achieves results that are above the national average. Science results are below the national average.
7. Girls perform better than boys in line with the national trend, but in recent years boys have been doing better than boys nationally while girls have sometimes fallen below girls nationally. In 2003 Derby Moor girls did significantly worse than girls nationally while the boys were particularly successful as they were a very able group. In 2004, girls again achieved better than boys.
8. Standards seen in lessons and in the analysis of pupils' work are good overall and most pupils are aware of the progress they are making. Pupils' achievement is good in relation to their standards on entry to the school and also in relation to standards at the end of Year 9. The achievement of pupils from Year 9 to Year 11 is so good that the school was awarded an A\* value added grade in 2003.
9. The achievement of pupils with special educational needs is good in Years 10 and 11 and they do well in their GCSE examinations. Too few pupils attain the higher grades at GCSE as the school has only recently started to take steps to meet the needs of very able pupils. Most pupils with English as an additional language continue to make good progress in Years 10 and 11. However, at GCSE the attainment of Pakistani pupils and African/Caribbean heritage boys is lower than that of their peers from other ethnic groups, in line with the national trend. However, overall, their achievement is satisfactory in relation to their attainment on entry to the school in Year 7.

### **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	49	52.0 (50)
Percentage of pupils gaining 5 or more A*-G grades	98	91.0 (91)
Percentage of pupils gaining 1 or more A*-G grades	100	96.0 (96)
Average point score per pupil (best eight subjects)	36.1	34.7 (34.8)

*There were 262 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

### **The Millennium Centre post 16**

#### **The main strengths and weaknesses**

- The above average standards and good achievement in most subjects.
- Standards that improve each year.
- The increasing percentage of higher grades.
- The majority of students successfully complete their courses.
- Pakistani boys do not achieve as well as their peers.

#### **Commentary**

### **Standards in GCE A/AS examinations at the end of Year 13 in 2003**

	School results	National results
Percentage entries gaining A-E grades	97 (95)	89.4 (92.6)
Percentage entries gaining A-B grades	39 (35)	43 (35.3)
Average point score per pupil	266 (231)	258.2 (263.3)

*There were 144 pupils in the year group. Figures in brackets are for the previous year.*

10. Millennium students are required to demonstrate through their GCSE results that they have the ability to succeed in GCE AS and A-level examinations. Consequently, Millennium students are generally able and there are few students with special educational needs. The provision is also shared with a neighbouring school so that it is not possible to directly relate the standards achieved post-16 to standards achieved previously by students in Year 7 or Year 11.
11. Students have successfully achieved standards in line with the national average and standards have consistently improved over time. The 2003 figures above demonstrate the success of the entry in this respect. The unvalidated figures for 2004 also show results improving on 2003 and continuing to rise above the national average. There are very few ungraded students and the majority of students remain with the course and do not drop out. The recent focus on improving the number of A and B grades has been successful as these increased significantly in 2004. The effective monitoring of students post-16 enables tutors to evaluate the achievement of pupils against their own previous

GCSE performance. In this context the majority of students achieve well and often very well.

12. The previous inspection of the Millennium Centre in 2003 looked in depth at eight subjects and found that, with the exception of art and design, standards were well above average and students' achievement was very good. In the four subjects inspected in depth during this inspection standards were found to be at least in line with the national average in chemistry, French and business education and above the national average in history. Students were found to be achieving well.
13. The centre analyses the AS and A-level results annually in terms of ethnicity and gender and identifies target groups who need additional support if they are to succeed. The analysis provides a complex picture where White British girls consistently outperform their peers. However, in 2003 boys and girls from every ethnic group achieved more than 96 per cent A-E grades but the A and B grades were mainly awarded to White boys and White and Pakistani girls. Those Pakistani girls who are accepted for courses post-16 are very well motivated and flourish in the supportive environment provided by the Millennium Centre. Indian and Pakistani boys did the least well.

### **Pupils' attitudes, values and other personal qualities**

#### **MAIN SCHOOL**

Pupils' attitudes and behaviour are **good**. Their personal development, including their spiritual, moral, social and cultural development, is also **good**. The attendance rate is improving and is **satisfactory**. Punctuality is **good**.

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

- Derby Moor is a harmonious, friendly community.
- Pupils behave well and the school is orderly and civilised.
- The use of fixed term exclusions is too high and there is no programme to support excluded pupils on their return to school.
- There are some very good examples of pupils helping each other and showing responsibility, thus making a valuable contribution to school life.
- The school enjoys celebrating the cultural diversity of its pupils.

#### **Commentary**

14. One of the notable features of this school is the way pupils of all different cultures and backgrounds work and play together harmoniously. Pupils agree this is a particularly strong feature of life here and the school is especially proud of this.
15. The high level of exclusion would suggest that behaviour is not good in school. However, this relates more to the school's policy on when to exclude than to poor behaviour. In reality, pupils behave well and the school is an orderly place. The moral development of pupils is good because the school has high expectations of behaviour, which are largely achieved. Relationships are friendly and teachers and pupils work in an atmosphere of mutual respect. Pupils want to learn and have good attitudes to their lessons. Their response mirrors how good the teaching is. Where teaching is lively and interesting, pupils are enthusiastic, ask relevant questions and readily volunteer their opinions. In lessons which lack challenge, pupils are sometimes passive onlookers.
16. Pupils enjoy taking responsibility and the school offers them some interesting opportunities to do this. This is largely why the social development of pupils is especially strong. Pupils really do make an important contribution to school life. The innovative 'senior student scheme' where Year 10 pupils apply for advertised positions of responsibility is an example of the school's very good provision. For example, a vacancy for a pupil technician to help with layouts and display in art was advertised with a detailed

job description. There are also some good schemes where pupils help and support each other, with learning and also with personal problems.

17. The school celebrates the cultural diversity of pupils well. Everyone respects the cultural differences of the many groups represented in the school. The annual 'Cultural Fusion Extravaganza' offers pupils a range of workshops so that they can experience music and dance from around the world. Popular café evenings give parents and pupils a chance to experience songs, sketches and dance performed in a number of languages.
18. Spiritual development is satisfactory and it is better than at the time of the previous inspection. There are some highly spiritual moments in some religious education lessons and, occasionally, in tutor times. For instance, the form tutor told a Sikh story and the pupils enthusiastically joined in with what they already knew. There is a good understanding and respect for the values and beliefs of others at Derby Moor. There is no daily act of collective worship.
19. Pupils with special educational needs show generally positive attitudes to their work and they behave well. However, some students with significant learning difficulties are excluded for a number of fixed terms and there is little analysis of the reasons for this or of the effects it is having on their learning.
20. Pupils with English as an additional language are keen to come to school, enjoy all aspects of learning and co-operate well with their teachers. They perform particularly well in their community language lessons. The interest and enthusiasm they show in learning Urdu and Panjabi are greater than in most other subjects they study. This is reflected in their outstanding performance in community languages at GCSE.

## Attendance

### ***Attendance in the latest complete reporting year: 2003 (%)***

Authorised absence		Unauthorised absence	
School data:	8.4	School data:	0.6
National data:	7.2	National data:	1.1

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

21. The school's attendance is rising and is now in line with the national average. The effect of extended visits to family members abroad accounts for nearly 1 per cent of all authorised absences. Added to which, the school's regular use of temporary exclusions for certain kinds of misbehaviour accounts for an additional half a per cent of authorised absences.
22. The appointment of a new inclusion manager, with a brief to oversee a further rise in pupils' attendance, means this area of the school's work will continue to receive priority. Pupils are generally punctual and timekeeping is good. Most lateness to lessons is because of the spread-out site. Pupils are very polite in apologising for their lateness.

## Exclusions

### *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	670	94	3
White – any other White background	11	5	0
Mixed – White and Black Caribbean	51	16	2
Mixed – White and Black African	3	4	0
Mixed – White and Asian	12	2	1
Mixed – any other mixed background	20	6	0
Asian or Asian British – Indian	265	16	0
Asian or Asian British – Pakistani	398	50	1
Black or Black British – Caribbean	63	18	0
Black or Black British – African	6	1	0
Black or Black British – any other Black background	9	5	0
Any other ethnic group	4	1	0
No ethnic group recorded	13	4	0

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

23. The school's use of permanent and temporary exclusions is high compared with schools nationally and the local picture. In contrast with the previous year, however, exclusions have fallen. The school has permanently excluded pupils where there have been acts of aggression and where the safety of others has been compromised. Governors are very clear about their responsibilities in this area. The acting headteacher operates a policy of zero tolerance when it comes to pupils refusing to co-operate. The school feels their use of fixed term exclusions reminds pupils, mainly boys, that there are boundaries over which they have stepped. This is effective for the half of pupils who do not offend again, but exclusion is not helpful to the other 50 per cent who do re-offend because they need the support that is not available to them in school or when they are excluded. There is currently no specialised provision to help support pupils whose behaviour is especially challenging. Neither is there a programme of specialised support for those who are returning from being excluded. A disproportionate number of African and Caribbean pupils are excluded in relation to other ethnic groups. Whilst staff are aware that certain ethnic groups are being excluded more often than others, they are only at a very early



stage of investigating why this is so. This exclusion policy is the main reason why the inclusion of pupils in this harmonious community is judged to be good rather than very good.

### **The Millennium Centre sixth form**

24. Students have very positive attitudes to their learning. They are well motivated and proud to be members of the Millennium community and are fully involved in its development. Sixth formers are very good role models for younger pupils to aspire to. They are a credit to the Millennium Centre sixth form. They are really involved in school and community life and help in a range of valuable ways. For example, they work as Millennium volunteers, as community sports leaders and, importantly, they support younger pupils in lessons, especially with their reading. Students are positive about their studies and have a very strong work ethic. The centre particularly encourages this by providing students with structured study times, which they adapt to well. Students are extremely punctual and their attendance is very good.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education provided by the school is **good**. Most pupils are well taught in lessons by specialist teachers who have very good relationships with pupils, but there is some unsatisfactory teaching and the quality of assessment is variable. The school works hard to ensure that the needs of pupils with special educational needs and English as an additional language are met. The curriculum meets the needs of pupils, who are well cared for and benefit from very good links with parents and the community.

### **Teaching and learning**

Teaching and learning are **good** overall. They are satisfactory in Years 7, 8 and 9 and good in Years 10 and 11 and in the sixth form. There is some unsatisfactory teaching in some subjects across Years 7 to 11. Assessment is satisfactory overall, but unsatisfactory in Years 7 to 9. It is very good in the sixth form.

### **Main strengths and weaknesses**

- Pupils make good progress in their learning particularly in Years 10 and 11.
- The quality of teaching has improved significantly since the previous inspection.
- There is some unsatisfactory teaching in some subjects through the school where the needs of some pupils are not met.
- There is inconsistency in the quality of teaching and learning in different subjects.
- Teaching assistants are effective in supporting learning.
- The information available on all pupils' attainment and progress is good and is well used in Years 10 and 11.
- Assessments are thorough, constructive and used effectively in Years 10 and 11.
- There are weaknesses in marking and assessment in Years 7 to 9.
- Teachers have very good relationships with the pupils.

### **Commentary**

25. In the majority of lessons observed teaching was good, but it was unsatisfactory in 8 per cent of lessons across the school. The majority of these unsatisfactory lessons are attributable to supply and temporary teachers. In view of the good achievement of pupils and the rising standards in the school, the overall quality of teaching is judged to be good.
26. Most pupils are taught well by specialist teachers with a strong knowledge of their subjects and very good relationships with the pupils. This contributes positively to effective learning. The quality of teaching has improved since the previous inspection with a rise of 20 per cent in the number of lessons now judged to be at least good.

Teaching of pupils in Years 10 and 11 is good. Consistently strong teaching in that part of the school results in effective learning in English, information and communication technology, history, geography, religious education, physical education, modern foreign languages and design and technology. Teaching in Years 7 to 9 is satisfactory as assessment and marking are not always used to support learning.

### **Summary of teaching observed during the inspection in 159 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3(2%)	25 (16%)	71(44%)	48(30%)	11(7%)	1(1 %)	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.*

27. National strategies for improving teaching and learning are having a positive effect. The most effective lessons are well structured, learning objectives are clear and shared and the lessons include opportunities for pupils to review and consolidate what they have learned. These lessons are also well paced, so that pupils' concentration and attention are sustained throughout. In the best lessons, questions provide challenge to extend learning and there is some imaginative teaching which engages the pupils. Teaching assistants provide good support which allows pupils, including those with special educational needs, to gain access to the content of the lesson. Teaching assistants' work is especially effective when they are also involved in planning alongside the teacher. Effective behaviour and classroom management enables pupils to learn well in these lessons. Suitable homework is set in line with the school's homework expectations.
28. The inconsistency in the quality of teaching and learning occurs in some subjects for pupils from Year 7 to Year 11. In mathematics and science some unsatisfactory lessons were seen and there was a significant variation in the quality of teaching with lessons ranging from very good to unsatisfactory. Teaching in art and design and business education was judged to be unsatisfactory overall. The unsatisfactory lessons are characterised by a loss of focus amongst the pupils leading to low levels of inappropriate behaviour. In the unsatisfactory lessons and in some satisfactory lessons, students lose concentration because the work is not matched to their needs and the pace is too slow. The management of the school is aware of these weaknesses and has a good programme of support in place for these teachers. Some of these teachers are temporary appointments in subject areas where it has proved impossible to appoint permanent staff.
29. The teaching and learning of pupils with special educational needs are satisfactory in Years 7, 8 and 9 and good in Years 10 and 11. Teachers are sensitive to the individual needs of pupils in some lessons. In specialist lessons to teach literacy or to improve behaviour, these pupils receive work matched to their needs and good individual support from teaching assistants. Some of these pupils also receive activities well matched to their needs in non-specialist lessons. However, some lessons in English, geography, mathematics and science do not meet the needs of pupils with special educational needs or of those who are gifted and talented. In these lessons there is a lack of consistent actions to secure effective teaching and learning for these pupils. Some teachers do not know what has to be done to ensure the work is accessible and challenging to all the pupils.
30. Overall, the teaching and learning of pupils with English as an additional language are satisfactory. Ethnic minority achievement teachers accurately assess the linguistic need of pupils, identify underachieving pupils by analysing Year 6 and Year 9 results in the national tests and use teacher assessment effectively to target support. Language needs are met through the good provision of literacy withdrawal sessions for Year 7 and Year 8 pupils achieving at National Curriculum Level 3 or below in writing. Teachers of targeted

pupils correctly focus on the teaching of writing. Teaching assistants who have been trained to teach withdrawal groups make a good contribution to literacy development.

31. Overall, the use of assessment is satisfactory. Assessments are thorough, constructive and accurate for pupils in Years 10 and 11 and they are used well to inform planning, identify pupils' needs and agree targets. However, for pupils in Years 7 to 9 there is significant evidence to indicate that many assessments are not accurate and underestimate pupil performance, leading to lack of expectation on the part of the teachers, pupils and parents. However, in physical education they overestimate pupils' achievement. The data available on pupils' attainment in national tests and other forms of external assessment is good. It is clearly presented and made available to staff. Effective lessons build well on pupils' earlier learning and this is done well in Years 10 and 11; but in many cases in the lower school, insufficient use is made of data and assessments to inform the planning of provision for individual pupils. As a result, work is not matched to the levels which pupils have attained previously. In some curriculum areas there is limited use of available data to inform the level of work planned for pupils with special educational needs.
32. The marking of pupils' work, particularly that of pupils with special educational needs in Years 7, 8 and 9, does not give clear information on how to improve. In some lessons there is little evaluation of learning so pupils do not know what they have to do next to improve their work. The quality of marking seen in Years 10 and 11 is at least good and some very good marking of coursework was seen. It is the use and accuracy of assessment and marking that is enabling pupils in Years 10 to 13 to learn effectively and to achieve well.

### **The Millennium Centre sixth form**

33. Teaching and learning are effective in the sixth form. Teaching is good. Teachers plan well and set clear objectives for their students. They use their strong subject knowledge to provide learning experiences of high quality and to engage the students. Very good classroom relationships underpin the best teaching seen in the sixth form. Where teaching is very good, teachers provide a consistently high level of challenge and are sensitive to the needs of individuals.
34. Assessment is very good in the sixth form and is highly effective in helping students improve the standard of their work. Assessments are very thorough and are very sensitive to individual needs. Students are given very clear guidance as to how to improve their work.

### **The curriculum**

The school's curriculum is **satisfactory** and pupils' learning is **well supported** by a wide range of activities outside lessons. Accommodation and resources are **satisfactory**.

### **Main strengths and weaknesses**

- The school's curriculum is inclusive of all its pupils.
- Pupils from all ethnic groups enjoy a full range of subjects, including European languages and music.
- The curriculum is enriched by the provision of community languages and drama. It provides good opportunities for pupils to follow a curriculum that meets their needs in Years 10 and 11.
- Provision for personal, social and health education and work-related learning are very good.
- The good range of enrichment and extra-curricular activities is supported by very good links to business and industry.
- The study of short intensive modules in humanities in Years 7 to 9 and in creative arts in Year 9 does not support curriculum continuity and progression.

- The curriculum does not meet all the requirements of the National Curriculum in relation to information and communication technology and religious education.

### **Commentary**

35. The school provides the full programme of subjects within the National Curriculum. In addition, the very good provision for work-related learning and personal, social and health education enrich the programme throughout the school. Community languages (Punjabi and Urdu) are introduced for some pupils in Year 8 and able pupils study German in Year 9. All pupils in Years 7 to 9 have drama lessons. However, the majority of pupils in Years 10 and 11 are not provided with the statutory programme of religious education. Pupils not following an examination course in ICT in Years 10 and 11 do not receive the National Curriculum requirement. The well-structured GCSE option system enables pupils to select a suitable mix of academic and new vocational courses, single and double awards, to meet their personal needs. However, provision in art and design and business education is unsatisfactory.
36. The curriculum is a traditional one where vocational courses are currently being developed to meet the needs of all pupils. However, as they are unfamiliar to parents and pupils, the take-up is low. The development of work-related learning is a significant development which has emerged from solid foundations that existed at the time of the previous inspection. The recent introduction of the two week timetable has been effective in enabling the school to deliver the growing curriculum. However, the short intensive modules in humanities and the expressive arts in the lower school leads to a lack of continuity and progression in some aspects of those subjects. This is because an eight week course in art, for example, will be followed by eight weeks studying music. The school is aware of the difficulties caused by this arrangement but is of the opinion that on balance pupils benefit from concentrating on one element of humanities or expressive arts at a time. Therefore, these arrangements have not been changed since the previous inspection.
37. The curriculum is inclusive of all pupils. The school effectively targets pupils who would benefit from booster and catch-up classes in English, mathematics and science. Although the school has only had sports college status for a few weeks, it has had a tradition of using sports organisations to support the curriculum. It has been involved in the Derby City initiative to develop the multi-cultural dimension through sport. The Derby County Football Club has been involved in supporting younger pupils in the acquisition of basic skills in literacy and numeracy. This has been successful in motivating pupils in their studies.
38. The provision made for pupils with special educational needs is satisfactory overall. All pupils with special educational needs have full access to the curriculum and are, in addition, taught effectively in separate groups when that is relevant. The school identifies what additional support is needed and arranges effective support from within and outside school. Good guidance is given to support staff about how to ensure pupils they are supporting can access the lesson. Individual education plans are good. Support staff monitor progress against individual education plans in some lessons. Some positive dialogue between teachers and support staff supports learning. Good attention is given to pupils with special educational needs and to their targets in Years 10 and 11.
39. There are 685 pupils with English as an additional language in school, of whom 70 pupils have been identified as underachieving at the end of Year 6 and receive direct support from ethnic minority achievement teachers. Pupils who are supported through literacy withdrawal and/or in-class support by ethnic minority achievement staff and literacy teaching assistants are making good progress. Analysis of data to identify progression from Year 6 to Year 9 shows that the department is effective in ensuring this group of pupils achieve as much as they are capable of. However, it is not possible to target every pupil who needs support because there are too few support teachers due to financial

constraints; hence a large number of pupils miss out on additional specialist support across the curriculum but receive varying support from subject teachers.

40. The school curriculum is enriched by a good range of extra-curricular activities in the form of clubs that support sports, the arts, ICT, key skills, homework, curriculum interests and prayer. There are also good opportunities for field visits, residential experiences and specialist days like 'industry day'. Local business and industry support the school very effectively in these areas.
41. The school's accommodation is satisfactory, although as the school continues to grow there is pressure on space which is beginning to restrict further development of the curriculum. There is no space left to develop the requirements that the new 14 to 19 curriculum demands. The school is situated on an attractive site providing suitable subject accommodation with disabled access to most areas. Where access is not available room changes enable pupils with disabilities to have full access to the curriculum. The very positive ethos of this school which is committed to inclusion ensures that the curriculum is valued by all. All pupils, regardless of their ethnic group, enjoy subjects like European languages, music and drama. The flexible learning resources area (library) is a pleasant environment that is well resourced and managed by supportive and helpful staff who work in partnership with teachers to support pupils. It is well used by pupils.
42. Overall, staff in the school are well qualified and are specialists in the subjects in which they teach. However, there have been some difficulties in appointing suitably qualified staff in science. This reflects the national picture where there is a shortage of science and mathematics teachers. As a result, the school has made some temporary appointments and used non specialist teachers in some classes. Half the unsatisfactory teaching seen related to these teachers.
43. Most subjects have adequate resources but achievement in some subjects is limited by a lack of learning resources. There are inadequacies in English, where there are not enough text books and there is therefore an over-reliance on work sheets. There are also shortcomings in mathematics and art. Administrative and support staff provide an effective service to the school.

#### **The Millennium Centre sixth form**

44. The curriculum provided in the sixth form is **satisfactory**. The extensive AS and A-level curriculum provides for the requirements of academic students and the quality of the co-ordination of the Millennium Centre ensures all students have full access to the courses offered. However, the centre has not developed the provision for vocational courses or for courses at level 2. It caters very well for a limited group of students.
45. The curriculum provided by the Millennium Centre was judged to be very good during the inspection of Littleover Community School in November 2003. However, the academic curriculum valued by parents and pupils does not meet the needs of all the pupils of the two schools and will not meet the requirements of the 14 to 19 Curriculum, where preparation for the world of work is emphasised. The curriculum is judged as satisfactory, rather than very good, because the full 14 to 19 curriculum is not offered and the majority of students are not receiving their entitlement to religious education.
46. Enrichment, including out-of-centre activities, is **good**. There is a very good personal, social and health education programme and the expectation that all pupils will participate in enrichment activities. A very good range of these activities is provided so that the needs of all students are met. Students' participation in activities is recorded and reviewed to ensure all receive their entitlement. This is effective.

47. The quality of the accommodation and resources across the two sites is good. Students work in pleasant, well-furnished environments with good facilities. However, limited accommodation is now restricting the expansion of the curriculum.

### Care, guidance and support

The provision for pupils' care, welfare and safety is **good**. They are provided with **good** levels of support, advice and guidance. The school involves pupils **very well** through seeking, valuing and acting on their views.

### Main strengths and weaknesses

- Relationships between staff and pupils are warm and friendly.
- The school has an effective approach to overcoming the effects of bullying.
- Pupils receive highly quality support and guidance to help prepare them for adult life, but assessment is not always used effectively to ensure that this support is relevant to every pupil.
- There is very good support for vulnerable pupils and child protection expertise is strong.
- Procedures for health and safety are now good.
- The year councils are working effectively and have been instrumental in suggesting changes which pupils appreciate.

### Commentary

48. The school provides pupils with a good level of care within a supportive, friendly atmosphere. Although bullying and racial harassment are not problems in the school, there are several schemes in place allowing pupils to receive help if they need it. The school's anti-bullying mediator is a valued source of advice. In addition, pupils are encouraged to help each other. 'Friends against Bullying' (FAB) is the name of a group of Year 9 pupils who have been specially trained to help other pupils in need of someone to talk to.
49. The guidance pupils receive through the high-quality careers and personal, social and health education programme ensures they are very well prepared for adult life. Year directors have a good knowledge of pupils in their care, enabling them to identify any potential problems at an early stage. However, assessment is not used effectively to ensure that all pupils' needs are met in Years 7 to 9 and this is a weakness in relation to support and guidance.
50. The active year group councils suggest sensible ideas to help improve school life. These systems are working very well and pupils agree that they are listened to. The councils are viewed by staff as forums for consultation. For instance, they have all very recently listened to a presentation about the school's exciting plans as it starts its work as a sports college and they are encouraged to contribute their own ideas. Having recently been designated an 'Eco School', pupils are getting involved in ideas for improving their environment.
51. Child protection procedures are very good and the school deals sensitively with the individual welfare needs of potentially vulnerable pupils. The named person is very experienced and fulfils her role very well. Health and safety procedures are good and

have improved considerably in recent years. Staff responsible have received a good deal of relevant training and procedures are firmly in place and regularly updated.

### **The Millennium Centre sixth form**

The support for sixth form students is excellent throughout their time in the Millennium Centre. They agree that the particularly good induction programme helps bring students from all schools together and really sets them up well, so they get as much out of their courses as possible. Regular reviews with subject teachers, overseen by form tutors, are very effective in monitoring students' progress and helping them to realise what they need to do to improve. In addition, a very well thought out and relevant tutorial programme provides clear guidance on a range of topical issues.

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

The partnership with parents is **very good**. The quality of the school's links with the community is **very good**. Links with other schools and educational establishments are **very good**.

### **Main strengths and weaknesses**

- High quality information for parents is clearly focused on improving their understanding in order to help raise standards.
- Transition arrangements from Years 6 to 7 are very good.
- Parents are often consulted about school systems and staff willingly accommodate their views.
- The school is playing an increasingly high profile role in the community, set to take off further with its newly acquired sports college status.
- The sixth form Millennium Centre partnership is helping to raise the aspirations of Derby Moor pupils.

### **Commentary**

52. The school is a popular choice with parents and is over-subscribed. Parents are supportive of the school and attendance at parents' evenings and other school events is high.
53. The small number of parents attending the meeting with Ofsted inspectors were concerned about the standard of behaviour. Inspectors find that, overall, behaviour in the school is good. A small minority of pupils do not behave well at times, but this rarely disrupts learning. Currently, the school's response has been to temporarily exclude pupils for a day or two, mostly for acts of defiance or refusal to obey instructions. The school's high use of exclusions may have given rise to the negative views some parents have.
54. The school is very good at helping parents understand about the courses pupils are following and explaining ways they can help support them at home. There is an extensive range of booklets for parents, giving down to earth guidance, for example the document called 'Helping your child through SATS week' and other useful subject guides presented in parent-friendly language. Achievement evenings are also an established part of the information giving process. Focused on raising achievement, they provide pertinent advice for parents specific to the needs of particular year groups.
55. Staff are very open in wanting to know parent's views and consultation through questionnaires is common place. For example, parents were surveyed about how well the school helped new Year 7 pupils settle in and Year 10 parents were asked for their views about preparation for examinations, homework and the effectiveness of parents' evenings. Their responses help the school tailor events to meet parents' needs.

56. The school's profile in the community is about to be boosted considerably through having just gained the accolade of specialist sports college. Links with the community through physical education are certainly strong, especially through the sports co-ordinator partnership based at Derby Moor. There are some very strong links with local businesses and industry, with employees working with pupils to help prepare them for the world of work, for example, by conducting mock interviews.
57. The school has a number of effective partnerships to promote the achievement of pupils with special educational needs and with English as an additional language. Staff make contact with parents and pupils in primary schools early to help build up relationships. There are good links with parents, who are engaged in discussions about individual education plans. There are a number of staff in school speaking a range of different languages and their expertise is used as and when needed. Translators are always available at parents' evenings. Ethnic minority achievement teachers attend parents' evenings, provide interpretation support when needed and contact non-English speaking parents regarding school matters.
58. There are very good links with local primary schools. Transition arrangements from Years 6 to 7 are very good for all pupils. Parents see these as a strength of the school. There are also good links with other local secondary schools who provide pupils for the Millennium Centre and with further education colleges who receive Derby Moor pupils. The most successful partnership, however, is with Littleover Community School in relation to the highly successful joint sixth form provision at The Millennium Centre. Management arrangements, through joint heads of sixth form, are excellent and the provision is seamless. This sixth form centre is a most significant benefit for Derby Moor pupils wanting to stay on for A- levels and is helping to raise their aspirations of what they can achieve.

### **The Millennium Centre sixth form**

The Millennium centre has established very good links with the community. An overriding strength and key to the very good provision is the successful partnership with Littleover Community School, its sixth form partner. There are effective links with local universities, for example, Derby and new partner, Nottingham, which are helping to prepare pupils well for the next stage of their education. Pupils are encouraged to play an active role in community life and considerable numbers respond, for example, through the Millennium Volunteers project.

## **LEADERSHIP AND MANAGEMENT**

The school's leadership and management are **good**. The leadership of the acting headteacher is **good**. The senior leadership team is a strong team and is effective. Governance is **satisfactory**.

### **Main strengths and weaknesses**

- The acting headteacher has been very effective in ensuring that the school has continued to work towards its priorities during a period of changing leadership.
- The senior leadership team and governors have a clear understanding of the strengths and weaknesses of the school.
- The quality of the leadership of key staff is good; it ensures good pastoral care, a positive climate for learning and support for departments.
- Good progress has been made since the previous inspection.
- The induction and professional development of staff are very good.
- The school is managed effectively and provides good value for money. Financial management is very effective
- Not all statutory requirements are met.

## **Commentary**



59. The governors, acting headteacher, senior leadership team and middle managers work well together and have built on the successes of the previous headteacher. Both the previous leadership of the school and the current leadership have improved provision since the previous inspection.
60. The new senior leadership team is effective. It has a clear vision, high aspirations and sense of purpose and it shares its vision for the school effectively with staff and pupils. This is successful in creating the very good climate for learning that is a characteristic of the school. There is a strong commitment to inclusion and to raising the achievements of pupils. The award of sports college status and the good appointment of an inclusion manager are seen as very important in raising achievement. The senior leadership team has a strong understanding of the strengths and weaknesses of the school because there is now a good programme of self-evaluation. The outcome of this evaluation is used very effectively to inform the school improvement plan. All staff contribute to the development of this. The plan's priorities are focused around achievement and reflect robust actions for the whole school in response to this.
61. The monitoring of subject areas and pastoral provision has improved since the previous inspection. Very good links between senior managers and departments have also been implemented to ensure that weak, temporary and supply teachers are well supported. Where there have been concerns about leadership, action has been taken to address this. The leadership team provides high quality data on pupils' performance to staff. This includes excellent data on the performance of ethnic minority pupils. The data is used well by some subject leaders to improve provision in their subject, but the school is aware that some departments require further training on the use of this data in lesson planning. The leadership of subjects is good overall. It is satisfactory in mathematics and science where new subject leaders have had insufficient time to secure the necessary improvement in teaching and learning. Leadership is very good in relation to design and technology, humanities, personal, social and health education and work-related learning. It is unsatisfactory in art and design and business education.
62. Governors have a clear understanding of the strengths and weaknesses of the school and a very strong commitment to the success of its pupils. The governing body has some involvement in determining the school's priorities. It receives reports and is confident in identifying areas it wishes to explore further or for future action. Governors make constructive suggestions and work in a spirit of strong co-operation with the leadership team. There is a good understanding of the processes for setting targets for the achievements of students. Governors ask suitable questions and are totally involved with the performance management of the headteacher and staff. The governing body feels able to, and does, challenge the leadership team and staff, but it also works well in co-operation with them. Governors have a clear appreciation of the benefits of sports college status and of the collaboration with Littleover Community School. However, although they have introduced a number of initiatives to ensure that all statutory requirements are met in relation to information and communication technology and religious education in Years 10 and 11 and a daily act of worship, they have only been partly successful due to the restraints of the timetable, accommodation and resources. Therefore, governance is judged to be satisfactory rather than good.
63. The acting headteacher, senior staff, inclusion manager and special educational needs co-ordinator have a strong commitment to ensuring the achievement of pupils with special educational needs, but the actions to bring this about are not implemented consistently in every lesson. Governors understand and discharge their role for these pupils and statutory requirements are met in relation to special educational needs and disability and a suitable policy and provision are in place. The leadership and management of the special educational needs co-ordinator are good. Staff undertaking a specialist role in relation to special educational needs have suitable skills and there are clear priorities for the deployment of support staff, who make a very valuable contribution. Effective performance management is in place for support staff. The further

development of the use of support staff and of individual education plans are rightly priorities in the current school improvement plan.

64. The leadership and management of the ethnic minority achievement team is good. The ethnic minority achievement co-ordinator shows a strong commitment to providing the best possible support to pupils who are achieving below Level 3 in writing. There are successful initiatives in place to achieve this aim. However, there is insufficient use of a partnership approach to teaching involving joint planning, teaching and evaluation between mainstream and ethnic minority achievement staff.
65. The induction and professional development of staff are very good and make a positive contribution to the development of expertise and continuing commitment. The systems for identifying the continuing professional development needs of all staff are very good. Very good professional development opportunities are provided for a variety of support staff. The school has a good understanding of the benefits and use of a variety of different forms of professional development suited to individual and whole school needs. Induction of new staff and newly qualified teachers is very good. The school makes a valuable contribution to initial teacher training.
66. The school is managed effectively. Financial management is very effective. Governors, the leadership team and the finance officer have a very clear understanding of spending priorities. The governing body are involved in determining priorities for spending and linking these priorities to the school improvement plan. Once staffing and utilities have been paid for, there is little budget flexibility because funding for the school is at a low level compared to similar schools nationally. Financial management and control are prudent and rigorous. The budget is monitored carefully. Principles of best value are applied well in planning and managing the school's budget. The school gives good value for money because, despite the relatively low budget that the school has available, standards are high at the end of Year 11 in comparison to similar schools and pupils make good progress in relation to their attainment on entry to the school.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	4,068,923	Balance from previous year	54,230
Total expenditure	4,107,537	Balance carried forward to the next year	15,616
Expenditure per pupil	3,063		

### **The Millennium Centre Sixth Form**

67. The inspection of the Millennium Centre sixth form in November 2003 found that its success was 'the result of the very high quality of collaboration between the two schools involved in its provision'. The current inspection team is unanimous in their endorsement of this finding. The organisation of this complex provision is a model of good practice. It reflects the total commitment to the project by all involved - staff, governors and students. It is a very strong partnership. The headteachers of both schools attend all relevant meetings at both schools. The two heads of sixth form work very closely in partnership and both attend meetings and training sessions together to ensure parity of provision.

68. The sixth form steering group made up of representatives of the governors from the two schools provides the governance for the Millennium Centre. It is very effective in working with the leadership and management of both schools to ensure good sixth form provision, but it is aware that currently it has not yet met its statutory duty to provide religious education for all students. Overall, governance of the sixth form is good.
69. Although the curriculum is not designed to meet the needs of all pupils in the two participating schools pupils are helped to find suitable courses in Derby colleges. The leadership and management of the very complex Millennium provision is so effective that, despite curriculum omissions, it is judged to be very good. The heads of sixth form provide a clear educational vision for the development of the sixth form, which is reflected and understood by all who are involved in its work. The centre is effective in regularly reviewing the quality of its provision and in making improvements where they are required. It is very cost effective. The sixth form staff ensure that administrative arrangements, systems and procedures work well. They are very well supported by an administrative assistant on each site who works with the sixth form. Both are excellent.
70. The climate for learning is excellent. Students receive good tutorial support and there are clear systems to monitor their progress and to provide support where necessary. The continuing professional development of staff is good and appropriately linked to identified priorities

## **OTHER SPECIFIED FEATURES**

### **Work-related learning**

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

### **Main strengths and weaknesses**

- The opportunities to learn about employment and work are very good.
- Provision for careers education and guidance are excellent.
- Partnerships with local employers and other agencies are excellent.
- Leadership and management are very good.
- Work-related activities across the curriculum are not fully developed yet.

### **Commentary**

71. The quality of learning about employment and work is very good, particularly through the Year 9 careers project where pupils gain an insight into the world of work by visiting local companies and the work experience placements in Year 10. A practical approach to learning through work is evident in all activities planned for pupils. The school is highly successful in ensuring that pupils use direct experiences of the work place to extend their understanding of work. Work experience has clear learning objectives well matched to the needs of pupils. Pupils are well prepared, well monitored and undertake relevant activities in school before and after the placements to maximise the value of the experience.
72. There is excellent provision for careers education and guidance showing a well-established commitment to work-related learning in order to prepare pupils for their futures and develop their employability. Activities are planned into the personal, social and health and careers curriculum from Years 7 to 11 to ensure that pupils develop the required knowledge, understanding and skills. This includes very good problem solving activities, work-based simulations and contributions from local employers.
73. There are excellent partnerships with local employers; successful visits to industry include projects with Rolls Royce, Land Rover, Toyota and the RAF. The school works closely with the Connexions service and links are often organised by Education Business

Partnerships. The programme meets statutory requirements and provides a coherent programme for learning through work.

74. The quality of leadership and management is very good with a clear policy and strategy for developing work-related learning further.
75. Work-related activities across the curriculum are not fully developed yet, particularly in Years 7 to 9 as the provision is in an early stage of development. However, there are examples of good practice, including the involvement of various subject teachers in the team building activities in Year 7 facilitated by the armed forces, visits to the RAF in Year 9 and a day conference in school for Year 9 pupils to consider key skills in industry.

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

## SUBJECTS IN KEY STAGES 3 AND 4

### ENGLISH AND MODERN FOREIGN LANGUAGES

#### English

Provision in English is **good**.

#### Main strengths and weaknesses

- Teaching and standards in Years 10 and 11 are good.
- Results in tests and examinations at the end of Years 9 and 11 are above average compared to those of schools where pupils attained similar results at the end of Year 6.
- Standards of speaking and listening are high.
- In Years 7 to 9 assessment is not used consistently to improve learning.
- More able pupils do not make enough progress in Years 7 to 9.
- Monitoring and evaluation of teaching and learning do not yet ensure full implementation of best practice.
- ICT is not used enough.

#### Commentary

76. Results in the 2003 national tests in English at the end of Year 9 were in line with national expectations and were well above average compared to similar schools. This continued an improvement from the previous year and represented good achievement for pupils whose levels on entry to the school were slightly below average. Girls outperformed boys significantly. The most able pupils, however, did not make as much progress as was the case nationally because the school has only made these pupils a focus of whole school development this year. Standards seen at the end of Year 9 are in line with the national average. Overall, achievement in Years 7 to 9 is satisfactory.
77. The proportion of pupils obtaining a grade in the A\* to C range in the 2003 GCSE English examinations was below the national average. Boys' performance was close to the national average while girls' performance was below the national average. In 2004, girls' results improved while boys' results decreased slightly as the boys were not as able as those who took the examinations in 2003. In 2003, English literature results at GCSE overall were below the national average, but boys achieved better results than boys did nationally. The weaker girls did worse than girls nationally. In 2004, English literature results improved significantly, with girls' performance improving significantly. Ethnic minority pupils achieved well in the 2004 English and English literature examinations. Evidence seen during the inspection indicates that ethnic minority pupils attain good standards overall and they are well represented in the higher ability groups. The standard of work seen by the end of Year 11 is in line with national expectations and above average for similar schools based on pupils' prior attainment. Pupils' achievement is satisfactory.
78. The quality of teaching and learning is good overall. It is satisfactory in Years 7 to 9 and good overall in Years 10 and 11. It ranges from excellent to satisfactory in Years 10 and 11. Teachers show good classroom management and organisational skills. Teachers' very good subject knowledge and understanding of examination requirements help pupils to make good progress in the skills of extended essay writing in Years 10 and 11. In good and very good lessons there are clear learning objectives, teachers have high expectations of all pupils and provide them with a challenging range of activities that allows them to make good progress in their speaking and listening, reading and writing skills. In Years 10 and 11 a brisk pace and focused, time-limited activities, along with the judicious use of paired and group collaborative activities enable pupils to make good and very good progress. In less effective lessons there is a lack of challenge and variety in

the activities and learning objectives are unclear. In some lessons, isolated grammar and punctuation exercises are set but no clear links are made with the development of the pupils' own reading and writing skills. In Years 7 to 9 there is good coverage of basic skills; re-drafted writing is good but there is an inconsistency in the quality of teaching and learning and an insufficiently wide range of reading and writing activities undertaken. The assessment of pupils' work in Years 10 and 11 is good and pupils understand clearly what they need to do to improve. In Years 7 to 9, however, assessment is less consistently used to help pupils to identify the next steps in their learning. Although there are examples of detailed and helpful marking of pupils' work and targets for improvement being set, this is not yet consistent across all teachers in the department. Information and communication technology is not used enough to support and enhance learning in English.

79. Leadership is good. Since the last inspection the head of department has maintained standards and there is a good range of resources in place to support the planning and teaching of the subject in Years 10 and 11. The Key Stage 3 co-ordinator is now working closely with staff to enhance the quality and consistency of teaching and learning in Years 7 and 9. Management is satisfactory. Procedures are in place to monitor and evaluate teaching and learning but monitoring is still not rigorous enough to ensure the full implementation of best practice across the department.
80. Satisfactory progress has been made since the previous inspection. There are now many opportunities for discussion in lessons and teachers make an effort to involve all pupils. The reading skills of lower attaining pupils have improved and drafting and editing is used more extensively. Attainment of pupils at the end of Year 9 has risen significantly.

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

81. Standards of speaking and listening are good across the school and good standards were seen in English, physical education, humanities, science, design and technology, modern foreign languages and in information and communication technology. Language and literacy skills are developed effectively across the curriculum.
82. The provision is well led by the school's literacy co-ordinator. There is a good literacy action plan and a literacy management group to which all departments send a representative. Literacy targets are set for Years 7, 8 and 9. They are regularly reviewed and make a good contribution to the raising of standards. Key words are taught well in all subjects and are clearly on display in many classrooms. Good examples of the use of active reading strategies were seen in history and in English. Pupils are given effective support to develop their writing skills in science, humanities and modern foreign languages through such strategies as the use of writing frames and detailed discussion of the most effective grammatical structures to use in a piece of writing.

## MODERN FOREIGN LANGUAGES

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

### Main strengths and weaknesses

- GCSE results in all languages are above national averages for A\* to C grades.
- Good relationships between pupils and staff result in effective teaching and learning.
- Insufficient use is made of assessment to plan the next steps for individual pupils in teaching and learning.
- The team is well led and managed, resulting in a united commitment to raising achievement in all languages.
- Insufficient use is made of ICT to support teaching and learning.

### Commentary

All pupils learn French in Year 7. In Years 8 and 9 they choose to continue with French, or study Urdu or Panjabi. High attaining pupils study German as an additional modern foreign language in Year 9.

### French and German

83. In 2004, teachers' assessments judged standards attained by pupils at the end of Year 9 to be below those expected nationally. This was reflected in the work seen. Taking into account pupils' prior attainment, achievement in Years 7 to 9 is satisfactory.
84. The school enters a larger proportion of pupils for GCSE examinations in French than the national average. The trend is for the proportion who attain A\* to C grades to be above the national average. Pupils' results consistently compare well with their other subjects despite the proportion of A\* to C grades falling below the national figure in 2003. The percentage of pupils gaining A\* to C grades increased significantly in 2004 and all pupils entered gained a pass grade, including pupils with special educational needs. The small numbers of pupils entered for a GCSE examination in German attain results that are above the national average and compare very well with their results in other subjects.
85. The standards of the work seen in Years 10 and 11 during the inspection were marginally above the national average. Achievement overall is good for all pupils in both French and German, including those for whom English is not their first language.
86. Teaching and learning are satisfactory in Years 7, 8 and 9 and good in Years 10 and 11. In Years 7, 8 and 9, pupils' acquisition of grammar and structure is not sufficiently systematic because planning is often focused on coverage of topics. In Years 10 and 11, teachers use their very good subject knowledge to prepare pupils effectively for the demands of the examination. Teachers use the target language well in lessons to develop pupils' listening skills and are good models of the language. Good relationships result in positive pupil attitudes and behaviour. Learning is not regularly reviewed at the end of lessons to inform the next steps in teaching. Work is, consequently, not always matched to the individual needs of pupils. The use of ICT to enhance teaching and learning is under-developed in Years 7 to 9.
87. Leadership and management are good. The team works closely together, leading to consistency of practice. Community languages are very well integrated into the department. Effective monitoring and evaluation of teaching and learning result in the identification of suitable priorities in the subject improvement plan, which is well focused on raising achievement.
88. Improvement since the last inspection is satisfactory. Good standards at GCSE level have been maintained. Teachers and pupils are now aware of and make effective use of statements about National Curriculum levels in their assessments. The individual needs of some pupils are still not fully met.

## Community languages

Provision in Urdu and Panjabi is **good**.

### Main strengths and weaknesses

- GCSE results are consistently well above the national average.
- Teaching, learning and achievement are good.
- Relationships between teachers and pupils are very good.
- Leadership and management are enabling community language teachers to become well integrated within a mutually supportive and confident team.

### Commentary

89. By Year 9 pupils achieve standards in line with national expectations in Urdu and Panjabi. By Year 11 pupils achieve above the national average in all language skills. In the past four years there has been an upward trend in attainment at GCSE level in both Urdu and Panjabi with a small uncharacteristic dip with the 2004 cohort in Urdu. Current standards in Year 11 pupils' work indicate that this upward trend is expected to continue in 2005. Girls have been performing better than boys in both Urdu and Panjabi. All pupils attain higher grades in community languages than they do in most other subjects they study in school because they are highly motivated and confident in using a range of learning skills which they do not always know how to use in other subjects.
90. In Year 8 when pupils are introduced to Urdu and Panjabi as optional subjects they start out with very little spoken skill and even less writing skill. They have to work hard to become familiar with the new scripts. However, achievement by the end of Year 9 is good and by the end of Year 11 it is very good. Girls achieve higher than boys throughout the school in both Urdu and Panjabi.
91. The quality of teaching and learning is good overall: In Years 8 and 9 it is good and in Years 10 and 11 it is very good. Teachers' enthusiasm and commitment for the subject have a positive impact on pupils' attitudes and learning. Teachers are very good role models of the spoken and written language. Their knowledge of how the languages work is apparent in their teaching as they create the right balance between presentation by the teacher, pre-communication practice by pupils and the speaking of the language. All pupils achieve well because teachers are aware of their differing linguistic competencies and effectively match activities to their needs. They expect repetition from some pupils, one-word responses from others and longer responses from the most able. Pupils' work is marked regularly, positively and according to agreed departmental guidelines using the target language.
92. Pupils are well behaved and co-operative. They are motivated and engaged in their learning in all lessons seen. Pupils show a great deal of respect for their teacher and take interest and pride in learning their heritage languages. Pupils are keen to help each other and in particular their peers with special educational needs. Most pupils are willing to risk engaging in whole class speaking and listening activities because teachers provide a supportive and secure atmosphere within lessons.
93. The ability of the modern foreign languages department to work well as a team was identified as a major strength in the last Inspection. They have built upon this strength by working on developing Panjabi and Urdu schemes of work and improving the quality and range of resources to support the teaching of the subject. The community languages teachers have maintained the high standards since the previous inspection.

## MATHEMATICS

Provision in mathematics is **satisfactory**.



## **Main strengths and weaknesses**

- Standards have risen considerably since the previous inspection.
- There is too much variation in the quality of teaching.
- Teachers do not use assessment information well enough to help them plan lessons.
- Teachers do not always choose the best methods to help pupils learn effectively.
- Teachers do not always match work to the needs of very able pupils or those with special educational needs.
- There are good relationships between pupils and teachers.
- Computers and other resources are not used to best effect to support learning.

## **Commentary**

94. Standards of work seen during the inspection were in line with national expectations in Years 7 to 9 and above national expectations in Years 10 and 11.
95. Test results at the end of Year 9 show an improving trend. At the time of the last inspection, they were below the national average. By 2003 they had risen to the national average and were above those of schools with a similar intake. Results in 2004 continued the upward trend, with boys and girls performing equally well overall, but girls from Pakistani and White heritages are not well motivated in mathematics and achieve much lower standards than boys. Indian pupils attained the highest standards. Achievement is satisfactory in Years 7 to 9.
96. GCSE results have also improved. At the last inspection, only 35 per cent of pupils attained the higher grades A\* to C, which was well below the national average. By 2003 this had risen to 41 per cent, still below the national average, but in 2004 there was a great improvement to 52 per cent, which is close to the national average. Almost all pupils attain at least grade G, which is above the national average. Some pupils are entered for GCSE statistics a year early in Year 10. Almost all attain a grade C, which is very good. Achievement is good in Years 10 and 11.
97. The majority of pupils make at least satisfactory progress in lessons. In a small number of lessons throughout the school some of the more able pupils and some of those with special educational needs do not achieve as well as they might because the work is not matched to their needs. Over time, pupils make good progress in relation to their standards on entry to the school.
98. The quality of teaching and learning is satisfactory throughout the school. There is no difference in the overall quality of teaching between the upper and lower school. Half of the lessons seen were at least good but they ranged from very good to unsatisfactory. Two teaching assistants are allocated to the department and deployed sensibly. They support pupils well in lessons, particularly those with special educational needs. Lessons are well structured to build up mathematical ideas and support pupils' learning. Teachers' expectations of high standards of work and behaviour, together with good classroom relationships, create an atmosphere conducive to learning. As a result, in almost all lessons pupils display good attitudes, particularly in Years 10 and 11, where their determination to learn is key to their achievement. Pupils are enthusiastic and make rapid gains in their learning when tasks are stimulating and varied. In less effective and in unsatisfactory lessons, pupils are given uninteresting work to complete and activities are repetitive, so their progress is slower. Teachers do not use the equipment, computers and graphical calculators available to greatest effect. However, the selection of learning materials has improved from that described in the previous inspection report.
99. There are strengths in the quality of assessment of pupils' work, but also some weaknesses which make assessment unsatisfactory overall. Strengths of the assessment processes in the department are the analysis of examination results, the maintenance of good assessment records and teachers' understanding of the National

Curriculum levels. The department is beginning to use assessment data to target the needs of individuals and groups of pupils and to help teachers with their planning. However, at present, the use of this information is unsatisfactory and prevents some pupils reaching their full potential. Pupils know what levels they are at and are aiming for but do not always understand how they can improve because teachers' marking and feedback do not ensure that they understand this. Teachers do not take sufficient account of what pupils already know. As a result, some pupils repeat work they already understand and others do not have sufficient knowledge at the start of the lesson to build upon productively.

100. The curriculum director and assistant curriculum director are new to these posts in school, but a number of strengths are emerging and their leadership and management to date are satisfactory. They have rewritten the departmental handbook and schemes of work, which now include support for the most and least able pupils, and form a good basis to tackle inconsistencies and to support the new staff. Both are good role models in their own teaching and are keen to share good practice and ideas wherever they arise.
101. Satisfactory progress has been made since the previous inspection. Standards have risen and teachers are beginning to make better use of a variety of resources and teaching methods. However, a lack of challenge remains in some lessons and the needs of a significant number of pupils are still not met.

### **Mathematics across the curriculum**

102. The use of numeracy across the curriculum is satisfactory. There are some good examples of the use of mathematical skills in subjects, including calculations, formulae, graphs, scales and handling data in science, ICT, geography and business studies. However, although all staff have been trained in the use of numeracy in their subjects, the use of these skills is not generally planned into lessons to enhance standards or to encourage pupils to understand the power of mathematics and how it is used in the world of work.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' positive attitude to work and relationships with peers and teachers make a significant contribution to their learning.
- Teachers' subject knowledge is good and is used effectively to engage pupils.
- Teaching methods and resources do not always meet the learning needs of all pupils.
- There is too wide a variety in the quality of teaching in lessons.
- Assessment is used well to monitor pupils' progress, but marking does not inform planning or provide pupils with enough information on how they can improve.

### **Commentary**

103. Standards of work seen during the inspection were below the national expectations in Years 7 to 9 and Years 10 and 11.
104. Test results in 2003 at Year 9 are below national averages but in line with schools whose pupils attained similar results at the end of Year 6. This pattern of performance is repeated in 2004. This represents satisfactory achievement based on pupils' standards on entry to the school. Science results in 2004 were not as good as those for English and mathematics. There is no significant difference in the performance of boys and girls. At GCSE, the percentage of grades at A\* to C that pupils attain remain below national figures, but there has been a marked improvement since 1998 although results dipped in 2004. Girls perform worse than boys at GCSE. Achievement is satisfactory based on pupils' prior attainment at the end of Year 9.

105. Overall, teaching and learning are satisfactory throughout the school. Teachers have good relationships with pupils and establish effective climates for learning. On the few occasions when pupils display poor attitudes, their behaviour is effectively and sensitively controlled and does not disrupt the progress of other pupils. Pupils are responsive when required to volunteer answers to questions and engage well with activities when these are well matched to their needs. Teachers have a good command of the subject and use their knowledge to explain new ideas and concepts in a way that pupils can understand. Where teaching is good or lessons are well planned with learning outcomes shared effectively and a variety of tasks set that are accurately targeted to meet pupils' learning needs. There is good pace which maintains interest and promotes good learning. Good attention is paid to providing opportunities for the development of skills in literacy and numeracy in most lessons and technical language used by both teachers and pupils. Pupils demonstrate the ability to work independently and collaboratively in mixed gender and ethnic groups on practical and written activities. The skills required for these situations are carefully developed.
106. In weaker lessons throughout the school, resources and activities are not well matched to the learning needs of differing groups of pupils. Where tasks are the same for pupils of all attainment levels, the higher attaining pupils are not sufficiently challenged and pupils with special educational needs and English as an additional language are not supported effectively. As a result, progress for these groups of pupils in some lessons is unsatisfactory. The use of ICT to enhance the quality of teaching and learning is very limited at both key stages.
107. Assessment information from testing is used well to track pupils' progress and to set long and medium term numerical targets. Marking and assessment, however, lack consistency and purpose. Some teachers mark work carefully, but in most cases marking is not used effectively to inform teachers' future planning or to provide pupils with clear guidance on what they have to do in order to improve.
108. Overall, the leadership and management of the department has been unsatisfactory as there is currently too much variation in the quality of teaching and learning, assessment is not well used and there is a poor match of work for some pupils. However, the new curriculum director who has only been in post since the start of term has a clear vision for the future of the department and she is prioritising accurately to secure improvement in the quality and consistency of teaching and learning across the department. Colleagues recognise the supportive leadership which is engendering good morale and teamwork. Management is satisfactory, although managers within the department do not work effectively together to plan for improvement.
109. Improvement since the last inspection is unsatisfactory and new issues have emerged. However, the provision for science is not unsatisfactory overall as the newly appointed curriculum director is now providing the necessary leadership and the department has the capacity to improve.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory for pupils in Years 7 to 9** but **unsatisfactory for pupils in Years 10 and 11**.

### **Main strengths and weaknesses**

- Pupils make good progress in ICT from Year 7 to Year 11 if they follow a GCSE course.

- The teachers have a good knowledge of the subject.
- Relationships are excellent.
- Assessment information is used well in Years 10 and 11 to set targets for pupils but this information is not used to plan lessons to meet the needs of pupils.
- ICT is not taught to all pupils in Years 10 and 11 as is required by the National Curriculum.
- ICT skills are not developed satisfactorily in other subjects because leadership and management are unsatisfactory in this context.

### **Commentary**

110. The ICT skills of pupils on entry to the school are below average. Many pupils have poorly developed keyboard skills, experience difficulty manipulating applications and do not use appropriate terminology. By Year 9, standards are below expectations but have improved since Year 7. Most Year 9 pupils are able to move fluently between programs, their keyboard skills are well developed and they are able to make appropriate choices about when and how to use ICT. However, their skills in handling data are poorly developed. Overall, pupils' achievement in Years 7 to 9 is satisfactory.
111. GCSE results in 2003 were in line with the national average and have increased further in 2004. Current work seen in Year 11 is slightly above expectations and all pupils achieve well. Boys and girls achieve equally well. The achievement of ethnic minority pupils is good, reflecting the expectations set by teachers. Standards in vocational ICT courses are high with all pupils achieving at least a pass grade. Achievement is good for most pupils who receive ICT lessons, as significant gains in skills and understanding are evident from Years 7 to 11 due to the good teaching. However, the school does not meet statutory requirements in providing ICT. As a result, over half of all pupils in Years 10 and 11 do not receive ICT lessons and make poor progress as a result.
112. Where pupils receive ICT lessons, the teaching and learning are good. Teachers have a good knowledge of their subject and emphasis is placed on the use of technical language. In the best lessons the pupils make good progress because the teaching is enthusiastic, stimulating and consistently challenging. The key learning objectives are shared with the pupils at the start of the lesson and used well at the end of the lesson to ensure that pupils and teachers know what has been learnt. Good use is made of school-produced electronic resources. Working relationships are excellent and there is a good balance between collaborative and independent learning, as in a very good Year 11 lesson where pupils worked together effectively to produce high quality presentations from a variety of sources. In less successful lessons the pace of the work is slower and where a common task is set, it does not match the needs of the highest and lowest attainers. The marking of work is up to date but does not give sufficient specific ICT guidance for improvement. In Years 10 and 11, information about pupils' performance is used to check on progress and set targets, which are followed through with the pupils, but this information is not used to plan future work.
113. The leadership and management of the ICT department are good, but it is unsatisfactory in terms of ICT across the school. The curriculum director has a clear vision of how to raise attainment in the department. This is shared by an effective team that worked together to produce the good schemes of work and lesson plans which enable the subject to be taught well. They analyse the results of tests and examinations and monitor pupils' performance. The planning of the work is detailed and includes a good range of topic resources. However, these resources are insufficient to challenge all pupils. Good computer facilities are available to all pupils outside lesson time and are well used.
114. Progress since the previous inspection is unsatisfactory. Despite improvements in planning, no improvement has taken place in the ICT curriculum for all pupils in Years 10 and 11.

### **Information and communication technology across the curriculum**

The use of ICT across the curriculum is unsatisfactory. This is because it has not been developed by the school and because there is a shortage of resources in many areas. Design technology and music, however, have good resources, but while design technology makes good use of them music does not. Pupils have only limited opportunities to use computers during their lessons in other subjects and this restricts their learning. A growing, but as yet very limited, use is being made of data projectors by teachers and pupils find lessons more stimulating as a result. In design technology lessons pupils make good use of computers. The flexible learning centre is a good resource and is well used by subjects which do not have good ICT facilities in departments. The leadership and management of this aspect of the curriculum is unsatisfactory.

## **HUMANITIES**

The humanities team works very effectively together to ensure that the arrangements for teaching humanities to pupils in Years 7 to 9 promote good quality learning. These pupils study history, geography and religious education in half term blocks with the same teacher teaching each subject regardless of their specialism. Careful planning of lessons and well constructed marking are essential to the success of this approach, which is very well managed by the humanities curriculum director. Consistency across a large team has been achieved by making good use of the national teaching and learning strategy.

### **History**

Provision in history is **good**.

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

- Effective teaching in Years 10 and 11 enables pupils to achieve well.
- The consistency in teaching and learning across a large team is a strength.
- Pupils respond very positively to the demands made upon them by teachers.
- Curriculum organisation holds back achievement by the end of Year 9.
- Assessment in Years 7 to 9 does not provide pupils with sufficient information on the ways that their work could be improved.

#### **Commentary**

115. Standards based on teachers' assessments were in line with national averages at the end of Year 9 in 2003 but results fell sharply in 2004, particularly boys' results. Inspection evidence indicates that standards are in line with national expectations across Years 7, 8 and 9. Progress in class is often good as a result of good teaching. However, achievement by the end of Year 9 is only satisfactory as progress is hindered by the way in which the curriculum is organised.
116. Standards by the end of Year 11 are above the national average. Boys perform particularly well compared to boys nationally. There is a well established trend of good results. Achievement is good.
117. Teaching and learning are good. Teachers insist on high standards of behaviour and most lessons have a brisk pace and challenge ensuring that the majority of pupils make good progress. In some classrooms the planned tasks are too easy for the very able pupils or too difficult for the pupils with special educational needs when additional support is not available, limiting their progress. Most pupils work productively with other pupils, but not all teachers take full advantage of this by reducing the opportunities for paired and group work.
118. Assessment in class is good. The marking of work is thorough, supportive and consistent. In lessons, teachers make good use of questioning and the ends of lessons to check understanding. Improvement targets set for pupils in Years 7, 8 and 9 are too general and do not relate to the needs of the pupils. Consequently, pupils are unclear

how they can improve their work in history. Assessment and target setting in Years 10 and 11 are good.

119. The humanities curriculum for Years 7, 8 and 9 is planned in great detail, which helps to explain the consistency in teaching and assessment. However, the history modules do not develop the skills and concepts of history effectively from Years 7 to 9. As a result, achievement is lower than it could be.
120. Leadership, set within a faculty structure, is very good and management good. Teachers have a very strong belief that the “humanities” make a very positive contribution to the personal development of young people. Teachers have a good understanding of their strengths and weaknesses and there is a determination to maintain the high standards achieved. Progress since the previous inspection has been satisfactory and the high standards reported then have been maintained.

## **Geography**

Provision in geography is **good**.

### **Main strengths and weaknesses**

- There is very good leadership of the subject and staff who work very well as a team.
- Pupils exhibit very positive attitudes to the subject.
- Consistently good teaching in Years 10 and 11 ensures pupils learn and achieve well.
- The scheme of work for Years 7 to 9 is well structured and well resourced to allow a wide range of staff to deliver the course effectively.
- In Years 7 to 9, neither the most able pupils nor those with limited verbal skills are properly provided for.

### **Commentary**

121. At the end of Year 9, pupils attain standards just below the national average. The attainment of most pupils is in line with national expectations. Some groups, who have limited geographical experiences on entering the school, make significant gains as they rapidly acquire geographical knowledge and skills. Some exceptionally able pupils and a small group of ethnic minority pupils with limited English skills make less than satisfactory progress because their needs are not met. The overall achievement of pupils by the end of Year 9 is satisfactory.
122. GCSE results in 2003 were in line with the national average. This maintains the standard set in previous years. In 2003 boys did better than girls and performed well above the national average. The achievement of pupils with English as an additional language and boys and girls is good compared to their attainment at the end of Year 9.
123. Teaching and learning are good with some very good features. It is stronger in the upper school where the subject is always taught by specialists. Lessons are well planned and well structured. They contain a variety of tasks and resources delivered at a brisk pace. Pupils are challenged and engaged. They work well in mixed ethnic and gender groups and demonstrate a very positive attitude to the subject. Fieldwork is used effectively and pupils make good use of geographic skills in their coursework in Years 10 and 11. Marking is constructive but there is a lack of consistency in offering points for development.
124. Leadership is very good and a strong team ethos has been developed. There is a focus on effective teaching and learning. Management is good. There is a clear development plan. Insufficient monitoring of marking has led to inconsistency in the quality of marking.
125. Progress since the previous inspection has been good. Risk assessments are in place for fieldwork and there has been an increase in the use of ICT. New approaches to

teaching and learning have been introduced to support the vision for consistently high standards.

## Religious education

Provision for religious education is **good for pupils in Years 7 to 9** and **unsatisfactory for pupils in Years 10 and 11**.

### Main strengths and weaknesses

- Standards are high in GCSE in relation to national standards and standards achieved in other subjects in the school.
- Good teaching throughout the subject enables pupils to make good progress in the subject.
- Pupils are well motivated and very good relationships with teachers contribute to rising standards as pupils progress through school
- The subject makes a very good contribution to the spiritual, moral, social and cultural development of pupils.
- The use of assessment to raise standards is unsatisfactory in Years 7 to 9.
- Statutory requirements are not fully met in Years 10 and 11 for pupils who do not follow the GCSE course.

### Commentary

126. Overall, standards attained on entry to the school in religious education are below those expected by the Derby Locally Agreed Syllabus. Pupils' work shows that in 2004 by the end of Year 9 standards were broadly in line with the requirements of the local syllabus for religious education. Pupils' achievement by Year 9 is, therefore, good.
127. Standards at the end of Year 11 are consistently well above the national average for pupils following a GCSE course in religious education. In 2003, 73 per cent of pupils attained an A\* to C grade. These pupils perform better in religious education than in most of their other subjects. Therefore, their achievement is very good. However, over 60 per cent of pupils in Years 10 and 11 do not follow a full GCSE course and receive a restricted religious education curriculum through the personal, social and health education course. This does not meet the requirements of the Derby Locally Agreed Syllabus. Although the personal, social and health education programme ensures that they develop the skills of religious education, their knowledge of faith beliefs is limited and standards are below expectation. The provision for this group of pupils is, therefore, unsatisfactory.
128. For those pupils who receive the full curriculum entitlement, their achievement is good because the quality of the teaching is good and the needs of all pupils are met. Teachers are secure in their knowledge of the subject because very good schemes of work and support material are available to them. They use their knowledge effectively to capture pupils' interest and imagination. Very good relationships with pupils allow teachers to concentrate on teaching. The good lesson structure, common to all lessons, enables pupils to recognise lesson objectives and to reflect on the quality of their learning. Good questioning and challenge by teachers involve pupils in their learning. The marking of assessments and coursework is very constructive and helps pupils to make good progress in Years 10 and 11. In Years 7 to 9 the department makes use of assessment data to set targets for pupils. However, the targets are of limited use as they assume that all pupils will make progress at the same rate. By the end of Year 9, teacher assessment indicates that 50 per cent of pupils have reached Level 5 of the locally agreed syllabus. This is well below expectation. However, the standard of work seen was of a higher standard than indicated by these assessments. Assessment in Years 7 to 9 is not accurate and is, therefore, unsatisfactory.
129. The leadership and management of the department are good. This is despite the absence of statutory religious education for all pupils, which is the responsibility of the

senior management of the school and not the department. The subject operates within humanities and benefits from the more rigorous planning, monitoring and policy development found in larger departments. The organisation of Years 10 and 11 non-GCSE religious education is the responsibility of the head of personal, social and health education who does not ensure that the objectives relating to religious education are taught effectively. This is a weakness of management and was an issue at the time of the previous inspection. Progress since the previous inspection is, therefore, unsatisfactory.

130. The subject makes a very good contribution to the spiritual, moral, social and cultural development of pupils. In particular, there is very good provision for the development of cultural awareness. There are many opportunities to reflect on personal beliefs and on the ethics of a full range of personal, social and global issues. The quality of the teaching is such that pupils from different faiths work in harmony exploring the differences and similarities of their beliefs and values.

## **TECHNOLOGY**

### **Design and technology**

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

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

- Teachers have extensive specialist knowledge and are enthusiastic about the subject.
- The staff are committed to the pupils in their care, have high expectations and encourage and manage their behaviour well.
- The quality of leadership and management is very good and provides a clear vision for the work of the department.
- Pupils in Years 7 to 9 are not sufficiently involved in helping to assess their own work.
- Higher ability pupils in Years 7 to 9 do not always have the opportunities within the lesson activities to reach the higher levels of performance.

#### **Commentary**

131. In 2004, teachers' assessments of pupils at Year 9 indicate that pupils are attaining standards in line with those of pupils of the same age nationally. However, the results do indicate that girls are attaining significantly better than boys.
132. GCSE results in 2003 were below the national average. The standards attained were broadly in line with pupils' results in other subjects but fewer pupils attained the higher grades compared with the national average. In 2004 the A\* to C grades show a steady improvement in resistant materials and home economics: food. Significant improvements are evident in graphic products and systems and control.
133. Inspection findings are that standards overall are in line with national expectations by Year 9 and above by Year 11. Achievement is good at both key stages. Teachers lay the foundations for the development of a good range of skills in Years 7 to 9. In a variety of projects, pupils in Years 7 to 9 explore the characteristics of materials and processes and make good progress in the development of their practical skills. However, when practical skills do not directly link to the design brief and specification, pupils do not fully draw on their knowledge and understanding of the characteristics of familiar products. This restricts the opportunities to create imaginative alternative products. The development of design ideas and accurate construction of products are evident in the work of higher ability pupils in Years 10 and 11.
134. Teaching and learning are good throughout the school. Well-planned lessons provide a good range of tasks to develop knowledge and understanding of materials and processes. Assessment is good in Years 10 and 11 and satisfactory in Years 7 to 9.



Marking is undertaken regularly but insufficient use is made of the results to modify plans for teaching in Years 7 to 9. Marking in Years 10 and 11 helps pupils to improve, enabling them to set individual targets for the next stage of designing and making their product. Attitudes and behaviour are very good at both key stages; pupils are generally interested, take responsibility and are absorbed in the work and eager to achieve to the best of their ability. Teachers support groups and individuals effectively to ensure that there is equality of access for all pupils. Pupils from all ethnic minority groups make good progress in their learning. Teachers emphasise technical and specialist vocabulary. Higher ability pupils do not always have the opportunity to research a range of materials and production processes before developing their design ideas. There are limited opportunities for pupils to organise discussions in small groups; this is restricting their speaking and listening skills and the opportunities to share and develop design ideas.

135. The curriculum meets statutory requirements and provides opportunities for a progressive development of knowledge, skills and understanding in most projects. This is a particular strength in graphic products and Years 7 to 9 computer-aided design schemes. Pupils are not always sufficiently involved in identifying the criteria for evaluating their products and comparing their evaluations with the original design specification. This is a particular area for development in home economics: food in Years 7 to 11 and resistant materials in Years 7 to 9.
136. The leadership and management of the department are very good, promoting a clear ethos and high expectations for work and behaviour. The subject leader is very aware of the strengths and areas for development. There is much evidence of teamwork to support key priorities. Support staff contribute well to pupils' learning and teachers receive very good technical support. Risk assessments are now effective in ensuring that all activities meet health and safety requirements.
137. Good progress has taken place since the last inspection.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

Provision in Art and design is **unsatisfactory**.

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

- The curriculum fails to fulfil National Curriculum requirements.
- Attainment by pupils at the end of Year 11 is well below the national average.
- Pupils' attitudes and behaviour in lessons are very good.
- The department is staffed by hardworking, caring, specialist teachers.
- Well-presented displays enhance the learning environment.
- Pupils' creativity is not developed well enough.
- Resources are unsatisfactory.

#### **Commentary**

138. Attainment overall is below average. Teachers' assessments by the end of Year 9 suggest pupils are working to a standard that is close to the national average in the technical skills associated with drawing and painting. In the 2003 GCSE examinations pupils' examination results in art and design were generally much lower than in their other subjects. They were also well below the national average at grades A\* to C, with girls achieving much better than boys. In 2004 the provisional results indicate a marked improvement but are likely to remain below average.

139. Achievement is unsatisfactory. Whilst attainment on entry in Year 7 is marginally below national expectations and most pupils make satisfactory progress in drawing and painting as they move through Years 7 to 9, their achievement in other areas is unsatisfactory by Year 9. They have not learnt how to explore ideas independently, respond to the work of others, use craft skills or ICT in their art work. Pupils from ethnic minority groups make similar progress to that of other pupils. In Years 10 and 11 a few pupils develop a high proficiency in drawing because teachers focus on this skill but most pupils make unsatisfactory progress because their critical skills have been insufficiently developed. Pupils' creativity is undeveloped because teachers promote too few approaches to this work.
140. Teaching and learning, overall, are unsatisfactory. Whilst in the lessons observed, teaching was generally satisfactory with some good and a small amount that was unsatisfactory, restrictive lesson formats and mundane tasks mean that learning is unsatisfactory for the majority of pupils. Nevertheless, pupils' attitudes and behaviour are very good because relationships are good.
141. Leadership and management, overall, are unsatisfactory. The department has good aims but fails to initiate improvement or provide satisfactory provision. The curriculum is unsatisfactory. For pupils in Years 7 to 9 it is too narrow and fails to meet the requirements of the National Curriculum in craft, research, exploration and personal response. In Years 10 and 11 it is too heavily structured to meet the needs of most learners, especially the more able pupils.
142. Although accommodation is good, resources are unsatisfactory. Whilst the team of specialist teachers maintain well-presented displays in the purpose-built studios and therefore enhance the learning environment, there are insufficient references to multicultural sources. The layout of some rooms maintains order but restricts opportunities for learning through group work and discussion. Limited resources restrict pupils' learning experiences because of a poor range of media, insufficient provision of ICT equipment and too narrow a focus on European art.
143. Progress since the previous inspection is unsatisfactory because the department has not sufficiently addressed the issues highlighted at the previous report. Whilst the use of assessment is developing and attainment at the end of Year 11 is improving, pupils' learning is still restricted because they do not use ICT enough and still copy too much from books.

## Music

Provision for music is **satisfactory**.

### Main strengths and weaknesses

- There is no scheme of work for GCSE work.
- Relationships are good, pupils enjoy their music lessons and the music curriculum integrates the activities of performing, composing, listening and appraising well.

- The use of performance data and assessment to inform teaching and learning is underdeveloped.
- A good and developing range of extra-curricular activities and performance opportunities reflect the diverse nature of the school community.

### **Commentary**

144. When they come to the school in Year 7 the attainment of most pupils is in line with national expectations. In lessons, standards seen are in line with national expectations. Achievement is satisfactory overall but boys, in particular Pakistani boys, achieve less well than girls. However, in Year 9 music is taught in a 'circus' with drama and art. Lessons are taught in two eight week blocks and this interrupts continuity in the teaching of musical skills and restricts progress. There is insufficient use of computer software to support composing in Years 7 to 9.
145. In Years 10 and 11, standards in lessons are in line with national expectations and achievement is satisfactory. In Year 11, pupils work in line with expectation in composition work when using computer software. However, these standards are not reflected in the 2004 GCSE results. Of the 22 pupils entered for the subject, 41 per cent obtained B and C grades which is well below the national average. There were no grade A\* or A grades and too many pupils performed less well in music than in their other subjects. Therefore, achievement at GCSE is not satisfactory. This is because teaching is based directly on the examination syllabus and not on a well-planned scheme of work. Pupils who have instrumental tuition achieve well at GCSE.
146. Teaching and learning are satisfactory in Years 7 to 9 and good in Years 10 and 11. Where teaching is good there are high teacher expectations, pupils are very well managed, there is a realistic level of challenge and pupils make good progress because they are focused and motivated. However, because there is no scheme of work for GCSE classes, lesson objectives are not always clear so progress is not as good as it should be. In Years 7 to 9 performing, composing and listening are well linked. Pupils spend most of their time in lessons singing, playing instruments or listening to music but on-going teacher assessment is not always used to inform the next steps within the lesson. Pupils enjoy practical work and co-operate well when they work together in small groups or pairs, but when too much time is allowed they lose concentration and become off-task.
147. The leadership and management of the department are satisfactory. The work of the department is led by a dedicated and highly committed specialist whose priority during her first three years has been to develop the pupils' enjoyment of music and raise the profile of music in the school from a very low starting point and this has been achieved very successfully. There is a good range of extra-curricular activities, with about 100 pupils involved; pupils from minority ethnic backgrounds are well integrated into these activities and school performances. Video evidence shows the wide range of performance opportunities that have taken place in recent years, with high quality, musical, performances such as the choir singing a 2-part carol in last year's carol concert. Music makes a significant contribution to pupils' social and cultural development. Aspects of leadership and management that are less well developed include curriculum planning in Years 10 and 11 and the use of assessment and performance data to identify trends, inform planning and so improve and raise standards. The quality of music provision has improved considerably since the previous inspection as pupils now enjoy music and want to study the subject at GCSE.

### **Drama**

Drama was sampled. Drama is taught as part of the school's Creative Arts Curriculum to all pupils in Years 7 to 9 and as an option in Years 10 and 11. GCSE drama results in 2003 were in line with the national average and in 2004 they were above the national average. In the small number of lessons seen, teaching was always at least satisfactory and it was often good. Focused, time-limited

activities and skilful questioning helped pupils to develop their skills well. Pupils showed good control of gesture and movement to interpret ideas effectively, though their use of language was less well developed. They displayed good performance skills, showing an awareness of place and audience. Pupils across the age range showed the ability to work co-operatively and supportively and to comment constructively on their own and others' performance. The teacher plans lessons well and guidance is well-matched to pupils' needs. As a result, pupils respond to the challenge of the subject with maturity and sensitivity.

## **PHYSICAL EDUCATION**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- There are very positive relationships between pupils and their teachers that produce good attitudes and behaviour.
- Teachers' assessment at the end of Year 9 is inaccurate.
- Lower ability pupils make very good progress.
- The lower attainment of pupils from minority groups is a weakness.
- There is limited use of information and communication technology in non-examination physical education.

### **Commentary**

148. Pupils' attainment on entry is a little below national expectations but by the end of Year 9 pupils' attainment is in line with expectations. In lessons most pupils perform consistently well; they can analyse and comment on skills and strategies in different games in order to make improvements. Pupils with special educational needs attain in line with the other pupils but Pakistani girls do not attain as well as they could because they do not attend additional sporting activities out of school provided by the School Sport Partnership. Teachers' assessment in Year 9 indicates pupils are attaining well beyond national expectations but this is not accurate.
149. In Years 7 to 9 achievement is good. On entry at Year 7 pupils are grouped according to their performance capability and those in lower ability groups make considerably better progress than might be expected in different games skills. Those in higher ability groups challenge each other to improve. They listen to and act on different coaching points made by their peers.
150. Overall, attainment by Year 11 is in line with standards expected nationally. GCSE examination results in 2003 were slightly below the national average but the subject performed well in relation to other subjects in the school. There was a slight under performance of boys. Although attainment is in line with the national expectation and therefore pupils' achievement would normally be judged to be satisfactory, in this instance, their achievement is judged to be good because their natural ability is below average and pupils work very hard to maintain the standards expected of them. Pupils work independently, develop effective evaluating skills and help each other to improve their performance in different games activities.
151. Teaching and learning are good overall throughout the school but there are examples of very good teaching. Clear objectives for lessons are always shared with pupils and, as a result, they know what is expected of them and what they are going to learn. Effective use is made of demonstrations to ensure that pupils are clear about tasks and different grouping strategies keep the pupils on task and actively engaged. They always know what they have to do to improve and they work independently to consolidate their skills. Very good use is made of assessment in lessons but teachers do not standardise assessments at the end of Year 9 so they are not accurate. Relationships are very good

and this creates an excellent learning environment in which all pupils are keen to demonstrate their knowledge.

152. Pupils' attitudes and behaviour are very good. They are keen to come to physical education and obviously enjoy it. They work very well together in groups and effective collaborative learning impacts on achievement. It also impacts on their social development and their raised self-worth and so their spiritual development. They always play games fairly and demonstrate good sporting attitudes that support moral development.
153. Leadership and management are good. There is a very effective partnership between the director of physical education and the director of sport. Together they make a strong contribution to the national School Sport Partnership which provides many opportunities for pupils within and outside the school curriculum. The curriculum meets expected requirements but the use of information and communication technology is limited mainly to GCSE work. All teachers have clear roles and responsibilities and there is a very positive ethos in the department. Planning is good, it is clearly linked to the National Curriculum and addresses key skills and citizenship. Progress since the previous inspection is good with all areas for development being addressed.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

### **Business education**

Provision in business education is **unsatisfactory**.

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

- There is inconsistency in teachers' planning.
- Insufficient use is made of assessment.
- The work of the department has not been well planned or monitored.
- The needs of lower attaining pupils are not met.
- Teaching staff are hard working, well informed and have a commitment to improvement.

#### **Commentary**

154. Attainment is unsatisfactory by Year 11. GCSE results for 2003 and 2004 have been below the national average. Results for both boys and girls are below the national average. Evidence shows that standards of work are improving. High attainers present well written pieces of work that show good knowledge and understanding of business concepts, which they apply effectively. For example, in a detailed piece of work on company structure, one pupil clearly identified the benefits linked to the structure of a leading company by comparing it with the alternatives. Lower attainers do not possess the refined research skills. They identify strengths and weaknesses in an argument but have yet to develop decision making skills. Overall, pupils' achievement is unsatisfactory.
155. Teaching and learning are unsatisfactory. There is inconsistency in teachers' planning. In the more effective lessons, tasks are structured, the lesson moves quickly between tasks and the demand placed upon pupils increases. In these lessons pupils are involved and learn rapidly. When teaching is unsatisfactory it involves prolonged teacher direction and little use of active learning such as brainstorming or case studies. In these lessons, learning is limited. There is insufficient use of rigorous questioning, discussion of new topics and the increased use of data to develop learning. Assessment of coursework is satisfactory. Assessment is not used to inform teacher planning and to set pupil targets, so pupils do not make sufficient progress.
156. Leadership and management have been unsatisfactory. Intervention by senior management has secured commitment to improvement and there are now clear lines of

responsibility. A new development plan has been created with a focus on securing improvement in teaching and learning. Systematic approaches to monitoring are evolving but insufficient time has elapsed and evidence of impact is limited. The subject was not reported on in the last inspection.

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

157. Personal, social and health education is very effectively taught to all pupils in the school through timetabled lessons. A team of trained and experienced teachers delivers this aspect of the curriculum. The provision for citizenship, some aspects of religious education and many aspects of work-related learning are included in this programme. Personal, social and health education is well supported by a range of enrichment activities and good pastoral care and guidance within the school. For example, during the inspection some very good work was being undertaken by a group of Year 10 pupils working with a national film crew on choosing suitable courses post-16. The school has a very well planned programme to develop pupils' knowledge and understanding of relationships, including sexual relationships, issues related to the use and abuse of drugs, financial matters and the world of work. Pupils develop the skills of making choices about their own life style and future. During Years 10 and 11, pupils are encouraged to use the skills, knowledge and understanding they have already acquired to take on more adult roles in the school and the community. The department is very well led and managed by a teacher who is very committed to the importance of personal, social and health education in raising pupils' self esteem, their ability to take personal responsibility and in their ability to succeed. Her vision is shared effectively with her team. The quality of teaching is very good. Learning is monitored and the programme is evaluated annually. Pupils' work is assessed thoroughly and reports are written on their progress. A very good handbook enables teachers to teach this area well and many pupils identify personal, social and health education as their favourite and most useful subject.

### **Citizenship**

Overall, provision in citizenship is **satisfactory**.

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

- A comprehensive audit and clear development plan provide a good structure for the development of citizenship.
- Teaching is good when citizenship is part of the taught personal, social and health education programme.
- The school council is effective in developing some of the skills and understanding of citizenship.
- Citizenship is not taught explicitly across the curriculum.
- Assessment is underdeveloped.

### **Commentary**

158. Overall, attainment is in line with national expectations and achievement is satisfactory.
159. At the end of Year 9, 69 per cent of pupils are judged to have achieved the expected standard in citizenship or are working beyond it. Girls performed better than boys. Many Pakistani pupils do not achieve as well as they should.
160. In Years 10 and 11 there is no formal teacher assessment evidence. Judgements are based on a wide range of activities such as numbers of pupils who win awards, competitions or their involvement in local, regional or national events. Examples of pupils showing responsibility or commitment to the school are also used but there is no structured framework for assessment using criteria in the National Curriculum document.

161. In Years 7 to 9, pupils, including those with special educational needs, make good progress when taught through personal, social, health and citizenship education. They have a good understanding of rights and responsibilities and the difference between needs and wants. Citizenship across the curriculum is not well developed and this restricts pupils' overall achievement in Years 7 to 9 to satisfactory. However, some good examples were seen during the inspection in English in a discussion about child abuse and during a form period where pupils discussed complex and moral issues around the birth of a disabled premature baby.
162. In Years 10 and 11 evidence is limited with regard to achievement in citizenship as an explicit subject. There are good examples of achievement in citizenship knowledge and skills in many curriculum areas but they are not taught as explicit citizenship and pupils do not recognise them as such. For example, in physical education, pupils make good progress in developing leadership skills through the junior sports leader award which involves working with primary school pupils. In design and technology they effectively compare different systems and in mathematics they make progress in analysing voting intentions using pie charts.
163. Teaching and learning are good in citizenship where teachers have high expectations and pupils respond well. Teachers use a variety of teaching strategies such as sort cards and videos to provoke discussion. They are sensitive to individual needs and ensure all pupils are included. There are many opportunities for discussion and collaboration which contribute to pupils' social development with sensitive issues around personal safety and beliefs impacting on their moral and cultural development. However, assessment is unsatisfactory across the curriculum and there is no structured framework for monitoring citizenship across the curriculum.
164. Leadership and management are satisfactory. The co-ordinator has a clear vision for the subject. A comprehensive audit and clear development plan provide a good structure for the development of citizenship. The development plan will improve provision if it is implemented effectively. However, progress has been limited since the introduction of citizenship in 2002 because it has not been developed in subjects across the curriculum.
165. Extra curricular provision is very good. The school council is a strength and pupils take on roles seriously and sensibly. The process is highly regarded by most pupils and gives them a good insight into democracy and how it works.

## **SUBJECTS AND COURSES IN THE SIXTH FORM**

During the inspection, four subjects and courses were inspected and are reported in detail. Work in other eight other subjects and courses were inspected during the inspection of Littleover Community School in November 2003. A fuller picture of the provision of the Millennium Centre will be provided by reference to both reports.

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
Business education	18	100	87	44	29	41.1	26.2
Chemistry	45	93	86	37	40	39.6	24.1
French	12	83	91	25	46	33.3	27.6
History	15	100	93	80	42	53.3	28.6

**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
Business education	25	96	96	32	36	76.8	80.1
Chemistry	28	96	95	46	53	86.4	84.9
French	4	100	98	25	57	70	87.6
History	10	100	98	30	46	76	84.6



## ENGLISH, LANGUAGES AND COMMUNICATION

### Modern foreign languages

#### FRENCH

Provision in French is **good**.

#### Main strengths and weaknesses

- Good and sometimes very good teaching leads to good achievement by students.
- Very good relationships and students' very good attitudes result in an effective learning partnership.
- Course content and delivery contribute very well to students' personal, moral, social and cultural development.
- There is no additional support in class to meet the needs of individual students during the early part of the course.

#### Commentary

166. The relatively small numbers of students following AS and A-level courses in French make comparisons with national averages inappropriate. At both AS and A-level, students consistently attain grades that are at least in line with prediction. In 2004, 11 out of 12 students entered for A-level gained a pass grade, with three students attaining higher grades. In 2003, three students took the examination and all gained a lower pass grade. The work seen in the inspection was in line in Year 12 with the standard expected nationally at this stage of the course and just above expectations in Year 13.
167. Achievement is good, given students' prior attainment. Students gain in self-confidence and respond well to the teacher's high expectations. Students' files show that writing and reading skills are systematically developed. Students respond well to authentic texts, from which they extract detail and reuse the language in their written and spoken work. Take-up at AS level is increasing and the range of prior attainment is broad. Whilst an effective bridging course is in place to support rapid transition from GCSE to the demands of AS level, the work is not always fully matched to the needs of individual students. Students do not have opportunities for additional individual practice with a foreign language assistant to further develop listening and speaking skills.
168. Teaching and learning are good and sometimes very good. Teachers use the target language fluently in lessons to develop listening skills, effectively supported by authentic recordings and broadcasts. They structure lessons carefully and question skilfully to ensure that students use French at length. In a Year 13 lesson, because of the very good subject knowledge of the teacher, the students made rapid gains in their understanding of the key themes in a novel and responded with insight and imagination. Teachers' very good subject knowledge is used to provide full grammar and examination guidance. Extended pieces of writing are corrected in full, with detailed advice for improvement. Discussions with students revealed high motivation, confirmed their enjoyment of the course and very good relationships with teachers, all of which lead to effective learning.
169. Students work very well together in pairs and groups and develop very good personal and social skills. They respond well to opportunities to discuss moral issues and to compare cultures. The course makes a good contribution to the development of literacy skills because of the training that students receive in all the language skills.
170. Effective joint leadership and management result in students' good achievement. The teachers demonstrate a strong sense of joint responsibility and commitment to raising standards. There are good formal procedures for sharing good practice.

## SCIENCE

## Chemistry

Provision for chemistry is **good**.

### Main strengths and weaknesses

- The overall quality of teaching and teachers' subject knowledge are good so learners are challenged and most students achieve well.
- Chemistry is an increasingly popular subject with a large proportion of students continuing from AS to A2 level.
- Assessment is thorough and constructive.
- Teaching does not always match the learning styles of students.

### Commentary

171. In 2003 the percentage of students attaining higher grades was just above the national average and all students passed at A2 level. There was a dip in results in 2004 but this reflects the increasingly large cohort at both AS and A2 and the range of attainment of students on entry to the sixth form, from those who have awards at the highest level in GCSE to those whose attainment is more modest. Achievement is good given students' prior attainment at GCSE.
172. Teaching and learning are good. Lesson time is used well and teachers ensure that related practical work is included to support the development of knowledge and understanding. Individual tasks, small group work, presentations and discussion are all also used to aid learning. In the lessons observed, teachers displayed very good subject knowledge and skills in the explanation of difficult ideas and concepts supported effectively by the use of ICT in some lessons. These were clearly linked to prior learning, particularly in bridging the gap between GCSE and AS level work. The teachers' expectations were high and relationships were very positive. Questioning was used effectively as a tool by both teachers and students to clarify understanding. Good study skills and positive attitudes towards learning are evident in the students' well-organised work. Students are confident when explaining their understanding of key ideas, making good use of technical language and using ICT as a tool for presenting work. Substantial learning tasks are set following taught sessions which are accurately assessed with areas for development identified and used to inform planning for future lessons.
173. In some classes teachers direct the learning too closely and there is too little challenge for the most able, for example in tasks such as copying notes, and the needs of different styles of learner were not met.
174. Leadership and management of chemistry provision are good. Allocation of staff is well organised and there is commitment to improving standards across both teams. The progress made in terms of achieving good learning outcomes and increased recruitment are testament to the success of the leadership and management partnership.

## HUMANITIES

## History

Provision in history is **good**.

### Main strengths and weaknesses

- Students' achievement is good because of good teaching and students' positive attitudes to their work.
- Students respond well to the challenge to become independent learners.
- Marking and assessment are good.
- Study skills are not well developed.

### Commentary

175. Standards in history are above average overall. In 2003 the AS level results were significantly higher than the national average while the A-level results were lower, but the indications are that the 2004 A-level results are well above the national average whilst AS results match national averages. The achievement of the 2004 A-level students was good whilst AS level students achieved in line with predictions based on their results at GCSE. In lessons, standards and achievement are both good as a result of good teaching and a high level of commitment to the subject coming from the students themselves. A small number of students in Year 13 did less well than expected on one part of the course and they are re-sitting the paper.
176. Teaching and learning are good with some very good features. Teachers have very secure subject knowledge which they use well to help students develop a deeper understanding of difficult historical concepts. Teachers use a good range of teaching and learning styles which interest and engage students, although in some lessons excellent active learning is brought to an end too abruptly. Historical overviews and themes are taught well, with teachers skilfully developing to achieve the planned outcomes. Students respond by working hard and demonstrating their capacity to either work independently or to work well with others. The teaching of study skills has recently become more explicit but some students still have difficulty in coping with the demands of the course.
177. Assessment is good with some very good features. Marking is thorough, constructive and students are fully aware of how well they are performing and what aspects of their work they need to improve. Students are involved in assessing their own strengths and weakness and assessing the performance of other students.
178. The leadership and management of history within the Millennium Centre is good. The subject is now very well established and recruiting strongly. The course retains most of the students who enroll and they are achieving well.

## BUSINESS

### Business education

Provision in business education is **good**.

### Main strengths and weaknesses

- Teaching at A-level is good and leads to good learning.
- Good use of assessment helps students to improve their learning.
- Students' positive attitudes to the subject help them to achieve well.
- Very good relationships between teachers and students support learning.
- Insufficient use is made of ICT to extend learning opportunities.

### Commentary

179. Results at A-level in 2003 were in line with national standards. The evidence from inspection confirms that these standards are being maintained. Results at AS level were

above average. The number of students obtaining a higher grade was well above the national average. Evidence of prior attainment indicates that students achieve well on both courses. The curriculum is good. The courses have been introduced relatively recently and teachers are continually developing new ways to improve learning and achievement.

180. Teaching and learning are good. Teachers have a very good relationship with students and their expert knowledge brings clarity to explanations. Students respond very well in lessons. Their attitudes are positive and mature. Lessons are well planned and activities carefully chosen to allow students to extend and apply knowledge. In a debate on the need for trade unions, initial comments quickly developed into a vibrant discussion which involved all members of the group. Students linked their comments both to theories and identified consequences for human relations, productivity and profitability. Assessment of coursework is good. Teachers provide comments on the quality of the work and guidance on how it could be improved. Students appreciate the organisation of the course and the clear feedback on their attainment and progress.
181. Resources are good. Specialist accommodation and provision for the use of ICT provide good opportunities for research and the production of reports. Recent access to an interactive whiteboard offers additional scope for development. However, ICT is not always used effectively by students. Students have access to a wide range of books to broaden their understanding of the subject.
182. Leadership and management are good. Individual teachers have a clear responsibility for the delivery of identified units of work. Assessment data is analysed and used very effectively to inform planning. The collegiate sixth form has been established since the last inspection. The expansion of recruitment, the high degree of satisfaction by students and the improving outcomes in terms of achievement and attainment indicate the effectiveness of management.
183. Business education in the sixth form was not reported on in the last inspection but there is evidence of good annual improvement.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Sixth form grade</i>	<i>School grade</i>
<b>The overall effectiveness of the sixth form and the school</b>	<b>3</b>	<b>3</b>
How inclusive the school is		3
How the school's effectiveness has changed since its last inspection	8	3
Cost effectiveness of the sixth form / value for money provided by the school	2	3
<b>Overall standards achieved</b>		<b>3</b>
Pupils' achievement	3	3
<b>Pupils' attitudes, values and other personal qualities</b>		<b>3</b>
Attendance	2	4
Attitudes	1	3
Behaviour, including the extent of exclusions	1	3
Pupils' spiritual, moral, social and cultural development		3
<b>The quality of education provided by the school</b>		<b>3</b>
The quality of teaching	3	3
How well pupils learn	3	3
The quality of assessment	2	4
How well the curriculum meets pupils needs	4	4
Enrichment of the curriculum, including out-of-school activities		3
Accommodation and resources	3	4
Pupils' care, welfare, health and safety		3
Support, advice and guidance for pupils	1	3
How well the school seeks and acts on pupils' views	2	2
The effectiveness of the school's links with parents		2
The quality of the school's links with the community	2	2
The school's links with other schools and colleges	2	2
<b>The leadership and management of the school</b>		<b>3</b>
The governance of the school	3	4
The leadership of the headteacher		3

The leadership of other key staff	2	3
The effectiveness of management	1	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7); not relevant (8).*