

# INSPECTION REPORT

## **GREENFORD HIGH SCHOOL**

London

LEA area: Ealing

Unique reference number: 101940

Headteacher: Mrs K Griffin

Lead inspector: Dr Calvin Pike

Dates of inspection: 07 – 10 February 2005

Inspection number: 704468

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Secondary
School category:	Foundation
Age range of pupils:	11 to 18
Gender of pupils:	Mixed
Number on roll:	1633
School address:	Ruislip Road Greenford Middlesex
Postcode:	UB6 9RX
Telephone number:	020 8578 9152
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr I C Douglas
Date of previous inspection:	11 January 1999

## **CHARACTERISTICS OF THE SCHOOL**

Since admitting its first Year 7 intake in 1993, Greenford High School has almost doubled in size. Now over-subscribed with 1613 on roll, it is bigger than most secondary schools nationally. The socio-economic background of most of the school's population is below average; the proportion of pupils eligible for free school meals (25.9 per cent) is above the national average. There are slightly more boys than girls. The school represents a rich diversity of cultures with two-thirds of the pupils having Asian or Asian British backgrounds, more than a tenth of Black or Black British heritage. The percentage of pupils for whom English is not their first language is high (73.8 per cent). Whilst the percentage of pupils identified as having special educational needs (10.4 per cent) is below the national average, the proportion of those who have statements of special educational needs (1.6 per cent) is also below the national average. The school has a large sixth form of just over 500 students, about a third of whom join from other schools at the start of Year 12. The school has achieved Investors in People, the Schools Achievement Award and Sportsmark as well as specialist status as a language college. It is a Leading Edge School and a Specialist Schools' Trust Ambassador for Inclusion.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9977	Fran Luke	Lay inspector	
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31238	Gordon Clubb	Team inspector	Mathematics, Mathematics Post 16
11828	Desmond Dunne	Team inspector	Science
31688	Brian McMonagle	Team inspector	Art, Art Post 16
27238	Alan Lazell	Team inspector	Design and technology
32198	Gerry Gurthy	Team inspector	History, History Post 16
32297	Chris Martin	Team inspector	Geography, Geography Post 16, Citizenship
32348	Bob Greenwood	Team inspector	Business studies, Business studies Post 16
19613	Sue Thomas-Pounce	Team inspector	Music
1880	Garry Bignell	Team inspector	Modern languages, English as an additional language
15303	Mike Smith	Team inspector	Physical education, Special educational needs
10761	Pat Willan	Team inspector	Religious education, Economics Post 16
10679	Mike Aston	Team inspector	Information and communication technology, Information and communication technology Post 16
1830	Stuart Charlton	Team inspector	Biology Post 16, Chemistry Post 16
16773	Raminder Arora	Team inspector	Punjabi and supporting English as an additional language
11754	John Broadbent	Team inspector	Media Studies Post 16, English Post 16
12825	Niall Carr	Team inspector	Health and social care Post 16, Psychology Post 16
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school** that is increasingly popular. It has many strengths and some areas for development. Standards by the end of Year 9 are in line with national averages and are well above by the end of Year 11. They are below the averages for sixth forms nationally. Pupils achieve well in Years 7 to 9 and the sixth form and very well in Years 10 and 11: the achievement of Year 11 in 2004 during their time in school from Year 7 was very good. There is a good and inclusive ethos. Staff and pupils work well together. Pupils' positive attitudes enhance learning overall. Teaching is good overall and very good in Years 10 and 11. The headteacher leads the school very well. The leadership and management of other key staff are good overall but vary across the school. Accommodation is poor, pending a complete rebuild, but is being used appropriately to support the curriculum. The school gives good value for money.

#### Main strengths and weaknesses

- Achievement is good from Years 7 to 9 and very good in Years 10 and 11 - at the end of which pupils attain high standards in GCSE examinations.
- Achievement in information and communication technology and in religious education is unsatisfactory.
- Students in the large and growing comprehensive sixth form achieve well although attainment is just below the average.
- There is a very strong ethos: most pupils have good attitudes and behave very well.
- Overall, the quality of pupils' learning is good; it improves as they move through the school and in Years 10 and 11 it is very good because they have developed the skills and capacity to work independently and collaboratively.
- Assessment is not used sufficiently to challenge pupils fully in their learning or give them an understanding of how they can improve.
- The monitoring role of senior and middle management is not sharp enough.
- The curriculum in Years 10 and 11 is good and in the sixth form is very good but implementation of some aspects of the national strategy for Years 7 to 9, the use of information and communication technology (ICT) across the curriculum and the provision for more able students in the sixth form are insufficiently well developed.
- Provision for extra-curricular activities is very good, being enhanced by the school's acquisition of its language college status.

The school has made good progress since the last inspection as standards have improved overall, especially at GCSE. This is linked with improvements in the quality of teaching and learning. Overall, the key issues identified in the last inspection have been satisfactorily addressed.

### STANDARDS ACHIEVED

Performance compared with:		all schools			similar schools
		2002	2003	2004	2004
Year 11	GCSE/GNVQ examinations	A	A	A	A*
Year 13	A/AS level and VCE examinations	C	D	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 pupils attained similarly at the end of Year 9.*

Overall pupils' achievements are **good**. Although attainment on entry to the school in Year 7 is below the average nationally, results in national tests at the end of Year 9 are in line with national averages and in GCSE examinations at the end of Year 11 pupils' attainment is high. Results at the end of the sixth form, a third of whose students enter from other schools at the end of Year 11, are below average. Very good achievement was seen in mathematics, English and physical education

in Years 10 and 11; and in English and media studies in the sixth form. Achievement is unsatisfactory in religious education and ICT. The achievement of pupils with special educational needs or those for whom English is an additional language (EAL) matches that of other pupils. The gap in attainment between boys and girls is narrower than nationally. Pupils' personal qualities are good. Pupils' attitudes are good and behaviour is very good. Attendance and punctuality are satisfactory. The moral, social, cultural and spiritual aspects of students' personal development **are good**.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. The quality of teaching and learning is **good** overall but there are differences between departments. It is good in Years 7 to 9 and in the sixth form and very good in Years 10 and 11. Assessment is not used sufficiently well to refine learning or help inform students how to improve. The curriculum is good, with some innovative developments to enhance provision in Years 10 and 11 and in the sixth form. Provision for the few pupils with special educational needs and the relatively high proportion of pupils for whom EAL is good. There are very good opportunities for enrichment, especially in English, modern languages, sport and music. Whilst resources are satisfactory, accommodation is poor and is a barrier to improvement at present. Nonetheless, accommodation is currently being used well and a complete rebuild of the school that addresses longer term needs is due to start in the current academic year. Provision for care, guidance and support for pupils is good. The school's links with parents are good. Links with the community and with other schools, colleges and higher education are good. The school has made effective use of its specialist language college status as well as developing links with higher education and the business sector to strengthen its partnership.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. The school is very well led by the headteacher who encourages a strong ethos focused on pupils' learning and achievements. She is supported well by senior managers. Whilst they share a commitment to the individual pupil, some aspects of their monitoring role are not sharp enough. The leadership and management provided by other key staff is good overall but there are wide differences of in the quality of departmental management. Governance is good. Governors give good leadership in most respects but, partly as a result of changes in the governing body, the role of some governors in acting as critical friends to the school is underdeveloped.

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

The majority of parents are very well satisfied with the school. The few concerns expressed relate mainly to the information provided on their children's progress and the way the school consults parents. The school gives parents limited opportunities to express their views. Reports to parents are regular but do not describe how their children have progressed, or show what pupils can do to improve. Most parents view teaching and achievement as good and say their children are happy at the school. Questionnaire responses from pupils are very positive, especially about the quality of teaching and standards that are attained. Pupils say there is little bullying and when it occurs it is dealt with effectively. Pupils consider that they are happy in school, they are treated fairly, and that there is racial harmony within the school community.

## **IMPROVEMENTS NEEDED**

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

- Improve standards in ICT and religious education;
- Improve the quality and use of assessment to inform learning;
- Make more robust the use of monitoring both of departments and within them to ensure consistency of provision and more effective sharing of good practice;
- Meet better the needs of more able students to enable them to achieve consistently well;
- Enhance the role of all governors as critical friends of the school.

## THE SIXTH FORM

### OVERALL EVALUATION

The sixth form is **effective** and provides a good education for its students. AS and A-level results in 2004 were below those nationally but were better than those in 2003. They reflect good achievement by students. The quality of education provided is good, as there is a wide range of courses appropriate for the comprehensive intake. The quality of teaching and learning is good. The more able students are not always challenged enough and the support for those for whom English is an additional language is not sufficiently well defined to enable all to achieve consistently well. Leadership and management of the sixth form are good, despite having undergone some changes in the last two years. There is a very positive ethos, reflected in students' attitudes. The sixth form is cost-effective and has made good improvements in the range of its provision since the last inspection.

#### Main strengths and weaknesses

- Students' attitudes to learning and to school are very positive.
- Achievement is good in most subjects but insufficient challenge is provided for more able students.
- The quality of teaching and learning is good and is very good when students are encouraged to work independently and take initiative in their learning.
- The breadth of the curriculum is very good, providing for students who wish to study academic or vocational courses.
- Although there is a good quality ICT suite, facilities are generally unsatisfactory, limiting the opportunities to develop independent learning and do private study on the school site.
- Students have access to a good range of enrichment activities and are closely involved with the local community.
- The role played by the pastoral support workers is highly valued.
- The use of target setting linked to assessment to improve learning is insufficiently developed.
- The use of morning registration and tutor time lacks rigour and purpose.

### 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	<b>Very good.</b> Very good achievement as a result of very good teaching that invites a high level of personal response from the students.
Mathematics	<b>Satisfactory.</b> Students are industrious and achieve satisfactorily due to satisfactory teaching. Higher attaining students are insufficiently challenged.
Science	<b>Good in biology.</b> Good teaching and learning with good achievement as a result of a well-managed department but the more able are insufficiently stretched. <b>Satisfactory in chemistry.</b> Significant changes leading to good teaching and learning and better match between students' learning needs and the curriculum.
Information and communication technology	<b>Satisfactory.</b> All staff are relatively new, are enthusiastic and very well prepared. Satisfactory teaching and achievement but challenge for the high attaining pupils is not yet high enough.

Curriculum area	Evaluation
Humanities	<p><b>Good in history.</b> Detailed curriculum and lesson planning and very good learning resources lead to good teaching, learning and achievement.</p> <p><b>Satisfactory in geography.</b> Some variability in standards. Some very well structured lessons with challenging concepts.</p> <p><b>Very good in sociology.</b> High standards and achievement. Teaching is lively, enabling students to grasp theory and methods quickly and apply them well.</p> <p><b>Good in psychology.</b> Teachers have secure subject knowledge. Students receive strong individual support to develop their learning. Achievement is good.</p>
Visual and performing arts	<p><b>Satisfactory in art.</b> Students are keen but lessons not always sufficiently tailored to their learning needs. Teaching, learning and achievement are satisfactory.</p> <p><b>Very good in media studies.</b> Very good teaching, learning and achievement. Very strong provision as it enthuses students through a range of challenging activities.</p>
Business	<p><b>Good in business studies.</b> Although standards are in line with the national average achievement is good. Teaching is good and students are hard working and enthusiastic.</p> <p><b>Satisfactory in economics.</b> Achievement is satisfactory. Students are enthusiastic. Teaching and learning are satisfactory.</p>
Health and Social Care	<p><b>Good.</b> Students receive a good grounding in the discipline. Good teaching and learning leading to good achievement through a broad curriculum.</p>

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

## ADVICE, GUIDANCE AND SUPPORT

Induction into the sixth form is good but some support for students is insufficiently based on data gained from information at entry or from tracking their progress. Provision for students for whom English is an additional language is insufficiently well defined in some subjects. Better use could be made of the registration time the purpose and value of which is not clearly understood. The work of the pastoral support workers is highly valued. Targets are set for all students and their progress tracked against these. There are effective reporting and review procedures. There is good guidance for those intending to go to university and for others seeking a possible alternative career route.

## LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

The leadership and management of the sixth form are **good**. The deputy headteacher is also head of sixth form and two senior staff making up the sixth form management team assist him. This structure is relatively new. There is a collective will to work to raise standards. The work of this team is well regarded by students.

## STUDENTS' VIEWS OF THE SIXTH FORM

Students are positive about their work and lives in the sixth form. In particular they value the easy access they have to staff to sort out problems. In addition they value highly the opportunities to work with the local community and to take part in the Peer Assisted Learning Scheme with pupils lower down the school. Students are unclear about the value or purpose of the morning registration time.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### Standards achieved in subjects and courses

Overall, achievement is good. Standards are just below national levels on entry in Year 7. Compared with all schools, results are average in the national tests at the end of Year 9 and well above average in GCSEs at the end of Year 11. In the sixth form, a third of which enters the school at the end of Year 11, AS and A-level examinations are below the national averages. The achievement of pupils with special educational needs and those for whom English is an additional language is good.

### Main strengths and weaknesses

- Pupils achieve well overall and very well in Years 10 and 11 as a result of good teaching and learning and pupils' positive attitudes.
- GCSE standards are high; the proportion gaining five or more A\*-C grades is well above the average for all schools nationally.
- Achievement in Years 7-11 is mainly good but there are variations between and within subjects that depend on the quality of teaching provided: achievement is very good in English and physical education but unsatisfactory in ICT and religious education.
- In the sixth form, most students make good progress considering their starting points but more able students are insufficiently well challenged.
- Students' achievement in most sixth form subjects is good but is very good in media studies and English literature, and satisfactory in mathematics, chemistry, ICT and geography.
- Good support leads to good progress and achievement for pupils for whom English is an additional language in Years 7-11.
- Support for sixth form students for whom English is an additional language is underdeveloped.

### Commentary

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

Standards in:	School results	National results
English	(31.3)	(33.4)
Mathematics	(36.1)	(35.4)
Science	(32.8)	(33.6)

*There were 220 pupils in the year group. Figures in brackets are for 2003; no APS figures available for 2004.*

1. When pupils join the school in Year 7 attainment overall is just below the average nationally, partly as a result of the proportion of pupils for whom English is an additional language. By the end of Year 9, standards are in line with national averages in most subjects. In 2004 tests in English, mathematics and science standards were in line with national averages. Teacher assessments indicated that standards were in line with the average in modern languages, geography, design and technology, art, music and physical education but below average in history and ICT and below Agreed Syllabus expectations in religious education. This shows good achievement overall in the first three years in school due to good teaching that encourages pupils to use English in a variety of learning contexts, often stressing key words associated with particular subjects. Pupils with special educational needs or those for whom English is an additional language achieve well between Years 7 and 9 as a result of good support that matches their needs effectively.

2. Standards have improved overall since 2003, in line with the trend nationally, but there are differences between the outcomes for boys and girls. Girls have out-performed boys over the previous four years in all three core subjects. In English, boys' results are further away from the national average for boys than girls are from the national average for girls. In mathematics, boys'

results are nearer the national average for boys than girls are for the girls' national average. In science, girls' results are in line with national averages.

**Standards in GCSE/GNVQ examinations at the end of Year 11 in 2004**

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	64 (63)	52 (52)
Percentage of pupils gaining 5 or more A*-G grades	96 (95)	89 (91)
Percentage of pupils gaining 1 or more A*-G grades	99 (98)	96 (96)
Average point score per pupil (best eight subjects)	40.5 (39)	34.9 (34.7)

*There were 208 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

3. From Year 9 to 11 pupils' achievement is very good. Unusually, considering standards attained on entry overall, pupils' attainment at GCSE has been consistently well above national averages for the last four years. Standards have improved faster than the national trend since the last inspection. Girls have out-performed boys for the last four years but the gap is narrower than that nationally. Students with special educational needs make good progress and attain in line with their classmates. Nearly three-quarters of students at Greenford are learning English as an additional language and over a hundred are early-stage learners. They make good gains in their acquisition of English and this gives them good access to other subjects.

4. In 2004, although there were differences in subject results, outcomes overall were well above averages nationally. The proportion of pupils gaining higher, A\*-C, grades were well above average in English literature with a significantly high proportion of pupils achieving A\* and A grades and in mathematics; above average in English, modern foreign languages, Punjabi, science, geography, physical education and, for the minority of pupils taking full GCSE course in information and communication technology (ICT); and, just above average in history, design technology and art. By contrast, the examination results for business education and for the ICT key skills course that is taken by the majority of pupils in Year 11 were below the national averages. In the GCSE examinations of 2004, students for whom English is an additional language gained some creditable results, including many higher grade passes. Overall, these students make good progress and achieve as well as all others at the school.

5. Pupils achieve well in developing and using literacy and number skills as they move through the school but their ICT capabilities are underdeveloped. Their literacy skills are enhanced well as a result of the increasing exposure that pupils, especially those for whom English is an additional language, have to English in use as well as the opportunities provided to use English in different contexts across different subjects. Pupils are provided with opportunities to develop their number skills in a range of subjects. By contrast, although ICT is used in a few subjects and many pupils use the school's on-line access to revise from their homes, ICT resources are currently insufficient and their use is underdeveloped across the curriculum.

6. The school sets appropriate targets to be achieved at the end of Years 9 and 11. These are met in most subjects. Results are used to analyse relative successes across the school and are shared with governors to keep them informed of the school's progress. In work seen during the inspection achievement was good overall and very good in Years 10 and 11. But this was not reflected fully in work samples or in the outcomes in lessons. In these, progress was not as evident because the feedback to enable pupils to improve was inconsistent.

## Sixth Form

### **Standards in GCE A/AS level and VCE examinations at the end of Year 13 in 2004**

	School results	National results
Percentage of entries gaining A-E grades	87.8 (84.6)	92.3 (92.3)
Percentage of entries gaining A-B grades	27.7 (22.4)	36.2 (35.6)
Average point score per pupil	220.8 (218.0)	265.2 (258.2)

*There were 168 pupils in the year group. Figures in brackets are for the previous year*

7. A third of students to the sixth form join from other schools at the start of Year 12. Although outcomes of the AS and A-level examinations were below the national averages in 2004, standards over the sixth form period indicate that students achieved well considering their starting points.

8. In a number of subjects more able students are insufficiently challenged in lessons to enable them to achieve the higher grades in a number of subjects. This is partly because not all teachers use to the full the information available about the attainment of new students. Additionally, the needs of students for whom English is an additional language are not being met fully. This is because teachers use too few strategies to enable these students to gain a greater understanding of specialist language. Students with special educational needs achieve in line with others as a result of the good support provided for them.

9. There were clear differences in outcomes in A-level examinations. In 2004, results overall were well above national averages in sociology; above national averages in English literature; in line with national averages in biology, business studies, geography, history, ICT and mathematics; below national averages in economics; and, well below national averages in English language and chemistry. Standards improved from 2003 in biology, business studies, English literature, history and in sociology. They dipped in chemistry, geography, ICT, and English language. Contrary to the picture nationally, male students outperformed female students overall. Nonetheless, the results showed improvements for females from 2003.

10. At AS-level in 2004, standards were well above national averages in biology and English literature; in line with national averages in business studies, chemistry, economics, mathematics and sociology; below national averages in ICT; and, well below national averages in art and design. Standards improved from 2003 to 2004 in biology, business studies, English literature and in mathematics. Males' and females' results improved in mathematics bringing them in line with national averages; female results improved in English literature and males in business studies, chemistry, IT.

11. At Vocational Certificate of Education (VCE) in 2004 standards were in line with national averages in science; above national averages in business studies but well below national averages in health and social care. Standards overall did not improve in any subjects between 2003 and 4 but fell in business studies, science and, particularly, in health and social care. Boys outperformed girls except in business studies.

12. During the inspection, work seen in lessons and work sampled indicated that standards achieved were good overall. They were very good in media studies and English literature; good in biology, history, psychology, sociology, health and social care and business studies; and, satisfactory in chemistry, mathematics, ICT, geography, economics and art and design.

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

Attendance and punctuality to school are satisfactory. Pupils' attitudes are good and their behaviour is very good. The spiritual, moral, social and cultural aspects of pupils' personal development are good.

### **Main strengths and weaknesses**

- Attitudes to learning are good and aid achievement.
- Students work well together.
- Behaviour is very good and students respond well to staff expectations.
- Relationships are good and support the harmonious atmosphere in school.
- Pupils develop a clear awareness of moral and social issues and an understanding of how they can support improvement in the community of the school and outside.
- The cultural life of the school is good.

### **Commentary**

13. Attendance is in line with the national median and is therefore satisfactory. Pupils are generally punctual to school, although a small but significant number continue to arrive late despite the school's efforts to encourage them to arrive on time. Attendance has fallen since the last inspection, when it was good, however the school has good procedures in place to promote attendance through a weekly award to the tutor group with the highest level of attendance and annual certificates to individual students who have maintained 100 per cent attendance. The newly appointed Attendance Officer works closely with the Pastoral Support Team to monitor attendance and punctuality. This has led to improvements. The level of attendance is beginning to rise again.

14. Pupils' good attitudes to their work contribute to the positive learning atmosphere throughout the school. In lessons, they contribute well in class discussions, are motivated by teachers and remain focused on their work. They concentrate and work well independently. The inclusive ethos of the school ensures that pupils all want to work hard and to do well. Their good attitudes are also reflected in their commitment to homework.

15. Consistent use of the behaviour policy by the majority of staff ensures that behaviour around the school, in the dining hall, on the playground and in lessons is generally very good. Where teaching is good, the pace of lessons is brisk and pupils are stimulated, engaged and challenged well. Where the teaching is not so good, the behaviour of some pupils deteriorates and has a negative impact on the learning of others. Although, as at the time of the last inspection, there is a high number of exclusions, these are used to support the behaviour policy and reflect unwillingness to tolerate poor behaviour.

16. There is a harmonious atmosphere throughout the school; students of different backgrounds, gender and race all mix together. Good relationships have a positive impact on the way pupils deal with each other and interact with staff. Relationships support learning well in lessons where pupils collaborate well with each other when working in groups, as well as in pairs.

17. In their responses to the parent questionnaire, parents were confident that their children were not bullied or harassed. The school works hard to ensure that there is no bullying or racism; policies are in place and are effective. No incidents were seen during the inspection and all pupils spoken to were confident that if it does happen, staff deal with incidents very quickly and effectively.

18. Provision for spiritual, moral, social and cultural development is good. Pupils' social development is promoted well: they take responsibilities, such as form, year group or school council members, participate in teams and in visits, and demonstrate social awareness in supporting other pupils in the school as well as community groups outside. Good moral development is promoted through high expectations of behaviour and is evident in pupils' positive attitudes to the school. Spiritual development is good because it underpins the ethos of the school, encouraging pupils to

reflect in assemblies and in aspects of the work of most departments. The school provides well for pupils' cultural development, especially in its work through music and theatre and in a range of visits both in the UK and overseas and in celebrating the multicultural richness of the school's population.

## Sixth form

19. Attendance and punctuality in the sixth form is satisfactory. Students in the sixth form have positive attitudes to their learning and have high standards of behaviour. In lessons, their maturity contributes very well to their learning. They make good progress as a result of their own efforts and interest.

20. Students have good opportunities to take on additional responsibility through their membership of the school and year councils. Some have been appointed to act as mentors for students further down the school. Many help to organise the fundraising Diwali disco and the subsequent Christmas Dinner for local elderly residents. The work students undertake on this event supports their personal development well, by encouraging them to think of others and how they can support them. Relationships between students and with staff are good. Students are free from all forms of harassment.

## Attendance

### Attendance in the latest complete reporting year %

Authorised absence	
School data	7.0
National data*	6.9

Unauthorised absence	
School data	1.3
National data	1.1

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

## Exclusions

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
83	16	0
6	4	0
31	2	0
22	4	1
4	0	0
12	0	0
12	0	0
816	55	1
176	9	0
15	0	0
108	13	0
77	6	0
59	0	0
9	0	0
5	0	0
198	46	0
0	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The quality of teaching is good overall and very good in Years 10 and 11. Similarly, the quality of learning is good overall and very good in Years 10-11, although there are differences between and within some departments. Teachers' use of assessment is inconsistent across the school. In the sixth form, although there are good assessment systems, information concerning the third of students admitted to the sixth form from other schools is limited and the use of assessment overall is insufficiently rigorous to ensure all students progress well. The curriculum provided is good overall and very good in the sixth form. Opportunities for pupils to extend their educational experience are very good, especially through their participation in sport and music. Accommodation is poor but resources are good, especially staffing. The school's provision for care, guidance and support for pupils is good with many very good features. The school's links with parents are good and those with the community and with other schools, colleges and higher education are very good.

## Teaching and learning

The quality of teaching and learning is good overall and very good in Years 10-11. The quality of learning is occasionally better than that of teaching because pupils are interested in learning and can generate ideas that enhance provision overall. Assessment improves in quality as pupils move through the school but in the sixth form information about new students is limited and that available for students moving to the sixth form from Year 11 is not used fully, especially concerning students for whom English is an additional language or for those who are more able.

## Main strengths and weaknesses

- The vast majority of teaching is at least satisfactory; most is good or better. There is very little unsatisfactory teaching.
- Pupils are keen to achieve well and show interest in most lessons.
- Teachers have good specialist knowledge that is deployed well in most subjects.
- In Years 10-11, especially, the quality of teaching and learning is very good.
- Teachers employ a good variety of teaching strategies but some do not use them effectively to ensure that lesson time is well used and learning moves on at a good pace.
- In Years 7-9 demands are not always well matched to pupils' needs because assessment information is not used fully to plan learning.
- In the sixth form, teachers do not take full account of the needs of students for whom English is an additional language and the limited amount of information concerning students who enter from different schools acts as a barrier to improving lessons so as to meet the needs of all pupils well.

## Summary of teaching observed during the inspection in 225 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (1.5%)	53 (23%)	93 (42%)	69 (31%)	7 (3%)	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.*

## Commentary

21. The quality of teaching and learning is good overall. In Years 10 and 11, it is very good. Whilst teaching was good or very good in nearly two thirds of lessons seen, it was most consistently very good and never unsatisfactory in Years 10 and, especially, in 11. Although two thirds of the teaching observed was good or better, it was not consistently very good because some teaching in some subjects, sometimes from less experienced teachers, was more often satisfactory. The quality of teaching varied between very good and unsatisfactory in science, design technology, geography, and history, and between good and unsatisfactory in art. Nonetheless, some excellent teaching was seen in media studies, music and physical education where teaching was never less

than satisfactory. The quality of support by staff other than the class teacher, where available, is good and pupils' attitudes to learning, triggered by their teachers' interest and commitment, is very good. Together these factors have a strong impact on learning enabling pupils to achieve well.

22. The good quality of lesson planning across the school is a key strength of teaching. Its structure is consistent between departments and encourages pupils to appreciate the main objectives of lessons from the outset as well as to reflect on the extent of their learning over a period of time. Lesson plans are most often linked to separate department plans and to the main objectives of the overall school improvement plan. As a result, the school's main priorities are reinforced through teaching, aided by the valuable support of the school's learning consultant who works with teachers, especially those new to the profession or school, to improve the quality of teaching overall.

23. As well as providing a common structure for lessons, lesson planning also reflects a variety of learning styles. When used it helps to stimulate pupils' interests and maintain concentration. However, in less effective lessons teaching has less impact on achievement when there is insufficient focus on pupils' individual learning needs. In these cases, teachers dominate lessons and do not allow sufficient time for pupils to engage effectively in their learning. The time available for lessons is, consequently, less well used as the pace of learning becomes erratic and pupils become less involved in or responsible for their work.

24. A consequence of variations in the effective use of time available for lessons is that some teaching does not take the opportunity to assess the extent of learning that has taken place for individual pupils. As a result, teachers do not generate sufficient information about how well individuals learn to enable them to improve their plans from one lesson to the next so as to meet fully the needs of all pupils.

25. The quality of support for pupils with special needs in lessons where it is available and in smaller groups is good overall. Most support staff know the students they work with regularly very well. However, lesson plans are not always prepared jointly. As a result, even where support staff have very good understanding of pupils' individual needs, they do not always know in advance how they will apply this knowledge to help pupils develop appropriate skills, knowledge or understanding within the lesson.

26. A weakness in teaching relates to the consistency and quality of marking and written comments provided for pupils. Many, but not all, teachers mark regularly; relatively few provide sufficient advice about how to improve or clearly define future targets. Pupils, and parents who may read their work, are therefore aware of strengths and weaknesses but not how to make improvements that may be necessary.

27. The quality of everyday assessment of pupils' work and the constructive use of assessment data to improve learning are satisfactory. A substantial amount of appropriate data is collected when pupils enter the school. This is used to set pupil targets in each subject and is updated four times a year through the use of interim assessments. Systems accurately record this information. It is available to teachers, on the school data base, to use in lesson planning. Parents are regularly appraised of pupil progress against targets. There is evidence of the system being used well in mathematics, English and science. These assessment systems are only having a limited impact on pupils' progress and on raising standards. This is because they do not relate to what is happening in lessons. Pupils do not always know the level at which they are working in lessons or what they need to do to improve to reach their target.

28. Teachers are given very good information on the learning needs and appropriate strategies for teaching students with special educational needs. Additional support in lessons by teachers and teaching assistants ensures that the progress these students make in their learning is similar to that of their classmates. Students appreciate the support they get in lessons as they are keen to make progress in their learning. The quality of support ranges from excellent to satisfactory and there is a need to develop strategies further to ensure that the excellent practice is effectively shared in order

to maximise fully the potential of students' learning and progress. Individual targets are acknowledged, but there is still an inconsistency in terms of their use in planning and delivery.

29. Students who are absolute beginners in English are withdrawn for specific language tuition that is of good quality. Where practical, students are "buddied" with speakers of the same language in order to provide some peer support. This works well, especially for students new to the school. In class, support for EAL learners is provided by teachers and teaching assistants. Staff know individual students and their language backgrounds very well. Use of writing frames and teaching techniques which include visual prompts, gestures and verbal clues enable students to make connections between written and spoken English. The support provided enables EAL students to take a full part in lessons and to achieve in line with their English-speaking peers.

### **Sixth form**

30. The quality of teaching and learning in the sixth form is good overall but not as consistently strong as it is in Years 10 and 11. This is because systems to review students' progress and raise standards by setting progressively more challenging targets have not been sufficiently rigorous. This is partly as a result of the time taken to provide information about the third of students who enter from other schools at the start of the sixth form. It also relates to the lack of information about the particular needs of students for whom English is an additional language and the limited understanding of staff in ensuring that students' linguistic needs are addressed in the planning and teaching of lessons. Consequently, whilst expectations of students are high and support provided for them is very good, the steps needed from them to make improvements are not yet well enough defined or shared with them to enable them to become more independent as learners.

31. The quality of everyday assessment of students' work, and the constructive use of assessment data to improve learning, are satisfactory. The school has a common assessment policy that rightly highlights the advantages of using a variety of assessment techniques. The policy has only a limited impact on students' progress and raising standards. Students do not always know how well they are doing in lessons because there is an over-reliance on testing. In most subjects this is at the expense of regularly assessing classwork. Consequently students do not know well enough what they need to do to improve.

### **The curriculum**

The curriculum is good. The school gives a broad and balanced curriculum with some innovative provision in Years 7, 10, 11 and the sixth form and a very good range of extra-curricular opportunities. This caters well for the diverse range of pupils, enabling them to fulfil their aspirations.

### **Main strengths and weaknesses**

- The curriculum is broad and balanced and provides well for all students irrespective of their ethnic background or ability.
- The school does not make satisfactory provision for the development of information communication technology (ICT) across the curriculum.
- Time allocated to ICT and religious education in Years 10 and 11 is insufficient to deliver the programmes of study fully.
- Resources for learning and, particularly, staffing in the school have a very positive impact on learning.
- Accommodation is poor and facilities for post 16 students are unsatisfactory but this is being addressed through the whole-school rebuilding programme.

## Commentary

32. Overall the school provides a broad and balanced curriculum with opportunities for pupils to study a range of academic and vocational courses in Years 10 and 11 and in the sixth form. This is greatly enriched by a very good range of after school clubs and activities. Departments arrange external visits and the school ensures a wide range of visitors are included in planned programmes to enhance curriculum provision.

33. Since the last inspection, many initiatives have been introduced so that the school is providing an appropriate and flexible curriculum for the many different social and cultural groups represented within the school population. It meets the needs of pupils of different levels of prior attainment well overall although more able students in the sixth form are not always challenged enough. It also provides effectively for pupils with special educational needs, those for whom English is an additional language and for pupils who are deemed to be gifted and talented. This aspect of the curriculum is very good. Although the school has been very successful in developing the curriculum to be responsive to local circumstances and national requirements, the school is not delivering the national curriculum programmes of study in full in information technology and ICT across the curriculum is very patchy. For students in Years 10 and 11 and in the sixth form, the range of provision is meeting the needs of students who are suited to academic or a mixture of academic and vocational courses.

34. When students in Year 9 make their choice of subjects, the school provides them with considerable support to assist in the decision making process. During the inspection week very good use was made of a theatre company who worked successfully with students on the implications of the option choice. This was followed up very well in registration when Year 10 students were invited to lead discussions with Year 9 students.

35. The curriculum is socially inclusive. The well-defined personal and social education programme followed by all pupils in Years 7 to 11 and by the sixth form is taught effectively by a team of specially trained teachers. It includes appropriate elements to raise pupils' awareness and understanding of issues related to sex education and drugs and alcohol misuse. Part of this programme also includes the school's citizenship curriculum. Pupils respond well to it and engage with interest, developing their awareness and understanding as citizens and preparing them to take responsibilities now and in the future.

36. Whilst the curriculum aims to meet the range of pupils' individual interests, the allocation of time for different subjects is not well balanced overall. Consequently, the content of the programme for some subjects needs to be taught in a relatively small proportion of the overall timetable. This creates an additional challenge for teachers and pupils involved in the subjects concerned. In addition, in working hard to implement the national strategy for raising achievement in Years 7, 8 and 9 so as to meet pupils' needs well, the school has recognised that the use of assessment information so as to improve the quality of planning for learning is an area for development.

37. Pupils requiring learning support have access to the full curriculum where appropriate. The access is supported and enhanced by support teachers and teaching assistants who are deployed appropriately across the curriculum. This enables pupils to regain and retain their learning confidence and to work effectively alongside their classmates. Pupils with behavioural or social needs are managed sensitively, have appropriate targets and are carefully monitored to demonstrate improvements. Subject areas, with the special needs co-ordinator (SENCO) and learning support department, plan their curriculum to accommodate the needs of all students. The learning support department is very efficiently led and managed by the recently appointed SENCO who takes the responsibility very seriously. Pupils for whom English is an additional language are supported well, especially in Years 7 to 9 so as to acquire English effectively.

38. Pupils are able to benefit from a wide range of extra-curricular activities. There are very good opportunities for all students to use the sporting facilities and participate in out-of-hours activities and sporting fixtures. Participation rates are high and they are particularly good for older girls. Good use is made of local sports centres and swimming pool.

39. Overall, there is a good match between staffing levels and expertise and the demands of the curriculum. The induction and support programme for newly qualified teachers is very good and is well managed. Support staff are appropriately deployed to have a positive impact on learning overall; some are attached to a curriculum area.

40. Overall accommodation at the school is poor, but this is being used appropriately to support the curriculum. The school works hard to overcome the limitations of space and the age of buildings and it is not easy to organise quiet places for students to work. It has been successful in obtaining funding for a complete rebuilding programme due to start within the current academic year.

41. Accommodation for mathematics is good and adequate for English, physical education, citizenship and design and technology, although no provision is made for food technology or the teaching of systems and control. In science the quality of accommodation varies from very good to inadequate. Although the school has been creative in its refurbishment of existing spaces, there are no assigned specialist teaching spaces for drama or music. ICT suites are not well designed.

42. The school has a significant amount of temporary accommodation. The poor security of these buildings limits significantly the nature of resources, including ICT equipment that can be safely stored there. This has adverse effects on the teaching of history, geography and health and social care subjects. Overall however, the school's resources are satisfactory and are used effectively when available to enhance teaching and learning.

43. There are insufficient private study spaces available for sixth form students; the library and computer suites are overcrowded and as a result many sixth form students stay at home when not timetabled. Toilet and physical education changing facilities are in need of improvement.

### **Sixth form**

44. The sixth form curriculum is very good as it is well balanced to meet the needs of its comprehensive intake. There is a good range of academic and vocational courses, some of which are provided in collaboration with schools or other organisations outside Greenford High. However, opportunities for students to study religious studies and physical education and to enhance their ICT skills across subjects are insufficient to enable them to gain fully from these areas of the curriculum.

45. There is a wide range of enrichment activities for students in the sixth form. Students contribute to the school council and are encouraged to participate in a number of community services and charity activities. These give students the opportunity to show their initiative, extend their own experience and develop further a sense of personal and social responsibility.

46. Accommodation for the sixth form is unsatisfactory. Whilst some areas such as business studies provide a pleasant learning environment, there is insufficient accommodation to meet the sixth form's study and social needs.

47. Resources are satisfactory overall but there is too little access to ICT across the curriculum, particularly for curriculum support in temporary buildings. Resources are good in mathematics, adequate in English and variable in science and modern foreign languages. Funding to support students for whom English is an additional language (EAL) ceases at the end of Year 11. This means that the school must find resources from elsewhere if support is to continue into the sixth form. Many students join the sixth form from other schools and their EAL records are rarely passed on to Greenford. Although priority is given to students on the access course, there are other students who are unable to make the progress needed because of underdeveloped skills in English. The school is aware of this and is striving to find ways in which additional support can be provided.

48. Students with statements of special educational need are given appropriate support and annual reviews are managed well. Support for Year 12 and 13 students on the school's access course is very good. Provision for students for whom English is an additional language is less well developed in the sixth form. The school is aware of the importance of enabling older students to

use specialist subject language effectively and has been developing a project to do so with outcomes to be published and to inform sixth form teachers within the current academic year. At present, with the absence of such advice and guidance, some opportunities are being missed to enhance the work and standards of sixth form students for whom English is an additional language.

## **Care, guidance and support**

Provision for pupils' care, welfare, health and safety is good. Provision of support, advice and guidance based on monitoring is good and has a positive impact on learning. Involvement of pupils through seeking, valuing and acting upon their views is good.

### **Main strengths and weaknesses**

- Child protection procedures are firmly in place.
- Health and safety is treated seriously and the school is regularly checked for problems.
- Focused monitoring by staff ensure that all students are closely monitored as they progress through the school.

### **Commentary**

49. Staff know pupils well and provide good care and support. They know and understand what they have to do should they have any concerns about the students in their care. Child protection procedures are fully in place. The deputy headteacher has received appropriate training and ensured that all remaining staff in the school have been trained. The school's provision for first aid and for caring for pupils who are unwell is good. A qualified first aider staffs the medical room and there are several other trained staff. Provision for students with specific medical needs is also good.

50. A comprehensive health and safety policy is now in place, this is an improvement since the last inspection. All problems identified in the last report have now been rectified.

51. The school provides good careers advice. There is a range of support and guidance services offered by the Connexions personal adviser for older pupils. The adviser contributes towards the guidance given to pupils to inform their option choices for further study or careers.

52. Monitoring procedures for personal development are well defined, detailed and effective. They ensure that there is a good level of support for individual students as they progress through the school and this enhances achievement overall. The system for pastoral care has been developed well and is innovative in being led by other than teachers. Supported by both teaching and non-teaching staff and overseen by the head of social inclusion, it provides a good level of care for pupils. Pupils are quickly identified if there is any cause for concern and staff are always available for support or discussion. Strategies are regularly discussed and reviewed by the Pastoral Support Staff and appropriate support given.

53. Monitoring of academic progress is generally good and contributes to the tracking of pupils' progress in the school well. However, in religious education, assessments in Years 7 to 9 do not allow pupils to know where they are, or what they need to do to get to the next level.

54. Form tutors are able to build a good relationship with the students in their care as they move through the school with their students. In addition, at three out of the four parents' evenings it is the form tutor who, based on the information given to them by subject teachers, discusses progress with the parents. This enables the parents to get to know the tutors well. Pupils are able to build good and trusting relationships with staff and they say there is one, or more, member of staff to whom they could go if they had any problems.

55. Good opportunities are given to all pupils through the year and school councils for students to talk about and make decisions about the environment. Pupils generally felt that their views did have an impact on the school.

56. Induction procedures for pupils joining the school are good and enable students to settle quickly into school. The pastoral support system is effective in supporting students when they enter the school either in Year 7 or later in their school career.

### **Sixth form**

57. Care and support for students in the sixth form are good. Students are very positive about the level of care they receive. They confirm that they are treated as adults; they are given responsibilities and they say that staff have high expectations of them.

58. The induction of students into the sixth form is good. However, difficulties in obtaining information about the successes of some students who join in Year 12 mean that it is not possible for teachers to plan lessons that meet their needs fully. The pastoral system for students in the sixth form is effective in identifying students who need support and the Access Group provides good levels of support and advice when required.

59. There is a lack of clarity in target setting for some students in the sixth form although this is not across all subjects. In part this is a result of information for students joining the sixth form at the start of Year 12 not being available. This means that some students do not clearly understand what they need to do to improve.

60. The school seeks, values and acts upon students' views well through the year council as well as the school council. Guidance for those intending to go to college or university is good. Staff are available to discuss a variety of options for their future. The majority of students feel that they are given well-informed careers advice.

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

Links with parents, the community and other schools are good.

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

- Parents have positive views of the school, and support pupils' learning.
- Information provided to parents on their children's progress is unsatisfactory.
- Good links with the community give students a broad range of experiences.
- Good links with other schools and colleges support students, particularly those with local junior schools and sixth forms.

#### **Commentary**

61. Parents are supportive of the school and assist their children's education well. The school has made efforts to consult parents on a number of issues; this was confirmed by the responses received from the parents questionnaire in which the majority of parents said they felt the school sought their views. There is no Parent-Teacher Association (PTA), but the students carry out fundraising events, which supports their personal development and enhance the school's links with the community very well.

62. Information provided by the school for parents is generally good. Newsletters are sent out each term, and these give general information about what is happening in school, as well as dates of events. The school works closely with parents where there are particular concerns and parents say they are comfortable about approaching the staff. There are two raising achievement days and two parents' evenings where parents can see the teachers, or their child's form tutor. At these meetings parents receive detailed information about progress, and discuss areas for development.

Short written reports are sent out regularly; the majority of parents like these reports. The school prospectus does not include all required information.

63. The school's status as a language college supports their links with local primary schools well. Staff work particularly closely with eight feeder primary schools on a programme of language linked studies with pupils in Year 6. There is also a programme of visits for physical education. In addition staff visit the schools to talk about the pupils who will be transferring, so that they can build up a profile of the pupils to help them when they begin in Year 7. All of these links support pupils well when they move into secondary education.

64. Community links support the curriculum well and provide students with a broad range of experiences. The community police visit the school and talk to students on a number of issues, including 'keeping safe'. Other visitors include a bishop who visited the school during the inspection on one of his regular visits to talk to Year 10 and 12 students about his experiences in the Sudan. Other religious leaders also visit the school regularly. In art and music a number of visitors run workshops with the students.

### **Sixth form**

65. Students in the sixth form organise and run an annual Diwali disco. The proceeds are used to fund the annual Old People's Christmas meal. Students raise all the funds required as well as running the evening, serving food and organising games. This supports their personal development well.

66. There are good links with Hertfordshire University and other local colleges support students when they transfer into higher education.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The headteacher leads the school very well and the leadership of other staff with key responsibilities is good. The governing body provides good leadership in most aspects of the work of the school but, partly as a result of changes in the last two years, some governors offer limited constructive challenges in order to hold the school to account. Governance is good.

### **Main strengths and weaknesses**

- The school is very well led and managed by the headteacher, ensuring a strong and shared ethos for learning.
- Leadership by senior managers and other key staff is good overall but the extent to which they have an impact on improvement where necessary is uneven.
- Information and data about the successes of departments as well as individual pupils are reviewed regularly but not sufficiently rigorously used to address relative weaknesses in the management of departments.
- The school's performance management process supports the development of teaching staff well.
- There is a good support structure to improve the quality of teaching.
- There is an effective pastoral support system involving experts other than teachers.
- The leadership and management of the SENCO is very good; he is an excellent role model.
- The role of some governors in holding the school to account is underdeveloped.

## Commentary

67. The headteacher manages and leads the school very well. This ensures that a clear vision is shared and understood by teachers, other staff, pupils and parents. The vision centres on raising achievement; it underpins all long and short term planning concerning the school and its future.

68. Senior managers work effectively as a team in contributing a range of different strengths and a common commitment to improving learning. This includes taking responsibility for the school's system to evaluate and review subject departments. Based on an analysis of examination results combined with an increasing use of information concerning pupils' achievements across the school, the review leads to a greater focus on individual departments and overall understanding of strengths and priorities for improvement. Whilst responsibilities are clear and understood by all senior managers, the impact of their monitoring role is not consistently rigorous enough to ensure that all departments make sufficient progress where necessary. The sharing of good practice across and between departments is underdeveloped, resulting in some inconsistencies of practice and outcomes. Most other key staff, including heads of departments and pastoral staff, provide good leadership, building effective teams. A small number of departments are, however, not led effectively enough to ensure improvement and this inhibits pupils' achievements overall.

69. Whilst the overall vision for the school is focused closely on learning, it is not centred exclusively on academic achievement. As made explicit in the school's overall aims, it is concerned to ensure that learning is enjoyable and that pupils develop a full range of talents and interests. The school's success in gaining language college status since the last inspection indicates part of its aim to support pupils' development fully. Similarly, its success in addressing the significant weaknesses in accommodation through a full rebuilding programme that is about to begin shows a continued striving to provide the infrastructure that will enable pupils to continue to improve in the future.

70. Staff contribute to realising this vision by developing a strong ethos for learning in many aspects of school life, ranging from the work of the classroom to a wide range of after-school clubs and activities for which pupils take responsibility - including through the school council. Pupils know about the changes that will improve their environment and respond positively to current provision. This shared knowledge helps to make the school successful even though there are inadequacies in the building at present.

71. Staff are managed well overall. There is a robust induction process for new teachers to the school and to the profession. Newly qualified teachers are supported well in the initial stages of their professional life. New and experienced teaching staff alike are able to benefit from the school's learning consultant who works with all staff in providing training, as well as with individuals to enhance the quality of teaching. This innovative appointment helps to improve the quality of learning overall. All staff participate in a performance management review of their work which highlights successes and areas for improvement. The school has been innovative also in reviewing its staffing structure concerning pastoral support provided for pupils. As a result a professional team has developed to address roles previously undertaken by teachers. This is both a successful and cost-effective development in managing the school.

72. The learning support department is very efficiently led and managed by the recently appointed special educational needs co-ordinator (SENCO) who has effectively reorganised the department to ensure that there is clear communication between staff, parents and students. Support teachers and teaching assistants are effectively deployed, particularly when attached to a subject area. Special educational needs (SEN) documentation meets statutory requirements. There is a named governor who has appropriate experience and knowledge and supports SEN developments.

73. The EAL coordinator works closely with the former post-holder who now leads the Learning Support team. Newly arrived pupils for whom English is an additional language (EAL) are assessed on entry and allocated a priority code that determines the level of support they receive. This is set out clearly in the form of a contract which is signed by support and subject teachers. Very good records are kept of students' progress which is reviewed at the end of each term. There has been

clear improvement since the last inspection when provision was satisfactory. Currently, no register is kept of teaching and other staff who speak languages other than English. Such a register would enable staff to be called on to assist with the initial assessment process and in communication with parents.

74. The governance of the school is good. The chair of the governing body and a number of other governors are relatively new. Together with long-established governors, they bring a range of valuable expertise to their role and are both knowledgeable and committed to the school. Although the role of some governors is underdeveloped, the majority provide good, constructive challenge for the school. They are fully involved in reviewing pupil attendance, the school's finances and its budget-setting process. They monitor expenditure regularly and have contributed much to finalising the bidding process for the new school building.

75. The school applies best value principles effectively. It uses its specific grants well and has been innovative, for example, in restructuring the pastoral systems to enhance provision for pupils, responding well to the national workforce reform agenda, and in its innovative use of monies to develop the work of learning mentors. The school has been successful in managing its budget well linked closely to its educational priorities. Not least, it has played a significant role in identifying the need for and helping to obtain funding for the complete school rebuilding programme that is due to begin in the current academic year. Overall the school obtains good value for money, including in the sixth form.

### Sixth form

76. The leadership and management of the sixth form are good. The deputy headteacher is also head of sixth form and two senior staff making up the sixth form management team assist him. This structure is relatively new but there is a collective will to work to raise standards. Monitoring of the work of the sixth form is effective overall but the use of data to improve target setting is underdeveloped as information concerning the initial assessments of new students is not sufficiently well used to ensure all students have appropriately challenging targets, especially higher attaining students.

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

Income and expenditure (£)		Balances (£)	
Total income	7,623,050	Balance from previous year	105,000
Total expenditure	7,228,856	Balance carried forward to the next	499,194
Expenditure per pupil	4,434.88		

## OTHER SPECIFIED FEATURES

### Work-related learning

Provision for work-related learning is good.

### Main strengths and weaknesses

- There is a clear policy statement for the delivery of work-related learning (WRL)
- All pupils in Year 10 are provided with two weeks of work experience
- Students learn about the world of work through vocational courses
- Effective partnerships have been established with local employers and Ealing Education Business Partnership
- Some subject areas have been slow to respond to the demands of WRL
- The management and co-ordination of WRL across subjects is satisfactory

## Commentary

77. The standard of work produced by students in GCSE business, economics, GNVQ business and health and social care is above national expectations. Students enjoy these subjects and the relevance of their content to the adult world of work is made explicit through good teaching. Those students who were interviewed were very positively disposed to learning through practical activities that have meaning for them in the broader context of the world of work.

78. A detailed audit has been carried out to identify those subjects in which WRL was being delivered across the curriculum in Years 10 and 11. Through this process it was discovered that most WRL was to be found in business studies, economics and work experience. The involvement of many other subject areas in the delivery of WRL is variable and the relationship between skills in these subjects and their relevance to WRL has not been fully developed. In subjects such as English however, records of work experience are written up and exercises devised by teachers to help students improve and refine their interview techniques. There are displays in the English rooms and the art rooms that directly link aspects of work done in the classroom to the professional world of the performer or the artist and designer.

79. The school has produced an informative policy document in which it clearly presents the rationale for the introduction of WRL into the curriculum. It recognises the importance of WRL to preparing students to take their place as responsible citizens in the adult world. Aims are clearly stated, with due emphasis placed on the provision of courses of study that will enable students to achieve their goals. Students are informed that these programmes of study will lead to vocational qualifications that are highly regarded by employers.

80. Students learn about the world of work through GCSE business studies and economics. These subjects are effective in enabling them to gain an understanding of the different types of business organisations and the objectives of businesses. They explore the importance of the exchange rate and the impact of appreciation and depreciation on commerce and industry. Students develop a good understanding of relevant concepts that can, at a later date, be applied in a WRL context. All of the students in Year 10 are involved in work experience over a two-week period. Ealing EBP has established a programme of work experience that is intended to extend the work related curriculum within schools. In future, those students who are studying GCSE business and economics will be involved in Business and Enterprise with a European focus by attending a residential business course in France. The Widening Horizons Programme has been designed to provide students with opportunities to develop key skills such as problem solving, working with others and communication. It is recognised that these skills are necessary requirements for future employment and training.

81. The school has successfully introduced other activities such as Enterprise Week, which is designed to give students some understanding of the importance of the entrepreneur to the economy. A visiting speaker from McDonald's talked about those skills that are necessary to make a successful entrepreneur. Happy-side Up provides students with an opportunity to develop additional skills such as soccer coaching, beauty therapy, music and film studies to NVQ Level 2. Through this programme students are acquiring a wide range of skills such as recording, literacy skills and use of specialised vocabulary within specific vocational areas.

82. Although WRL is still at a comparatively early stage of development, some subject areas have been rather slow to respond to the demands of the WRL Programme. The management, monitoring and reviewing of WRL is satisfactory at the moment.

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

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

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

#### **English**

Provision in English is **very good**.

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

- Results and standards overall are above average.
- Achievement is very good.
- Teaching and learning are very good.
- Leadership and management are very good.
- Accommodation is unsatisfactory; there is limited access to ICT.

#### **Commentary**

83. National Curriculum test results at the end of Year 9 in 2004 were in line with the national average overall, which indicates good progress given the pupils' average attainment on entry to the school. A slightly higher proportion of pupils than that found nationally reached the expected level. A lower proportion of pupils achieved levels above those normally expected. Examination results in GCSE English in 2004 were above the national average for pupils gaining the higher grades, A\*-C, and in English literature were well above the national average, both for boys and girls, representing the best ever results at the school in the subject. Almost every pupil is entered for English literature. A significantly high proportion achieved A\* and A grades in both subjects.

84. Pupils' speaking, listening, reading, and writing skills are above the standards expected for Year 11. This represents very good achievement in relation to their prior attainment, which is below average when pupils enter the school. Pupils have already made good gains in knowledge, understanding and skills by the time they reach Year 9, both boys and girls. Year 11 pupils reach above average standards in English and well above in English literature: the quality of their best writing is very good, particularly in response to literary texts, where considerable maturity of thinking and expression is found. Pupils with special educational needs make similar progress to others. A large majority of pupils have a language other than English as their first language, which is the main reason why standards on entry are below average, but they make very good progress over the next five years.

85. Pupils respond well to teachers' skilful questioning. They listen carefully to the teacher and to other pupils. Opportunities for paired discussion work are frequent and, when given the opportunity to participate in group presentations, pupils show quite a competent level of speaking skills. Pupils behave well in lessons, and their consistently positive attitudes to learning contribute to their very good achievement.

86. Pupils learn very well because the quality of English teaching is very good throughout the school. This, together with the positive attitudes of the pupils, is why achievement is very good. The teachers are mostly quite young and relatively inexperienced, but are already skilful practitioners who know their subject well and use appropriate teaching methods, many drawn from recent strategies. They set tasks appropriate to the level of the different groups in their classes, and model the tasks very effectively. Teachers' awareness of the demands of the tests and examinations their pupils have to sit ensures that their learning is reflected in results, particularly in GCSE English literature. Pupils are introduced to a wide variety of texts quite early on, and are equipped to elicit ideas and information from them. Analytical skills are developed so that pupils are able to write effectively about literary and non-literary texts, the latter including film and media forms.

The weaker lessons observed were those where the teacher did not adopt a suitable pace; most of the time, the teachers have to maintain a very brisk pace in order to deal effectively with the topic within the 45 minutes allocated for the majority of lessons. Written work is marked thoroughly, and assessment is accurate, although pupils would benefit from having sharper targets. Self evaluation is encouraged, and most pupils have a clear picture of what they need to do to improve.

87. Pupils make good use of paired discussion, and work well in groups. They are seated according to the teacher's plan, which means they are obliged to work with those of a different ability, gender or ethnic group where this is thought to be appropriate. They do this very successfully, and it leads to a faster development of their language skills than if they were allowed simply to sit with their friends.

88. The subject makes a good contribution to spiritual, moral, social and cultural development. Pupils are enabled to face questions about human mortality, moral and social dilemmas, and the beliefs of others, as well as being given greater insight into the culture of this and other lands. Pupils are able to participate in a range of extra-curricular activities, including theatre visits and helping produce a lively magazine.

89. The department is very well led and managed, and this is clearly having an impact on standards. Unusually, there are two subject co-ordinators, who share the leadership and management of English and media studies, as well as harnessing the skills of a largely young and vibrant team. The quality of teaching and learning is very well monitored and assessment procedures are securely in place. Data on pupils is used intelligently to track progress and to enhance it. Pupils are only grouped by ability in Years 10 and 11, and even there in a flexible way that allows them, for instance, to take appropriate papers in the examinations. Resources are used effectively, particularly in media-related lessons. The accommodation available for English is, however, unsatisfactory: some teaching rooms are grouped together in one of the blocks and include a separate office and stock room, but others have to be taught around the school, where the current accommodation is generally less than ideal. There is limited access to ICT, although pupils – particularly in Years 10 and 11 – are usually able to find a computer on which to process their coursework, even if only at home. The library provides only a limited resource, and was not seen being used for lessons. In spite of these limitations, the department is very positive, and the joint leaders have a clear vision for the future. They are ready to take the department forward and build on the good progress that has clearly been made since the last inspection.

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

90. About three quarters of the pupils have a first language other than English, so it is not surprising that overall literacy levels are below average at the start of Year 7. The progress they make as they move up the school is shown by their test scores, particularly in English, at the end of Year 9, and in GCSE results which demonstrate good achievement. Standards are average by Year 9 and above average in some subjects by Year 11.

91. Much of the progress is due to the increasing exposure pupils have to English in use, although credit is also due to teachers who create appropriate opportunities for pupils to use English in a variety of contexts, with a good emphasis on group work. This is the case, for instance, in physical education. Good literacy strategies are employed in a range of subjects, including mathematics – a Year 7 lesson that began with an investigation of all the relevant words beginning with 'n' that pupils could list was particularly effective. Several subjects place a strong emphasis on key words. There is good support for extended writing in several subjects, notably English, science, citizenship and history, although there is insufficient support in religious education. Reading is encouraged in form periods; sixth formers assist with paired reading; there is also a reading club.

92. There is no longer a literacy co-ordinator for the school; literacy is monitored by the teaching and learning co-ordinator. The strength of this is that it is seen within the larger context of pupils' learning. The principal weakness is that there has not been whole-staff training in literacy for over two years. Although newly qualified teachers have been given good training, other staff join the school with differing knowledge and understanding of what is required, hence the inconsistency

with which literacy is taught across subjects. There is not a general awareness of the school literacy policy, although it can be accessed electronically by all staff and will eventually be incorporated in the Assessment for Learning policy. The English teachers are key to the progress made in literacy: they liaise well with feeder primary schools, and are aware of pupil needs on entry. Although summer schools have not been held recently, there is a good intervention programme for those starting below the expected level. These, and other initiatives, ensure that there is good overall provision for literacy.

## **Modern Foreign Languages**

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

### **Main strengths and weaknesses**

- Teaching and learning are mostly good and lead to good achievement.
- Standards at GCSE in French and German are above national averages, while those in Spanish have been below.
- The numbers of pupils taking more than one language to GCSE or languages in the sixth form are very small.

### **Commentary**

93. At end of Year 9, pupils achieve standards that are broadly in line with national expectations, and teacher assessments in 2004 confirm this picture. This represents good achievement from below average starting points for many pupils. Some higher attaining pupils in top sets are reaching the higher Level 6, especially in French which they have been learning for a full three years. In the new fast-track French groups in Year 7, progress is rapid and standards are already above average.

94. By the end of Year 11, many pupils have made sufficient progress to achieve a reasonable grade at GCSE and those in the top sets are on track to achieve the higher grades. This is especially so in French and German, though some pupils of Spanish are also making good progress towards GCSE. Standards are therefore above national averages overall and this represents good achievement over the five years. Some pupils lack accuracy in written work, especially spelling, but their reading and comprehension skills are sound and they are keen to listen, repeat and speak in the language. There is a high level of entry to the examination and results have been consistently good over the years. Girls tend to perform better than boys, in common with the national picture.

95. Pupils achieve well in languages for a number of reasons. Firstly, they receive a good proportion of the available teaching time, especially for a single language in Years 7 and 10. Lessons are timetabled so that they receive language tuition "little and often" enabling good progress to be made. Secondly, pupils are taught well and most have positive attitudes to learning in language lessons. Thirdly, preparation for the GCSE examination is thorough and good materials are used to support this, for example, the revision sheets of questions and model answers to be learnt for the oral examination.

96. The quality of teaching is mainly good. In the best lessons, teachers use pupils' prior knowledge to good effect and provide lots of opportunities to reinforce the language through repetition and practice. Expectations are usually high and good use is made of the overhead projector to focus attention on key words. These qualities were found in the majority of lessons seen, for example, in a good Year 11 French lesson where pupils were seated according to the level of examination they were entered for and they were learning to manipulate and extend their answers to questions by incremental steps. Foreign language assistants are employed to support French, German and Spanish teaching and they make a good contribution to improving pupils' oral skills by working in small groups.

97. Where there are weaknesses, these tend to be in lessons where pupils are given insufficient practice or "drilling" in the language pattern before moving on. Occasionally, teachers find themselves spending a good deal of time keeping pupils focused on their work because of poor attention spans.

98. Assessment is good. Marking is regular and follows a structured format. Short-term goals are included in comments made by teachers on pupils' work. Good, computerised records are kept of end-of-unit tests and other regular assessments. Pupils are moved between sets when this is likely to improve their progress and chances of success.

99. The curriculum manager is an experienced teacher who has a good overview of the progress made to date and the improvements which are necessary to move the department forward. Leadership and management are both good. There have been significant developments in recent years, including the move from mixed-ability teaching to setting, the recent creation of fast-track classes in Year 7 with the intention of early entry to GCSE, and the establishment of a Certificate in Business Language Competence (CBLC) course in Year 12 as a means of bringing more post-16 pupils into language learning. Early indications are that the impact of these initiatives will be very positive. Improvement since the previous inspection has been satisfactory, especially in raising standards in French.

100. As a language college, the school teaches three European languages in Years 7 to 9 and these are all offered at GCSE. Whilst all pupils continue language study in Year 10, the number opting for more than one language is very small.

## **Punjabi**

Provision in Punjabi is **good**.

### **Main strengths and weaknesses**

- Most pupils make the expected progress and their achievement is good by Year 11.
- Pupils' behaviour in lessons and attitudes to work are very good.
- Relationships between teachers and pupils are very good.
- ICT is not used well enough to enhance pupils' learning and study skills.
- The marking of pupils' work is not diagnostic and does not effectively support improvement.

### **Commentary**

101. Punjabi is taught in Years 10 and 11. This is a change from the last inspection when it was also taught in Years 8 and 9. Only a few pupils currently choose to study the subject. In the 2004 GCSE examination results, the standards in Punjabi were above average compared with other languages in the school. During the inspection, a double lesson for a small group of Year 10 pupils was observed. There is insufficient evidence to report on standards in Year 11. A brief discussion with Year 11 pupils and an analysis of their assessments by the teacher indicate that most pupils are on course to attain above average standards by Year 11. Pupils with special educational needs and those targeted for extra support in English as an additional language are well supported in lessons and achieve standards in line with their prior attainment. This represents a positive picture and good improvement since the last inspection.

102. The achievement of pupils is good compared with their prior attainment. They are able to follow lengthy explanations and understand complicated instructions. The teacher gives encouragement to pupils to converse. However, opportunities to speak at length, audibly and fluently in discussions, are lacking. Pupils' work shows that there are also insufficient opportunities for writing at length. Most of the recorded work consists of learning the new vocabulary and simple sentence structures. The pupils learn to apply simple grammatical rules carefully. However, they are not sufficiently encouraged to use dictionaries to support their own learning and correction of spellings.

103. The quality of teaching and learning is good overall. The teacher provides a variety of activities that hold pupils' interest and attention. A Year 10 lesson gave pupils enough opportunity to listen, speak, read and write in the target language. A generally lively pace generated a willingness for most in the group to participate. Pupils used a range of appropriate vocabulary relating to topics such as, numbers 1-30, telling the time and the days of the week. In this lesson, a pupil studying Punjabi at an advanced level was given appropriately planned work to extend her skills further. The secure subject knowledge of the teacher and some of the well-planned activities in lessons had a positive impact on pupils' learning.

104. The pupils have very positive attitudes to their learning. This is due to the well-established, very good relationships between the teacher and pupils. Pupils of all abilities cope well in most activities created and controlled by the teacher. They show appropriate respect for the teacher's exposition and behave well in lessons. When required to speak spontaneously or to write independently, the pupils show confidence in their use of Punjabi. They are able to apply their knowledge in new situations because the teacher gives them enough opportunities to consolidate their understanding before beginning new work. There are good assessment procedures but individual targets of improvement are not used consistently. All pupils are given appropriate assessments at the end of each topic. The teacher prepares her own resources and marks pupils' work regularly. However, the marking, although regular and encouraging, is not diagnostic and does not help the pupils enough to improve further. The teacher does not use helpful comments or appropriate levels or grades in the marking. There is appropriate support to extend pupils' learning through regular homework. Resources in Punjabi, although improved a little, are still limited. The school has some appropriate software, but ICT is not used well enough to enhance pupils' study skills and word processing skills in Punjabi.

105. The leadership and management of the subject is good. The subject leader is well organised and aware of strengths and weaknesses in the subject, especially the lack of appropriate textbooks in Punjabi that affects the quality of pupils' learning. The overall provision has been well maintained since the subject was last inspected.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Strong leadership has ensured a steady improvement in test and examination results.
- Good teacher/pupil relationships ensure that all pupils are involved in the lessons.
- Pupils develop good thinking skills which allow them to recall facts and apply skills well.
- Marking and other feedback to pupils does not give them enough information to know what to do to progress to the next level or grade.
- The use of ICT to enhance pupils' learning needs further development.

### **Commentary**

106. Results in the GCSE examinations in 2004 were well above the national average. These form part of an improving trend. Results in national tests at the end of Year 9 in 2003 were average when compared to all schools nationally, and average when compared to similar schools.

107. Standards seen reflect the examination results. On entry to the school pupils' attainment in mathematics is below average. Pupils achieve well in Years 7 to 9 and very well in Years 10 and 11. There is no evidence of differences in the achievement of boys and girls or of pupils with English as an additional language. Pupils with special educational needs are well supported, and they make the same progress as other pupils in their class. Pupils recall facts and apply skills confidently. In Year 11, good investigative skills were seen in well-presented coursework. In a Year 9 class, pupils were able to recognise the equation of a straight line and compare gradients.

108. Teaching and learning range from very good to satisfactory and are good overall. Common strengths in the teaching include good pupil-teacher relationships. This results in a stimulating ambience within the classrooms and pupils feeling confident to tackle difficult questions without fear of ridicule if they make mistakes. Pupils take a pride in the presentation of their work and are happy to discuss their mathematics. They are keen to please and generally enjoy the lessons. In the best lessons, teachers build well on prior knowledge and steadily develop pupil understanding. For example in a lesson introducing the idea of increasing and decreasing a number by a given percentage the pupils first revised the connection between decimals, vulgar fractions and percentages, before going on to learn formal methods. The teacher's high expectations and the good use of question and answer led to a very positive response from the pupils. In a calculus lesson, more able pupils were highly motivated by a challenge to discover how differentiation could be used to investigate rates of change. Less successful lessons are teacher dominated and pupils carry out calculations mechanically without appreciating why a method is appropriate. Good assessment data is available to aid lesson planning. Pupils know what level they began the year with and what their target is. They do not know their level of work in lessons or what they need to do to progress from one grade or level to the next. In some lessons interactive whiteboards are used to good effect. These make the work interesting and are supporting learning. Coursework shows that ICT is used to make mathematics more meaningful to pupils. This good practice is not spread effectively to all years.

109. Leadership and management are very good. Teachers in the department have clear roles and they work together as a successful and mutually supportive team. Curriculum opportunities are widening. Higher attaining pupils are being entered for an additional GCSE in statistics. Through regular monitoring, strengths and weaknesses are accurately identified. Recruitment issues have been overcome through involvement with teacher training institutions. Standards are steadily improving. Progress since the last inspection has been good.

### **Mathematics across the curriculum**

110. The provision for mathematics across the curriculum is good. During the inspection good examples were seen in geography and history. In the former Year 9 pupils considered the correlation between two variables. Mapping life expectancy against death rate they reached conclusions through adding a trend line. In history Venn diagrams were drawn to examine the political, religious and economic reasons for the English Civil War. In physical education (PE) a policy is in place and numeracy is mapped across the schemes of work. In GCSE PE the pupils consider fitness related health and measure heart rate and blood pressure. In music pupils are taught numeracy through work on rhythm.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- An increase in attainment, particularly from Year 9 to Year 11.
- Good quality of teaching, particularly in Years 10 and 11.
- The curriculum area teachers work as a team towards common aims.
- Scientific enquiry in Year 7 to 9 is underdeveloped.
- Comments that help pupils improve knowledge, understanding and skills are underdeveloped.

### Commentary

111. Pupils' standards of attainment are below national expectation when they arrive in Year 7 and they improve to average at the end of Year 9. Progress for pupils in Years 7 to 9 is good and in Years 10 and 11 is very good. This is because senior science teachers meet the different learning needs of older pupils better than they do those in Years 7 to 9. The proportion of pupils attaining GCSE A\*-C grades is above the national average. Recent double award GCSE modular examination results show that current Year 10 and 11 pupils are on course to achieve similar grades over the next two years. All the pupils taking triple science GCSE attained a pass grade.

112. Teaching and learning up to Year 9 is good and very good in Year 10 and 11. The curriculum area has invested time and effort into evaluating effective lessons and this has had a positive impact on the standards achieved by the pupils. Teachers of good and very good lessons use effective questioning to develop individual pupil and whole-class understanding of science. These lessons are well planned, include a variety of learning tasks, and are governed by focused learning targets. A small number of lessons do not allow sufficient time for the consolidation of key scientific ideas. Consequently, pupils in these lessons are not developing their scientific understanding or investigative skills as fast as they should.

113. There are insufficient opportunities for pupils to participate in scientific enquiry. Practical activities tend to focus on the apparatus used and subject content rather than the progressive development of investigative skills. In Year 7 there are good examples of investigative work, such as the woodlice investigation and the neutralisation reaction. These activities enable pupils to practise prediction skills as well as to learn how to analyse and evaluate their observations and measurements. Coursework in Year 10 and 11 is good, but there is little opportunity, in other lessons, for enquiry skills to make a positive contribution to pupils' overall understanding of science.

114. Relationships between staff and pupils are good and most pupils take pride in their work. Pupil data is used very effectively to identify groups of pupils to receive additional support lessons. Pupils with special educational needs and English as an additional language are well catered for and make the same progress as other pupils. The management and involvement of support teachers and assistants in the development of science support materials and their involvement within science lessons is underdeveloped.

115. Almost all staff mark regularly and provide evaluative comments in line with the curriculum area assessment policy. However, comments that promote progress in knowledge and understanding are not common and comments to promote pupils' scientific enquiry are rare. The recent introduction of interactive whiteboards into all science rooms has made an impact on pupils' learning in almost every lesson. Effective use of this resource is at an early stage of development. The best teachers use them for whole-class teaching and for individual pupils to display their own work, including the presentation of experimental results in graphs.

116. Leadership and management are good. The curriculum area manager and her second in science monitor teaching and learning effectively to identify key issues. Very good co-operative

work leads to appropriate prioritisation and the involvement of all science teachers in decision-making.

117. Improvement since the last inspection is good because the implementation and effective monitoring of teaching and learning has led to an improvement in examination results at age 14 and 16.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in Information and Communication Technology is **satisfactory**.

### **Main strengths and weaknesses**

- The GCSE results in 2004 were well above the national average.
- The assessment and monitoring of pupils' progress is good.
- The leadership and management of the curriculum area is good.
- The time allowance for teaching and learning ICT in Years 7, 8 and 9 is insufficient.
- Standards at the end of Year 9 were well below national averages in 2004.

### **Commentary**

118. Outcomes at the end of Year 9 in 2004 were unsatisfactory, particularly when compared to the levels achieved by the same pupils in English, mathematics and science. The number of pupils achieving Level 5 and above was below the national averages and significantly below the national target for ICT. The single lesson devoted to ICT in Years 7 - 9 is insufficient for covering the national curriculum for ICT. The national strategy for teaching and learning ICT is now in place in the department and is working well within the time constraints imposed by the school timetable.

119. In Years 10 and 11, there is a mixed picture. The pupils that took the full GCSE course in IT in 2004 obtained very good results – particularly the girls in the group. The exam results from the Key Skills courses taken by the majority of the pupils in Years 10 and 11 were below national averages with a significant number of pupils being ungraded. The standards of work observed in pupils' folders and during class observations are higher than those reflected in last year's assessment at the end of Year 9. Overall, Years 10 and 11 pupils have limited opportunities to develop their ICT skills across the curriculum.

120. Most of the ICT staff are relatively new to teaching and have limited experience. The quality of teaching in Years 7 to 11 is generally good, as are the attitudes of pupils to learning ICT. The hardware and software is respected and most pupils enjoy the practical work in the laboratory classrooms. Pupils with special educational needs and with English as an additional language are well integrated into classes and make good progress. The assessment of pupils' achievement in ICT is good. Targets are set and pupils are monitored in terms of progress. Pupils know how they are doing and what their likely grades will be in the GCSE. Individual pupils' marks are well maintained by teachers and are regularly integrated into an electronic system.

121. Leadership of the curriculum area is good. Improvement since the last inspection has been satisfactory overall but inhibited in part as a result of the quality of the buildings and limitation of resources across the curriculum. The ICT teaching team work well together and share resources and ideas. The curriculum manager is available for advice and consultation at all times. The team-teaching practice is good, particularly in terms of supporting the less experienced teachers. Management of the curriculum is good. Systems put in place offer good support to the teachers and pupils in the department. Technician support throughout the school is both rapid and effective.

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

122. The use of ICT across the curriculum is not well developed with the exception of design technology, modern and community languages, music, and mathematics. A significant number of

pupils in Years 7 and 8 make good use of an integrated learning system to improve their understanding of mathematics and English. Many pupils in Years 9 and 11 use the school's on-line access from their homes to revise for English and ICT examinations.

123. The ICT resources are currently overstretched and, in some cases, out-of-date. The effective use of the new interactive whiteboards is patchy and, at times, they are under-used. There is evidence of extensive use of digital cameras throughout the school but a lack of data-logging equipment restricts pupils' access to the full national curriculum. Accommodation is limited and does not provide access for all pupils to ICT facilities as expected by the national curriculum.

## **HUMANITIES**

### **Geography**

Provision in geography is **satisfactory**.

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

- The more experienced teachers have sound subject knowledge so can respond well to pupils' interests.
- Praise is well used by all teachers to encourage pupil achievement.
- Detailed marking is inconsistent in providing feedback to pupils who need to improve.
- Standards are high at GCSE.
- More pace and challenge are needed in some lessons to raise pupil expectations.
- A greater use of ICT is needed to develop a variety of geographical skills.

#### **Commentary**

124. Standards are average at the end of Year 9 but GCSE results are above average at the end of Year 11. Standards in lessons and in pupils' work are average in Years 7 to 9 and there are relatively few opportunities provided to enable pupils to achieve at higher levels as standardised worksheets or tasks are frequently used. In Years 10 and 11 the standard of written work improves and there are more opportunities for pupils to achieve at appropriate levels. Achievement is satisfactory in Years 7 to 9 but good in Years 10 and 11, reflecting a greater concentration on developing geographical skills. There are no significant differences in the standards attained by students of different ethnicity. There are good strategies used to support the learning of pupils of lower ability, especially in Years 7 to 9.

125. Teaching overall is satisfactory but there is some very good teaching. This chiefly reflects the relative experience of the teaching staff and the use of non-specialists in the department. When teaching is most effective teachers are knowledgeable, structure the learning experience and have an enthusiasm for the subject so motivating pupils to learn. Learning is less effective where teachers dominate lessons with little opportunity for individual pupil initiative. Some lessons lack pace and challenge and the work is superficial. With too much stress on content rather than developing specific geographical skills, pupils lose interest. The standard of marking varies between teachers and there is insufficient informative feedback with clear directions on how pupils can improve their work.

126. Learning is satisfactory for the average pupils but teacher expectations are sometimes too low and so more able pupils have few opportunities to achieve at a higher level. Pupils show geographical knowledge and understanding in lessons, and appreciate a wide range of physical and human geography interactions. Less experienced staff are less effective in drawing out the underlying geographical concepts so limiting the depth of explanation. A greater range of data sources is needed to encourage more independent thinking, increase extended writing and further develop geographical skills including numeracy and map work. When given such data pupils can interpret patterns effectively such as birth and death rates. Fieldwork is used effectively and good use is made of the local environment such as a micro-climate study of the school in Year 8. There is

insufficient use of ICT in the subject, especially in enquiry work, partly reflecting the relative confidence of the staff. When given the opportunity in discussions most pupils are confident in oral work and contribute well. For example pupils in Year 8 gave a very clear presentation of the micro-climate of a small area. There are good strategies to support pupils with a poor command of English.

127. Pupil attitudes and behaviour in lessons are variable directly reflecting the experience of the teacher. Some pupils in Years 7 to 9 find it difficult to listen attentively and concentrate for extended periods of time so behaviour is better when teachers break up the work into short term varied tasks. In the majority of classes pupils are keen to learn and respond well to the demands made of them.

128. The leadership and management of the subject is satisfactory. The head of department is working hard to maintain standards especially in Year 10 and 11 but a lot of time is spent supporting new and less experienced staff. Staff experience and subject expertise is the main factor limiting the progress of the department. The department effectively tracks pupil progress and has initiated a self-assessment procedure but pupils need more information on their levels of achievement and targets. Since the last inspection results have risen but the more able pupils are still insufficiently stretched in the lower school.

## **History**

Provision in history is **good**.

### **Main strengths and weaknesses**

- Good planning ensures pupils progressively develop a range of skills and ideas important for further study.
- There is a determined effort to improve the standards of pupils' extended writing.
- The assessment of pupil progress is good.
- The provision for ICT is unsatisfactory.
- Leadership and management in history are good.
- There is insufficient formal monitoring of marking.

### **Commentary**

129. The attainment of pupils is slightly below the national average by the end of Year 9. The attainment of girls is higher than that of boys. Since 2002 there has been an improvement in GCSE results at the end of Year 11. They are now slightly above the national average. The performance of boys matches the national average, whereas girls are above it.

130. Pupils make satisfactory progress by the end of Year 9 when judged against their attainment on entry. The support provided for pupils for whom English is not their first language and those with special educational needs enables them to make satisfactory progress. By the end of Year 9 pupils are beginning to evaluate historical sources critically and most are able to construct an essay prioritising key ideas.

131. By the end of Year 11 pupils' achievement is good. Girls tend to perform slightly better in history than in their other GCSE subjects, whereas boys achieve less well. There is a steady trend of improvement by all pupils since 2002. This reflects the strong focus in lessons on improving skills in evaluating evidence and extended writing. Pupils have a well-developed vocabulary and use it appropriately in oral and written work.

132. The quality of teaching is good overall but there are differences between year groups. Teaching in Years 8 and 9 is generally satisfactory, with some good practice. Lessons are well planned and are supported by high quality resources. Pupils often work in pairs or small groups to read and discuss information. This helps those with difficulties in reading or for whom English is not

their first language to develop their understanding. The outcomes are inconsistent in some lessons. Occasionally, more able pupils have to work at a slow pace or choose unchallenging tasks. Teachers help pupils to improve the quality of their written work progressively by planning essay writing and analysing model answers.

133. Some unsatisfactory teaching observed in Year 7 was as a result of poor behaviour that undermined learning and activities were not well suited to pupils' abilities. However, behaviour in lessons in all years is generally satisfactory and often good. Pupils are willing to work with others and respect their ideas.

134. Teaching in Years 10 and 11 is good. Pupils willingly engage in a range of well-planned activities. They are confident in evaluating evidence and writing extended answers. Effective questioning by teachers challenges pupils to refine their thinking and helps all pupils to make progress.

135. The assessment of pupils' progress has improved as assignments are well planned. Teachers have a detailed understanding of the individual needs of all pupils and work effectively with teaching assistants. The marking of other pupil work is inconsistent as comments do not always inform pupils how to develop the quality of their work. Whilst encouraging, they do not always refer to improving learning.

136. The curriculum offered within history is good. There are a number of extra-curricular visits for pupils in each year to enrich pupil experience. However, provision for ICT has little impact on pupil learning. Accommodation is unsatisfactory.

137. Leadership and management are good. There is a drive to raise pupils' standards of achievement, especially those of boys. Schemes of work are good and there are impressive teacher-produced resources to support pupil learning. However, assessment data needs to be used more critically by teachers. Formal monitoring of marking and support of non-specialist staff are underdeveloped.

138. Good progress has been made since the last inspection.

## **Religious education**

Provision in religious education is **unsatisfactory**.

### **Main strengths and weaknesses**

- By the end of Year 9 and Year 11, most pupils do not achieve as well as they should.
- Marking and assessment practice is inconsistent, and not always related to the learning outcomes expected in religious education.
- There is insufficient tracking and analysis of pupils' progress and monitoring of standards across the department.
- Much classroom teaching seen was of a good standard.
- GCSE results for 2004 are above the national average.

### **Commentary**

139. The reported results of teacher assessments for pupils at the end of Year 9 in 2004 indicate that pupils' attainment was below Agreed Syllabus expectations. Results in the GCSE examination for 2004 for the small group of pupils were above the national average. There were no reported results provided during the inspection for pupils at the end of Year 11 not taking the GCSE examination.

140. Standards at the time of the inspection were below expectations for pupils at the end of Year 9, yet meeting expectations in the work and lessons seen in Years 7 and 8. Standards of

pupils in the Year 11 GCSE option group were well below national expectations, although their achievement over time has been satisfactory. During the inspection, for those pupils in Year 11 who had completed all their school religious education teaching in the autumn term, no evidence was provided of completed work, nor of their attainment and progress through Years 10 and 11. Overall, pupils' achievement in religious education is unsatisfactory. Pupils with English as an additional language, and those with special educational needs, achieve in line with their peers. There were no clear differences in the achievement of boys and girls.

141. The quality of classroom teaching and learning seen through the inspection was satisfactory overall, although some good and very good lessons were observed. Good and very good teaching had clear objectives, pace, and well-planned activities that engaged all students in the class, on occasions leading them beyond basic knowledge to personal insights and judgements. In a core Year 11 lesson, pupils were skilfully led to reflection on those things they most valued in life; and in a Year 7 lesson pupils commented thoughtfully on the values that guided the life and work of Martin Luther King. Satisfactory teaching lacked pace, and opportunities were missed to challenge and enable students to develop further their thinking of religious matters.

142. The standard of students' work in Year 9 as seen in their exercise books was unsatisfactory. There was much incomplete work, and students were seen to be unsure of the expected outcomes of their religious studies lessons. There was no evidence of the use of ICT, nor of a consistent focus on literacy or numeracy. This is due in part to the inconsistency in quality of marking and assessment practice. Marking did not sufficiently well identify areas for improvement, insist on high standards of presentation or check the completion of work. Similarly, commentary was sometimes of a generic type and not always related to the learning outcomes expected in religious education.

143. Leadership and management are unsatisfactory. Although statutory issues raised at the last inspection have been addressed, there has been insufficient progress overall. Standards have fallen since the last inspection. This is partly as a result of insufficient tracking of pupils' progress or analysis of the outcomes of their work so as to monitor standards across the department and take appropriate action that focuses on areas of need. There is no Year 10 full GCSE option class. The school has introduced a short examination course this year to meet the requirements of the Agreed Syllabus for Ealing, although there remain issues concerning the amount of time available for the course to be taught. The temporary 'hatted' accommodation restricts learning opportunities.

## **TECHNOLOGY**

### **Design and technology**

Provision in Design and Technology is **satisfactory**.

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

- Achievement in GCSE is satisfactory overall and good in graphic products, although relatively few students choose to study these subjects.
- Teachers have good subject knowledge and communicate their enjoyment to pupils.
- Systems to monitor the attainment and progress of pupils are insufficient to reduce the variability in standards which currently exists across the department.
- Designing and making activities in Year 7 to 9 are not planned carefully enough to enable pupils to reach the highest levels.
- Many of the issues raised in the previous inspection have not been adequately addressed.

## Commentary

144. Standards in GCSE design and technology subjects overall are slightly above the national averages, although pupils achieve less well in this subject than in most others. In resistant materials attainment is satisfactory overall; it is good in graphic products. Boys achieve better than girls in graphic products, and girls' achievements in resistant materials are markedly better than boys. This profile is the reverse of the overall national picture. Boys' attainment in resistant materials is well below the national average.

145. In the resistant materials GCSE course achievement is generally satisfactory or better in the coursework elements. However, the final levels of attainment are often depressed by the weaker performance of pupils in the written elements of the examination. This issue arises because theory is not combined well with practical elements. At the same time whilst some systems are partially in place to monitor the achievement of pupils, they are not fully adopted across the department or referenced directly to National Curriculum levels of attainment. This means that pupils are not provided with the information that would better enable them to understand what they need to do in order to improve.

146. Most pupils in Years 7 to 9 make satisfactory progress and by the end of Year 9 standards overall are broadly in line with those nationally. However, many pupils do not reach their full potential as many of the design and technology tasks they engage with are insufficiently challenging or appeal to a narrow range of learning styles. This, in turn, affects pupils' levels of motivation to achieve well. In other cases, the limited amount of time available for pupils to complete a project fully means that assessment opportunities are not always fully exploited. The planning of learning activities in Years 7 to 9 needs to be significantly revised in order to ensure the coherent and progressive acquisition of knowledge, skills and understanding in the subject.

147. Teaching in the department is mostly satisfactory and sometimes good or very good. Teachers have good subject knowledge and some draw directly upon valuable and recent prior experience gained in industry. Where teaching is most effective, teachers share what is expected to be learned with pupils; ensure that lessons have a brisk and purposeful pace, and use a range of teaching styles to ensure that pupils remain engaged and learn well. For example, in a Year 7 lesson introducing the principles of computer aided design, pupils engaged enthusiastically in a quiz designed to teach the key icons of a software package. This stimulated high levels of engagement by pupils and led to good learning.

148. Teaching across the department develops pupils' good attitudes to learning. Teachers work hard to establish good relationships with pupils, and are generous with their time to support work undertaken by pupils after school. On many occasions however pupils' learning is not as effective as it should be because of the amount of time they spend in writing notes and drawing diagrams. These activities detract from valuable opportunities for pupils to develop key designing skills, and to improve the standards of their practical work.

149. Designing skills are frequently taught in sequential and mechanistic ways and as a result these lessons are viewed by pupils as unwelcome precursors to any practical work. At the same time although an appropriate emphasis has been placed by the department upon the acquisition of basic constructional skills, the products pupils make are often traditional in their design, use of materials and the processes and finishes employed. Some constructional techniques used in GCSE resistant materials coursework projects are very complex and time-consuming for pupils. Some workshop areas are unwelcoming to pupils in their layout and general environment. These factors all have adverse impacts upon pupils' final levels of attainment and participation in the subject.

150. Pupils' work is not always marked regularly. This makes the planning of the next stage of teaching difficult and limits the frequency of feedback to pupils about what they need to do in order to improve. The department does not have a consistent policy for the setting of homework.

151. The range of learning experiences available to pupils in design and technology is limited. No provision is made for pupils to engage with food technology; learning opportunities in the area of systems and control are limited in both the amount of time available within Years 7 to 9 and the number of pupils who benefit. Although pupils are highly motivated and achieve well when using computer-aided design software packages, there is little provision made to enable them to manufacture subsequently what they have designed.

152. Of the pupils with special educational needs who study design and technology, many achieve well. Teachers make every effort to address their specific needs, and effective support is provided by ancillary staff. Pupils for whom English is an additional language make good progress overall as they receive good support from within the department.

153. The new head of department provides good leadership as he has been effective in promoting a strong team ethos within the subject. Members of staff are hardworking, knowledgeable and committed. Team working opportunities are enhanced by the generous deployment of staffing for the subject. Tools and equipment are maintained to a good standard through effective ancillary support.

154. Many issues remain outstanding from the previous inspection. Some teaching areas remain uninspiring for pupils to work in. There is still outdated and redundant machinery. Pupils still lack a depth of understanding of the design process and have unsatisfactory independent learning skills. Additionally, schemes of work are insufficiently referenced to national curriculum levels of attainment, and there are significant inconsistencies in the planning of lessons and the monitoring and assessment of pupils' class and homework. Therefore, the management of the department is currently unsatisfactory.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

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

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

- Students make good progress from the start of Year 7 to the end of Year 9.
- Students make satisfactory progress in Years 10 and 11.
- Assessment at the end of Year 9 lacks rigour and teacher assessments are over-inflated.
- Management of the department is unsatisfactory.

#### **Commentary**

155. When students enter Year 7, the standard of their work is below national expectations. They display little understanding of how to make effective use of line, tone and shape in their drawings. In addition, their sense of composition and pupils' ability to organise shapes on a flat two-dimensional surface is weak. There is some evidence in visual diaries of improvement in Year 7. This improvement is continued into Year 8, and by Year 9 students are producing artwork of a standard that is in line with the national average. Achievement is good from the start of Year 7 to Year 9.

156. In the 2003 GCSE examination the number of students achieving the highest grades A\*-C was well below the national average. In 2004 there was some improvement and attainment by all students was just above the national average. Girls' attainment was much higher than that of boys. However, although no students achieved the highest grade A\*, 21 per cent did achieve grade A in the examination. Students with EAL and SEN are well supported in their art lessons and make progress that is in line with other students. Achievement is satisfactory from Year 10 to Year 11.

157. The quality of teaching is satisfactory with some good teaching in Years 7 to 9. Strengths outweigh shortcomings overall. Teachers are well informed and possess an acceptable level of subject knowledge. The organisation of lessons is satisfactory. Management of students is good and most are usually co-operative and well behaved. Homework is set regularly, but feedback could be more specific, designed to meet the needs of the individual student. When teachers set tasks which are fully engaging, standards of behaviour are very good. Assessing, recording and tracking systems are lacking in rigour, particularly at the end of Year 9 when teacher assessments are vastly over-inflated. Verbal and written assessments do not presently provide individual students with detailed feedback informing them of what they must do to improve the overall standard of their artwork.

158. Leadership is satisfactory and management is unsatisfactory. The head of department has a clear idea of how he would like to see the department develop over time. To this end he has already started the process of reviewing and rewriting the schemes of work. However, the departmental development plan is brief and does not address some of the main issues facing the department. Assessing, recording and tracking systems are unsatisfactory. They lack detail and do not provide students with specific and relevant feedback that will enable them to improve the standard of their artwork. Displays of artwork in the art rooms are disappointing and much more could be done to turn these studios into visually exciting and stimulating environments.

159. Accommodation is satisfactory, but there are issues surrounding the open plan design of two of the adjoining studios, which results in the transmission of noise from one to the other during lessons. This has an impact on students' concentration, which further affects progress and the standard of work produced. Resources are satisfactory for the department's emphasis on the acquisition of skills in drawing, painting and craftwork. However, the provision of ICT is unsatisfactory and there is very little evidence of any use of computers, digital cameras, scanners or printers to generate images. Improvement since the previous inspection is satisfactory but there has been no improvement in the use of ICT.

## **Music**

Provision for music is **good** overall.

### **Main strengths and weaknesses**

- Students learn well because of very good quality teaching and well-planned lessons.
- Standards are rising.
- Improvement since the previous inspection has been very good.
- Teachers have very good subject knowledge and are enthusiastic about teaching.
- Developments in use of information communication technology have been limited.
- There is insufficient use of self evaluation data in departmental planning.

### **Commentary**

160. No pupils were entered for external examinations in 2004.

161. Attainment on entry is variable but mostly below average. By the end of Year 9 standards are in line with national averages and this represents a good level of achievement. Pupils on the newly introduced GCSE course are making good progress and standards are average for this stage in the course.

162. Pupils are highly motivated and well taught. The majority are developing confidence in singing and playing both as individuals and in groups. In Years 7 to 9, the focus of pupil attention when listening during the very good starter activities and during performances is improving significantly the aural skills of pupils. This will provide a secure foundation for the development of courses for pupils in Year 10.

163. The quality of teaching is very good and sometimes excellent as teachers use a wide range of methods to meet their pupils' learning needs. Every pupil, regardless of ability or background, has the opportunity to achieve successfully so none feel disadvantaged. Teachers have very good subject knowledge and use it well in lessons where pupils are encouraged to use the appropriate musical vocabulary. Teachers have high expectations of what they want pupils to achieve and this is coupled with a sensitivity to individual pupils' needs. Behaviour is well managed and pupils work with obvious enjoyment building their skills steadily.

164. Assessment is developing well and teachers use evidence of assessed coursework to provide good individual support to pupils. Teachers build pupil confidence with effective use of praise as they circulate groups during practical sessions. Pupils are made aware of their progress and next steps in their learning.

165. The department is very well led and well managed. There is a sound scheme of work matched by very well prepared resources for all staff who teach in the department. Very good use has been made of the national strategy for teaching and learning in lesson planning and delivery, and the department is taking part in the national pilot. Pupil learning is greatly enhanced by the subject's effective use of extra-curricular activities, instrumental tuition, concerts and visits. The department is managing the low allocation of time well although this provides limited exposure to the subject. ICT development has been limited with the result that pupils have relatively few opportunities to develop their composing, listening, editing and drafting skills using new technologies.

166. Improvement since the previous inspection has been very good. The quality of teaching has improved, achievement is now good, standards are rising, the curriculum has developed so that very good opportunities are now provided for listening, performing and composing both within and outside the school day. Resources have improved, and good use is now made of the rich diversity of musical interests and cultures of the pupil population. Accommodation is still inadequate as there is a lack of suitable spaces for specialist teaching beyond the music room, and the ICT suite is very cramped. The very good progress made over the last eighteen months is a reflection of considerable hard work and the high level of staff commitment.

## **PHYSICAL EDUCATION**

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

### **Main strengths and weaknesses**

- Leadership is strong and pupil achievement is at the heart of all activities and developments.
- Teaching, learning and pupil achievement are consistently very good.
- Excellent relationships and attitudes create a positive learning environment.
- The wide range of activities available within lessons and extra-curricular activities enhance the experience of all pupils and their participation levels are excellent.
- Accreditation opportunities are good.
- Year 7 baseline assessment procedures are good and peer evaluation is good, although more could be done to further clarify the levels of achievement, on a regular basis.

### **Commentary**

167. Pupils enter the school with physical skills that are largely below average. The liaison work with primary schools through the Schools Sport Co-ordinator work is leading to rising standards on entry and will give an increasingly secure base on which to work. Achievement is very good in Years 7 to 9 and standards by the end of Year 9 are in line with national standards. Pupils benefit from taking part in a wide variety of activities and although girls and boys have strengths in different areas overall, there is no significant difference.

168. Achievement is very good in Years 10 and 11. Pupils taking GCSE in 2003 had overall results that were above the national average. The results in 2004 were very similar and with nearly double the number of entrants. All pupils are encouraged to study the subject and many pupils routinely attain results above those predicted earlier on in their studies. All groups of pupils make similar progress with additional provision for gifted and talented pupils and those with physical and or learning difficulties. Overall standards have been consolidated since the last inspection. There are more opportunities and activities on offer and the department and subject has a high profile. There are increased opportunities for Years 12 and 13 including taking accreditation (BTEC) if they so wish. This represents good improvement.

169. Leadership is excellent and the management of the department is very good. There is a clear vision for constant improvement. The department works excellently as a team and provides excellent role models. There is good and realistic self-evaluation of the department and data is increasingly being analysed to identify further areas for improvement. Ongoing pupil assessment and evaluation in lessons is very good and pupils are encouraged and able to evaluate their own work and, when asked, that of others, offering suggestions for improvement. Levels of attainment are occasionally discussed, although there is room for improvement and consistency to ensure that all pupils are clear at what level they are working and just what it is they need to do to progress to the next level.

170. The lively teaching, where all groups of pupils are included and the work provided offers a good level of challenge, keeps the pupils fully involved and stimulates their interests. Overall, teaching and learning are very good. The excellent attitudes, the high participation rates of the pupils and the excellent relationships between staff and pupils and between the pupils themselves create a positive environment in which very good learning can consistently take place.

171. Accommodation since the last inspection has improved and there are two outdoor, enclosed, hard-court multi-use games areas that are well used for both lessons and extra-curricular activities. The wide range of extra-curricular activities and sporting fixtures support pupils' learning and the department staff and many other school staff give generously of their time.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

### **Business Education**

Provision in business education is **good**.

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

- There is a popular and inclusive curriculum.
- Good teaching has a positive impact on learning.
- There is good use of everyday examples to illuminate business principles.
- Assessment and marking are variable.
- Target setting for pupils is insufficiently linked to advice on how they can raise their achievement.
- Good leadership and management of the business education staff leads to good teaching, learning and achievement.

#### **Commentary**

172. Overall standards are below average. Results for 2002 and 2003 were above average when compared with national standards but took a dip in 2004 to just below average. This was a result of the impact of staffing difficulties and a changed entry policy. These issues have now been rectified. Girls' attainment, as reflected in the results, is lower than boys. This is also recognised by the new leadership of the department and active steps are being taken to ensure that girls' learning needs, interests and aspirations are fully addressed by the curriculum.

173. Standards as seen in lessons are below average. This is due to pupils' lack of previous acquisition of knowledge, skills and understanding. About 60 per cent of pupils in Years 10 and 11 opt to study for business, high in comparison with national averages. It is a very popular subject. The spectrum of pupils' needs is very wide including those with special educational needs and English as an additional language. However, the achievement of all pupils is good because prior attainment of the majority of pupils who start the course is well below average. The needs of pupils with special educational needs and English as an additional language are well served by teachers and teaching assistants because they are attentive of these pupils' needs and provide sensitive support.

174. Overall the quality of teaching and learning is good. The department has worked hard in developing a corporate approach to lesson planning and delivery. In particular, this ensures the large numbers of pupils involved in learning this subject have access to similar quality and gives a secure structure to the newly qualified teachers in the department. Hence, all lessons are carefully structured to ensure that learning aims are delivered. There is a crisp start to lessons, with quick-fire questions, to recap on work previously done and to set the scene for what is to come. Worksheets include tasks of increasing difficulty so that the needs of all pupils are addressed. There is a good balance between teacher-led activities and pupils working on their own. This gives pace and variety and keeps pupils alert. Photocopied materials are used extensively to ensure that what is covered is up-to-date and relevant to real world happenings. The quality of these materials is variable and some are difficult to read. A strength of the department is the constant reference to the business world and how it affects people's everyday lives. For example, in a very good lesson on international trade, pupils examined their clothes labels to find out the country of origin. This immediately grabbed the attention of the pupils and led to a lively discussion on the benefits and costs of countries trading with each other. In this class, it enabled pupils to be challenged and stretched because, through careful questioning and discussion, the teacher was able to build on the everyday and move to more sophisticated conceptual analysis. Reading aloud is a feature of some lessons and opportunities to use number and ICT are built into curriculum planning. The attitudes of pupils to learning are very positive, as is the rapport between pupils and staff. This underpins the good achievement in the department.

175. Leadership and management is good overall. The newly appointed head of department has a clear vision, is ably supported by a deputy, and there is a common focus shared by staff about the need to raise standards. There is a focus upon performance management but also on acquiring and sharing good practice so all teachers have the tools with which to raise standards. Pupils' progress is monitored effectively but target setting has yet to inform a dialogue between learners and teachers on how achievement can be raised. Assessment and marking are variable across the department. There is a lack of a consistent focus upon where pupils are now, what their potential is and what they need to do to move higher. There are some good examples of marking practice but standards are not diagnosed rigorously enough to inform future lesson planning or help pupils know how to improve.

176. Accommodation overall is variable. Some is cramped, hot, and not conducive to learning. Display in rooms is attractive.

177. Improvement since the last inspection is good. Lessons are now well structured and have pace. There has been progress in monitoring the quality of teaching that takes place within the department.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

### CITIZENSHIP

Overall, the quality of provision for citizenship is **good**.

#### Main strengths and weaknesses

- There is good use of a variety of learning resources and teaching strategies.
- Insufficient management time has been allocated to enable the subject to be further developed.
- Good subject knowledge and the enthusiasm of the teaching staff encourage pupils' interest in the subject.
- Lessons have good pace and suitable challenge.
- There needs to be more detailed assessment and feedback to enable pupils to make progress.
- An overuse of worksheets in some lessons holds back pupils with poor literacy.

#### Commentary

178. Citizenship is now delivered via a timetabled programme with two lessons a week in the lower school but it also permeates other areas of the curriculum especially tutor time, English, geography and religious education. A number of extra-curricular activities further add to pupils' understanding of citizenship such as the music department's work with the local old people's home. Standards are at least average in the lower school but are above average in Years 10 and 11, especially in oral work. Currently work in the upper school will lead to a half GCSE. Pupils make good progress in all aspects of their work and achievement is good reflecting the interest the pupils have in the subject. There are no significant differences in the standards attained by pupils of different ethnicity but language fluency does have an impact on written standards in the lower school.

179. Learning is good with numerous opportunities for pupils to extend the depth of their knowledge and understanding of current issues such as the justice system and crime in Year 8. Where learning is most effective, pupils are encouraged to think independently and are challenged to justify their opinions and feelings as in a Year 10 lesson on what makes a country rich or poor. Pupils develop empathy for a variety of citizenship issues and are sensitive to different cultures and societies. Most pupils are keen and confident in oral work and contribute well when given the opportunity to discuss or make presentations to the class. These opportunities are used effectively to develop literacy skills.

180. Teaching is good as a small group of experienced teachers communicate an enthusiasm for the subject and relate it to the pupils' everyday lives as in the case of a discussion, in a Year 7 tutor period, of the lack of education of girls in less developed countries. Some lessons are excessively teacher dominated, with too many worksheets, and with little chance for individual initiative. Expectations are usually high. When the structure of lessons linked clearly to learning outcomes to give good pace and challenge, pupils responded well. Marking is up to date but there needs to be more effective feedback with clear descriptions as to where pupils are in terms of standards and how they can improve. Assessment is carried out in lessons but it should link more to the level criteria for the subject to help pupils raise their performance.

181. Pupil attitudes and behaviour in lessons are good. Pupils are interested in the subject, listen attentively, want to learn and support each other, responding well to the demands made. Relationships between pupils and with staff are good. There is respect for the feelings, values and beliefs of others as well as their cultural traditions. Behaviour and attention are poorer where lessons lack clear structure and pace.

182. The leadership of citizenship is satisfactory as there is a clear vision for its development overall. However, its management is unsatisfactory as the management structure that supports it is at an early stage and there is limited time to manage it effectively. There is a lack of a plan for

developing the subject, especially for ensuring progression from the primary schools. Much basic documentation needs developing such as a departmental handbook and cross curricular mapping of citizenship. Accommodation for citizenship is grouped together which helps mutual support and the sharing of learning materials. A good range of resources are available but the use of ICT is underdeveloped. The department needs to establish a more effective system to track the progress of pupils better and set targets, especially before the start of Year 9. Currently most assessments are oral which does allow the achievements of those with poor writing skills to be recognised.

## SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection, 14 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 2004.

### *Level 3 GCE AS level courses*

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and Design	6	50	78.3	16.7	21.6	15	28.5
Biology	13	84.6	63.5	38.5	10.4	35.4	19.8
Business Studies	14	100	75.3	7.1	15.4	29.3	25.7
Chemistry	18	72.2	70.3	11.1	13.2	24.4	23
Media Studies	12	91.7	87.2	16.7	24.9	30	32.8
Economics	7	71.4	71.6	14.3	18.6	27.1	25.8
English/English language	3	33.3	85.3	0	16.1	13.3	29
English Literature	8	100	86.2	37.5	17.4	40	29.7
French	5	80	79.8	20	19.4	28	28.2
General studies	69	94.2	73.6	11.6	16.9	29.9	25.5
Geography	2	100	75.5	50	20.4	40	27
German	3	66.7	81.6	33.3	18.8	23.3	28.8
History	4	75	82.2	0	20.8	27.5	29.2
Information and technology	31	58.1	66.6	3.2	8.8	15.5	20.6
Mathematics	48	50	59.9	12.5	14.1	17.3	20.5
Other languages	1	100	82.5	100	47.7	60	37.8
Other social studies	28	21.4	67.8	3.6	15.1	6.8	23.2
Physics	10	90	66.4	10	14.8	25	22.4
Sociology	7	71.4	72.1	14.3	19.6	25.7	25.9
Vocational studies	5	20	56.7	0	8.9	4	18

### *Level 3 GCE A level and VCE courses*

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and Design	4	50	98.3	0	50.2	25	87.1
Biology	22	100	96.6	27.3	40	78.2	79.3
Business Studies	19	100	98.9	36.8	39.4	78.9	81.8
Chemistry	13	100	97.7	30.8	50	67.7	85.7
Communication Studies	40	100	99.2	50	40.4	88.5	83.5
Economics	25	100	98.8	32	54.3	79.2	89.8

English/English language	19	100	99.2	26.3	36.4	69.5	81.1
English Literature	33	100	99.4	57.6	44.9	90.9	85.5
French	1	100	99	0	53.1	80	88.9
General studies	3	100	94.9	66.7	30.5	93.3	72.9
Geography	10	90	98.8	40	46.4	82	85.2
German	1	100	98.6	0	49.6	60	86.3
History	20	100	99	30	45.6	82	85.1
Information and technology	32	96.9	96.3	18.8	25.7	68.1	71.1
Mathematics	19	100	96.8	42.1	56.6	84.2	89.5
Other languages	4	100	97.3	50	66.7	85	95.6
Other social studies	11	100	97.4	27.3	42.5	76.4	81.6
Physics	9	100	96.7	22.2	45.3	73.3	82.6
Sociology	19	100	98.5	68.4	45.3	98.9	84.6
Vocational studies	1	0	91.3	0	24.2	0	67.1
Business	68	88.2	91.6	36.8	24.1	72.1	67.9
Health and Social Care	30	66.7	93.5	6.7	24.9	44	70
Science	32	87.5	89.9	3.1	10.2	58.1	58.9
Information technology VQ	0	0	88.3	0	26.9	0	67.8
Travel and Tourism	0	0	90.1	0	19.6	0	64.9

## ENGLISH, LANGUAGES AND COMMUNICATION

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Standards in recent AS and A-level examinations in English Literature are well above the national average
- Teaching is very good. Lessons are stimulating, culturally inclusive and show a good understanding of the students' varied learning needs
- Students learn well, working together effectively to expand one another's understanding in pairs, threes and larger groupings, depending on their maturity and the subject matter under consideration
- The English department is well led and effectively managed, with a strong strategic sense as to how their collective efforts can lead to further improvements

#### Commentary

183. The department caters at A-level for over 100 students. About 30 students per year take English Literature A-level. Their average points score improved in 2004 at a higher rate than nationally. Outcomes for English Language were somewhat weaker in that about half of the students who took English Language did not achieve the same success as the previous year's cohort. Numbers for the AS-level in English were relatively low in both 2003 and 2004: the results demonstrate high levels of achievement for the more able learners, but are less convincing for the students who need more time to develop their existing verbal skills into coherent written English. Entries for English Literature AS-level have also fallen, but those entered achieved a much higher points score with over one in three obtaining grades A or B and none achieving a grade below E.

This is a particularly good achievement, given the students' language skills when they enter the sixth form. The wider gap between the demands of the English GCSE and the English Language A-level, when compared with the English Literature A-level, seems to take some candidates by surprise, with a consequent discrepancy in motivation and success. English literature lessons are particularly popular with students and the drop out levels for all courses are low.

184. In work seen during the inspection the generally high standard, especially in English literature, was in line with the position indicated by external examination results. Literary coursework is consistently above average. All students can provide convincing evidence and explanation when discussing the work of a varied range of authors. The quality of discussion in classrooms is high but there are in most classes a number of more reticent students, generally boys, who are rather more difficult to involve than their female peers. The organisation of group work, in which one group of students will pose issues of interpretation for another group to solve, is a particularly successful strategy. This way of working has been shown to bring every single participant into the asking and answering of relevant questions about different levels of meaning in complex literary works. The process has been applied successfully with well-chosen works from a wide array of cultural sources and varieties of English for students resitting GCSE exams as well as with more traditional and difficult writers such as Shakespeare and Blake.

185. Standards of written presentation are generally high and the majority of students make good use of ICT in the preparation of their assignments despite a paucity of facilities available to the department. Almost all students show sensitivity to the way language is used, particularly in poetry, as is evidenced by their responses to the work of contemporary writers from geographical locations and cultural traditions as diverse as Carol Ann Duffy, Imtiaz Dharkar or Moniza Alvi. The work of higher attaining pupils displays increasingly personal responses to work which they have explored in depth for themselves.

186. The teaching of English, language and literature is very good in the English department. Students appreciate the enthusiasm, energy and insight which the teachers bring to the authors they have chosen to explore and they respond with persistence, eventually succeeding in bringing their own creativity and insights to bear. Lessons are carefully and in many cases flexibly planned so as to achieve high levels of engagement. In both language and literature lessons students learn steadily, building up their knowledge of appropriate terminology and concepts so as to be able to interact critically with what they read and hear from both contemporary and historical sources. Students are very positive about their learning: many recognise that, through their studies of literature, they have learned to empathise sensitively with people in a range of contexts. They are increasingly able to combine this knowledge successfully with searches into their own very diverse heritages and to expand their horizons immeasurably.

187. There is a good collaborative mood across the English department as a result of strong leadership and management. This helps the teachers to explore the features that contribute to their students' success and to work together to find shared solutions. They have developed challenging and imaginative schemes of work and exemplary lesson plans and they evaluate them jointly and rigorously. This good practice is reflected in the high proportion of good and very good lessons seen during the inspection. Overall, the department has made good progress since the last inspection, particularly in the improvement of teaching.

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

188. The English department caters successfully for many students coming into the sixth form who have failed to attain sufficiently high levels in GCSE English to secure the places in higher education that would fairly reflect their potential ability. For the most part they need the extra time that often holds back able students for whom English is an additional language. This is because the teaching of a number of the subjects which demand good levels of written language competence is not integrated with adequate support for the acquisition of specialised academic language or for coherent expression using essays and other literary forms. Results in the GCSE English resits show that most can achieve well and their results tend to move up at least one grade after an additional two terms of attention.

189. The deployment of a teaching and learning consultant across the school, whose task it is to coach teachers across a wide range of subjects, provides good professional development within the school. The consultancy is aimed at enabling teachers to move beyond a focus on key words to wider relevant collocations, structures and forms that help students meet the language demands of their chosen subjects with greater success.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Higher attaining students are not always provided with challenging tasks.
- Students are industrious in response to supportive teaching.
- Teachers' good subject knowledge and good relationships lead to a stimulating learning environment.

### **Commentary**

190. At the end of Year 12, students are entered for the AS-level. Results in the 2004 AS examinations were in line with the national average. Of the 48 students who entered, six were awarded grades A-B and 24 passed. This represents an improvement on 2003. A higher proportion of girls than boys passed the examination but a lower percentage obtained the top grades. Results in the 2003 A-level examinations were in line with the national average. Of the 19 students who entered the examination all passed and nine gained grades A-B. This is in line with the 2003 results. At A-level there is no difference in the attainment of boys and girls.

191. Students join the course with standards broadly in line with the national average. At the end of Year 13 standards are still in line with national averages. This represents satisfactory achievement. Middle and low attaining students make satisfactory progress because teachers provide good individual tuition. In some lessons teachers do not modify work for the higher attainers. This means that they often find the work easy and remain ill equipped to achieve high standards. In a Year 13 group there was a sense of achievement when students gathered real data and applied their theoretical knowledge.

192. Teaching and learning are satisfactory overall. Teachers have good knowledge and enthusiasm for the subject. They explain ideas clearly and encourage students to ask questions if they do not understand. Teachers plan the work to build upon previous learning. Effective use is made of examination style questions so that students know what is required of them. Students are keen and willing learners and they respond well to work which is challenging but within their grasp. They take a genuine interest in the subject and a pride in the presentation of their work.

193. Leadership is very good as it is importantly focused on raising standards and improving provision. Management is good. Staff are good role models for students and they work as a mutually supportive team. Lessons, rooms and equipment are well organised. Resources are good including interactive whiteboards that enhance the learning. At the time of the last inspection mathematics at sixth form was not reported on as a separate subject and therefore it is not possible to evaluate progress since that time.

### **Mathematics across the curriculum**

194. The provision for mathematics across the curriculum and students' competence in numeracy is average. Students in Years 12 and 13 speak confidently about their mathematical experiences within the school and how these have prepared them for their present courses and for entry into higher education. Although evidence of students using their mathematical knowledge outside subject specific lessons was limited, examples were noted in physics where students

calculated the gradient of a line and in business education where they calculated income and expenditure.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Assessment of students' progress and achievement is good.
- Girls' AS results in 2004 were well below national averages.
- Accommodation for teaching and practical work in ICT is inadequate.

### **Commentary**

195. The AS-level results show a mixed picture. Overall the results last year were unsatisfactory, but the results of the boys in the cohort were in line with national averages. The small number of girls in the cohort obtained very poor results with a significant number ungraded. The trend shows that boys' results are improving over time and girls' the opposite. Last year's A-level results are in line with national averages but have declined since 2003. Considering the prior attainment of students on entry, achievement is satisfactory overall. There is no significant difference in boys' and girls' achievement.

196. Teaching in the sixth form is satisfactory. The attitudes of students to learning on the advanced level courses are generally good and their teachers encourage independent study. The hardware and software is respected and many students engage in appropriate use of the limited ICT resources in the sixth form centre and the library. The assessment of students' achievement in ICT is good. Students know how they are doing and what their likely grades are in the AS and A-level examinations.

197. Leadership of ICT in the sixth form is satisfactory. The ICT team work well together, sharing the teaching, resources and individual ideas. The ICT curriculum manager is readily available to offer advice and consultation whenever necessary. Team-teaching is practised to ensure that the less experienced teachers are well supported. The management of the curriculum is sound.

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

198. There is evidence in students' coursework of the use of text processing and other utilities to present and illuminate their work. Subject teachers in the sixth form use ICT resources to present material and offer advice to students on appropriate websites to support their learning. The school's Intranet is not sufficiently developed to support sixth form students in their learning. A significant number of students retaking GCSE mathematics use an on-line revision package available on the school network.

199. The ICT resources and accommodation are insufficient for the large sixth form, particularly for those students taking ICT courses.

## SCIENCE

AS and A-level biology and chemistry were the focus for the inspection but BTEC and AVCE courses were sampled. In these courses, good quality teaching and learning enable students to attain standards that are above the national averages.

### Biology

Provision in biology is **good**.

#### Main strengths and weaknesses

- Student achievement is good and attainment in the 2004 AS examinations was well above the national average. Standards in A-level examinations matched the national average but there were few higher grades gained.
- Overall teaching and learning is good. In all classes relationships are good and all teachers have good subject knowledge. In some lessons teachers could better challenge the higher attaining students through the use of a wider range of learning strategies.
- The leadership and management of the subject by the head of biology is good. She has developed good schemes of work and supports her less experienced colleagues well.

#### Commentary

200. The standards which students attained in both AS and A2 examinations improved from 2002 to 2003 and improved significantly from 2003 to 2004. In the 2004 AS examinations the standards attained were well above the national average and in the A-level examinations they were in line with the national average. However, in both 2003 and 2004 fewer students attained the top grades (A and B) than would be expected. Students' attainment on entry to the sixth form is broadly average, but nearly a third enter from schools other than Greenford. The self-study skills of these students are often weaker than those who have taken GCSE at Greenford. The standards which students attain in public examinations compared with their attainment on entry show that all students make good progress and that progress for some is very good. The inspection findings confirm this picture of good and very good achievement. In external examinations girls generally outperform boys, but this was not the case in lessons. The extra care and attention that girls give to the presentation of their coursework may explain the differences seen in examinations.

201. Overall, the quality of teaching and students' learning is good. Most of the teaching and learning observed was good with some that was very good. There were a small number of lessons in which teaching was satisfactory. In all lessons, students benefited from the good relationships that were established and from the teachers' good subject knowledge and from their understanding of how to attain the higher grades in examinations. In the good and very good lessons, teachers know their students well and use this knowledge effectively to match the work to the needs of individual students. Question and answer techniques are used well to confirm learning on a regular but informal basis and the more able students are appropriately challenged. Where teaching was satisfactory teachers did not use the wide range of strategies seen in the better lessons to challenge and engage all students. However, even in these lessons, teachers were very effective in ensuring that all students fully grasped the basic concepts of the subject. Assessment is used well overall with good focus given to the analysis of data to inform planning. However, although teachers mark work regularly, there is little use of evaluative comments about what students need to do to improve their grades.

202. The leadership and management are good. The head of department has worked hard to develop an effective scheme of work which is well supported by specific teaching and learning materials. Apart from the head of biology and one other teacher, the teachers are very inexperienced particularly in teaching at A-level standard. They are well supported by the subject leader who has implemented a good range of strategies to develop their teaching skills. Good use is made of mentoring and team teaching and there is a thorough and effective scheme of lesson

observation to monitor and evaluate the provision. This has a positive impact on raising the confidence of teachers to challenge all students appropriately to achieve of their best. However, there is still some way to go to fully establish consistency in the quality of teaching and learning in all lessons. For example, the recently introduced interactive whiteboards are not yet used to best effect even though they have received sufficient training.

203. Since the previous inspection there has been good improvement. The accommodation is now satisfactory and resources overall are good.

## **Chemistry**

Provision in chemistry is **satisfactory**.

### **Main strengths and weaknesses**

- The standards in both AS and A2 examinations have improved from a low point in 2003. In the 2004 examinations standards were in line with national averages in the AS examination
- The inspection findings show that students' achievements are now at least satisfactory and for some students achievement is good
- Teaching and learning has many good features and some which are very good
- Leadership and management are good and the strategies for improvement which have been introduced are beginning to have an impact on student achievement
- Attainment in the 2004 examinations was well below the national average
- The quality of teaching and students' learning is variable and there are too many lessons which do not sufficiently challenge students, particularly the more able
- The accommodation for some groups is not appropriate and the single period lessons do not give sufficient time to develop students' investigative skills

### **Commentary**

204. In 2003, the standards achieved in public examinations at AS and A-level were well below the national average which represents unsatisfactory student achievement. In Summer 2004, a second in the science department was appointed with a remit to address this situation. Even by the 2004 examinations, the strategies which had been introduced were beginning to pay dividends and the AS results were in line with the national average. However, the results which students attained in A-level examinations were still well below the national average. The inspection findings show that the improvements have continued and students in both Years 12 and 13 are on course to attain standards which will be line with those expected nationally. Against the prior attainments of these students when they entered the sixth form, this represents satisfactory achievement and for some, particularly those in Year 12, achievement is good. The examination results and the inspection findings show that there are no differences in the achievements of students related to gender or ethnicity.

205. Overall, the quality of teaching and students' learning is satisfactory, with good and very good features seen in a number of lessons. However, in too many lessons teachers' planning did not focus on the needs of individuals and a limited range of teaching and learning strategies was used. All teachers have good subject knowledge and in those lessons where good or very good teaching was seen this was supported by good assessment and a clear view of the needs of individual students. Consequently, the work was well matched to the needs of all students. However, in lessons where teaching was not as strong, too little attention was given to developing students' basic scientific skills and the needs of higher attaining students were not fully addressed. The new co-ordinator has introduced a number of strategies to improve the overall quality of teaching including the use of an external Advanced Skills Teacher, the implementation of a rigorous system of lesson observation and the introduction of a new scheme of work. As yet, the impact of these strategies has not been fully realised. Teachers mark work regularly, but there are few written evaluative comments about what students need to do to improve their grades.

206. The leadership and management of the newly appointed second in the science department are good. He has introduced a revised scheme of work which is in draft form. He is now working on developing teaching resources, particularly the potential of the new interactive whiteboards, to ensure that all teachers have access to a wide range of teaching strategies. He has a clear focus on the need to improve students' attainment through developing consistency in the quality of teaching and learning. The accommodation for some groups is unsatisfactory. There is insufficient emphasis on developing practical skills. This is partly because opportunities are not taken by the department to create double periods where possible or, in one group, to change the venue for the lessons from a classroom to a laboratory. The current shortage of laboratories exacerbates the situation. This is not appropriate for the study of post-16 chemistry. In this respect there has been no improvement since the previous inspection and as standards have also dipped, overall the improvement since the last inspection is unsatisfactory. However, the strategies which have been introduced are paying dividends and once these are fully implemented they should enable the subject area to regain its previous high standing.

## HUMANITIES

### GEOGRAPHY

Provision in geography is **satisfactory**.

#### Main strengths and weaknesses

- Teachers have sound subject knowledge so can respond to students' interests.
- Praise is well used by teachers to encourage student achievement.
- More pace and challenge are needed in some lessons to raise student expectations.
- Although there is some good application of ICT, more effective use of it is needed to develop a greater variety of geographical skills.

#### Commentary

207. Standards at AS and A-level were broadly average in 2004 but post-16 standards have fluctuated since the last inspection reflecting the variable size and ability of the geography groups. Standards seen in lessons are average. Overall achievement is variable as students join the sixth form from a variety of academic backgrounds. Boys out perform girls overall. For students of lower ability achievement is good but the more able have relatively few opportunities to achieve at a higher standard.

208. Teaching is satisfactory overall with some good elements. The most successful teaching is lively and engages students' interest guiding them in a structured way through challenging concepts such as Gersmehl's nutrient cycles in Year 12. Good use is made of a variety of visual aids and good subject knowledge enables teachers to engage the students in detailed discussions of complex cause and effect relationships. Less successful teaching is poorly focused as it does not have a supportive structure and lacks pace and challenge, setting pedestrian or superficial tasks for the students.

209. Learning is satisfactory and often good but closely reflects the approach and focus of the teaching. Year 13 students can develop an appreciation of the links between human and physical geography - as in the case of urban problems - and understand how these might vary with the level of economic development. Skills are well developed with good use of data and the use of ICT for research. There is a programme of practical and research work such as a local river study. Learning is less effective when work is poorly structured so that students lack a conceptual geographical framework for their thinking.

210. Students clearly enjoy sixth form geography and are keen to respond to the demands made on them. Relationships are good and this does encourage some discussion and debate of issues in lessons.

211. Leadership and management of the sixth form geography are good and benefit from the use of a small group of experienced teachers. Resources are well used and there is access to a small network of departmental computers. Accommodation is a problem for some of the groups as there is little purpose-built sixth form teaching space available to geography. Although there has been good progress since the last inspection, the tracking of student progress so as to develop sharp targets for achievement is insufficiently rigorous to ensure higher attaining students have the full range of opportunities to achieve well.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- Teaching is good because there is a constant focus upon preparing students for the requirements of their examination.
- Very good resources help students to organise their thinking and extend the quality of their written work.
- Teachers have very good subject knowledge and fill students with enthusiasm.
- Insufficient use is made of data concerning previous achievements when setting targets for students.

### Commentary

212. Student attainment at the end of Year 13 matches the national average for A-level in history. Relatively few students attain passes at the higher. Boys performed better than girls and had a points score above the national average, while the girls were in line with it. There is a trend of improvement which is particularly strong among girls.

213. Good teaching and learning lead to good achievement. There is a constant focus on preparing students effectively for their examination. One Year 13 class worked in groups to analyse the key features of an examination answer and to report back why it was very good. They then marked the draft coursework of another student to suggest possible improvements.

214. Students have well-developed skills to evaluate a range of sources critically. They develop a good understanding of historiography. A Year 13 class analysing assessments of the popularity of Stalin as a leader was able to recognise varying interpretations of him by different schools of historians. Good teacher questioning encourages students to reconsider and revise their initial ideas. A Year 12 girl made very perceptive comments drawing parallels between the background of Mussolini and Hitler, and their motivation to seek power. Students are able to research material and record key ideas. There are effective strategies to assist students in organising extended, analytical writing.

215. Teachers have very good subject knowledge and fill students with enthusiasm. Consequently, they enjoy their lessons and work effectively with their teachers. They are also motivated by the very good resources produced by their teachers. However, a small number of boys seem to be less committed to their studies. They make few contributions to lessons and record few notes in class.

216. There is good assessment of student progress through past examination questions. Work is marked thoroughly and assessment is linked to examination board levels and criteria. However, teachers make sparing use of data about students' previous achievements, especially average GCSE points and the unit scores of AS exams. This undermines target setting for students. Similarly, teachers do not overtly consider, in their planning, whether English is an additional language for students.

217. The curriculum is good, with opportunities for extra-curricular visits to enrich the learning experience of students. They visit the Public Record Office to research original documents to assist their coursework in Year 12 and are attending a conference on Stalin's Russia.

218. There is good leadership and management. Detailed schemes of work are effective in guiding teaching and learning. Teachers work collaboratively to plan lessons and produce resources. There has been good progress since the last inspection as standards of achievement have risen. Teacher knowledge of the subject is now very good. Similarly, weaknesses in extended writing and note-taking by students are being addressed.

## Psychology

Provision in psychology is **satisfactory**.

### Main strengths and weaknesses

- There is good teaching of research methods.
- Pastoral and academic support are very good.
- Working relationships between students and school staff are positive.
- The school's identification of key skills raises standards.
- Independent learning skills are a significant part of distance learning.
- The use of computers to explore, develop and present information is minimal.
- Examination results are below average.

### Commentary

219. Psychology is provided by distance learning; students are provided with support to enhance their studies at school. Although examination results are below average current standards of work in psychology are average. These standards are achieved because the teaching materials are good. Students' interest in psychology causes the quality of their learning to be good. As a result, students' achievements overall in relation to their attainment when they began in the sixth form are good. They make good progress at the end of Years 12 and 13.

220. Students in both Year 12 and 13 gain a critical understanding of the key psychology terms concerning human behaviour. They make observations and produce facts about relevant research being undertaken in medicine and science. Students can construct a theory to account for a set of related facts and then progress to generating expectations (hypotheses) from the theory. Boys and girls are equally competent to collect data to test expectations. Girls are better at writing reports. Research methods are considered carefully, particularly the setting of experiments, control and accuracy.

221. AS-level examination results over the last years have been below average over the whole grade range at the end of Year 12. The top AB grades are also below average. Girls perform better than boys but not significantly so. Students make good progress from Year 12 to Year 13. The results at the end of Year 13 are similar to those gained in Year 12. There is value added at the end of both years.

222. The quality of the distance teaching is good. The teaching of psychology shows an appropriate interest in the core areas of the subject. Instruction is planned effectively to develop an understanding of psychology as a scientific study of behaviour and experience. The teaching material is good at helping students to the logic and important concepts of psychology. There is some limited use of ICT in the preparation of work. Students increase their understanding of psychology by discussing their writing with a staff member of school. The strength of teaching is in the informed commentary and thorough analysis of relevant psychological studies.

223. The leadership and management provided by the school are good. Psychology has clear aims. The support that is provided enables students to feel confident, valued and well placed to

make the most of their opportunities in the sixth form. The subject has made changes over time to teaching, learning and assessment. Students are provided with a sound base of factual knowledge of psychology. The teaching materials organise relevant information clearly and coherently using specialist vocabulary when appropriate.

224. Standards seen are average. Examination results are below average. Teaching and learning are good. Materials are organised efficiently to present relevant knowledge clearly and coherently. Students make good progress in their understanding of psychology.

## **Sociology**

Provision in sociology is **very good**.

### **Main strengths and weaknesses**

- Standards are high and in 2003 were well above the national average.
- Teachers use an interesting variety of effective ways to help students learn.
- Some students make errors in their written work because they speak English as an additional language.

### **Commentary**

225. Standards are high at A-level and AS-level. Students make very good progress to achieve relatively better in sociology than in other subjects. In lessons students generally take part with interest and enthusiasm. Some groups of students, for example a Year 12 group looking at how people can be labelled and the effect it can have, are extremely articulate and able to demonstrate their understanding. Others are less confident in debating ideas but, with good teaching, cover the important aspects and achieve. Written work is well presented, notes kept diligently and in a way that can be used for reference. A minority of students is fluent in spoken English but have difficulties with the complexities of written, academic English. For example, they cannot always accurately transform new terms, such as specialist vocabulary, into different tenses or parts of speech.

226. Teaching is good overall. One of the characteristics of teaching is the way teachers get students to work in pairs, or small groups to make sure everyone gets involved. They frequently give students tasks where they have to work together to prepare an argument and present it. They also use role play to help students understand a particular sociological theory such as labelling. They ask students to record important points of an idea or theory in posters and charts. These are all very effective in supporting students in their learning and help them achieve very well.

227. None of the teachers who teach sociology are specialists in the subject but this is not a barrier to the students' learning. Teachers work together well to ensure they cover the syllabus thoroughly. The subject is moderated effectively by the head of department to ensure all students get an equally good and broad experience of sociology. All teachers bring an enthusiasm and freshness to the subject that effectively enthralls the students. On their part, students are keen to learn and find the subject relevant and interesting. They explore important issues of stereotyping, views about society, social class, crime and religion that affect their own lives. Students from a very wide range of ethnic backgrounds choose to study sociology and teachers use this very well to enrich and enhance the work. The coursework students select picks up important themes such as being a British Asian and the part religion and gender play in a variety of Asian homes. Students work together well, they listen seriously to each other ideas, often keeping notes of what has been said. A smaller number of boys than girls study sociology but in lessons they work together well, often in mixed small groups.

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

### **Art and Design**

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

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

- Standards of work produced in Year 12 are currently in line with national expectations.
- Teaching is good in Year 12 and is satisfactory in Year 13.
- Resources are adequate within the context of a curriculum that places undue emphasis on drawing and painting.
- The provision of computers, scanners, digital cameras and printers in art is unsatisfactory.

#### **Commentary**

228. In the GCE AS-level examination in 2003 attainment was well below the national average but in 2004 there was some improvement, and 17 per cent of students achieved higher grades A or B compared with a national figure of 21 per cent. In the 2003 GCE A-level examination attainment was below the national average and fell further in 2004.

229. During the inspection, Year 12 students were observed making good progress during lessons. They settled readily to the tasks that had been set by their teachers and demonstrated interest in developing skills in the use of new media such as oil pastels, which they used effectively to express feelings and emotions. They brought concentration to the task of broadening their knowledge and deepening their understanding of art as a means of communicating ideas and expressing emotion. However, the standard of work produced by students in Year 13 during lessons was below expectations. They were observed making lino prints and seen to struggle to produce images of a reasonable standard. The work in their visual diaries was generally of a higher standard and demonstrated some understanding of the design process. Achievement from Year 12 to Year 13 is just satisfactory.

230. Teaching is good in Year 12, but one unsatisfactory lesson was observed in Year 13. On the whole, teachers are well informed and provide reasonable advice and support for students in both years. They have a good understanding of the requirements of the GCE AS and A-level examinations and make informed suggestions as to how students can improve the standard of their artwork. However, more could be done to encourage students in Year 13 to produce initial studies that are based upon direct observation rather than relying too heavily on secondary source material. At present there are only five students in Year 13, but numbers have grown to 20 in Year 12.

231. Leadership and management are satisfactory. The head of department has a clear view of how the department should develop over time, but the departmental development plan lacks rigour. On the whole, relationships in the department are good, and all staff are involved in discussion and in the preparation of schemes of work. Verbal assessment given during lessons is good, but more formal written records are lacking in detail, which is essential if students at this level are to be provided with informed suggestions as to how they can improve the quality of their artwork.

232. Accommodation is satisfactory in terms of space, but the studios require refurbishment if they are to provide a visually stimulating environment that is conducive to learning. Resources are adequate for the acquisition of skills in drawing and painting within a narrow, traditional model of the curriculum. However, the provision of ICT and photography within the art department is unsatisfactory. Students have very limited opportunity to explore ideas and concepts through the use of computers, digital cameras, scanners and printers. Improvement since the previous inspection is satisfactory and students in Year 12 are now making good progress.

## Media Studies

Provision in media studies is **very good**.

### Main strengths and weaknesses

- Students achieve very well considering levels of attainment on entry.
- The media studies department is making a very strong contribution to the life of the school and to the positive educational and cultural processes taking place within it.
- The head of the department and the other staff involved in teaching media studies have a strong strategic sense as to how their collective efforts can lead to further improvement: there is very good leadership and management.
- The First Diploma BTEC course exemplifies the department's willingness to seek new ways of helping its students to open up access to higher education and rewarding employment.
- There is an urgent need for better ICT resources and more appropriate accommodation.

### Commentary

233. AS-level media studies results in 2004 were close to the national average. This represents very good achievement, given the students' standards of attainment when they entered the sixth form. Forty students took A-level media studies last year, with an average points score which was considerably higher than in 2003 and well above the national average. Male students tended to out-perform females, who also performed well. Media studies lessons are popular with students and the drop-out levels for all courses are particularly low.

234. The high standards indicated by the examination results in media studies are confirmed by the high quality of work seen during the inspection. Coursework is consistently above average and where ICT forms part of the course it is used with high levels of competence, despite the fact that access to ICT in the department and for private study elsewhere in the school is relatively poor. Students produce practical work of high quality and in a wide range of media, with magazine production, rap poetry performance, documentary construction and film scenario creation all exemplifying outstanding achievement. There is very competent, almost professional, use of digital cameras, sound recording and video recording, with very high capability being developed in editing and adding soundtracks and voiceovers. In addition to finding internal audiences for their increasingly sophisticated products, the students are being invited to look outwards into the diverse communities and interest groups surrounding the school for inspiration and for a public. In discussion and in writing, Year 12 and Year 13 students, including those who are following a new BTEC media studies course, demonstrate good understanding of key concepts, such as representation, context, audience and genre. In addition to opening doors to higher education and employment, the media studies courses provide students with ways of understanding how their impressions of reality have been constructed for them by the media and offer them a means of reinterpreting their own experience. This process generates, in students, a pride and an interest in their differences rather than exacerbating potential antagonisms.

235. Teaching is very good, with adequate support for students with learning difficulties and for those whose first language is not English. The department supports and encourages independent study but the limited provision of study space, ICT and library facilities is a constraint. The vibrant energies unleashed are enhanced by the efforts to develop activities outside of the normal curriculum whereby the special gifts, talents and expertise of particular students can be fostered.

236. There is good collaboration within the English and the media studies department that is jointly well led and managed by a pair of capable and experienced colleagues. Professional development across the combined department has clearly been of high quality. This has been reflected in the high proportion of good and very good lessons seen during the inspection and helps the colleagues in the department to work together to develop complementary schemes of work and to plan lessons jointly based on successful innovation. Overall, the department has made very convincing progress since the last inspection and is a strength of the school.

## Health and Social Care

Provision in health and social care is **good**.

### Main strengths and weaknesses

- A broad base of transferable skills is taught
- Teaching is good and occasionally very good
- Good use is made of records of achievement and profiling
- The school has purposeful links with the community
- Students enjoy a good range of learning experiences
- Competence is shown in using communication technology and its application
- Examination results are below average

### Commentary

237. The school offers an Advanced Vocational Certificate in Education (AVCE) and a General National Vocational Qualification (GNVQ) in health and social care. The intermediate level courses have been a success since they were introduced. Past results over three years have been average or above. The results are broadly in line with national averages. Most students achieve an A-E grade or pass, merit grade. The range of current and past work scrutinised show average standards of work.

238. Standards of work seen during the inspection are average. These standards are achieved as a result of good teaching. Student profiles indicate that students make good progress and better than that which might have been expected from their earlier attainment. Their attitudes are good and have a positive impact upon their learning. There are several boys studying health and social care.

239. The quality of teaching is good, resulting in good learning. Good lessons were seen which had some very good elements. The strengths are teachers' knowledge and their professional understanding of the health and social care service sector. Teachers have a technical competency in teaching key skills. Lessons are planned effectively and teachers set clear learning objectives for all levels of attainment. Students acquire new knowledge and skills. They develop ideas and increase their understanding of the world of health and care. The rate of progress over time is good. Students make confident, thoughtful use of primary and secondary sources. They communicate in appropriate depth and in a variety of ways. Teachers enhance students' skills and understanding by addressing questions purposefully and by developing independent reading, writing and the use of electronic data sources. Students show strong interest in their studies of health and care issues.

240. Leadership and management are good. This area of provision has clearly stated, realistic and appropriate aims. Contacts with local care agencies are very good.

241. There has been good progress over time. The quality of teaching is having a clear and positive effect upon students' progress and the standards they achieve. When learning difficulties are encountered teachers know when and how to intervene to extend students' understanding.

## **BUSINESS**

### **Business Studies**

Provision in business education is **good**.

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

- Good leadership from the recently appointed head of department and good management lead to good teaching, learning and achievement.
- There is a broad business education curriculum able to meet the needs of a wide spectrum of learners.
- Students achieve well given their prior levels of attainment.
- Strong leadership supports the department's development.
- Good teaching has a positive impact on learning.
- There is insufficient rigor in marking and assessment, including insufficient dialogue with students about their achievement and ways to enhance it.

#### **Commentary**

242. The A-level and the Advanced Vocational Certificate in Education (AVCE) in Business Studies are the staple courses offered by the department. The department also offers a General National Vocational Qualification (GNVQ) in business at intermediate level that acts as a stepping-stone to the higher-level courses. The department is also responsible for an A-level in economics and an AVCE in health and social care. This broad business education curriculum, able to cater for a wide spectrum of students' learning needs, is a strength of the department.

243. Overall standards are in line with national averages. Results for the past two years show that about 18 students are entered annually for A-level. Results have improved from 2003 to 2004 particularly at the higher grades where the percentage getting A or B grades has doubled. Male students consistently do better than female students and the department is actively addressing this issue. Nevertheless, the gap between the two is significant. Value added data shows that the average GCSE points score for students in 2004 was 5.4 for business - below the national average. On the basis of this students exceeded their target grades by a considerable margin. There is a consistent trend of improvement over the past three years. A significant proportion of students taking business were from other schools in the local area previously.

244. Performance at AS mirrors that at A-level. The proportion gaining the higher grades has remained constant at about seven per cent compared with the national average of 16 percent. All students in 2004 gained at least a pass compared with only three quarters in 2003. Boys consistently do better than girls. Retention from AS to A-level is good.

245. At AVCE the students' performance was well above average for both 2003 and 2004 with girls doing consistently better than boys. GNVQ Intermediate Business Studies results in 2004 were above national average with a 100% pass rate.

246. Given the qualifications on entry of students, achievement overall is good. These standards of attainment and achievement were mirrored in the observations of a sample of classes.

247. Overall the quality of teaching and learning is good. Teachers have secure subject knowledge. Lessons are carefully structured to ensure that learning aims are delivered. There is a crisp start to lessons with quick fire questions to recap on work previously done and to set the scene for what is to come. Worksheets are structured to include tasks of increasing difficulty so that the needs of all learners are addressed. Case studies are used imaginatively to help students apply the concepts they learn to the real world although in AVCE lessons there is little in the way of vocational contexts to anchor learning well. There is a good balance between teacher-led activities and students working on their own. This gives pace and variety to the lessons and keeps students on

their toes. Clearly timed exercises also give a sense of urgency. Teachers regularly check learning as the lesson progresses to ensure that what is taught is understood. There is almost a house style to lesson delivery and this gives a secure structure to the newly qualified teachers in the department.

248. The relationships between students teachers reinforce learning and there is a very positive attitude towards learning and success. Oral questioning techniques are used effectively but could be developed further to challenge and stretch the most able and develop further the critical skills of analysis and evaluation. There is some lateness to lessons, which can result in a ragged start that means that learning time is wasted because the teacher has to repeat things.

249. Reading aloud is a feature of lessons and numeracy and ICT opportunities are built in. Display in rooms is attractive and pertinent to work being done. The quality of accommodation is not entirely conducive to learning. Some is cramped and hot.

250. Leadership and management are good overall. The head of department provides a clear vision with a common focus shared across staff on raising standards. There is a shared commitment to improvement. There is a focus on performance management, and increasingly, sharing good practice so that standards are raised in unison. Learners' progress is monitored effectively but analysis of this progress to show how much more than initially expected is being achieved has yet to inform a dialogue between learners and teachers on how achievement can be raised. Assessment and marking are variable across the department. They lack a consistent focus on where the learner is now, what his or her potential is and what needs to be done to improve to the next stage.

## **Economics**

Provision in economics is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers have good subject knowledge
- Students are well motivated and relationships are good
- There is good leadership and management in the department

### **Commentary**

251. Results in the A-level examination for 2004 were below the national average. Department data show that students' achievement was broadly in line with their prior attainment and is satisfactory overall.

252. Students in Year 13 are working at a standard in line with national expectations. Students' work provided for inspection shows them to be familiar with significant schools of thought as well as the core concepts of micro and macro economics. For example, in a course work study of the causes of Japan's recent lower level of economic growth, one student tested the Austrian theory of business cycles against data she had clearly presented linking levels of investment to growth patterns. There are no significant differences in the achievement of male and female students, nor those with special educational needs or with English as an additional language.

253. Overall, teaching and learning seen through the inspection was satisfactory, although half the lessons seen were good. In the good teaching, there is a strong emphasis on engaging students through ensuring regular small group and whole-class interaction which effectively aids students' absorption and consolidation of new knowledge. For example, in one lesson the teacher followed her active starter and subsequent development of the shape of a labour demand curve, and its inverse relationship with wage levels, by leading students on to test their understanding successfully by analysing case studies drawn from everyday experience. Students' subsequent presentation of their work to their peers helped them focus their findings and articulate more clearly.

In teaching that was only satisfactory, the lessons lacked pace and shape, and hindered the involvement of students, restricting the possibility of higher and more rapid attainment of key concepts.

254. The department is well led and managed. Teaching is regularly monitored. The subject has recently increased in popularity. Students' progress is carefully monitored and the results thoughtfully analysed. A key area for development is to continue to monitor and support the teaching of newly qualified teachers, and so bring standards of all teaching to the level of the experienced teachers in the department.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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