

ADDENDUM TO ENFIELD GRAMMAR SCHOOL

2nd sentence in paragraph 104 now reads as follows:

Management is unsatisfactory due to underdeveloped planning.

INSPECTION REPORT

Enfield Grammar School

Enfield, Middlesex

LEA area: Enfield

Unique reference number: 102059

Headteacher: Mr Mike Weeks

Lead inspector: Brian Rowe

Dates of inspection: 1st - 5th November 2004

Inspection number: 268800

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Foundation
Age range of pupils:	11-18
Gender of pupils:	Male
Number on roll;	1131
School address:	Market Place Enfield Middlesex
Postcode:	EN2 6LN
Telephone number:	020 8363 1095
Fax number:	020 8342 1805
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Lorraine Sparkes-Baker
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

Enfield Grammar is a comprehensive school for boys aged 11-18, operating on two sites, and is situated in Enfield, Middlesex. The school serves the local area. Since the last inspection, the school has gained two DfES Achievement Awards for improved examination results and maintained Investors in People status. Some of the pupils come from families that are economically and socially disadvantaged, but many are from professional backgrounds. There are currently 1131 pupils on roll, including 220 in the sixth form, making it a larger than average-sized secondary school. About two-fifths of the pupils come from minority ethnic groups, which is a much higher proportion than average, but none are at early stages of using the English language. There are very few refugees or pupils in local care at the school. About 8 per cent of the pupils receive free school meals and this proportion is well below the national average. Pupils' attainment on entry is above average. About 15 per cent of pupils have been identified as having special educational needs, of whom 24 have a statement. These proportions are below average when compared to other secondary schools. Pupil mobility and staff turnover is much lower than in most schools, although there has been some difficulty in recruiting staff in some subjects.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1695	Brian Rowe	Lead inspector	
11072	Shirley Elomari	Lay inspector	
32251	Peter Bratton	Team inspector	Mathematics
32222	Chris Marshall	Team inspector	English
12890	Thomas Jardine	Team inspector	Science
3555	Carol Emery	Team inspector	Information and communication technology
10288	John Richards	Team inspector	Art and design
17156	Ted Graham	Team inspector	Design and technology
20247	Roger Parry	Team inspector	Geography
33173	Malcolm Doolin	Team inspector	History Citizenship
33153	Philip Hingley	Team inspector	Modern foreign languages
11672	Peter Harle	Team inspector	Music
14446	Barry Simmons	Team inspector	Physical education
33313	Anne Walker	Team inspector	Religious education
20619	Jenny Hazlewood	Team inspector	Economics Business education
12331	Vera Grigg	Team inspector	Special educational needs English as an additional language

The inspection contractor was:

ALTECQ INSPECTIONS LTD

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PART A: SUMMARY OF THE REPORT

Overall Evaluation

Enfield Grammar is a **good** school that provides **good** value for money. The headteacher and governors provide effective leadership and this ensures the school supports pupils well. The senior leadership team have a clear vision for future developments and a determination to improve the quality of education for all pupils. The overall quality of management is satisfactory, but inconsistent amongst subject leaders. The good quality of teaching and learning ensures pupils achieve well and promotes their personal development.

The school's main strengths and weaknesses are:

- The school has created a climate where pupils and sixth-form students are very well cared for, develop very positive attitudes, behave very well, have a pride in their school, and develop into mature young adults;
- The headteacher and governors provide effective leadership ensuring improvements to the education of all pupils;
- Pupils in Years 7 to 9 and sixth-form students achieve well because of good teaching and their very positive attitudes to learning;
- Achievement is satisfactory overall in Years 10 and 11, but a number of pupils are not reaching their full potential because teaching and the curriculum provided do not motivate them;
- Although teaching and learning are good overall, some lessons do not meet the learning needs of all pupils, and teachers' expectations of what can be achieved are sometimes too low;
- The process and rigour of self-evaluation are not well developed across all subjects;
- The school does not ensure sufficient co-ordination of a number of whole-school initiatives;
- The use made of assessment information is improving, but it is not used well enough by all teachers to improve learning;
- Pupils' personal development is enhanced through a very good provision of enrichment and extra-curricular activities;
- Pupils are very successful in history, physical education and music because of very good teaching and very effective leadership and management.

Overall, improvement since the last inspection has been satisfactory. The issues identified in the previous inspection have been successfully addressed, with the exception of ensuring that the provision for collective worship meets statutory requirements.

Standards achieved

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

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

For Year 11, similar schools are those whose students attained similarly at the end of Year 9.

The overall standard of pupils' and sixth-form students' work is **above** average and their achievement is **good**. The results from the national Year 9 tests since 2000 indicate that standards have been **well above** the national average with some fluctuations between the core subjects of English, mathematics and science each year. When compared with pupils' prior attainment, the results show they make good progress and achieve well. Results in GCSE examinations have declined from well above average in 2000 to above average in 2003. In 2004, the results declined significantly and are likely to be average. Pupils in Years 10-11 achieve **satisfactorily** overall, but a significant number underachieve. The quality of work being completed by the pupils currently in Years 10 and 11 is above average. Examination results in the sixth form were broadly average in 2002 and 2003. In 2004, results improved significantly. Based on the work seen, sixth-form students achieve well in relation to their capability and prior attainment. Throughout the school, pupils with

special educational needs achieve well in relation to their targets. There is insufficient evidence to judge the achievement of pupils with English as an additional language because they are not clearly identified by the school. In all years, the most able pupils, including those identified as gifted and talented, achieve as well as other pupils, but not as well as they should because there is limited specific provision for them in lessons.

Pupils' personal development, including their spiritual, moral, social and cultural development, throughout the school is **very good**. Attendance is well above average and punctuality is good. Pupils have very positive attitudes to school. They behave very well and develop very positive relationships with each other and staff.

Quality of education

The overall quality of education provided by the school is **good**. The overall quality of teaching and learning is **good**. Arrangements for assessing students' work are satisfactory. There are examples of very good teaching to be found in most departments. The curriculum is good overall, but the content and teaching does not motivate all pupils in Years 10 and 11. Several aspects of the overall educational provision are strengths within the school. These include the provision for extra-curricular activities and the care, health and safety of pupils.

Leadership and management

The overall quality and effectiveness of governance and leadership throughout the school are **good**. The headteacher provides effective leadership and is determined to improve further the quality of education provided for pupils. Management is **satisfactory** overall and the effectiveness of subject leaders varies considerably. Financial management is **very good**. Governors meet their statutory requirements with the exception of providing a daily act of collective worship and ensuring religious education is taught in the sixth form.

Parents' and students' views of the school

Parents have very positive views, and the school's image in the local community is strong. Pupils hold very positive views about school. They are proud of their school, feel safe and well cared for, and appreciate the support from their teachers. They greatly enjoy the wide range of activities provided outside of lessons.

IMPROVEMENTS NEEDED

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

- Raising the achievement of a significant number of pupils in Years 10 and 11, who are not reaching their full potential because teaching and the curriculum provided does not motivate them;
- Improving the lessons that do not meet the learning needs of all pupils and those teachers whose expectations of what can be achieved are too low;
- Ensuring consistent self-evaluation by subject leaders through more rigorous intervention by line managers;
- Improving the management of whole-school initiatives, in particular literacy, across the curriculum, achievement of gifted and talented pupils, citizenship, work-related learning, information and communication technology and English as an additional language.
- Increasing the use made of assessment information to improve learning.

and, to meet statutory requirements by:

- Providing a daily act of collective worship;
- Teaching religious education to all sixth-form students.

SIXTH FORM SECTION OF THE SUMMARY REPORT

OVERALL EVALUATION

The overall effectiveness of the sixth form is **good** and it is cost-effective. Standards are now above average, but examination results have fluctuated over the last few years. The quality of teaching and learning is good, which ensures students achieve well and in some cases very well. The increasing numbers who enter the sixth form are well supported and guided as a result of caring staff and effective leadership. Management is satisfactory, but some aspects are not sufficiently systematic and structured.

The main strengths and weaknesses are:

- Students have very positive attitudes to their work and the school;
- Staff promote high expectations of students' work and their conduct;
- Management, although satisfactory, is not sufficiently structured and formalized;
- Good leadership of the sixth form and successful teamwork amongst staff are improving the quality of education for students.
- The school offers a good range of academic courses, but there are insufficient vocational and alternative courses to meet the needs of all students.
- Good use is made of assessment information to track students' progress and set realistic targets.

QUALITY AND STANDARDS IN SUBJECTS AND COURSES OF THE CURRICULUM

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

Curriculum area	Evaluation
English, languages and communication English	Provision is good . Overall, standards are good in English literature and students achieve well. Teaching and learning are good and students' attitudes are very positive.
Mathematics	Provision is good . Teaching and learning are very good. Students achieve well and examination results are above average. Students demonstrate very good attitudes and a genuine interest in the subject.
Science Chemistry	Provision is very good . Results are improving due to teachers with very good subject knowledge and high expectations. Achievement is very good.
Biology	Provision is good . Standards of work are average overall. Achievement is good due to effective teaching, which encourage independent learning.
Humanities Geography	Provision is good . Standards have risen as a result of effective teaching and learning. Students' achievement is good because they develop independent learning skills. The subject is led and managed well.
Engineering, design and manufacturing Product design course	Provision is good . Standards are above average. Students have good independent learning skills. Teaching and learning are good. There is good leadership and management of the subject.
Hospitality, sports, leisure and travel.	Provision is very good . Examination results are average and students achieve well overall. The highly motivated and enthusiastic students respond very positively to the high-quality teaching. Most continue study at higher education.
Physical education	
Business Business studies	Provision is good . Examination results are consistently above average. Teaching is good and learning is strengthened by the very positive attitude of students towards their work.
Economics	Provision is good . Standards are above average and the number of high grades has continued to improve. Teaching is good and students benefit from their teachers' very good knowledge. Learning is enhanced by the students' positive attitudes to work.

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 have ready access to good and well-informed personal support and guidance from their tutors. Subject teachers provide academic support and guidance of good quality and willingly give their time to provide individual support when needed. Students play an important part in the life of the school.

LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

Leadership of the sixth form is good and well organised on a day-to-day basis. The head of sixth form and other staff are committed to raising standards. Students achieve well and appreciate the support given to them. Management is satisfactory, but strategies and procedures are not sufficiently well defined to identify priorities for future developments.

STUDENTS' VIEWS OF THE SIXTH FORM

Students are very positive and supportive of the school. They appreciate that their teachers know and support them well, and are confident the advice on the next steps of their education is good. Students take pride in the history and traditions of the school. They are positive about the opportunities to accept responsibility and to work and research independently. Students are confident the school values their views. Students would like easier access to computers to support their studies and the inspectors agree with this view.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The overall standard of pupils' and sixth-form students' work is **above** average and their achievement is **good**. The results from the national Year 9 tests since 2000 indicate that standards have been **well above** the national average with some fluctuations between the core subjects of English, mathematics and science each year. When compared to pupils' prior attainment, the results show they make **good** progress and achieve **well**. Results in GCSE examinations have declined from well above average in 2000 to above average in 2003. In 2004, the results declined significantly and are likely to be **average**. Pupils in Years 10 to 11 achieve satisfactorily. Examination results in the sixth form have been similar in the last two years and were at the national average in 2003. Based on the work seen, sixth-form students achieve **well** in relation to their capability and prior attainment. Throughout the school, pupils with special educational needs achieve as well as other pupils. There is insufficient evidence to judge the achievement of pupils with English as an additional language because they are not clearly identified by the school. In all years, gifted and talented pupils achieve as well as other pupils, but not as well as they should because there is limited specific provision for them in lessons.

Main strengths and weaknesses

- Achievement is good in Years 7 to 9 and the sixth form.
- Standards in the end-of-Year 9 tests were well above average from 2000 to 2003.
- GCE A-level results improved significantly in 2004 and students' work is now above average.
- The proportion of pupils gaining five or more GCSE A*-C grades is well below average compared to pupils in other schools with the same prior attainment.
- The proportion of pupils gaining five or more grades A*-G and one or more grades A*-G is well above average.
- The higher-attaining pupils, including the gifted and talented, are underachieving because they are not sufficiently well provided for.

Commentary

Years 7 to 9

1. The table below indicates standards that are well above the national average at the end of Year 9. The results represent good achievement for pupils who join the school in Year 7 with above average attainment. Standards in national tests in 2004 were lower than in 2003.
2. In Years 7 to 9, the standard of work seen in lessons and pupils' written work are above the national expectation in the majority of subjects. Pupils' skills in literacy, numeracy and ICT are above average. Standards are well above average in mathematics, science, history, music and physical education, and average in art and design and design and technology. Standards are below average in citizenship and resistant materials. Standards on entry to the school are above average and achievement is good overall. The quality of teaching and the very positive attitudes of pupils are major factors in the good achievement.

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

Standards in:	School results	National results
English	35.2 (32.3)	33.4 (33.3)
Mathematics	37.8 (38.5)	35.4 (34.7)
Science	36.1 (36.3)	33.6 (33.3)

There were 180 pupils in the year group. Figures in brackets are for the previous year.

Years 10 and 11

3. The table below indicates that pupils reached standards that were above the national average in 2003. Compared to similar schools, the proportion of pupils gaining five or more grades A*-C was well below average, but the proportions gaining five or more grades A*-G and one or more grades A*-G were well above average. Pupils' achievement is satisfactory based on their prior attainment at the end of Year 9. In 2004, the GCSE results declined significantly and unconfirmed data indicated that 51 per cent of pupils gained five or more grades A*-C. Pupils with special educational needs perform well in examinations with the support of the teachers and support assistants. Individual educational plans have only recently been formulated for those pupils with statements, and have yet to be written for other categories of pupils, so it is not possible to judge their progress against targets set.

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	61 (60)	52.0 (50)
Percentage of pupils gaining 5 or more A*-G grades	97 (96)	91.0 (91)
Percentage of pupils gaining 1 or more A*-G grades	99 (100)	96.0 (96)
Average point score per pupil (best eight subjects)	38.4 (38.2)	34.7 (34.8)

There were 175 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

4. In Years 10 to 11, the standard of work seen in lessons and pupils' written work is above the national average in many subjects and pupils' achievement is satisfactory. Standards are well above the national expectations in history, music and physical education. They are above average in design and technology, French, mathematics, science and geography. In English, Spanish, ICT, art and design, drama, religious education and business education, standards are average. In resistant materials and citizenship they are below average. Pupils' achievement is satisfactory in most subjects. It is very good in history, music and physical education, and good in French and design and technology. The lower achievement of pupils in Years 10 to 11, compared to Years 7 to 9, is due to teaching methods that do not fully engage those pupils who are more easily distracted at this stage of their development, work not matched to pupils' individual needs, a lack of suitable curricular options that appeal to all pupils and underdeveloped use of ICT. Pupils have maintained their above average literacy and numeracy skills, but their competence with computers is average.

Sixth form

5. Standards in the sixth form were broadly average in 2002 and 2003. Results increased significantly in 2004 in most subjects and are likely to be above average.

Standards in GCE A/AS level and VCE examinations at the end of Year 13 in 2003

	School results	National results
Percentage of entries gaining A-E grades	96.8 (94.0)	89.4 (92.6)
Percentage of entries gaining A-B grades	30.2 (28.9)	32.6 (35.3)
Average points score per pupil	207.7 (227.1)	258.2 (263.3)

There were 96 pupils in the year group. Figures in brackets are for the previous year.

6. The attainment of students on entry to the sixth form is average because the school policy is to encourage students to stay in full-time education. Standards of work seen during the inspection were above average in virtually all subjects, reflecting the improved results in 2004. This represents good achievement and progress by the students. Students achieve well because their teachers have very good subject knowledge and they have very positive attitudes to their learning and the school.

Pupils' attitudes, values and other personal qualities

Overall, pupils and sixth-form students have **very good** attitudes to learning and behave **very well**. Their personal development is **very good** overall. Pupils' overall spiritual, social, moral and cultural development is **very good**. Attendance is **well above** that typically found in secondary schools nationally. Punctuality is **good** throughout the school.

Main strengths and weaknesses

- Sixth-form students are very committed to the school and enjoy their studies.
- Pupils in Years 7 to 9 have very good attitudes to learning and in Years 10 and 11 attitudes are good overall.
- Pupils and students form very good relationships with others, which helps to ensure that incidents of bullying and other harassment are infrequent.
- Pupils' personal development is good, and their social, moral and cultural development is strong.
- Levels of attendance have improved steadily over recent years and attendance is very well monitored.

Commentary

7. The positive attitudes to learning noted in the previous inspection report have been successfully maintained. Pupils in Years 7 to 9 are very positive about their work. They almost always enjoy their lessons, listen very attentively to their teachers and one another, and try hard to complete the work set. In Years 10 and 11, attitudes are good. Although the majority work well, significant numbers are not well motivated by the subjects they are studying. In some lessons, teaching does not motivate the pupils and work provided is either too difficult or insufficiently challenging to hold their interest. Pupils of all ages greatly appreciate the very wide range of extra-curricular activities on offer, and large numbers participate on a regular basis, particularly in sport and music.
8. Behaviour throughout the school is very good overall, which is an improvement since the previous inspection. The school has high expectations for pupils' behaviour, and most pupils respond well. In particular, pupils behave very well when walking between the sites. However, a significant number of pupils in Years 10 and 11 do not meet the high standards expected of them. In lessons, unacceptable behaviour is almost always well handled by the teacher so that it does not affect the learning of others. However, in some lessons in Years 10 and 11, the needs of all pupils are not sufficiently well met and at times disruption results. The under-achievement of some pupils in Years 10 and 11 is as a direct result of this ineffective teaching. Pupils with emotional and behavioural difficulties are very well supported so that they learn to take increasing control of their own behaviour. The student support centre and the work of the learning mentor help pupils to deal with their problems and focus on their learning. In Years 7 to 9, the reward system motivates pupils well, but the current system of rewards in Years 10 and 11 is less effective.
9. Pupils form very good, mutually respectful relationships with one another, teachers and other staff. This helps to ensure that bullying and other unacceptable behaviour is infrequent. Pupils know that they should report bullying when it occurs. Almost all pupils and their parents are confident that teachers then deal with it quickly and effectively.

Exclusions

10. Last year, the level of fixed-term exclusions was high. The school has now established a seclusion unit so that pupils remain in school and continue with their studies. This has already resulted in a very significant reduction in the number of exclusions as well as the number of days lost to exclusion.

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	695	77	3
White – Irish	2	2	0
White – any other White background	109	9	0
Mixed – White and Black Caribbean	32	14	2
Mixed – any other mixed background	34	2	0
Asian or Asian British – any other Asian background	26	2	0
Black or Black British – Caribbean	70	23	3
Black or Black British – African	25	1	0
Black or Black British – any other Black background	8	1	0
Any other ethnic group	18	3	1
No ethnic group recorded	7	3	0

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

11. Pupils' personal development is good and the school has maintained and built upon the high standards noted in the previous inspection report. Spiritual development was criticised at that time. It is now satisfactory, but opportunities to develop pupils' ability to reflect and to gain self-knowledge are inconsistent. Assemblies and work in a range of subjects, such as English, geography and religious education, develop pupils' ability to make decisions on moral issues very well. The many opportunities to work and play with others, especially in sport and music, help to develop pupils' very good social skills. Older pupils help younger ones through well-organised peer mentoring and paired-reading schemes. Pupils' cultural development is very good. They have the opportunity to explore their own and others' cultural traditions, for example in art, music, English and geography. Pupils become confident young people, who willingly take an active part in the life of the school. A notable feature is the pride pupils take in the long history and many traditions of their school.

Attendance

12. Attendance has increased steadily over recent years and is very high. Figures for 2003-2004 show attendance in Years 7 to 11 at 94.4 per cent. Unauthorised absence is consistently low. Attendance data is monitored very closely and parents are contacted on the first day of any unexplained absence. The school has a good range of strategies to improve the attendance of those pupils where it is a cause for concern. Their very regular attendance makes a significant contribution to pupils' good achievement.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.0	School data :	0.2
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.

13. Almost all pupils arrive on time in the morning. The school has organised the timings of the school day effectively to minimise the impact of the split site. Despite the very significant distance pupils and teachers sometimes have to walk between lessons, most begin promptly.

Sixth Form

14. Students' very good attitudes to their studies are demonstrated in their very good behaviour, attendance and punctuality. These factors make a significant contribution to the above average standards they achieve. Sixth-form staff support students very well so that they develop a mature approach to studying, work hard and develop the skills of studying independently.
15. Students have a wide range of opportunities to make a positive contribution to the school community, mainly through the prefect system. These responsibilities are undertaken very well and students are very good role-models for younger pupils. Students are confident and well prepared to take their place in the world beyond school. A larger proportion undertake a varied programme of community service than was the case at the previous inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is **good**. The overall quality of the curriculum in Years 7 to 11 and the sixth form is **good**. The opportunity for enrichment, including out-of-school activities, is **very good**. The quality and quantity of the accommodation and resources to meet the needs of the curriculum in Years 7 to 11 are **satisfactory**, and **good** in the sixth form. Arrangements to ensure pupils' care and welfare are **very good**. The support, advice and guidance received by pupils are **satisfactory** in Years 7 to 11 and **good** in the sixth form. The extent of the school's involvement of pupils and students in its work and development is **satisfactory**. The partnership with parents is **satisfactory** and there are **good** community links in the sixth form. Relationships with other schools and colleges are **satisfactory**.

TEACHING AND LEARNING

The overall quality of teaching and learning is **good**. It is **good** in Years 7 – 9 and the sixth form, but **satisfactory** in Years 10 and 11. Assessment of pupils' work is **satisfactory** in Years 7 to 11 and **good** in the sixth form.

Main strengths and weaknesses

- Effective teaching promotes positive attitudes and pupils' personal development.
- Teaching motivates pupils and supports them to achieve well in Years 7 to 9 and the sixth form.
- There is insufficient attention in many subjects to matching work to meet the needs of pupils of different abilities, especially ensuring the most able are sufficiently challenged and the less able are adequately supported.
- School reviews ensure that senior staff are aware of the strengths and weaknesses in teaching and learning, but there is insufficient rigorous self-evaluation by some subject leaders to ensure sufficient challenge exists in all classes.
- Consistently very good teaching in history, music and physical education.

Commentary

16. At the last inspection, the quality of education was judged as good and there was no significant difference between year groups. Teaching has improved slightly and the incidence of good and very good teaching is higher. Over recent years, teaching has been particularly effective in Years 7 to 9 and the sixth form, with pupils and students making good progress and achieving well. In Years 10 and 11, teaching has been satisfactory overall, but pupils' achievement and attitudes to learning have been less positive. During the last two years, improving teaching and learning has been a major focus for staff development, but it has not been totally effective with some staff. Improvement to teaching and learning has been accomplished in many subjects. The pupils are mostly positive about the school and the teaching they receive. They are well behaved and have positive attitudes to their work, and good teaching and relationships with staff are making a positive contribution to their personal development.

17. Inspectors judge the quality of teaching and learning from a wide range of evidence that includes observing lessons, an analysis of past test and examination results, a scrutiny of pupils' work, talking to pupils about their work and analysing school data and documentation. During the inspection, 147 lessons were observed. A summary of the teaching is shown in the table below. Overall, teaching and learning are good and there is some very good teaching in most departments. Despite this good profile, the senior staff are aware that there are a number of important issues to be addressed.

Summary of teaching observed during the inspection in 147 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7 (5%)	36 (24%)	61 (41%)	37 (25%)	6 (5%)	0 (0%)	0 (0%)

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

18. The above table indicates a high proportion of good and better teaching, and a relatively low proportion of unsatisfactory lessons. During the inspection, the most effective teaching was observed in Years 7 to 9 and the sixth form. In these years, teaching and learning are frequently good or very good, but there are still examples of unsatisfactory practice. Teaching was satisfactory in Years 10 and 11 as over half of the lessons observed were either good or very good. However, four of the 59 lessons observed were unsatisfactory. Pupils in Years 10 and 11 are less positive than in other year groups as a result of teaching that lacked sufficient challenge and interest to the pupils. The learning was satisfactory in some lessons because of the pupils' positive attitudes. Where aspects of teaching were unsatisfactory these related to:

- inadequate planning by teachers to match work more closely to the pupils' abilities;
- low expectations by teachers of what higher-attaining pupils can achieve, so that too many do not make sufficient progress;
- insufficient support for less able pupils and those who use English as an additional language;
- lessons that lacked pace and rigour, where learning was too slow and pupils became bored;
- unsatisfactory management of pupils' behaviour;
- insufficient use of ICT;
- not sharing the very good practice that exists in some departments.

19. In several subjects, there is insufficient rigorous internal review leading to strategies for improvement, but in others this is an improving feature and a strength. There are many examples of good teaching in most departments, but teaching and learning are especially effective in history, music and physical education. The strengths of teaching include the teachers' very good subject knowledge, positive relationships with students, good use of time and insistence on good behaviour. Teaching in resistant materials and citizenship is unsatisfactory.

20. Withdrawal of pupils with special educational needs is kept to a minimum, but the quality of teaching is very good. The small groups formed for literacy development are very well taught because the teacher focuses on the specific needs of the pupils.

Sixth form

21. During the inspection, 36 sixth-form lessons were observed. Nearly half were very good or excellent, over three-quarters were good or better, and all were satisfactory or better. A scrutiny of students' work and talking with students confirmed this good level of teaching and learning. The teaching has improved over the years because of the support given to students on a regular basis. This improved teaching is having a direct impact on students' achievement and standards of work. Regular feedback on how well students are doing is provided and they are appreciative of this drive to raise standards.

22. Overall, the assessment of pupils' work is satisfactory. A whole-school framework for marking has recently been developed. Though the quality of marking varies between subjects, there is some good practice. Teachers' use of assessment to inform their planning and target setting is broadly satisfactory. A policy for assessment, recording and reporting has been recently developed and subject teams have been asked to formulate their own range of assessment strategies. As a result, development work is underway and though progress has been variable, some good practice has begun to emerge.
23. As a result of this development work, some, but not all, pupils have a sound understanding of how well they are progressing and how they can improve. However, because practice is at different stages in different subjects, there are considerable variations in how much guidance they are receiving in lessons to improve their performance.
24. There is a whole-school approach to the monitoring of pupils' progress and the setting of targets. This works well in the sixth form where good use is made of assessment information to track students' progress and set realistic targets. However, it is less effective in Years 7 to 11. Though staff are provided with data and there is a system of review which highlights underachievement, this approach does not make pupils sufficiently clear as to what level they are working at and what they need to do to make further progress.
25. Overall, the school has reached a critical stage where it wishes to develop a more rigorous whole-school approach to assessment. It has identified assessment for learning as a substantial element in its development plan and has begun working on this aspect. The development of assessment to date has not been sufficiently well managed. In order to move forward successfully on assessment for learning and other aspects of assessment, it is vital that the co-ordination is improved.

The curriculum

The overall quality of the curriculum in Years 7 to 11 and the sixth form is **good**. The opportunity for enrichment, including out-of-school activities, is **very good**. The quality of the accommodation and resources to meet the needs of the curriculum is **satisfactory**.

Main strengths and weaknesses

- There is a good range of academic courses in the curriculum at all years.
- There are very good opportunities for extra-curricular and enrichment activities.
- Every effort is made with the planning of the curriculum to minimise the disruption to lessons with the school operating on two sites.
- There are insufficient vocational subjects in Years 10 and 11 and the sixth form.
- There are not adequate arrangements to provide a daily act of collective worship.
- There is no formal teaching or monitoring of key skills in Years 12 and 13.
- The provision for teaching religious education in the sixth form is unsatisfactory.

Commentary

26. There is a good curriculum in Years 7 to 9. The curriculum caters well for all pupils, including those with learning difficulties. In Years 10 and 11, the school provides a broad curriculum aimed at ensuring specialisation does not happen too early and, therefore, restrict options for study in the sixth form. Except for a very few pupils who follow an alternative vocational curriculum to meet their learning and social needs, there are too few vocational courses offered in Years 10 and 11.
27. The school is meeting the statutory requirements of the National Curriculum, including the provision for religious education in Years 7 to 11. However, there are not adequate arrangements for a daily act of collective worship in assemblies and during tutorial time, which constitutes a breach in the statutory requirements.

28. There is good provision for pupils with special educational needs through a combination of in-class support and withdrawal to meet the needs of individual pupils. These pupils take a full part in the extra-curricular opportunities offered by the school. Gifted and talented pupils are identified, but the provision of extension work to meet the learning needs of these pupils in lessons is inadequate and varies from subject to subject. However, there are extensive opportunities provided for these pupils through extra-curricular and enrichment activities.
29. All pupils benefit from a very good range of enrichment and extra-curricular activities. There is an extensive number of activities and opportunities for all pupils to take part in within the school and in the local area, including courses at residential study centres and tours abroad. There is also good support for learning outside the school day through extra-curricular study opportunities for revision in a number of subjects, including after-school homework provision.
30. There is good provision and planning for personal, social and health education through the tutorial sessions in each year group. Co-ordinators are in place for cross-curricular themes in numeracy, literacy, citizenship and ICT. However, these areas of curriculum management are not sufficiently developed.
31. The school operates on two sites as upper and lower schools. Pupils have to move between the sites throughout the day. However, every effort is made with the planning of the curriculum and timetable to minimise the disruption to lessons. Although this situation can affect the quality of education, the school works hard to overcome this issue and to a large extent is successful.
32. The quantity and quality of accommodation are satisfactory overall, but learning in some subjects is disadvantaged by the facilities. Accommodation is good in modern foreign languages, design and technology, music and physical education. The sports fields are excellent. Excellent refurbished rooms in the oldest Tudor part of the school enhance the ambience for teaching sixth-form English and modern foreign languages. Many subjects are taught in rooms that are too small for the curriculum, and, where the number of students is large, conditions can be very cramped. Some ICT rooms also have inadequate ventilation. A recent independent survey identified 32 rooms that did not meet requirements. It also reported a shortfall of eight classrooms to meet current curricular needs. Consequently, several subjects share rooms, and some science lessons are not taught in laboratories. There is no office space in the special educational needs department for confidential meetings or for visiting specialists to meet with students and their parents. Pupils and staff cope well with accommodation split between two sites, approximately 10 minutes walking distance apart. This is not ideal, and adjustment is made to lesson times to allow for movement. A working group is looking at how further improvements can be made.
33. There is a good match between the number of qualified teachers and the needs of the curriculum. Occasionally, recruitment difficulties occur, but the school is currently fully staffed. The school has a satisfactory number of support staff, but there are insufficient learning support assistants. The quality of support staff is good.
34. Resources for learning are satisfactory overall. They are excellent in physical education, and good in mathematics, modern foreign languages, music and business education. The quantity and quality of resources in religious education is unsatisfactory. The ratio of pupils to computers (8.5:1) is well below average, and this affects access to ICT for use in subjects. Some subjects are better than others in finding solutions, such as advance booking of ICT rooms and the use of laptops. Shortage of suitably sized rooms to house additional computers is also an issue being considered by the school. The library has a good range of reference books. It is a pleasant room for study, but is very small for the size of the school.

Sixth form

35. There is a good range of academic courses on offer in Years 12 and 13. With the school providing a wide range of courses, there are also links to other local educational institutions.

Two vocational courses are offered in business education. However, there are not enough vocational and alternative courses to meet the learning needs of all students in Years 12 and 13. There is no formal teaching or monitoring of key skills in Years 12 and 13. The provision for religious education in the sixth form is unsatisfactory.

Care, guidance and support

The school has **very good** arrangements in place to ensure the care, welfare, health and safety of all its pupils and sixth-form students. They benefit from **very good** personal support, advice and guidance throughout their time in the school. Advice and guidance on academic matters is **satisfactory** in Years 7 to 11 and **good** in the sixth form. Pupils' views are sought, valued and acted on to a **satisfactory** degree.

Main strengths and weaknesses

- The school sets a very high priority on providing a safe, healthy environment.
- Arrangements to meet pupils' personal needs are very effective.
- Pupils are guided well when making choices that affect their future.
- Pupils who use English as an additional language are not supported well.
- Although pupils and students have regular opportunities to express their views, the school council has a limited impact on school life.
- Students are well advised and supported when they enter the sixth form and well prepared for life beyond school.

Commentary

36. The school has very thorough procedures in place to ensure the health, safety and well-being of its pupils and students. Health and safety checks are carried out regularly and any issues receive a prompt response. The issues noted in the previous inspection report have been fully resolved. The school provides a safe and caring environment where pupils feel safe. They appreciate that teachers and other staff have their best interests at heart. Procedures for child protection fully comply with legal requirements. Arrangements for first aid and welfare are very good and appropriate records are kept.
37. The quality of personal support, advice and guidance available to pupils throughout their time at the school is very high. Most pupils state that because teachers are approachable they are likely to share any problems they may have. Although form tutors are the principal contacts for pupils, a wide range of strategies and support are available to them. The student support centre provides a calm atmosphere where pupils can work as well as receive help targeted to their individual needs. Pupils benefit from the work of the learning mentor and the trained peer mentors. The focus of mentoring is to help pupils to come to terms with the problems in their lives while continuing to work and learn. Careers education is built into the tutorial programme, but pupils have limited access to the careers service.
38. Pupils and their parents are well advised and informed of the options open to them both in Year 9 and in Year 11 so that they make an appropriate choice of courses. However, in most subjects, pupils are not sufficiently well informed of what they need to do in order to achieve their best. When targets are set, they are often too general to guide progress effectively.
39. The recently appointed co-ordinator for special educational needs made the needs of the stated pupils a priority in determining support. The induction of these pupils is thorough and ensures that pupils are confident in a new situation when they start at the school. A system of gold stars awarded by the parents counts towards a merit, which the pupils try hard to earn. There is very good liaison with outside agencies.
40. Provision for pupils who have English as an additional language is unsatisfactory. Pupils are not accurately identified, and the ways in which these pupils could be supported are not sufficiently recorded. Pupils who arrive with limited English are not assessed as to their

competency in English, and therefore, support provided is not necessarily targeted to their specific needs.

41. The school provides a good induction programme so that pupils settle quickly into their new school. Staff visit the primary schools to meet with Year 6 pupils and their teachers. Pupils and their parents are well informed about the school and have a good range of opportunities to visit it prior to admission. A particular feature of the induction programme is that all pupils and their parents have an individual discussion and tour of the school with a member of the senior management team.
42. The school uses questionnaires on a regular basis to gain pupils' views about aspects of school life. Year councils and a whole-school council are in place and have achieved a range of changes, such as new litterbins and benches outside. However, the council meets too infrequently to be a significant force for change, and councillors are not sufficiently involved in discussing major developments within the school.

Sixth form

43. Students are provided with good support, advice and guidance by their tutors and subject teachers. They are well supported as they enter Year 12 so that they settle quickly into the demands of sixth-form study. The careers library contains a very wide range of information about universities, colleges and courses. Students are encouraged to attend open days and all have the opportunity to visit a careers fair. They are well supported as they apply to university. The many opportunities students have to contribute to the school community and to the wider community through 'Youth Action Volunteering in Enfield' help to prepare them well for life beyond school.

Partnership with parents, other schools and the community

Overall, the school has developed a **satisfactory** partnership with parents, other schools and colleges and the local community. In the sixth form, the links with the community are **good**.

Main strengths and weaknesses

- Parents are very supportive of the school.
- The school provides parents with a wide range of information, but its quality and regularity is inconsistent.
- The school does not provide parents with a separate report on personal, social and health education, which is a weakness.
- A significant number of sixth-form students undertake community service.
- Pupils enjoy a wide range of visits and visitors that enrich the curriculum.

Commentary

44. The school remains very popular and greatly oversubscribed, as it was at the time of the previous inspection. Parents are extremely supportive of the school. Attendance at consultation evenings is very high. School productions and concerts are invariably sold out. The friends association raises large sums of money to support the work of the school.
45. Parents are provided with a wide range of information about the life and work of the school. However, the school does not produce a separate prospectus for the sixth form. In response to parents' requests, the school now provides an overview of the curriculum in Years 7 to 9. However, departments present this in a variety of ways, which is confusing. The school has improved the format of the homework diaries in recent years. These are generally used well in Years 7 and 8, but their use remains inconsistent in Years 9 to 11. Most parents receive a prompt response to questions and concerns, but a few do not receive a response quickly enough. Newsletters are issued once a term so that, although they celebrate pupils' achievements well, this information is often out of date. The school regularly polls parents'

views by using questionnaires. However, these are sent to a sample group and not to all. Communication with parents was an issue at the time of the previous inspection. It has been improved since, but some inconsistencies remain.

46. Pupils' annual and interim reports do not contain a separate section for personal, social and health education, which is a weakness. Citizenship is reported only in Year 9. There is inconsistent practice between different teachers and departments in the quality and usefulness of reports. Overall, however, the quality is satisfactory. Subject reports do not always address the specific progress made, nor do they consistently set targets for improvement. When targets are set, they are frequently too general to guide parents in helping their sons to improve. The school recognises this and reports are currently a focus for improvement.
47. Parents of pupils who have special educational needs are supportive of the school. Many provide detailed written comments prior to the reviews, and the majority hear their boys read regularly. Also, where necessary, there is a weekly contact with parents.
48. The school arranges a range of visits to places of interest to enrich the curriculum, for example gallery visits in art and theatre trips in English. Visitors, such as the community police and theatre groups, provide additional interest to the work in the classroom. A large number of pupils take part in sporting events with other schools. Many pupils also participate in musical activities both in school and in the wider community.

Sixth form

49. A significant number of students become involved in the 'Youth Action Volunteering in Enfield' project. This is well organised and enables them to experience a range of community service options. Students are also able to visit careers conventions and university taster and open days. A small number benefit from the collegiate arrangement between the school and other local sixth forms.

LEADERSHIP AND MANAGEMENT

The governance of the school is **good**. The headteacher provides **good** leadership. Other key staff with management responsibilities provide **good** leadership. The overall effectiveness of management throughout the school is **satisfactory**. The school is aware of any barriers to raising achievement and has good strategies to overcome them.

Main strengths and weaknesses

- The strategic planning and vision of the headteacher are good.
- The application of whole-school policies and curriculum initiatives by middle managers are inconsistent.
- Senior managers do not always ensure rigorous self-evaluation by subject leaders.
- Financial management is very good.
- Clear priorities are identified within the school improvement plan.
- New staff are well supported by an effective induction programme.
- Good practice is not shared effectively across the school.

Commentary.

50. The headteacher provides strong, personal leadership. He is a very visible presence around the school and sets the tone for the quality of education. His total commitment to the pupils and staff of the school, and his honesty, make him an excellent role-model. He is very aware of, and cares deeply about, the history and tradition of the school, while at the same time he is anxious to see the school move forward and improve. The major vehicle for this is the school improvement plan. This document is built on wide consultation with staff and governors and, as a result, some recently introduced initiatives are being implemented. For example, the regular monitoring of lessons has enabled the senior leadership team to have a clear and

accurate view of the quality of teaching and learning in subjects. Teachers who are less effective in the classroom have been identified and supported. A whole-school self-evaluation initiative has been introduced and is having a positive impact on raising awareness about the improvements needed. However, the school does not have the strategies to deal effectively with all the outcomes that are resulting from this procedure. An impressive portfolio of whole-school policies has been produced, but the implementation of these policies is not rigorously monitored to ensure that there is a consistency of approach throughout the school. The headteacher has identified the need to change the culture of the school from that where the major emphasis has been on the organisation and practice of teaching to placing priority on the learning of the pupils. Some staff have been slow to accept these changes, but the headteacher has the will and ability to bring about the needed change of emphasis.

51. The governors give good support to the headteacher and leadership team. They have a clear vision for the future development of the school and have a good understanding of its strengths and weaknesses. The governors bring a wide range of useful expertise to their roles, and some have their own children in the school. Governors are closely involved in the preparation of the school development plan, and in its financial decisions. Governors are failing to fulfil their statutory duties in ensuring that religious education is taught to sixth-form students and that there is a daily act of collective worship. However, they have made a considerable effort to do so despite staff shortages and inadequate accommodation.
52. The overall management of the school is satisfactory. The senior management team works hard to minimise inefficiencies that arise out of the split-site nature of the school's organisation. Whole-school development planning is good and effectively identifies areas for improvement. Management of the school is well supported by a range of well-structured policies. Each member of the school's senior management team is linked to one or more areas of organisation with responsibility for monitoring, review and to ensure the implementation of school policies. However, the rigour of their intervention is variable and, as a result, policies are not applied consistently across the school. A good policy for self-evaluation is in place. The consistency and thoroughness of its implementation, however, is variable. Further, although departmental reviews identify examples of good practice, there are inadequate procedures in place to ensure these are shared across the school. Examples of good practice include the very good collection and analysis of data relating to pupils' standards in mathematics and the procedures for target-setting and peer assessment established in ICT.
53. The school places considerable emphasis on supporting staff through a very good policy for the management of human resources. This policy ensures that procedures for performance management are implemented well and that members of staff have access to training that is related to their needs. The success and effectiveness of this policy have been recognised through the award of Investors in People status to the school for the second time. The school's involvement in initial teacher training benefits the school by providing a recruitment route for well-trained new teachers. It also provides a good start to the students' professional lives.
54. The leadership and management of the area of special educational needs are very good. The co-ordinator has only been appointed recently, but she has made tremendous improvements in a very short time. The areas for improvement have been itemised and the proposed action detailed. Her priority was to write individual educational plans for pupils with statements, but those for other categories of pupils have yet to be written. She has also written a detailed and excellent special educational needs policy. Pupils with statements now have the legal requirement of support, and other support has been organised. She has created a high-performing team, although the numbers of support staff are too few for the numbers of these pupils. At present, meetings are not arranged for the special needs support team. This makes communication very difficult, and hinders the smooth running of the department. The governor for special educational needs is kept fully informed of this area of provision.

Financial information

55. Financial planning and management are very good. Resources are well managed to meet the school's priorities and the educational needs of pupils despite the fact that the age and split-site nature of the school's buildings place considerable pressure on the budget. All funds are managed efficiently and in accordance with their designation. There is a clear focus on gaining best value for the benefit of the school's community. The governing body plays a full part in setting priorities for annual expenditure, ensuring that priorities fully support the school's development plan. Governors also ensure that budgetary management takes proper account of recommendations arising out of the annual auditor's report. Budget management has been very good to identify savings to ensure that a deficit in 2002-03 arising out of unforeseen staffing and building costs will be corrected by the end of the current financial year. The school's plan to become a specialist college for mathematics and computing is designed to increase resources and to support teaching and learning in these areas.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	5,001,629	Balance from previous year	-147,236
Total expenditure	4,933,039	Balance carried forward to the next year	-79296
Expenditure per pupil	4,365		

Sixth Form

Leadership of the sixth form is **good** and management is **satisfactory**. The sixth form is cost effective and provides **good** value for money.

Main strengths and weaknesses

- The head of sixth form has a team of staff that effectively support and develop students both academically and personally.
- Staff promote high expectations that result in above average standards and good achievement.
- There are insufficient formal strategies identifying the priorities for the future development of the sixth form.

Commentary

56. The sixth form is cost effective and provides a good standard of education for its students. The head of sixth form, supported by an effective team of tutors, provides good leadership and has a shared commitment to achieve high expectations both academically and personally. Teachers know their students well and there are good systems for monitoring aspects of students' work and their contribution to the life of the school. This has a positive impact on raising the quality of students' work and improving levels of confidence. There are good and productive relationships between staff and students, who are very positive about the levels of support they receive. Subjects are well led and staff set high expectations, which are reflected in the good achievement and above average standards of work produced by students.
57. The sixth form is managed satisfactorily and is well organised on a daily basis, but there are insufficient formal strategies in place identifying priorities for future developments. The school attracts over 60 per cent of pupils from Year 11 into the sixth form. It also attracts a good number of students from other schools, who are made welcome and are integrated well into the sixth form. The number of students completing their courses is very high, and sixth-form collegiate arrangements with other schools are well developed.

OTHER SPECIFIED FEATURES

Work-Related Learning

The provision in work-related learning is **satisfactory**.

Main strengths and weaknesses

- A senior member of staff has made good progress with monitoring and planning developments for work-related learning.
- An audit has been completed to assess the teaching of work-related learning across the curriculum.
- The development of work-related learning is part of the whole-school development planning strategy.
- There is not a clearly managed approach to work-related learning at this early stage of development.

Commentary

58. The school has made a good start for the provision of work-related learning across the curriculum and a co-ordinator was appointed at the end of the last academic year. The co-ordinator has carried out a comprehensive audit to assess the current situation in the different subject areas. This is currently being analysed to support and guide future planning decisions.
59. The school is already active in developing links and partnerships with the local Education Business Partnership and enterprise organisations. The local Business Partnership is providing work-related opportunities as part of the local education authority's post-16 collegiate system.
60. There is good leadership and management in place to develop the work-related curriculum. A draft school policy for work-related learning has been completed and is ready for approval by the governors of the school. Although no specific teaching takes place for work-related learning, the school offers two vocational courses, work experience and day-release opportunities in Years 10 and 11 for pupils to extend their knowledge of the world of work.
61. There are already a number of work-related activities being experienced by pupils. These include a two-week work placement in Year 11, a one-day enterprise activity in Year 10, business study trips, the English department using work experience as a focus for coursework, the ICT course simulating work situations, and the citizenship programme exploring rights and responsibilities in the working world. Although a variety of good work-related learning activities are undertaken, there is no overall planning or co-ordination in place to ensure all pupils gain similar opportunities and experience. However, planning is in place to develop this aspect of the curriculum.

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

- Good teaching engages pupils' interest and has a positive impact on their attitudes.
- Assessment is well developed and supports pupils' progress.
- Good leadership and management ensure the department has a clear sense of areas for development.
- Work is not always well matched to pupils' needs and the more able pupils are not challenged to achieve their best.
- Insufficient use of information about pupils with special needs means they do not always receive targeted support in lessons.

Commentary

62. Pupils start school with literacy skills and standards in English that are above average. In 2003 tests, the standards attained by pupils in Year 9 were above average for all schools. The proportion of pupils gaining higher levels was above that for all schools nationally and for similar schools. This represents good achievement. In 2004, these results have been maintained and the standards of work seen in Years 7, 8 and 9 were above average.
63. In the 2003 GCSE examinations, the proportion of pupils gaining higher grades was above the national average. This was not maintained in 2004, and results were average with far fewer pupils gaining the highest grades. The standard of work seen in Years 10 and 11 was average and pupils' achievement is satisfactory because not all achieve to their full potential. Information about pupils with special educational needs is not used sufficiently and, as a result, some do not receive the specific support they require to make progress. The higher-attaining pupils are not always challenged and some underachieve.
64. The overall quality of teaching and learning is good. In Years 7 to 9, lessons are conducted at a good pace, questioning is well pitched and activities are interesting and carefully sequenced. Consequently, pupils are engaged in their work, respond enthusiastically and behave well. A rigorous approach to assessment and very constructive marking mean pupils understand their progress and what they need to do to improve. Teaching methods associated with the National Strategy are evident in most lessons, but these are not fully embedded in the work of all the team of English teachers.
65. In Years 10 to 11, teachers demonstrate good subject knowledge, seek to involve all pupils, and use stimulating resources and activities. In the best lessons, expectations are very high, lessons are skilfully managed, and pupils are actively involved and very responsive. On some occasions, teachers do not address low-level disruption and pupils learn less well as a result. Although different coursework assignments are provided for pupils of different ability, in most lessons tasks, resources and questioning are not used to match the needs of all pupils. This means more able pupils are not always sufficiently challenged and achieve less well than they could.
66. Both leadership and management of the department are good. As a result of his commitment to the school's self-evaluation and performance management procedures, and his additional observation of lessons, the head of department has a good understanding of the department's strengths and aspects for further development. This is reflected in its development plans and

the support offered for the professional development of members of the team. The department is committed to improvement and its development of assessment. Detailed schemes of work for Years 7 to 9 and a clear course structure for Years 10 to 11 provide a good foundation for this. However, the good teaching evident in the department is not shared and matching work to the needs of all pupils is not sufficiently developed.

67. Improvement since the last inspection has been good. There are now better opportunities for using information and communication technology to draft and revise written work, assessment has improved and the attainment in Years 7 to 9 has been above average in all but one year.

Language and literacy across the curriculum

68. The standard of pupils' language and literacy skills across the curriculum is above average and most are able to write fluently and coherently, read with a good grasp of meaning, and contribute to oral work in a confident and articulate manner. Some less able students experience difficulty in reading and understanding more challenging texts, and subject teachers do not always provide activities that enable them to access these materials.
69. Though there has been whole-school training on some aspects of literacy, there is no mechanism for sharing or generating good practice, and there is not a specific policy for literacy across the curriculum. Materials developed by the National Strategy for Key Stage 3 to develop whole-school literacy have not been used extensively. However, good practice was observed in a number of different subject areas. In business education, emphasis is placed on clear explanation of key terms and teachers check pupils' understanding of handouts. Pupils in religious education keep a record of new terminology, and helpful prompts are provided to support essay writing in history. In addition to this, literacy lessons are taught in Year 7 to which different subjects contribute.
70. The school has identified literacy as an issue to be addressed in its development plan. It is keen to build on the good practice evident in some subjects to further improve the standards of language and literacy skills, but has not yet developed a concerted approach.

Modern foreign languages

French and Spanish

The provision in modern foreign languages is **good**.

Main strengths and weaknesses

- The teachers have a very good knowledge of their subjects.
- The department is led and managed very well.
- Lessons are well planned and teaching styles motivate pupils.
- Pupils do not have enough opportunities in lessons for informal communication in the language they are learning.
- Not all teachers inform pupils in Years 10 and 11 well enough about the standard of their work and how to improve.

Commentary

71. The overall standard of work seen in Years 7 to 9 in modern foreign languages is above average compared to what is expected nationally, and much is well above average. This represents good achievement as the pupils come to the school with a level of attainment that is just above average. Teacher assessments at the end of Year 9 confirm these standards. Attainment in Spanish is not as high as in French, but is improving. Achievement in Spanish is satisfactory and in French it is good.

72. GCSE results in French in 2003 were well above average compared to boys' results nationally. This represents good achievement and pupils did better in French than in most other subjects. The GCSE results for Spanish for the same year indicate standards were average and achievement was satisfactory. In 2004, Spanish GCSE results improved and this is confirmed by the standard of work seen during the inspection. The results in French were maintained at the above average standard. Overall, pupils achieve well in modern foreign languages in Years 10 and 11.
73. Teaching is good in all years because the teachers have a very good knowledge of their subject and get on well with the pupils. However, the amount of the foreign language used in the classroom does not increase enough from year to year and, consequently, pupils do not speak as confidently as expected by Year 11. Teachers' lesson planning is consistently good and follows a well-established pattern, giving pupils a clear idea of what they are expected to learn. During most lessons, teachers give the pupils good and accurate information about how they are performing in relation to National Curriculum levels. This enables pupils of all abilities to learn well and helps them improve. In the best lessons, teachers combine all of these good features with imaginative methods and challenging pace, resulting in exciting learning and rapid progress.
74. Pupils' written work is marked regularly and thoroughly and gives the pupils a good indication of how they are doing and how to improve. However, in Years 10 and 11, some teachers do not give pupils enough information about how their work compares with national standards and their marking is therefore only a satisfactory support to pupils' learning.
75. Leadership of the subject is very good because the head of department creates a strong sense of teamwork and sets very high professional standards. Teaching is regularly monitored and teachers are given very good advice on how they can improve. There is a clear vision of the department's future and of its place in whole-school developments and this vision is pursued with energy and commitment. The management of the department is also very good. All the teaching areas are well decorated and create a stimulating environment for pupils. Materials, equipment and documents are very well organised and provide a very good support for learning.
76. The department runs very smoothly because tasks are shared by agreement and are carried out efficiently. The department keeps a very good record of pupils' results, and this information is used well to help teachers to plan their lessons and meet the needs of all pupils.
77. There has been a good improvement since the last inspection as standards are much higher. Leadership and management have also improved and there is now a strong team of well-qualified teachers, who have the skills and professionalism to raise standards further.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good leadership creates a mutually supportive team of teachers.
- Good teaching in Years 7 to 9 results in pupils achieving well.
- Very good collection of data is used to analyse pupils' results.
- Teaching strategies are not sufficiently developed to meet the wide range of pupils' abilities, especially in Years 10 and 11.
- The analysis of data relating to pupils' results is not used fully enough to set them individual targets.
- Well-designed schemes of work enable teachers to plan their work effectively.

Commentary

78. Standards attained by Year 9 pupils in the 2003 national tests were well above average for all schools nationally and also for similar schools. This represents good achievement by these pupils since on entry to the school their standards were above average. Unvalidated results for 2004 were well above average for all schools and very high for similar schools, representing an improvement on the results of 2003. The quality of work in Years 7 to 9 is well above average.
79. The proportion of pupils gaining the A*-C grades in the 2003 GCSE examinations was above the national average, representing satisfactory achievement. However, the average standard achieved by these pupils was below the overall average achieved in their other subjects. The unvalidated results for 2004 have remained above average, but the proportion of pupils achieving the higher grades was below that of 2003. The overall standard of work seen of pupils in Years 10 and 11 was above average. Achievement is satisfactory, but the higher-attaining pupils do not reach their full potential.
80. The quality of teaching and learning across all year groups is good, with some that is very good. Teachers have a good command of the subject and most pupils respond enthusiastically to the high expectations placed upon them, especially in Years 7 to 9. The most successful teaching was characterised by good planning, a high level of challenge and a stimulating pace. Teaching was less effective when it lacked challenge and strategies were not sufficiently developed to meet the full range of pupils' abilities, especially in Years 10 and 11.
81. The behaviour and attitudes of pupils towards their learning are very positive. They collaborate well with each other and respond well to questions. They have good relationships with each other and their teachers. The very positive attitudes of pupils in Years 7 to 9 have a very significant impact on their learning and achievement.
82. The leadership and management of the department are good. An experienced and highly skilled teacher leads a committed and mutually supportive team of specialist teachers. A good departmental handbook provides policies, guidance and well-designed schemes of work that enable teachers to plan their work effectively. Although schemes of work identify opportunities for teachers to enhance pupils' learning through the use of ICT, their implementation is restricted by limited access to specialist rooms. The marking and assessment of pupils' work is good. There is very good collection of data relating to the results achieved by pupils in examinations. However, this data is not used fully enough to set individual targets for pupils, especially for those in Years 10 and 11. There has been good improvement in the provision for mathematics since the time of the previous inspection.

Mathematics across the curriculum

83. Pupils' numeracy skills are above average. A good whole-school policy is in place that identifies opportunities for teachers to use mathematics in other subjects across the curriculum. All teachers have received training in this area, and the policy provides a glossary of mathematical key words and their meanings. Good evidence of pupils being able to use and apply their skills successfully was seen in ICT where they were using formulae to produce graphs. In geography, they were applying their knowledge of co-ordinates and graphs effectively, and in physical education, pupils were successfully using their mathematical knowledge to interpret statistics relating to performance data.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Overall, standards are above average.
- Pupils in Years 7 to 9 and those taking separate sciences in Years 10 and 11 achieve well.
- Assessment records are used well to monitor pupils' progress.
- Staff are determined to raise standards and work hard.
- ICT is insufficiently used for teaching and learning.
- Gifted and talented pupils are not specifically identified or provided for.

Commentary

84. Pupils start school with attainment in science that is above average. In 2003, standards in the end-of-Year 9 tests were well above both the national average and the average for pupils of similar prior attainment. The results in 2004 declined, especially at the higher levels. The proportion of pupils who attained grade A*-C at GCSE in 2003 was above the national average and almost all candidates attained a pass grade. When compared with the results of pupils of similar prior attainment in other schools, the proportion of A*-C grades was well below average. The proportion of A*-C grades declined in 2004.
85. Overall, standards of work are above national expectations. They are well above average in Years 7 to 9 and above average in Years 10 to 11. Bearing in mind their attainment at entry, pupils achieve well during Years 7 to 9 and satisfactorily in Years 10 to 11. Pupils with special educational needs and those from minority-ethnic groups achieve as well as others. Gifted and talented pupils are not specifically identified in science or provided for. However, in Years 10 and 11, a group of higher-attaining pupils achieve well from studying the three separate GCSE sciences.
86. The overall standard of teaching and learning is good. It is good in Years 7 to 9 and satisfactory in Years 10 to 11. Teaching is less successful in Years 10 to 11 because the methods used do not fully engage those pupils who are more easily distracted, which leads to lower achievement. For example, in the lessons seen, few teachers used visual aids to enliven presentations and capture pupils' interest. Very little use of ICT is made. Class practical work, which pupils enjoy, is limited by the two laboratories, whose design does not lend itself well to such work, and by lessons held in classrooms. Lesson plans include learning objectives for pupils of differing abilities, but the objectives are not usually shared with the pupils, which means they do not know exactly what they are meant to learn. The strengths of the teaching include teachers' subject knowledge, the variety of tasks provided, references to science in everyday life and the opportunity for pupils to apply science to unfamiliar situations. Detailed records of pupils' progress are kept and are used well to identify pupils' targets and grades and those who are underachieving. However, some pupils are unsure of exactly what to do to improve their work because their targets are written in general terms rather than stating exactly which aspect of science they must concentrate on.
87. The leadership of the faculty is good. The head of faculty has a clear vision for the department and the drive to get there. There is a clear focus on raising standards. Management is satisfactory, but much is carried out informally using the good working relationships between colleagues. The picture is improving, but systems to monitor, review and evaluate the work of the faculty are not implemented consistently. Learning resources are adequate, apart from ICT, where there is insufficient equipment available for teaching and learning. Improvement since the last inspection has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Information and communication technology (ICT)

Provision in information and communication technology is **good**.

Strengths and weaknesses

- Standards and achievement, particularly in Years 7 to 9, are rapidly improving.
- Good leadership and management ensure an improving provision throughout the school.
- Higher-attaining pupils are not challenged enough and pupils with special educational needs do not have work set that enables them to improve.
- A low time allocation for the examination course and limited access to resources hinder achievement and progress.
- ICT across the curriculum is not coherently planned and managed.

Commentary

88. Pupils start school with the ICT skills expected for their age. The 2003 teachers' assessments at the end of Year 9 indicate above average standards. These standards were maintained in the 2004 tests. This is a considerable improvement to standards at the previous inspection. Pupils in Years 9 to 11 achieve well. Standards and progress in lessons are good due to a well-structured programme for ICT with opportunities for pupils to develop a range of skills in collecting, combining and presenting information. They consolidate these skills effectively and extend and develop their knowledge of modelling techniques using spreadsheets so that by Year 9 they are able to apply a range of ICT skills, knowledge and understanding effectively in a variety of situations.
89. The introduction of the GCSE short course for all pupils has significantly improved provision in Years 10 and 11. Standards in 2003 were below average, but 2004 results showed an improvement. Standards of completed work and in lessons are average and pupils' achievement is satisfactory. Pupils make competent and confident use of ICT to communicate information in a variety of ways for different audiences. Pupils sort and classify information effectively and use the Internet well to research and download information. Their depth of knowledge, understanding and use of more advanced procedures, such as validation, a method to check data entered is correct, are not well developed. Standards and achievement are affected in part by the low time allocation for the short course, which makes it difficult to cover the content in sufficient depth. The school has made a substantial investment in ICT since the previous inspection, but there are still insufficient computers for all pupils to access during lessons. This hinders the progress of pupils.
90. Overall, teaching and learning are satisfactory, but good in Years 7 to 9. Teachers have good subject knowledge and share this effectively, advising and helping pupils to consolidate and improve their work. Lessons are well planned with good opportunities for the majority of pupils to develop new skills and to apply them independently to tasks. However, activities are not always matched to the abilities of pupils with special educational needs, and higher-attaining pupils are not sufficiently challenged to ensure they are able to make maximum progress and achievement. Relationships between teachers and pupils are generally good. Teachers manage pupils well, particularly in Years 7 to 9. However, in Years 10 and 11, teaching does not motivate a significant minority of pupils, who are talkative and show negative attitudes to their learning. This hinders progress and achievement in some lessons.
91. Leadership and management are good. The head of department, supported by an effective team, has improved the ICT curriculum provision in the school considerably. He monitors the work of the department effectively and has a realistic view of strengths and weaknesses. The action plan clearly identifies the priorities to develop provision further. However, it currently lacks enough specific information about the procedures for monitoring. Improvements since the last inspection have been good.

Information and communication technology across the curriculum

92. Provision for the use of ICT within subjects is unsatisfactory. Access to computers and relevant software is an issue for many subjects and this limits the opportunities for pupils to develop ICT capability and use it effectively to support learning. The school is aware of the issue and has planned actions to improve the situation through bids and initiatives that will help to improve access. There is a willingness amongst many staff to provide good opportunities to pupils. Many teachers have been trained in the use of ICT and the majority of subjects have planned it into their programmes of work. Physical education and music are developing good opportunities and use ICT effectively to improve standards. Access for pupils with special educational needs is poor. The use of interactive whiteboards to enhance teaching is developing well in several subjects.

HUMANITIES

History

Provision in history is **very good**.

Main strengths and weaknesses

- Standards are well above average and pupils achieve very well in all years.
- Teaching is consistently good and frequently very good, and ensures successful learning.
- Very good leadership ensures good development and continual improvement.
- The use of assessment is improving, but inconsistent, within the department.
- The most able pupils are not sufficiently supported.

Commentary

93. Pupils start school with above average attainment. Standards reached by the end of Year 9 are well above average and pupils achieve very well. At the end of Year 9, results of the teachers' assessments are well above national expectations. GCSE results have been high for a number of years, and history is one of the most successful departments in the school. The standard of work seen during the inspection confirms the well above average test and examination results. The subject is very popular at GCSE because pupils value and enjoy history. They see its value in terms of gaining useful knowledge, developing a range of skills and using various resources. Pupils achieve very well in Years 10 and 11.
94. Lessons are very well taught and teaching is very good overall. Teachers have very good subject knowledge and an enthusiasm for their subject, which they communicate well to pupils, and this promotes successful learning. Pupils respond very positively to teachers and actively participate in lessons. Satisfactory provision is made for all pupils, who are well supported by their class teachers and by support staff. However, planning and attention is not always given to the needs of both the most able pupils and those with special educational needs.
95. Teachers use a wide range of teaching strategies to fully engage pupils. In the very good lessons, the use of questioning was a notable feature. Teachers use various strategies to develop pupils' literacy skills and essay-writing techniques. These include subject-specific key words, writing frames and structuring essays to help pupils understand examination requirements. Pupils make good use of ICT for research, information retrieval and word processing, and teachers have very good ICT skills. However, the department has limited access to resources and this impedes development and pupils' progress.
96. Some very good examples of assessment were seen which enhanced learning and involved pupils in their own self-evaluation. This strategy of pupil self-evaluation, together with marking pupils' work, is not consistently used by all teachers. The department has three dedicated rooms so many lessons are taught in non-specialist rooms. This creates difficulties with

resources and monitoring teaching. The specialist history rooms are welcoming with good, imaginative displays that support learning and reflect the quality of the pupils' work.

97. The head of department leads the subject very well and has ensured good progress in implementing improvements since the last inspection. Examination results and better staffing levels have been secured. Management is good and the department's work is regularly monitored. Exam and test results are analysed rigorously and improvement is constantly sought. History is taught by three full-time historians and four part-time staff, some of whom teach on both sites, and time is lost through travel.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Achievement of pupils is good in Years 7 to 9, and satisfactory in Years 10 and 11.
- The overall quality of teaching and learning is good.
- Monitoring and assessment data are not used sufficiently to raise standards and achievement.

Commentary

98. On entry to the school, standards are above expectations. The 2003 teachers' assessments at the end of Year 9 judged standards as broadly in line with national expectations. In 2004, assessment results indicate that standards are likely to be much better than expectations. The current work in Years 7 to 9 is above average. Pupils achieve well in Years 7 to 9 and make good progress in lessons. The 2003 GCSE results were above average. In the 2004 GCSE examinations, results declined and are likely to be below the national average, and pupils' achievement was unsatisfactory. Analysis of the results shows that it was mainly the lower-attaining pupils who underachieved because of weak coursework on a new syllabus, and a staffing change. In addition, the proportion of A*-A grades was low and this indicates that the higher-attaining pupils also underachieved. Work in the current Year 10 and 11 groups is above average and these pupils are achieving satisfactorily.
99. In Years 7 to 9, pupils achieve well by acquiring new geographical knowledge, understanding and skills. They develop the use of statistics to make geographical statements. They improve their skills to locate places using map co-ordinates, although the numerical skills of lower-attaining pupils are weak. The achievement of pupils in Years 10 and 11 is satisfactory. Higher-attaining pupils achieve good understanding of the social impact of physical hazards, such as earthquakes. Lower-attaining pupils, and those with special needs, do not show the same levels of understanding, so their written explanations are limited, and sometimes unfinished.
100. The overall quality of teaching and learning is good. Teaching is good in Years 7 to 9 and satisfactory overall in Years 10 and 11, although some aspects are unsatisfactory. In very good lessons, the needs of different groups of pupils were planned for with suitable tasks and resources to support them effectively. In lessons, notably in Years 10 and 11, where teachers do not plan tasks for the learning needs of different ability groups, motivation is reduced, pupils become bored and inattentive, and do not achieve as they should. This is especially so for pupils with special educational needs and the highest-attaining pupils. A few instances of poor behaviour are overlooked. A lack of variety of resources and teaching method are characteristic of such lessons. ICT is not used sufficiently as a tool for teaching and learning. Pupils in Year 11 said how much they learned from a field study in Weymouth. However, not all pupils in Years 7 to 9 have enough practical geography using the area close to the school to improve their geographical skills.
101. Geography is developing well because the experienced head of department uses the ideas of two young teachers to develop new methods of teaching and learning. There is a commitment

to raising standards. Management is satisfactory and the department operates smoothly. However, the procedures for regular monitoring and assessment of teaching and learning are not systematic or rigorous. Information is not used rigorously enough to provide consistently for the learning needs of all pupils. Improvement has been satisfactory since the previous inspection.

Religious education

The provision in religious education is **satisfactory**.

Main strengths and weaknesses

- More able pupils are not challenged enough to achieve their best in Years 10 and 11.
- The recent development of an agreed marking scheme is effective and is beginning to help pupils to improve.
- There are insufficient resources, particularly ICT, and this is hindering progress, especially in Years 10 and 11.
- Planning lacks sufficient reference to the locally agreed syllabus.
- Most pupils are enthusiastic about the subject.

Commentary

102. The provision for religious education has suffered from recruitment problems recently. Staffing is now stable and pupils benefit from teaching by two subject specialists. Pupils arrive at the school with standards in religious education that are typically above the expectations of the Enfield agreed syllabus. They achieve well in Years 7 to 9 so that, by the end of Year 9, their standards are above the expectations of the agreed syllabus. This good achievement does not continue through to Years 10 and 11, where nearly all students now follow the GCSE short course. Recent GCSE results have been well below the national average and very few pupils gain the top grades as the higher-attaining pupils are not sufficiently challenged to do their best. The quality of work in the current Years 10 and 11 is broadly average and pupils' achievement is satisfactory. Pupils contribute well to discussions and show maturity in response to sensitive moral and religious issues.
103. Overall, teaching and learning are satisfactory, but there are important aspects to be improved. Teaching is good in Years 7 to 9 and satisfactory in Years 10 and 11. Where teaching is good, as in Year 7, pupils are especially well motivated and enjoy learning. Teachers have very good subject knowledge, but a slow pace and a lack of matching work to meet individual pupil's needs does not ensure good progress is made in lessons. In Years 10 and 11, the higher-attaining pupils fail to achieve their full potential. In addition, lessons are not planned with direct reference to the locally agreed syllabus. Schemes of work lack detail and require considerable development in respect of assessment procedures. An effective marking system has recently been implemented across all year groups and this is beginning to inform target setting and in turn improve the progress made by pupils. There are too few resources used in lessons, and pupils have limited access to ICT. Little use is made of visits or members of the community, who could add richness to lessons. However, the homework set is creative and gives greater opportunity for independent learning and research.
104. The head of department has a vision of how to take the department forward and is providing satisfactory leadership. Management is unsatisfactory due to underdeveloped planning. The department recognises the weaknesses and has identified priorities for future development. Overall, satisfactory progress has been made since the last inspection.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- The good team of specialist teachers in the department.
- GCSE results for resistant materials remain very low because teaching is unsatisfactory.
- There are very good results in the GCSE graphics course.
- An effective assessment system is established across Years 7 to 9 and good use is made of data for target setting and monitoring pupils' attainment and progress.
- There is limited technological challenge in the activities for Years 7 to 9 in using electronics, control systems and manufacturing processes.
- There is not enough computer-based equipment for use within the department for designing and manufacturing activities.

Commentary

105. Pupils enter the school with above average attainment. The standards achieved by pupils at the end of Year 9 in 2003 tests were above the national average for design and technology. The results in 2004 are similar to the previous year. In lessons, standards are average and pupils' achievement is satisfactory. Making activities are limited to some extent by the over-emphasis on the early stages of the design process. This is leading to the underdevelopment of practical skills, particularly in resistant materials. Pupils gain little experience in using electronics, control systems and computers for manufacturing processes.
106. GCSE results in 2003 for graphics were well above the national average. In resistant materials, results were well below the national average. The 2004 results are likely to be similar, with considerable underachievement again in the resistant materials course. In Years 10 and 11, the overall standards in lessons are above average, particularly in food and graphics, and overall achievement is good. Research, particularly in resistant materials, is not providing pupils with the design information required to support the development of well-thought-out design ideas. Pupils in resistant materials also lack the practical skills and technical knowledge expected at the start of a GCSE course. The use of ICT is not well embedded in coursework for presentation and graphical design. A good start has been made with a new course in GCSE electronic products.
107. The overall quality of teaching and learning in lessons is good. However, teaching and learning over time in resistant materials is unsatisfactory. There is a good team of specialist teachers. Where lessons are good, the planning is effective, the work is challenging, expectations are high and learning is reviewed well with pupils. In lessons that are less than good, there is often a lack of challenge in the tasks set and pupils lack an understanding of what needs to be done. Teachers have a good working relationship with pupils that contributes to their good motivation and progress in lessons. Pupils with learning difficulties are supported well in lessons and also make good progress.
108. The leadership of the department is satisfactory. Although there has been some improvement since the last inspection, a number of issues have not been addressed. Management is satisfactory. Teaching is monitored well by the head of department and key issues have been identified leading to a well-structured development plan. However, the weakness in the development of practical skills and techniques for resistant materials has not yet been considered for development and this was an issue identified at the previous inspection. Assessment practice is now well established across Years 7 to 9 and used effectively to set targets and monitor progress. In Years 10 and 11, assessment is detailed and provides constructive information to pupils, including actions for improvement. However, schemes of

work in Years 7 to 9, although well planned, do not fully cover activities relating to electronics, control systems and computer-manufacturing processes.

109. The accommodation for design and technology is good. Teaching rooms, although limited in size, are well maintained and well organised. The resources for teaching and learning are good, but there are not enough computers and related equipment within the department to raise standards in design-based activities and manufacturing. Display is of a good quality and effective use is made of work produced by pupils to show expectations of quality, content and presentation. Two technicians provide very good support for the department.
110. Progress in resistant materials since the previous inspection has been unsatisfactory. The overall quality of teaching in design and technology is now good because of the addition of new staff and courses. Resources for research have improved particularly with access to the Internet. However, standards in GCSE resistant materials remain well below expectations and continue to be a serious issue for the department. There is still a lack of technological challenge for the work in Years 7 to 9 and there is not enough provision for work involving ICT and systems and control.

VISUAL AND PERFORMING ARTS

The main focus of the inspection was on art and music, but work in drama was also sampled.

Drama

111. The work in drama was sampled and three lessons were observed in Years 10 and 11. Results in the 2003 GCSE examination were above average. In 2004, 12 candidates were entered, six gained higher grades and overall results are likely to be similar to those in 2003. The standard of work seen in lessons in Years 10 and 11 was average and the achievement of pupils was satisfactory.
112. Teaching and learning are satisfactory. Lessons are conducted at a good pace and there is effective use of warm-up activities. Well-pitched questioning is used to engage pupils with tasks. Even though lessons were temporarily taking place in classrooms rather than the studio, performance activities were incorporated. Pupils are encouraged to evaluate the work of peers. In one lesson, the teacher carefully demonstrated how to write a productive evaluation before pupils observed a group's work in progress. Pupils' performances make good use of gesture, movement, facial expression and intonation. Lesson planning does not always address each stage of the lesson in sufficient detail and, as a result, pupils' concentration is not always fully sustained. The school has a reputation for high-quality drama productions and a new show is currently being planned. Good opportunities are provided for theatre trips.

Art and design

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

Main strengths and weaknesses

- Teaching and learning are good in lessons and this has ensured pupils' attitudes and behaviour are positive.
- Progress in lessons is mostly good, but achievement over time is satisfactory.
- Insufficient use is made of ICT and computer-aided design in Years 7 to 9.
- Assessment procedures do not sufficiently support planning to raise standards.

Commentary

113. Pupils start school with average attainment and skills in art. Pupils' work covers a good range of subject aspects and contextual studies in all years, which includes media, sculpture and ceramic work. The 2003 teachers' assessments at the end of Year 9 showed results to be in

line with the national average. There is little evidence of current work to substantiate the significant improvement indicated by the 2004 teachers' assessments. Inspection evidence confirms that, by the end of Year 9, standards overall are at the national expectation, with some gifted and talented pupils reaching above average standards. Pupils' still-life drawings from direct observation show clear understanding of the use of shading and tone to suggest form. In Years 7 to 9, opportunities for ICT and computer-assisted drawing, a National Curriculum requirement, are currently too few. Overall, the achievement of pupils in Years 7 to 9 is satisfactory.

114. In Year 11, the best coursework and final pieces show high productivity, well-developed skills of investigation and good documentation of ideas. In contrast, weaker work shows poor development in the final controlled test, with little reference to the work of well-known artists. The number of A*-C grades in 2003 was just above the national average for boys, with the number of A*-B passes being similar to the national average. The 2004 results declined and are likely to be below the national average. Uncompleted coursework and poor examination techniques were the major problems and reasons for these results. The department has developed strategies to improve the standards of the underachieving boys by providing extra work outside school hours. Pupils' progress is good overall in lessons, but independent learning skills are underdeveloped and this limits their achievement over time. Pupils' written work is insufficiently developed in Years 10 and 11 and their achievement is just satisfactory.
115. Overall, teaching and learning in all year groups are good in lessons. Teachers have a good command of their subject, set challenging tasks and have high expectations of pupils' work, conduct and behaviour. Individual feedback is good and teachers give generously of their time to encourage pupils. However, independent learning skills are underdeveloped. The curriculum is enhanced effectively by good extra-curricular opportunities, such as art clubs, visiting speakers, and gallery visits. High-quality wall displays of pupils' and students' work are very informative and provide a stimulating environment in the art rooms and around the school. Pupils generally have very good attitudes, are enthusiastic, and work purposefully and productively in lessons. Many, but not all, pupils show a strong commitment to the subject in their homework.
116. The head of department has led the subject well in difficult circumstances and has a clear sense of purpose, with high aspirations. Management is effective overall, but self-evaluation procedures are underdeveloped. Since the last inspection, fewer pupils are able to take GCSE art as the subject has been placed in a different option block. The attainment of the pupils taking art is also much lower than at the previous inspection. Consequently, despite good leadership and management by the head of department, the progress made in art since the previous inspection is not satisfactory as the numbers taking the subject and the standards have declined. Short lesson time allocation and inadequate accommodation are having an adverse impact on the standards and pupils' achievement.

Music

Provision in music is **excellent**.

Main strengths and weaknesses

- Excellent leadership ensures this subject is a major strength in the school.
- Teaching and learning are very good, reflecting the vitality and enthusiasm of staff.
- The very good assessment system is helping to raise standards.
- Instrumental teaching is raising standards.
- High-quality and extensive extra-curricular music enriches the provision for many pupils.
- No explicit policy concerning health and safety issues involving unsupervised group work.

Commentary

117. Overall, standards on entry are average, but a small number of pupils of above average ability are selected each year because of their musical talent. Teachers' assessments at the end of Year 9 indicate pupils reach standards that are well above average and they achieve very well. GCSE results have been well above average over the last four years, and the current examination groups indicate that this high performance will continue. Achievement in Years 10 and 11 is very good.
118. The quality of work seen in lessons and recordings heard from all year groups indicate that the department's evaluation of pupils' work is well founded and reliable. Pupils with special educational needs achieve very well and make very good progress. The open-ended tasks used in lessons enable the higher-attaining pupils to develop their own skills rapidly and this often benefits others in their group. Whole-class and group musical ensembles are used very effectively to support the development of all pupils. In a Year 9 lesson on jazz blues, pupils demonstrated very impressive improvisation skills. Extra-curricular opportunities are extensive and of high quality, involving a significant proportion of pupils. A gospel choir rehearsal was intense and moving, and the school is well known for its jazz band.
119. Teaching and learning are very good in all year groups. The best teaching is based on teacher commitment and energy, and pupils respond with equal enthusiasm. Group work and independent learning are especially strong features, and pupils demonstrate a determination to learn and take responsibility. In occasional lessons, questioning does not involve all pupils, but usually all pupils are very involved in lessons.
120. Leadership of the subject is excellent, based on enthusiasm and commitment. Management is very good, and the complex department is run very efficiently. The head of department plays a vital role in the graduate teacher programme, and all music staff are monitored on a regular basis. The conversion of the historic building in which the music department is housed is very good, but the remote nature of many practice rooms has implications for the supervision of pupils. Resources are good and support the planned programme very well. The department's contribution to citizenship is very good as there are very strong links with the community. The contribution to work-related learning is unusually strong and enhanced by a part-time member of staff, who is a professional musician. Assessment procedures are very good and pupils' use of self-assessment is helping to raise standards further. More than 160 pupils have instrumental lessons and more than 200 are involved in extra-curricular activities. Progress since the last inspection has been very good as standards have risen.

PHYSICAL EDUCATION

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

Main strengths and weaknesses

- Results in the GCSE examinations are very significantly above the national average.
- The leadership and management of the department are excellent and all staff share a commitment to raising the status and standards of the subject.
- Very good relationships and good lesson management ensure that pupils have a very positive attitude to the subject.
- There is a very wide range of extra-curricular activities that are very well supported by large and enthusiastic groups of pupils.
- The quality of indoor accommodation and changing facilities is poor.

Commentary

121. This is a very successful and excellently managed department, which promotes high levels of attainment, and makes a positive contribution towards raising pupils' levels of fitness and confidence. In recent years, pupils have gained A* - C grades in the GCSE examination that

have been above the national average, and in the 2003 examinations the number of pupils gaining these higher grades was very significantly better than that achieved nationally.

122. Pupils arrive at the school with a variety of physical experiences and skills, some of which are below that expected of 11-year-old boys. They settle into the school quickly, make very good progress, and by the end of Year 9 their overall level of attainment is at least in line with the national average, with a significant number doing even better. In Years 7 to 9, pupils achieve very well. Pupils' progress during Years 10 and 11 is also very good, and by the time they are at the end of Year 11 the overall attainment is much higher than that nationally. Good levels of skills are clearly evident in a wide range of activities. Pupils have a good knowledge of rules and tactics and undertake a variety of roles, including performing, officiating and coaching. Pupils in Years 10 and 11 also achieve very well. Pupils in the GCSE groups are developing a good understanding and expertise in both the theoretical aspects of the subject and are attaining standards that are very much higher than the national average. Pupils in these examination groups are very committed and work hard, with many of them producing work at the highest level. They also achieve very well.
123. Pupils with special educational needs are well integrated into lessons. They are given much support by teachers and other pupils and are achieving well. Talented pupils are identified and are encouraged to extend their skills both in school and with clubs in the community. Many pupils have represented Middlesex in a range of sports, and some pupils have gained national honours.
124. Teaching and learning are very good and are a major strength of the department. Teachers are knowledgeable and teach lessons that are very well structured with a choice of tasks that promote a high level of interest and effort and enable all pupils to make very good progress. There is an expectancy that pupils will work hard, behave well and achieve good standards. Pupils' enjoyment of their lessons is very evident despite poor indoor accommodation and changing facilities.
125. The leadership and management of the department are excellent. High-quality documentation supports the teaching of the subject. Staff, including many non-specialist teachers, give very freely of their time to provide a very wide range of extra-curricular activities and inter-school competitions, which are very well supported. Talented teachers work very well together, support each other and demonstrate a strong commitment to their pupils and to the improvement of the department. There has been good improvement since the previous inspection. Examination results have improved, the statutory requirements of the National Curriculum are now being met, and there are now no health and safety issues of concern.

BUSINESS AND OTHER VOCATIONAL COURSES

Business Studies

Provision in business studies is **good**.

Main strengths and weaknesses

- GCSE results were above average in 2003.
- The least able pupils have good support to help them learn.
- There is not always enough challenge for the higher-attaining pupils.
- Leadership and management are good.
- There is not enough use of ICT to support teaching and learning.
- Good arrangements for target setting and assessment help pupils improve.

Commentary

126. In Years 10 and 11 there are two GCSE courses, the single-option GCSE and the double-option applied GCSE. Standards in Years 10 and 11 are average overall. Examination results

in the single-option GCSE rose significantly in 2003, and the number of A*-C grades was above average nationally and when compared to other subjects in the school. The number of A*-C grades fell in 2004, but overall results were still close to the national average. In the applied GCSE, the first cohort of pupils has not yet completed the course and standards are as expected.

127. Achievement of pupils is satisfactory overall in Years 10 and 11. In the lower-attaining GCSE sets, pupils achieve better than expected because of well-structured activities that engage their interest. Achievement in the classes for the higher-attaining pupils is satisfactory. The pupils mostly have positive attitudes, although the teaching does not always have enough challenge. Applied GCSE pupils achieve satisfactorily because of the good support by their teachers. A small minority of Year 11 pupils with poor attitudes and behaviour distract others. However, they are motivated when using computers to present their work.
128. Teaching and learning are good overall. Teachers have very good subject knowledge, and the strong emphasis on literacy ensures pupils understand business terms and technical language. Question-and-answer techniques build well on what pupils know. In a minority of lessons, the higher-attaining pupils lack opportunity to extend their knowledge and understanding because the work is not challenging enough. Writing frames help the lower-attaining pupils to develop their knowledge of business. However, these are too structured for the higher-attaining pupils to develop their independent written work. Written work is assessed well and linked to potential final grades. Marking is positive and most pupils know how work can be improved.
129. The two courses are led and managed effectively by the two subject leaders. There has been good improvement since the last inspection with the introduction of the applied GCSE to broaden opportunity. Regular meetings enable staff to share experiences, and there is a positive team ethos in the department. Arrangements for target setting with pupils are good. Monitoring of teaching is good, and examination results are analysed in order to raise standards, although there is not yet enough focus on extending teaching methods. Vocational GCSE pupils benefit from a small cluster of computers, but other pupils have limited access to ICT. There is not enough planned use of ICT to support teaching and learning. There are good opportunities for pupils to learn about business practice at first hand.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision in citizenship is **unsatisfactory**.

Main strengths and weaknesses

- Schemes of work cover the statutory requirements and planning is good.
- Reference to teaching citizenship through curriculum subjects is uneven.
- The annual pupil reports do not include progress and achievement in citizenship.
- The teaching of citizenship and curriculum coverage are not monitored.

Commentary

130. Citizenship is at an early stage of development in the school, but is taught in all years. During the inspection, only a small number of lessons were observed. However, a scrutiny of pupils' work indicates that standards are below expectations and achievement is unsatisfactory.
131. In most year groups, teaching and learning are unsatisfactory overall, although some teachers ensure satisfactory progress for their groups. Assessment of the work is variable in quality and effectiveness. Teaching and pupils' progress are not being monitored, and some form tutors and teachers are not giving citizenship a high enough priority for pupils' learning. The end of

Year 9 reports include a reference to citizenship, listing the activities covered, but do not report on pupils' progress or achievement.

132. The school has produced a good scheme of work with well-structured lesson plans for form tutors to teach the subject. The citizenship programme includes elements of work-related learning and careers education. Elements of the citizenship programme have been identified in some subjects, but not in many others. The teaching of citizenship through subjects is uneven, and in some cases it is not taught at all. Good examples of citizenship were noted in English, history, physical education, music and business studies. The school offers good examples of citizenship activity within the community, particularly in music and the work of the school council.
133. The teacher responsible for citizenship provides satisfactory leadership and has worked hard to establish a good structure. However, she does not have the time to manage and review the programme across the school or monitor its impact because of other key responsibilities. The line management arrangements do not provide sufficient support for the subject to be managed adequately.

SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection, nine subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school. The table below shows entry and performance information for courses completed in 2003.

Level 3 GCE AS level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Biology	21	95	65.2	62	11.1	91	20.6
Business studies	17	100	76.4	29	16.3	78	26.2
Chemistry	21	95	72.7	52	13.9	86	24.1
English	25	100	82.9	32	17.5	82	28.7
Design and technology	13	85	74.9	7	15.1	49	25.3
History	12	92	80.7	8	19.5	62	28.6
Art	3	100	80.1	66	23.7	93	29.9
French/Spanish	4	100	78.2	75	18.9	90	27.6
ICT	6	83	67	0	10.9	47	21.4
Physical education	7	100	73.2	43	11.4	89	23.1
Media studies	21	100	95.1	33	39.7	78	
Government and politics	17	100	n/a	71	n/a	95	n/a
Physics	31	61	68.6	19	14.4	47	22.7
Economics	16	94	73.6	50	20.1	83	26.4
Geography	24	100	74.3	62.5	19.8	93	26.5
Music	3	100	86.5	66	21.4	93	30.7

Level 3 GCE A level and VCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art	6	100	98.6	33	50.2	67	87.5
Biology	9	89	96.4	33	39.2	76	78.6
Business studies	19	100	98.7	26	36.8	68	80.1
Chemistry	10	100	97.6	20	49	68	84.9
Design and technology	11	100	97.8	36	35	76	77.9
Economics	14	100	98.9	64	52	99	83.6
English literature	25	96	99.5	4	46.5	64	86.5
French	4	100	98.8	50	51.5	90	87.6
Geography	10	100	98.7	10	44.5	66	84
Government and politics	13	92	n/a	38	n/a	75	n/a
History	17	100	99	29	44.6	74	84.6
Information technology	13	100	93	38	24	72	69.5
Mathematics	16	75	96.7	50	55.6	66	88.8
Media Studies	8	100	98.2	25	41.4	75	
Music	2	50	98.8	0	38.9	30	81.1
Physical education	3	100	98	33	30.9	67	75.2
Religious education	1	100	98.8	0	46.7	80	85.6
Spanish	2	100	98	50	50	80	86.9
AVCE	28	100	n/a	29	n/a	69	n/a

Level 2 vocational qualifications

Qualification	No in final year	% gaining qualification		% gaining merit		% gaining distinction	
		School	England	School	England	School	England
GNVQ Intermediate Business	5	100		40		60	

ENGLISH, LANGUAGES AND COMMUNICATION

The main focus was on English, but work in **French** was also sampled. The progress of the students in the lessons seen was at least good and in one lesson was excellent. This is because of teachers' high expectations and excellent relationships in the classroom. The students have varying levels of ability and all of them work very hard at challenging tasks and at a demanding pace. They reach standards in French that are above or well above average and achieve well.

English

Provision in English is **good**.

Main strengths and weaknesses

- Teachers' good subject knowledge ensures students achieve well.
- Students' very good attitudes have a positive impact on their learning.
- English teachers are well informed as a result of good training opportunities.
- Good management creates balanced teaching teams.
- In some lessons there are an insufficient range of teaching methods, which means students are not actively engaged in lessons.

Commentary

134. In 2003, the proportion of students passing the A-level examination for English literature was below average. Although all but one of the 25 candidates passed, no candidate gained an A grade and only one gained a B. In 2004, all candidates passed, but again there were no A grades. However, this represented good achievement for the majority of students, who met or exceeded the targets set by the school based on their success at GCSE. Attainment by students entered for the 2004 AS level English literature was far higher. Nineteen of the 34 candidates gained A-B grades. The standard of work seen during the inspection was above average and students' achievement is good.
135. The quality of teaching and learning in Years 12 and 13 is good. Teachers have good subject knowledge and, in the best lessons, use a lively, interactive teaching style. This engages the immediate interest of students, who are required to think and learn from the start of lessons. Questioning is incisive and key points are skilfully drawn out. There are high expectations and lessons are structured well to provide variety and active participation by students. In a lesson on "Hamlet", for example, students worked productively in groups to prepare a specific scene, which they then performed.
136. Students learn well and are keen to contribute in lessons. They are committed to the subject and very willing to develop a good understanding of complex ideas. This is reflected in their written work, which is generally very detailed, interestingly argued and well sustained, with a good understanding of context. Some more able students, however, have not developed a consistently formal, precise critical voice, do not pay enough attention to the nuances of language and meaning, and their conclusions to essays lack impact. In some lessons, there is an insufficient balance between teacher input and the provision of tasks that require students' active engagement. This means students are less stimulated and challenged.
137. Leadership and management of sixth-form work are good. The head of department has arranged for pairs of teachers to share the teaching of each group. This means there is a good balance of experience and an opportunity to discuss practice. He has also ensured that A-level lessons are observed and feedback provided. The teaching team have good opportunities for training and, as a result, are very well informed about the courses they teach. However, the development of a wider range of teaching methods for sixth-form lessons has not yet been fully addressed and there is no policy for teaching and learning at this level. Additionally, there has been an insufficient focus on improving the quality of more able pupils' written work to

ensure more high grades are gained at A-level. Improvement since the last inspection has been good.

Language and literacy across the curriculum

138. Students' language and literacy skills are above average in the sixth form and they apply their skills well across the curriculum. They write accurately and fluently, read challenging texts with a good level of understanding, and contribute cogently to discussions.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Very good leadership creates an ethos of high expectations.
- A well-qualified and skilled team of teachers provides positive learning for students.
- Students' conscientious and committed attitudes have a positive impact on their learning.
- Strategies for teaching provide a limited range of learning experiences for students.

Commentary

139. The overall standard attained by students in the 2003 A-level examinations was below the national average. These results were not typical of those for the previous five years that have been above or in line with the national average. The proportion of students gaining the higher grades in 2003 was above the national average. Unvalidated results for 2004 indicate that standards are again above average, with the proportion achieving the higher grades being in line with the national average. These results represent good achievement by these students. The standard of work seen by students in Year 13 was in line with the national average.

140. The standard attained by students entered for the AS level examination in 2003 was well above average. The proportion of students achieving pass grades was very high. These results were an improvement on those of the previous year. Unvalidated results for 2004 indicate that the overall standard attained by students in the AS level examination was below the national average. The standard of work seen by students in Year 12 was in line with the national average, but most are achieving well.

141. The quality of teaching and learning is very good overall. Teachers are well qualified and have a strong and secure command of their subject. They set high standards and their teaching styles stimulate students to learn effectively. Very good teaching offers clear explanation and ensures that students fully understand before progressing to more complex aspects of the subject. This was demonstrated most successfully in a lesson with a group of students in Year 13 about the forces acting on an object on an inclined plane. The curriculum is good and meets effectively the learning needs of students, who choose to study the subject for its own sake. However, formal teaching styles provide only a limited range of learning experiences for students.

142. The attitudes of students towards their learning of mathematics are very good. The students relate well to each other and to their teachers. They are encouraged to work collaboratively and individually and do so effectively. They show a genuine interest in the subject, and their mature and conscientious attitudes have a positive impact on their learning.

143. Very good and confident leadership and management by an experienced and highly skilled head of department create an ethos of high expectations both amongst his colleagues and his students. His strong command of the subject and affinity for it create a challenging and stimulating teaching and learning environment. He is supported by a team of well-qualified and enthusiastic teachers. Procedures for marking and assessment are good.

SCIENCE

Biology

Provision in biology is **good**.

Main strengths and weaknesses

- Very good teaching encourages independent learning and highly motivated students.
- Good leadership, management and teamwork result in diverse learning activities.
- Large classes make the effective use of practical sessions and support for pupils difficult.
- The use of ICT is limited due to insufficient resources.

Commentary

144. Results in A-level examinations have remained constant over the last three years, at just below the national averages. However, in 2004 there was an improvement in the proportion of A grades gained. In the AS level examination in 2004, there was a marked division between those who attained the higher grades and those who gained the lower grades, but most students achieved well. Standards of work seen in Year 13 match the standards gained in the 2004 examinations, but standards seen in Year 12 are higher, and an improvement on the 2004 results. The proportion of students starting and finishing the A-level course is very high and many continue into higher education in some aspect of the subject. Overall, students' work is broadly average and they achieve well over time, but progress in lessons is restricted by the large classes.
145. Teaching and learning are now very good. Positive features are peer assessment following students' presentations, and self-testing. The emphasis on the discussion of topics following students' wide reading around the subject ensures that students learn independently and are ready to use lesson time productively to explore issues. Questioning is probing, and students are constantly challenged about their understanding. This leads to a high level of motivation by students. However, use of ICT in lessons is limited by insufficient resources.
146. Leadership and management are good. There is good teamwork among the three teachers, and standards are monitored closely. Procedures for assessment are good, and students are very clear about how they can improve. Students benefit from good connections with institutions of higher education, from which they gain a wide understanding of the subject. The large class in Year 12 creates many difficulties in practical lessons, and the needs of some of the students are not always met.

CHEMISTRY

Provision in chemistry is **very good**.

Main strengths and weaknesses

- Very effective teaching leads to very good learning and achievement.
- Students are keen and try their best to produce high-quality work.
- Most students taking A-level studies complete the course.
- There are no extra-curricular activities to enrich the course.

Commentary

147. The A-level results were below average in 2003. All candidates passed, but the proportion of A and B grades was below average. The number of candidates at AS level in 2003 was too small for national comparisons to be made. The A-level results in 2004 were far better, with all passing, but the proportion of A or B grades was twice as high as in 2003. AS level results also improved. The majority of students achieved very well and exceeded predicted grades

based on their GCSE results, occasionally by two or more grades. Similarly good progress was evident in work seen during the inspection, where standards were above average and achievement very good. Students work hard out of class to improve their standards. Most students who start an A-level course stay on to its completion in Year 13.

148. Teaching and learning are very good. Teachers have very good subject expertise and use it effectively to challenge students. They have high expectations of students' attainment, which helps to raise achievement. They recall and use their knowledge of scientific facts and concepts to explain the factors affecting the rate of a reaction, displaying good numerical skills in the process. An AS practical class showed that students' practical skills are improving rapidly and they understand the underlying theory by writing the ionic equation for the reaction. Work is well marked and students know what to do to improve their work.
149. Leadership and management of the course are very good. The teachers involved work closely together to ensure students benefit from their different areas of expertise. Standards are rising due to close monitoring of students' work and early intervention when progress falters. Students are left in no doubt about the commitment needed at A-level. The curriculum is well designed, but it does not include any extra-curricular activities that could broaden students' horizons. There was insufficient reference to chemistry in the last inspection to judge improvement since then.

INFORMATION AND COMMUNICATION TECHNOLOGY

This curriculum area was not inspected.

HUMANITIES

The main focus was on geography, but the work in **history** was sampled. The quality of provision for A-level history is very good. This is due to the very good quality of the teaching and the teachers' understanding of the requirements of the course. The subject attracts high numbers of students and gains very good exam results. Students make very good progress and achieve very well because they work independently and collaboratively.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- The 2004 examination results were good and many students gained the higher grades.
- Students acquire new information rapidly and are making good progress in lessons.
- Teachers use probing questions effectively to promote discussion and independent enquiry.
- Teachers collaborate well to organise the teaching on the A-level courses.

Commentary

150. Standards at the end of Year 13 in A-level in 2003 were well below average, and below the average for boys. All students gained a grade A – E, but the proportion gaining A and B grades was well below average. However, these results were an improvement on those for 2002. There was a marked improvement in results in 2004. Again, all students gained A – E grades, but over half the entry of 19 students was awarded A and B grades. It is likely that this will be better than average. Greater emphasis on the structure of essay answers, using the data and examples from the synoptic paper, and more focused revision contributed to these improved results. Overall, students achieved well last year. Standards of the current work are above average and students are making good progress in lessons.
151. Students are achieving well. Almost all current Year 13 students gained AS level grades that were predicted by their teachers in summer 2004. Students improve their writing skills by

structuring their essays to present information and understanding convincingly. They increase their subject vocabulary considerably, and use it appropriately in discussion and writing. Students develop their confidence and independent learning about more complex issues, such as climate change, by relating local and national evidence to global events and politics. Students with special needs receive good support and achieve well.

152. Teaching and learning are consistently good. Teachers have very good subject knowledge and they plan lessons well. They challenge students with searching questions to reveal the depth of students' understanding, their ability to draw upon a range of evidence, and their skill in using correct subject terms. Teachers use methods that engage students' interest, such as their local knowledge of the geography of Greater London to illustrate the characteristics of urban heat islands. Topical evidence from newspapers and journals provides students with opportunities to apply their new knowledge and skills to current issues, such as China's one-child policy, to deepen their understanding. Students confirm they enjoy the subject, and are supported well. They know their target examination grades, and comments on marked work guide them towards improvement. Students' attitudes to study are very good and they support each other in class. They find that residential field study supports their understanding of physical geography processes and human intervention, for example in coastal management.
153. Leadership and management of the sixth-form courses are good. The experienced head of department works collaboratively with a newer teacher by dividing the teaching of the syllabus into physical and human geography topics. Sixth-form geography did not appear in detail in the previous report so it is not possible to make a judgement about improvement.

ENGINEERING, TECHNOLOGY AND MANUFACTURING

Design and Technology – Product Design

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

Main strengths and weaknesses

- There is good teaching and well-planned coursework.
- There are high levels of interest and motivation by students.
- The ability students have to explore designs leading to creative outcomes.
- There is not enough computer equipment for use within the department for design-based activities and manufacturing.

Commentary

154. In 2003, standards were the same as the national average at the end of Year 12 for AS level design and technology students. Standards were also the same as the national average for the A-level students at the end of Year 13. The 2004 examination results were similar to the previous year. In lessons, standards are above average and students' achievement is good. At AS level, design ideas are based on research using a range of sources, and effective use is made of ICT for research and presentation. At A-level, students undertake original research and explore designs leading to creative outcomes.
155. The quality of teaching is good. Learning is good through well-prepared and challenging activities. Teachers' expectations are high for the quality of work produced and learning is reinforced and extended very effectively. Students are keen and well motivated. They have a good rapport and working relationship with their teachers.
156. The leadership for this course is good with a high expectation for quality outcomes. Management is also good, leading to a well-planned programme of work ensuring that students are well motivated and that the work is challenging. Good resources are available in the library to support research studies, but there is limited access to computer facilities within

the department to enhance and extend the work. The assessment of work is good and students know how to improve.

VISUAL AND PERFORMING ARTS AND MEDIA

This curriculum area was not inspected.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

Physical education

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

Main strengths and weaknesses

- Very good teaching leads to very effective learning.
- Standards are above average.
- Students respond very well to the work and clearly enjoy their studies.
- Some students need to take more responsibility for their learning.
- Most students carry on their study of sports science at university.

Commentary

157. In 2003, seven students took the AS level examination in the subject and all gained pass grades. Results were in line with the national average. All students taking the A-level examination at this time also gained pass grades with the numbers gaining the higher A and B grades at just below average. Most of the students who took this examination went on to study sports science at university. Overall, standards are above average and students' achievement is good.
158. The standards of attainment of the current Year 13 students, who were all successful in the school's AS level examination, are in line with those seen nationally. Work folders are very well organized and show that the demands of the A-level syllabus are being met. Students ask perceptive questions of their teachers using appropriate technical language. They articulate their views very effectively, evaluate each other's responses, and make perceptive comments partly to get a reaction as well as to debate their views. All students use the Internet to broaden their knowledge and to research individual topics.
159. Teaching is very good. Students in Year 12 have made very good progress since they started the course in September 2004. In lessons, students work conscientiously, are attentive and concentrate well. They show real rapport with their teachers, and relationships within the class are very good. However, some students do rely very heavily on their teachers, who work hard for them, and in some lessons some students do not take sufficient responsibility for their own learning.
160. Students learn very well as a result of the very good teaching. Teachers' enthusiasm for the subject and a wide subject knowledge enable staff to interest and motivate students. They are aware of the different ways in which students learn. They use a variety of methods and provide them with resources to meet their needs. A particularly impressive feature of the teaching is the teachers' use of their ICT skills to enhance the quality of their lessons. Teachers pass on their considerable expertise of the subject and challenge their students to think intellectually.
161. The subject is excellently led and managed. Teachers involved in the sixth-form courses work well together sharing views on successful ways of teaching, and demonstrating a very strong commitment to their students.

BUSINESS

Business education

Provision in business education is **good**.

Main strengths and weaknesses:

- Results in VCE and GNVQ examinations are well above average.
- A-level results have improved and are above the school average.
- Students have very positive attitudes and achieve well because of good teaching.
- Leadership and management are good.
- Assessment and marking are used very well to help students improve.
- There is not enough opportunity for independent or collaborative work.

Commentary

162. A-level and AS level in business studies (GCE), the vocational advanced business (VCE), and the vocational intermediate business (GNVQ) are offered in the sixth form. Overall, standards are above average. Examination results in the GNVQ course are consistently above average and many students progress to the advanced VCE course. Results at VCE are well above average. However, the number of A and B grades fell in 2004. These are creditable results for students starting the course with lower than average GCSE results. The 2003 AS level results were well above average, and A-level results, although below the national average in 2003, were well above the school average. There was a significant improvement in A and B grades in 2004, and many students achieved above their predicted grades.
163. The overall achievement of students is good. Achievement in GNVQ and VCE is above expectations due to students' positive attitudes and good teaching. In the GCE courses, achievement is satisfactory, and in a minority of lessons there is not enough opportunity for students to take responsibility for their own learning.
164. Teaching and learning are good. Teachers have very good subject knowledge and use their expertise well on shared courses. GNVQ lessons are well planned to meet any specific learning needs, and the emphasis on the use of key terminology enhances learning. Teachers explain concepts clearly to students new to business in GCE. However, there are not enough different tasks for post-GCSE students to build on prior learning. Students use ICT well to present coursework and for research. Marking and assessment are used very well to celebrate success, build student confidence and offer guidance for improvement.
165. Vocational and academic business courses are led and managed effectively by the two subject leaders. There is a strong team spirit. Well-qualified teachers meet regularly to share experiences and discuss students' progress. Arrangements for target setting, tracking progress and assessment are very good. VCE students benefit through individual progress reviews. Results are analysed to seek ways of raising standards. However, there is not enough focus on extending teaching methods. Business links provide a firm foundation to further students' knowledge and GNVQ students benefit from first-hand experience during well-planned work placements.

Economics

Provision in economics is **good**.

Main strengths and weaknesses

- Examination results rose significantly in 2004.
- Students achieve well because of their positive attitudes and good teaching.
- Very good support is given through assessment and marking.
- Students do not always have enough opportunity to work independently or collaboratively.
- Leadership and management are good.

Commentary

166. Standards are above average and students achieve well. At AS and A-level, the proportion of A-E grades is well above average and A and B grades rose significantly in 2004. Over half of the students improved on their target grades and surpassed predictions based on their GCSE results. Students have very positive attitudes and participate enthusiastically in dialogue with their teachers. They show confidence and a good understanding of economics.
167. Teaching and learning are good. Teachers have very good knowledge and, in most lessons, there is a good range of planned activities that help to maintain pace and engage students. In a small number of lessons, students do not have enough opportunity to take responsibility for their own learning, but when they do so, the work is of a high standard. Questioning is used well to find out what students know and this is then built upon effectively. Teachers use praise well to build students' confidence. Assessment procedures are very good and marking is used effectively to provide guidance so that students can improve.
168. Leadership and management are good and there is a determination to raise standards. Procedures for target setting, assessment and marking are very good. Teachers are deployed well and, where classes are shared, they use their individual subject expertise and experience to enhance students' learning. Results are thoroughly analysed and ways of bringing about improvement are identified.

PERSONAL DEVELOPMENT AND GENERAL PROGRAMMES

This curriculum area was not inspected.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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