

# INSPECTION REPORT

## **Henbury School**

Henbury, Bristol

LEA area: Bristol

Unique reference number: 109279

Headteacher: Mrs Clare Bradford

Lead inspector: George Knights

Dates of inspection: 10<sup>th</sup> to 13<sup>th</sup> January 2005

Inspection number: 268822

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 18
Gender of pupils:	Mixed
Number on roll:	891
School address:	Marissal Road Henbury Bristol
Postcode:	BS10 7NJ
Telephone number:	0117 9030100
Fax number:	0117 9030167
Appropriate authority:	Governing body
Name of chair of governors:	Mr Terry Cook
Date of previous inspection:	July 2003

## **CHARACTERISTICS OF THE SCHOOL**

Henbury School is a mixed comprehensive school for students aged 11 to 18 years at Henbury in Bristol. The school is about the same size as other secondary schools. It has 854 pupils on roll, including 20 students in Year 13. The school will have no sixth form students from September 2005. Pupils of all abilities attend the school, though overall attainment of pupils on entry is well below average. The school is planning to apply to become a specialist arts college. It is a member of an Excellence in Cities cluster and of the local Education Action Zone. It has Investor in People status, is involved in the Skills Force initiative and has the International Schools Award in recognition of its work in building international links. Many pupils come from areas of significant social deprivation and the number of students eligible for free school meals is above average. The school is becoming more popular in the local community and will, when it moves into new accommodation in September 2005, be full. Most pupils transfer to the school from nine main partner primary schools, though pupils come from over 20 schools. Around 6 per cent of pupils are from minority ethnic backgrounds, but the number for whom English is not their first language is low. The school hosts a unit for pupils with hearing impairment and another for pupils with behavioural difficulties. The number on the school's register of special educational needs is above the national average, as is the number with Statements of Special Educational Need. Over half of the pupils remain in full-time education at the end of Year 11. Just under half of the students enter higher education on leaving the sixth form. Pupil turnover is below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3268	George Knights	Lead inspector	
32698	Steven Barker	Lay inspector	
31441	Maggie King	Team inspector	Mathematics
33391	Annie Keighley	Team inspector	English English as an additional language
33505	Mehar Brar	Team inspector	Science
31385	Neil Gillespie	Team inspector	Information and communication technology Work-related learning
2866	Robert Battey	Team inspector	Art and design
12331	Vera Grigg	Team inspector	Design and technology
16930	Jeffery Plumb	Team inspector	Geography Special educational needs
22458	Gilbert McGinn	Team inspector	History
28899	Graham Sims	Team inspector	Modern foreign languages
2032	Christopher Polyblank	Team inspector	Music
32225	Christine Hough	Team inspector	Physical education
4372	Ralph Fordham	Team inspector	Religious education Citizenship

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Henbury School is an **improving** school which provides a **sound education** for all its students. Although standards are well below average they are improving and students' achievement is satisfactory. The personal development of students is satisfactory, as are their attitudes to study. Teaching and learning are satisfactory. The care and safety of students are good and the support, advice and guidance students receive is very good. Leadership and management are good and the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Very good leadership by both the current and previous headteachers has ensured a strong sense of common purpose that has been central to improvement in the school.
- Students feel well cared for and supported because teachers know them well and respond sensitively to their individual needs.
- Although teaching and learning have improved, there remain too many lessons where students do not learn well enough.
- Students' independent learning skills, both in lessons and in work beyond the classroom, are not well developed.
- Attendance is poor and lowers students' achievement, but is improving.
- Strong links with parents focus on addressing key school improvement priorities, such as improving attendance and students' learning skills.
- Not enough opportunities are provided for students to develop and apply their literacy, numeracy and information and communication technology skills across the curriculum.
- Arrangements for helping students settle into school are very good, as is guidance on careers and further education for when students leave.
- There are some inadequacies in the leadership and management of the closure of the sixth form.
- Students achieve particularly well in art and design because of the very good teaching they receive.

Overall progress since the previous inspection has been **good**. Although there has been little improvement in examination results in the 18 months since the previous inspection report, students' achievement is better because teaching and learning have continued to improve. The school has made good progress in dealing with the issues for improvement raised in the previous report.

### STANDARDS ACHIEVED

**Overall standards achieved are satisfactory.** Results in national tests at the end of Year 9 in 2004 were well below average in English, mathematics and science, as they had been in the previous year. Results in 2003 were well below those in similar schools. English and science results in 2004 were similar to those in the previous year, but mathematics results improved for the second year running. In GCSE, results in 2004 were very low and were in the bottom 5 per cent of schools nationally. They were below the average for similar schools. These 2004 results were much lower than in 2003, when results were well below average but above the average for similar schools. The school has a good understanding of the reasons for the drop in results in 2004 and has taken the action necessary to prevent a recurrence of such low results. Sixth form results were very low, but were as expected for the very small number of students involved.

## Year 11 and 13 results

Performance compared with:		all schools			similar schools
		2002	2003	2004	2004
Year 11	GCSE/GNVQ examinations	E	E	E*	D
Year 13	A/AS level and VCE examinations	D	E	E*	

*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 similar results at the end of Year 9 two years previously.*

The achievement of students currently in Years 7 to 9 is satisfactory and those in Year 9 are working at well below average standards. Improved teaching is helping students to learn more effectively, and this is helping improve their achievement. Students currently in Years 10 and 11 are working at well below average standards overall, and their achievement is satisfactory. All students, including those with special educational needs, those from minority ethnic groups and those for whom English is an additional language, achieve as well as other students.

**Students' attitudes to school are satisfactory**, though many display good attitudes in lessons. Behaviour is satisfactory and relationships between teachers and students are good. The school makes a **satisfactory** contribution to students' personal, including their spiritual, moral, social and cultural development, with good attention to improving students' multi-cultural awareness. Attendance is poor, but is improving as a result of measures being taken by the school.

### QUALITY OF EDUCATION

**The quality of education provided in the school is satisfactory. Teaching and learning are satisfactory** with good or very good teaching in almost two thirds of lessons. Teachers are successfully improving students' learning skills and this is helping to improve their achievement. In around one lesson in ten, teaching is unsatisfactory but effective steps are being taken to reduce this.

The curriculum is satisfactory, as are opportunities for enrichment and extra-curricular activities. Many aspects of the curriculum are good, such as the provision of several vocational courses for students in Years 10 and 11. Currently the school does not provide an adequate course in citizenship education and some aspects of design and technology are not taught. Arrangements for the care, welfare, health and safety of students are good. Main school students receive very good support, advice and guidance but, for the small number of sixth form students, support advice and guidance are only satisfactory. The school's links with parents are good, as are links with other schools and colleges. Links with the community are very good.

### LEADERSHIP AND MANAGEMENT

**Leadership and management of the school are good.** The headteacher's vision for the school is very clear. She and her predecessor have established a very committed team of teachers and support staff whose dedication to providing for the needs of students has been central to the improvements that are taking place in the school. Good arrangements for reviewing what is happening in the school have highlighted areas for development and guide the production and implementation of an effective strategic plan. The only significant weakness in leadership and management has been the arrangements for the phasing out of the sixth form. In many ways governance is good, with governors playing an important role in improving the school. However, as governors, whilst attending to many key issues, they have not made sure that the school meets all its curriculum requirements. They do not ensure that all students are able to take part in a daily act of collective worship and they do not provide all the required information in their annual report to parents.

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

Parents and carers rightly believe that the school has improved and is continuing to do so. They are supportive of the school and they believe that their children like school. They consider that the school has high expectations of their sons and daughters. The majority rightly believe that the school keeps them well informed. A number of parents who responded to the pre-inspection questionnaire felt behaviour was a concern. The view of inspectors is that whilst the behaviour of a minority of students is unsatisfactory, overall standards of behaviour are satisfactory. The vast majority of students like their school and are happy with what it provides for them. Whilst they recognise that bullying may have been a feature of the school in the past, they overwhelmingly feel that the school now confronts the issue and that they are free from all forms of harassment.

## **IMPROVEMENTS NEEDED**

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

- Take steps to reduce the amount of unsatisfactory teaching.
- Extend students' learning skills and particularly their ability to learn independently, both in lessons and in homework tasks.
- Raise levels of attendance as a means of enhancing students' achievement.
- Develop strategies for improving students' English, mathematics and information and communication technology skills through work in other subjects.
- Take the necessary steps to ensure that the phasing out of the sixth form is successful.

and, to meet statutory requirements:

- Provide a course in citizenship education for all students in the school.
- Ensure that all students are able to undertake computer aided manufacture and electronics as part of their design and technology courses.
- Enable all students to take part in a daily act of collective worship.
- Ensure that the governors' annual report to parents includes all the required elements.



## SIXTH FORM SECTION OF THE SUMMARY REPORT

The sixth form at Henbury School will cease to operate after this school year. Hence there are currently very few students in the sixth form, all of whom are in Year 13. During the inspection, these students were taking examinations and thus very few lessons were observed. Consequently this inspection report only deals with matters pertaining to the sixth form where comment is relevant and where enough inspection evidence was available to make judgements reliable and valid.

### OVERALL EVALUATION

Sixth form education is satisfactory. Standards are very low, but students' achievement is satisfactory. The school's contribution to students' personal development is satisfactory, but students are not well motivated. Teaching and learning in the sixth form are satisfactory. The curriculum adequately meets the needs of the very few remaining students. There are some inadequacies in the arrangements for the closure of the sixth form and hence leadership and management are unsatisfactory. The cost-effectiveness of sixth form provision is satisfactory.

The school's main strengths and weaknesses are:

- The teaching of art and design is very effective.
- There are limitations to the leadership and management of the run-down of the sixth form.

### 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	Provision in English is <b>satisfactory</b> . Standards are broadly average and students' achievement is satisfactory. Teaching and learning are good and students are gaining in confidence and enjoying the subject.
Mathematics	Provision in mathematics is <b>satisfactory</b> . Standards are very low. Teaching is satisfactory and students value the help provided.
Humanities	Provision in history is <b>satisfactory</b> . Teaching and learning are satisfactory so that students achieve satisfactorily. Students feel well supported by their teachers.
Visual and performing arts and media	Provision in art and design is <b>very good</b> . Some students have not previously studied art and design. Standards of work are average, representing good achievement. Supported by very good teaching, students learn very well.

*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

The provision of support, advice and guidance for sixth form students is **satisfactory**. Induction into the sixth form is satisfactory. Students are given helpful guidance regarding higher education choices or employment. The monitoring of students' work is satisfactory and students know where to seek guidance on how to improve their work and make progress.

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

Leadership and management are **unsatisfactory**. This is because arrangements for the run-down of the sixth form have left the students with a limited range of experiences beyond lessons. Good arrangements have been taken to ensure the continuity of curriculum provision for these students. The review of systems to support these students is not robust enough to highlight weaknesses in overall provision.

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

Students in the sixth form enjoy their school and feel well supported. They rightly believe that they receive appropriate support and guidance as to the choices they face when they leave school. Students recognise that there has been some disruption to their studies as a result of the impending closure of their sixth form.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Results in national tests at the end of Year 9 in 2003 were **well below average**. In 2004, GCSE results were **very low**, as were those in GCE A-level. Students in the school are currently working at **well below average** standards overall. Their achievement is **satisfactory**.

#### Main strengths and weaknesses

- Students achieve particularly well in art and design.
- Students achieve relatively well in subjects where they are free to express themselves, such as music, dance, drama and physical education.
- The application of students' English, mathematics and information and communication technology skills in other subjects is unsatisfactory.
- Mathematics results in Year 9 tests have improved considerably in the past two years.

#### Commentary

1. Results in national tests in 2004 were well below average<sup>1</sup>. Results were also well below average in 2003, when they were well below the average for similar schools<sup>2</sup>. In 2004, results in English and science were similar to those in the previous year, but those in mathematics were significantly better. Mathematics results have improved considerably in both of the past two years and are higher than those in English and science. These results represent satisfactory achievement for the students concerned, given that attainment on entry to the school is well below average. Overall, results have not been improving as fast as results nationally in recent years.

#### Standards in national tests at the end of Year 9 – average point scores in 2004

Standards in:	School results	National results
English	28.8 (29.3)	33.3 (33.4)
Mathematics	31.1 (30.5)	35.5 (35.4)
Science	29.6 (29.8)	33.1 (33.6)

*There were 171 pupils in the year group, 74 boys and 97 girls. Figures in brackets are for the previous year*

2. Pupils currently approaching the end of Year 9 are working at well below average standards and their achievement is satisfactory. In mathematics, standards remain well below average but students are achieving well because teaching in Years 7 to 9 is good. In English and science, students' achievement in Year 9 is satisfactory although their work is of well below average standard. Students are working at average standards and achieving very well in art and design and physical education. In music, students reach below average standards by the end of Year 9, representing good achievement given their starting point in this subject. In other subjects, standards are well below average in Year 9, representing satisfactory achievement.
3. Results in GCSE examinations in 2004 were lower than in the previous year and were very low<sup>3</sup> when compared with all schools and below those in similar schools<sup>4</sup>. The school has

<sup>1</sup> Based on unvalidated data.

<sup>2</sup> These are schools whose pupils performed similarly when they were in Year 6 three years previously.

<sup>3</sup> These results were in the bottom 5 per cent of all schools nationally.

<sup>4</sup> These are schools whose pupils performed similarly when they were in Year 9 two years previously – based on best 8 GCSE or equivalent grades.

undertaken a rigorous analysis of the reasons for this drop in results and has taken the necessary steps to ensure that results in future years will be higher. Results were particularly influenced last year by a large number of students not taking examinations. Some of these students were on the roll of the school but had never attended, having been transferred into the school in Year 10 from a closing school. Irregular attendance by many others was a further strong factor in lowering results.

### **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	19 (29)	52 (52)
Percentage of pupils gaining 5 or more A*-G grades	70 (74)	89 (88)
Percentage of pupils gaining 1 or more A*-G grades	85 (87)	96 (96)
Average point score per pupil (best eight subjects)	22.5 (25.6)	34.9 (34.7)

*There were 187 pupils in the year group, 99 boys and 88 girls. Figures in brackets are for the previous year.*

4. Results varied from subject to subject. In art and design, results were above average, representing very good achievement for the large number of students taking the course<sup>5</sup>. In physical education, results were average, with students achieving well. In music, results were below average, representing good achievement. In other subjects results were well below average representing satisfactory achievement, given the prior attainment of the students concerned.
5. Pupils currently in Year 11 are working at well below average standards but their achievement is satisfactory overall. There are, however, considerable differences in the standards being reached from subject to subject. Students do particularly well in the subjects where they are able to express themselves and where their achievements are not very dependent on their literacy skills. They are achieving very well in art and design and music and are producing well above average work in both these subjects. They also do well in drama and dance. Students are achieving well and producing average work in physical education. Standards are below average, and students are achieving well, in history and geography, whilst standards are below average in information and communication technology and well below average in business education. In both these subjects, students' achievement is satisfactory. In other subjects, attainment is well below average and achievement is satisfactory.
6. There are two reasons why students' achievement is only satisfactory. The first is that the attendance of many students is irregular. This disrupts the continuity of their learning and they find it difficult to build up their knowledge, skills and understanding consistently from lesson to lesson. The school is aware of this and is working successfully to improve attendance levels but more remains to be done before all students can learn well. The second is that students have a legacy of poorly developed learning skills. As a result, they find it difficult to relate learning from one lesson to another. Improving these learning skills has been the main priority in the school over the past two years and students are learning more successfully than they were. Once again, more work remains to be done before all students are learning effectively.
7. Although achievement is satisfactory overall in English and mathematics, students do not apply their language, literacy and mathematics skills successfully in other subjects. This is because teachers of most subjects do not consistently pay enough attention to developing or

<sup>5</sup> Around two thirds of students in last year's Year 11 took art and design examinations, compared with around 20 per cent nationally.

applying these skills. Similarly, students' achievement in information and communication technology lessons is satisfactory, but teachers of other subjects rarely enable students to reinforce and apply their learning of information and communication technology skills. Currently the school does not have a strategy for developing and applying students English, mathematics and information and communication technology skills across the curriculum, though the need for one is recognised.

8. In all subjects, teachers know their students well and cater for their needs. This is particularly true for students from different ethnic backgrounds and those for whom English is not their first language. Careful monitoring identifies that these students are doing as well as others. Around a third of students in the school are identified as having some special educational needs. Achievement for these students is satisfactory in English, mathematics and science. In other subjects, their achievement is similar to that of other students. Where teachers plan flexibly to meet the needs of these students, achievement is good.
9. Students with Statements of Special Educational Need for additional and complex needs achieve well. Those with severe and profound hearing impairment gain in confidence as communicators and their achievement in English and mathematics is good. This results from the high quality support they receive from a teacher and learning support assistant who have good experience of working with students with hearing impairment. Students with autism have developed strategies for relating to other students in class because of the targeted and sensitive support they receive. Students from a local special school are fully included in lessons with their mainstream peers and achieve well. Good small group work, using a targeted reading programme, enables students with severe reading difficulties to make good gains in acquiring reading skills, including confidence in reading.
10. The school met its targets for mathematics in 2004 but did not do so in English, science or information and communication technology. Similarly, targets were not met for GCSE examinations last year. These targets were set some time ago without specific reference to the individual students concerned. Targets for 2005 and beyond have been revised to take account of the ability of the students concerned. They are challenging, given prior attainment, but provide a useful goal for teachers and students to strive for.
11. Sixth form<sup>6</sup> results in GCE examinations in 2004 were very low but, because there were so few students in the group taking examinations, comparisons with national figures are not reliable. The results do, however, represent satisfactory attainment for the students involved.

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

	School results	National results
Percentage entries gaining A - E grades	73.8 (75.8)	92.3 (92.3)
Percentage entries gaining A - B grades	3.3 (6.7)	36.2 (35.6)
Average point score per pupil	111.5 (154.4)	265.2 (258.2)

*There were 13 students in the year group. Figures in brackets are for the previous year.*

12. In the small number of subjects still being taught to remaining Year 13 students, standards of work are average and students are achieving well in art and design. In history and information and communication technology, standards are below average and students' achievement is satisfactory. Standards in English are well below average, representing satisfactory achievement for students concerned. In mathematics, standards are low and students' achievement is unsatisfactory because they are not committed to the course and its requirements.

<sup>6</sup> Because of the very small number of students remaining in the sixth form, all in Year 13, separate sections are not included for the sixth form in Part B of this report. Brief comments are made in each section, setting out judgements on provision for those students.

## Pupils' attitudes, values and other personal qualities

Students' attitudes and behaviour are **satisfactory**. Their personal development, including their spiritual, moral, social and cultural development, is **satisfactory**. Attendance is **poor** but improving and punctuality is **satisfactory**.

### Main strengths and weaknesses

- Students' attitudes in lessons, both in the main school and the sixth form, are better than in other aspects of school life.
- Attendance is improving because of the effective systems in place to promote good attendance.
- Effective behaviour management systems have helped improve students' behaviour.

### Commentary

13. All students, including those with English as an additional language and those with special educational needs, have good attitudes to work in lessons. They listen well and try hard to succeed, even when they find the work difficult. However, most lack the confidence to apply themselves outside the classroom, and this reduces their commitment to other school activities.
14. Good work has been done to improve attendance, an issue for action identified in the previous inspection report. As a result, overall attendance has improved. High priority is given to rigorous daily monitoring of attendance and the school has a team of staff and outside agencies, including a dedicated community police officer, who work with students and their families to encourage better attendance and a more positive attitude to school.

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	13.1	School data:	1.3
National data:	6.9	National data:	1.1

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

15. The success of the drive for improved attendance is most obvious in Year 7, where attendance levels are close to the national average. The benefit for those students now attending more regularly has been in their improved achievement. However, too many students still attend school intermittently and this disruption to their education is the main reason why their achievement is not as good as it should be. Whilst the school's actions to promote good attendance by its students are very good, some parents and carers do not support the school's endeavours in ensuring their children attend. Students are generally punctual to school and to lessons.
16. Relationships, both between teachers and students, and among students, are good. As a result, students are confident that they will be listened to seriously. Both within lessons and around the school, students mix well together. Good examples were observed during the inspection of students from different backgrounds working together and of older or more able students helping their younger or less able colleagues. Students take care of the school environment, and this is shown by the lack of graffiti. Students are willing to take responsibility. Some, for instance, serve as librarians, whilst in physical education students take the responsibility of running teams, which they welcome. Beyond these, however, there are few ways in which students take the initiative and accept personal responsibility. Although there is a school council, students do not see this as an effective democratic organisation which makes a difference to them or the school. This represents a missed opportunity to develop students' understanding of aspects of the citizenship curriculum.

17. Behaviour in lessons and around the school is satisfactory. When, occasionally, behaviour in lessons is unsatisfactory the reason is either that the teacher does not have the necessary skills to manage the class or because particular students have difficulties in managing their own behaviour. The school's systems for dealing with these occurrences are very effective in limiting the impact of unsatisfactory behaviour on other students' learning. Students are confident that the small amount of bullying which occurs around the school is dealt with promptly and effectively. There are a few recorded instances of racial name-calling, and these are also dealt with immediately and effectively. The school uses exclusion from school as infrequently as possible and only after other strategies have been exhausted. The number of students excluded is not high and, during last year, very few students were excluded from school on more than one occasion.

**Ethnic background of pupils**

**Exclusions in the last school year**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	771	56	2
White - Irish	2	0	0
White – any other White background	17	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – any other Asian background	8	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	9	0	0
Black or Black British – any other Black background	8	0	0
Chinese	8	0	0
Any other ethnic group	8	0	0
Parent/pupil preferred not to say	3	0	0
Information not obtained	20	0	0
No ethnic group recorded	20	0	0

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

18. Students with complex behavioural difficulties are kept on task and behave well in lessons because teachers and learning support assistants are so skilled in meeting their needs. Those students with a lack of social imagination who fail to fully understand the impact of their behaviour on others are particularly well managed and are fully included in lessons. Good support is given to students who are disaffected and at risk of exclusion. Although students with challenging behaviour are well supported, more of these vulnerable students experience short exclusions than any other group of students. A small number of students from a neighbouring special school work with Henbury students in lessons. They are keen to learn and make rapid gains in confidence and independence as a result of mixing with their peers in integrated mainstream classes.
19. The school makes a satisfactory contribution to students' personal development. Students' social development is satisfactory. The school is a well-integrated community, where all, whatever their background or ability, are valued and supported by their peers. In assemblies and in many lessons effective contributions are made towards developing students' social awareness. Students work well collaboratively when given the opportunity to do so, and support each other in their learning.
20. The spiritual development of pupils is satisfactory. Although the school does not provide a daily act of collective worship, assemblies make a positive contribution to students' spiritual development. However, in some lessons, chances are not taken to enhance this aspect of personal development. Students' moral development is satisfactory. It is reinforced in lessons and particularly in personal, social and health education. Students are well aware of right and wrong actions, have a clear knowledge of what is expected of them and respond well. The school's insistence on good behaviour contributes well to these outcomes.
21. Overall, the cultural development of students is good. Good contributions to understanding of aspects of British culture are made by art, music and drama. The school has recently gained the British Council International School Award in recognition of its on-going links with many other countries, mainly in Europe and Africa. These help provide a world-wide dimension to students' understanding and thus heighten students multi-cultural awareness. In particular, an exchange with a school in Holland has meant that the outlook of the students involved was broadened, giving them a view of life beyond their environment
22. Sixth form students' attitudes to lessons are satisfactory overall and good in art and design. Relationships with staff are good. Sixth form students indicate that they chose to remain in the sixth form because it is convenient and caters for their needs. They value the continuity of the support they receive from teachers who know them well. It is in their lack of engagement with wider aspects of school life that sixth form students' attitudes are unsatisfactory. This is largely because there are very few of them and they are the last sixth form group going through the school. Sixth form students' attendance is very inconsistent and this slows their learning. Their punctuality to lessons is satisfactory.
23. Sixth formers show a limited interest in school life and do not take responsibility in the school generally. Although the head girl and head boy are Year 13 students, sixth form students have little contact with the main school. Students in Year 13 have been offered opportunities to mentor Year 7 students but have not taken them up. As a result the sixth form is a rather isolated unit within the school.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided in the school is **satisfactory**. Teaching and learning are satisfactory. The curriculum is satisfactory, as are opportunities for enrichment and extra-curricular activities.

### Teaching and learning

The overall quality of teaching and learning is **satisfactory**. The school's assessment procedures are **satisfactory**.



### Main strengths and weaknesses

- There has been significant improvement in the quality of the teaching in recent years, and the school shows continuing commitment to bringing further improvement.
- Most teachers relate very well to the students and manage students' behaviour well.
- The quality of students' learning is adversely affected by a lack of basic skills, the inability of many to work independently, and the poor work ethic of some students.
- The teaching of art and design is particularly good.
- Students with Statements for additional and complex special educational needs learn well.
- Some good assessment procedures are helping teachers to keep a careful track of students' progress and guide students on how they can improve but there is still too much inconsistency in the marking of students' work.

### Commentary

24. Over the last few years, there have been significant improvements in teaching and learning. The school has continued to consolidate these gains over the 18 months since the previous inspection. Overall, teaching and learning are satisfactory, but this global judgement masks the fact that teaching is good or very good in many lessons. There is still some unsatisfactory teaching, although the school's strenuous efforts to improve teaching are gradually reducing this.

### Summary of teaching observed during the inspection in 114 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (3%)	17(15%)	53 (46%)	29 (25%)	11 (10%)	1(1%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen. Figures include 6 lessons observed in the sixth form.*

25. Teaching and learning are particularly good in art and design throughout the school and in music in Years 10 and 11. They are also good, overall, in mathematics, design and technology, information and communication technology, physical education and personal, health and social education. In all other subjects, teaching and learning are satisfactory overall, although they are good in Years 10 and 11 in geography and history. Most teachers show good subject expertise, and this is particularly evident in art and design, music and physical education. Students' learning is also most successful in these subjects. There is no specialist teacher of religious education and the lack of expertise in this subject inhibits students' abilities to learn from religion. The school continues to show very good commitment to improving the quality of teaching and learning through the regular monitoring of lessons, the effective deployment of two advanced skills teachers and the sharing of good teaching practice each week at staff meetings.
26. Considerable attention has been paid to improving students' learning skills. Teachers have worked very well together to improve their understanding of how students learn and this has led to improved planning. Most lessons are structured well and have a clear focus for learning and this helps students to understand their purpose. A feature of many lessons is the good use of well-prepared resources, which help students to achieve the objectives of the lesson. In some subjects, however, teachers do not always take full account of the different ways in which students learn and there is a lack of variety in teaching methods. In science, for example, the focus is strongly on covering the content of the curriculum, which helps to develop students' knowledge, but does not develop their skills of scientific enquiry. In contrast,

students learn well in music through the practical engagement of playing orchestral instruments in lessons. High expectations and challenge are evident in the best lessons, particularly in art and design. Occasional poor behaviour arises when teachers do not provide activities which are interesting, challenging, or are well matched to students' needs.

27. Teachers relate well to the students and manage what, at times, can be very challenging behaviour. Relationships between many staff and the students are very good. Teachers work hard to motivate and encourage students, for instance, by praising their efforts, and students' confidence as learners is growing as a result. Whilst students' application and productivity are improving, some students still have a poor attitude to work, showing little interest in improving their own skills and, at times, disrupting the learning of others. Many students still lack basic skills and the ability to learn independently. This is reflected, for example, in the poor response of many students to homework or tasks which they are expected to complete on their own.
28. Not enough attention is paid to developing the basic skills of literacy, numeracy and information and communication technology across the curriculum. Nor is enough attention yet being paid to helping students to become more independent in their learning. There are notable exceptions, such as art and design, music and physical education, where the students display very positive attitudes to their work and are keen to learn because they are required to take responsibility for aspects of their own learning.
29. Many students still have difficulty in retaining and recalling what has already been taught. This is particularly evident in modern foreign languages, where not enough consolidation of previous learning is built into lessons, and in design and technology, where students quickly forget the instructions they have been given.
30. The teaching and learning of students with special educational needs are satisfactory overall, ranging from unsatisfactory to good. Where teaching is good, activities and support are targeted carefully to ensure that these students learn well. Unsatisfactory teaching occurs where teachers do not take into account students' needs when planning lessons. The learning targets on individual education plans are better than at the time of the previous inspection, but they are not always precise enough or sufficiently clearly focused to guide the teacher to work at raising the students' achievement in reading, writing and mathematics.
31. For students with Statements for additional and complex special educational need, teaching and learning are good. Expertise in working with students with hearing impairment enables them to improve their communication skills and make rapid gains in their understanding of new words and concepts. Effective teamwork between learning support assistants and teachers keep students with very challenging behavioural difficulties on task. Such skilful behaviour management makes a valuable contribution to students' learning and acquisition of new skills. Good use of resources supports students with visual impairment well and enables them to achieve a considerable measure of success.
32. The school's assessment procedures and the use made of assessment are satisfactory, but inconsistent. In religious education, for example, procedures are unsatisfactory because students are not informed of the level they are attaining and are not given targets for improvement. However, some good practice in assessment is developing and is helping teachers to keep a more careful track of students' progress. It also helps students to acquire a better understanding of how well they are doing. Students are now assessed regularly in every subject, and detailed information is used to identify any students who are underachieving. The information is also used to inform discussions on academic review days with students and their parents in Years 7 and 10, which have been used to set future targets and which have been very well received by both parents and students.
33. Good subject-specific assessment systems are being developed. At the start of each new unit of work in English, for example, students in Years 10 and 11 are given a clear understanding of what is required, how their work will be assessed and what their future targets are. Positive

feedback is given to students on their assessed pieces of work and further targets for improvement are identified through these. In history, students have a special feedback card on which their level of attainment is recorded, the teacher writes a detailed comment on the assessed work and the student sets a target for improvement.

34. The day-to-day marking of students' work is satisfactory overall, but the effectiveness of teachers' marking varies considerably, both within and across subjects. Not enough attention is given to correcting the quality of students' writing. Particularly good practice in the marking of students' work is evident in art and design. Every piece of work in students' sketchbooks is marked and, in every case, students are told what skills they need to develop further.
35. Procedures for identifying students with special educational needs are good. However, once identified, the targets set are not always sufficiently detailed to enable teachers to use them to monitor the small-stepped gains students need to make with their reading, spelling, writing and mathematics. Behavioural targets are much better, and when teachers use these effectively, the learning by students with challenging behaviour is good.
36. Based on a very limited sample of lessons, teaching and learning in the sixth form are satisfactory overall. Teaching and learning are very good in art and design and satisfactory in all other subjects inspected. Where group sizes are very small, for example, in history, students are limited in the range of what they can do because collaborative work is not possible. The assessment of sixth form students' work is satisfactory. Student self-evaluation of their work is an effective feature of work in the English department.

## **The curriculum**

The curriculum is **satisfactory**, as are arrangements for enrichment, including extra-curricular activities. Staffing is **good** whilst other resources and accommodation are **satisfactory**.

### **Main strengths and weaknesses**

- The vocational curriculum enriches work-related learning well.
- There is a good range of cultural and sporting activities, but student involvement in these is low.
- The match of teachers to the needs of the curriculum is good and the support staff team is deployed well.
- The development and application of a range of basic skills across the curriculum are inadequate.
- Good work is being undertaken to rectify shortcomings in the provision of citizenship education and some aspects of design and technology.

## **Commentary**

37. Students are provided with a curriculum that meets their needs and aspirations. Effective links with primary schools ensure the smooth continuity of education for students as they transfer into Year 7 so that they can build well on what they have studied before they arrive. Good use of ideas from the National Key Stage 3 Strategy has enhanced the range of activities for students in Years 7 to 9. The curriculum is particularly strong in the provision of vocational courses for Years 10 and 11.
38. The curriculum is kept under regular review and modified to ensure that the needs of all students are met. Parents are kept well informed about developments. Through its review processes, the school is aware that the curriculum does not currently include all that is required. Arrangements for teaching citizenship are inadequate and some aspects of design and technology are not taught. Good progress is being made, however, in rectifying these shortfalls. Students' application of information and communication technology, and language and numeracy skills across subjects, is weak and holds back their achievement.
39. The programme of personal, health and social education is satisfactory. A sound ethos is cultivated in this course because of the good relationships between adults and students. The

course successfully covers material relevant to adolescent students in drugs and relationships education, helping them to make informed choices about their own lives.

40. The good and sensitive support given to students with special educational needs ensures that they, like other students, can benefit from every aspect of the curriculum. Courses are carefully adapted to meet the learning requirements of students with a high level of need. This is equally true for the very small number of students from a range of minority ethnic backgrounds.
41. The range of courses offered to sixth form students is satisfactory, but because of the difficult circumstances of winding down the sixth form it is limited to continuing the courses that the current students commenced in Year 12. The curriculum is particularly good in art and design, where activities are developed according to students' individual strengths and needs. Art students work with visiting artists, a result of productive links with a specialist status school. Where there have been difficulties with maintaining the continuity of courses, for example, in physics, alternative arrangements have been made for students to attend another school.
42. The school has forged good links with Connexions, the service working in partnership with the school to provide guidance for students on future pathways. In Year 9, students are given useful advice to help them choose examination courses that are well matched to their interests and aptitudes. Students in Year 11 are provided with good careers guidance, both from the careers service, and from experienced teachers. Students gain valuable work-related experience. This is reported in more detail elsewhere in the report. Good liaison with local colleges and businesses also helps prepare students well for the later stages of education and employment.
43. Enrichment activities are satisfactory. Members of staff give freely of their time to run clubs for students at lunch times and after school and to provide a homework club, but the level of participation by the students in these activities is low. A diverse range of activities celebrates different cultures well and participation in sports and arts is satisfactory.
44. The current accommodation, although in poor condition, mostly meets the needs of the curriculum, providing specialist bases for all departments. Teachers successfully make the most of it with good, well-maintained displays that provide a stimulus to students' learning. The current accommodation imposes constraints on physical education activities in Years 10 and 11, which will be rectified when the school moves into new accommodation in September 2005. The provision of resources across the school is satisfactory although there is a shortage of computers and a serious lack of resources in design and technology, which prevents some aspects of the subject being taught. These too, will be dealt with when the school moves to new buildings. The match of teaching staff to the requirements of the curriculum is good. Teachers are experienced and well qualified to teach their subjects and they have good understanding of the students' needs. They are supported well by a talented and experienced support staff.

### **Care, guidance and support**

The school's provision of support, advice and guidance for students is **very good**. Procedures for ensuring students' care, welfare, health and safety are **good**. There are **satisfactory** arrangements for involving students in the school's work and development.

### **Main strengths and weaknesses**

- Induction arrangements for new students, and careers advice, are very good.
- The school has developed a comprehensive and very successful framework for supporting students' progress.
- Students with special educational needs are well supported and cared for.
- Although their views are respected, students do not take on many responsibilities.

## Commentary

45. Teachers, tutors, heads of year and support mentors relate very well to the students. They are very sensitive to the individual needs and circumstances of all students and respond carefully to them. There is always an adult that students can turn to for help and guidance and students appreciate this. Systematic and well-managed assessment procedures ensure that both teachers and tutors track students' progress carefully. Links between academic performance, behaviour and attendance are regularly identified through the very effective student referral meetings, which guide students on how to improve their learning and to develop personally. This often involves enlisting the support of school-based learning mentors and counsellors and outside agencies, such as the resident community police officer. Students and parents value the termly academic review process that underpins these activities and fully involves them in establishing targets for improvement. Well-taught personal, social and health education lessons are also used effectively to promote students' personal and social development.
46. Students with special educational needs are well cared for. The work of the learning support unit is considered by the local education authority to be a model of good practice in sensitively supporting students with challenging behaviour. The good liaison with external agencies ensures students with hearing and visual impairment are also well supported.
47. Parents and students praise the very carefully organised induction procedures that help new students from primary schools to settle quickly into the school. A team of staff works very effectively with partner primary schools to ensure the needs of all new students are identified and prepared for. Careers guidance is very good and all Year 10 students have a well-organised work experience. Students with special educational needs are a high priority within the system of support provided by Connexions, which is well integrated into the whole school's very effective support and guidance programme.
48. Statutory requirements for health and safety are met and risk assessments are conducted regularly. The health and safety policy is comprehensive and workplaces are safe and secure. Proper procedures for child protection are carefully followed and known by teachers. Key members of staff have received the relevant training. Revised anti-bullying procedures have been effectively introduced so that students now feel safe in school and enjoy attending.
49. Teachers listen carefully to students and respect them. Hence, students feel strongly that their views are taken into account and that they are treated fairly. They also feel involved by evaluating their own performance at the academic reviews. However, the school council is not effective in seriously representing their views. Students do not take on many responsibilities to develop their confidence and initiative. Furthermore, the unsatisfactory provision in citizenship means that students are not able to participate in a range of planned activities.
50. The support, advice and guidance offered to the small group of sixth form students are satisfactory.
51. Sixth form students trust their teachers and know where to get help if they have any difficulties. The monitoring of students' academic progress is satisfactory. The joint heads of sixth form meet with students and parents regularly to review and discuss students' work. The school's registration system for Year 13 students is very informal and does not help promote good attendance. It also means that teachers spend considerable time on the telephone in order to maintain contact with their students and to ensure that they are getting the support they need.
52. Sixth form students receive helpful information on higher education courses from their teachers, who give assistance with university and college applications. Students also receive considerable help from the Connexions service regarding applications for employment. The school has few links with other post-16 providers in the area, other than with the school that provides students with A-level physics teaching.

## Partnership with parents, other schools and the community

The school has a **good** partnership with parents. The links with the community are **very good** and those with partner schools and colleges are **good**.

### Main strengths and weaknesses

- The school works hard to forge strong links with parents.
- Effective links with partner primary schools ensure smooth transition into the school.
- Links with community organisations and outside agencies reflect the school's key improvement priorities.

### Commentary

53. The school's key improvement priorities are attendance and students' learning. Consequently the school has worked hard to ensure that links with parents are specifically targeted at dealing with these two key issues. The attendance team in the school has developed effective relationships with parents and carers of those students whose attendance is causing concern and having a detrimental effect on their achievement. As a result, the attendance of these students has improved. The school's newly adopted academic review provides parents with good information on their children's progress, involves them in target setting and is already proving popular with students and their parents alike. As such, it is playing an important part in the drive to improve students' learning skills.
54. The partnership with parents and carers of students with special educational needs is good. Parents and carers of children with Statements of Special Educational Need are involved in students' annual reviews and they and their children are engaged in shaping the targets on individual education plans. The learning support team are accessible to parents and carers of students with special educational needs and the teacher in charge of the learning support unit works closely with the parents and carers of those students with challenging behaviour, who may be at risk of exclusion.
55. Information to parents is of a high quality. Thus parents and carers are kept up to date about school news and events and about their children's academic progress and personal development. The governors' annual report to parents is interesting, informative and useful as a means of keeping parents informed about the school. There are, however, some minor omissions in the range of information provided for parents in this document.
56. The school, through its Education Action Zone partnerships, has forged very strong links with its main partner primary schools. These make a significant contribution to the very good transition arrangements for students starting in Year 7. The school has, through the Excellence in Cities and Leadership Incentive Grant programmes, strengthened ties with other local schools. These ties enable the school to provide good support for both curriculum development and the school's inclusive policies to support those students who, through disaffection, may be at risk of exclusion or underachievement. Partnerships with City of Bristol College and the Skills Force organisation have broadened the school's curriculum and support some of the school's most vulnerable students.
57. Creative links have been forged with other schools and the community by both the art and music departments, but the school does not yet routinely or consistently harness all that the community or other schools can offer to support the curriculum and students' personal development.

58. Strong links with outside agencies provide extensive support for the school in improving attendance and in dealing with a range of other social issues that may affect vulnerable members of the school community and disrupt their learning. The inputs of the police, fire, pregnancy advisory, domestic violence and many other agencies make a significant contribution to enhancing students' personal development.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. Leadership is **good**, with **very good** leadership from the headteacher. Management is **good**. Governance is **unsatisfactory**.

### Main strengths and weaknesses

- All teachers work together very closely to bring about improvement as part of an agreed, shared, vision.
- Rigorous review of teachers' work identifies strengths and areas where improvement is needed.
- The headteacher and her colleagues provide very good role models in their commitment to meeting the needs of all students.
- The phasing out of sixth form provision has not been led and managed effectively.
- Governors are generally effective but do not fulfil all their statutory responsibilities.

### Commentary

59. The school has improved since the previous inspection in 2003, building further on the good improvement reported at that time. Central to this improvement has been the high level of commitment of all members of the school community to work together on behalf of students. Although results have yet to reflect overall improvement, achievement is improving as students become more effective learners. A review of the school's mission and purposes at the beginning of this year has ensured a common vision and commitment to improving the education of all.
60. The present headteacher has, like her predecessor, provided very good leadership that has won the confidence of staff, students and parents. There is now a strong sense of teamwork throughout the school, with senior and middle managers becoming increasingly effective in ensuring that all members of the school community give of their best. The headteacher, senior and middle managers are very good role models, both for other staff and for students. Their hard work, commitment and care for one another, are impressive.
61. Senior managers and the governing body work very well together. They share high aspirations for the school and have put effective systems in place for curriculum and pastoral leadership. Central to the success being achieved is the commitment to ensuring that all students, whatever their ability or background, are educated equally well. This commitment to equality of opportunity is central to the school's aims and is highly valued in the community served by the school.
62. A good plan for school improvement guides all developments. Linked to budget management, this plan gives a clear framework for the work of department and pastoral teams. In turn, this ensures that the work going on in subject and year teams contributes well to a coherent drive for improvement. The plan is also effective in ensuring that the professional development needs of all members of staff are met. Hence, all teachers and support staff are able to make a significant contribution to improving quality in the school.
63. Middle managers are becoming increasingly effective in helping bring about improvements in the school. Heads of subjects and years lead their teams of teachers and tutors well. They have successfully embraced the need for rigorous review of what they and their teams do and this has contributed to them leading and guiding many important improvements. Subject leadership and management are particularly impressive in art and design, music and physical education and it is in these subjects that students are currently being most successful. Middle

managers benefit from the very good support they receive from senior managers, to whom they are accountable. Regular dialogue between managers ensures that good practice is shared and weaknesses are addressed.

64. The leadership of work to support students with special educational needs is good. There is a shared vision and commitment to provide all these students with as rich and wide a range of curriculum experiences as possible and the school is successful in doing this. The management of this work is satisfactory. The procedures for identifying students' special educational needs are good. However, the recently introduced system to involve subject departments in shaping specific learning targets is not yet consistently implemented. The school has recognised that teachers require training to become more skilled at setting learning targets for students with special educational needs and that communication between subject departments and the learning support department needs to be improved.
65. A major element of the good management of the school is the increasingly effective use being made of performance data. Good systems are now in place to analyse how well all students are doing, both across the school and for individual students. The results of this analysis are being used to guide curriculum planning, to identify areas where the work of teachers needs to be strengthened and to give students a detailed picture of what they need to do to improve. Teachers use assessment information well in their conversations with students about how they can improve their work.
66. In order to improve teaching and learning, an effective programme of review has been put in place. Central to this review is a rigorous programme of evaluation of all aspects of teachers' work. In particular, senior and middle managers have been trained in the techniques of classroom observation and are now very good at identifying both strengths and areas where improvements are needed. As a result, effective measures are being taken to provide the necessary training to ensure that teachers are better equipped to meet the needs of all students.
67. This training is just one element of a wider programme for the appointment, induction and professional development of teachers and support staff. Performance management arrangements are good, with priorities for individual teachers being closely linked to overall school aims and priorities, as expressed in the school's plan for improvement. All of these arrangements make teachers and support staff feel valued and encourage their commitment to the overall school effort. The good work that the school is doing in this area has been recognised through the award of Investor in People status. The school has such a strong commitment to improvement in quality that it has the capacity to make a good contribution to the initial training of teachers.
68. Despite its many difficulties in recent years, the school has managed to recruit and retain a well-qualified and experienced team of teachers and support staff. Governors, though faced with budget constraints, placed a high priority on ensuring that the school would have enough teachers to meet students' needs. Good financial management has enabled this, though there has been an educational cost, for instance, in the relatively small number of computers available throughout the school. This has limited the development of students' information and communication technology skills in other subjects. Teachers, support staff and governors have worked very hard to ensure that the poor quality accommodation has not led to a lowering in the overall quality of what is provided for students. They are aware that the new buildings, to be available in September 2005, will provide much greater scope for a wider range of activities in more comfortable and stimulating surroundings. Funding to support students with special educational needs is well targeted but it is not yet monitored rigorously in terms of the real differences it makes to the achievement of those students.
69. Governors have played a central role in helping the school to move forward since the previous inspection. They have helped shape the direction of the school and have worked tirelessly to ensure that the school is well prepared to move into new buildings in six months time. They have a good understanding of the school's strengths and they know what is needed to bring



about further improvement. Four years ago, the governors were faced with a large budget deficit, built up under a previous regime. Working closely with the local education authority, governors produced a five-year plan to remove this deficit and the school is on course to do so within the time agreed<sup>7</sup>. Progress in reducing the deficit, whilst maintaining a sound education, is a clear illustration of the school's commitment to applying the principles of best value.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income (inc bal from prev year)	3 309 161	Balance from previous year	- 498 578
Total expenditure	3 519 420	Balance carried forward to the next	- 210 259
Expenditure per pupil	3 876		

70. In most respects governance is good, with some very good features. However, with its priorities centred initially on ensuring that the school was removed from requiring special measures, and then helping maintain overall improvement, some statutory responsibilities were overlooked. Currently the school's curriculum does not meet all the requirements of citizenship education and, within their design and technology courses, not all students are able to undertake computer aided manufacture or study electronics. The school is working on rectifying the former and the second will be resolved when the school moves into new buildings later this year. Governors do not ensure that all students are able to take part in a daily act of collective worship and there are small omissions in the information provided in the governors' annual report to parents. It is for these reasons alone that governance must be judged to be unsatisfactory.
71. Leadership and management of the sixth form are unsatisfactory. Decisions taken in the past have resulted in some deficiencies in provision for the small number of remaining students in Year 13. These deficiencies relate mainly to the limited range of experience available for students beyond the study of examination work. The school has taken a decision to concentrate its efforts on ensuring that students can complete the courses they began studying in Year 12, for example, by linking with another school that could provide A-level physics teaching. The recently appointed joint heads of sixth form have worked hard to monitor the attendance and progress of students and to provide guidance and support towards higher education or employment. Their role in phasing out the sixth form is satisfactory.

## OTHER SPECIFIED FEATURES

### Work-related learning

Provision in work-related learning is **satisfactory**.

<sup>7</sup> The school anticipates that the deficit will be reduced to around £70 000 by April 2005.

### **Main strengths and weaknesses**

- The school has made a good start to the development of a work-related education programme.
- All students choose from a broad range of vocational courses available.
- The assessment of work-related learning is not well developed

### **Commentary**

72. Work-related learning is having a positive impact on pupils' achievements. A well-developed programme of vocational courses for all students in Years 10 and 11 is complemented by a work experience programme and by aspects of the course in personal, health and social education to provide students with insights into the world of work. Together, these experiences contribute well to the students' personal development.
73. Students gain a sound grasp of learning through work by undertaking a work experience programme in Year 10. Despite difficulties in finding placements in the local area, all students benefit from this experience. This work experience complements students' studies on their applied GCSE courses well. Effective de-briefing upon their return helps students to understand what they have learned about working life and thus enables them to begin to consider seriously their career plans.
74. Several elements of students' experience contribute to their learning about work. Fortnightly tutorial lessons adequately cover careers education and guidance for all students. The careers education and guidance programme is supported by the Connexions service, which also helps with work experience placements. Year 9 students receive effective support and guidance when making subject choices in preparation for study in Years 10 and 11, with good consideration being given to how choices may affect their future career prospects and opportunities.
75. The careers education and guidance programme also contributes successfully to helping students learn for work. This is complemented by work in some other subjects, but the lack of a wide range of opportunities for problem solving in subjects across the curriculum slows this aspect of students' development.
76. The leadership and management of work-related learning are good. The school successfully introduced lessons for all students two years before recent national guidance was issued and is meeting requirements. A good start has been made to co-ordinating all the different ways in which the school, through its curriculum and support programme, contributes well to work-related learning. Further work remains to be undertaken to monitor and evaluate each of these contributions and to strengthen the procedures for assessing their impact on students' learning and development.

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

## SUBJECTS IN KEY STAGES 3 AND 4

### ENGLISH AND MODERN FOREIGN LANGUAGES

#### English

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Very good behaviour management helps create a climate conducive to learning.
- Individual target setting in Years 7 to 9 lacks specific detail to help students improve.
- The head of department has made a good start to creating an effective and committed team.
- Current teaching styles do not encourage students to take responsibility for their own learning.

#### Commentary

77. Results in national tests at the end of Year 9 in 2003 were well below both the national and similar school averages. They were similar to those in the previous year. However, although the school failed to meet its targets, more students than in the previous year moved to Level 4. English results in 2003 and 2004 were lower than in mathematics and science.
78. GCSE results in 2004 were well below average and similar to those in previous years. Few students achieved the highest grades, reflecting that fact that the number of able students in this school is low. Results in English literature are lowered because some students, especially boys, do not complete the coursework part of the assessment. In 2004, students performed comparatively less well in English and English literature than in other subjects.
79. While examination standards are well below average, work in lessons shows that students' achievement is satisfactory in all years, given their levels of literacy on entry. In Year 7, some students still struggle with basic sentence structures, while more able students are confident but not fluent in reading aloud. By Year 11, students entered for the English Certificate of Achievement<sup>8</sup> are able to write appropriately in different styles. At the other end of the scale, the more able GCSE students can write extended essays which are well structured, and use sophisticated vocabulary. Students for whom English is an additional language, and those with special educational needs, make satisfactory progress because they receive helpful support from their teachers and classroom learning assistants, who work well together. Students with special educational needs are well motivated by very lively activities in the 'reading recovery'<sup>9</sup> programme.
80. Behaviour in classes is good because teachers make their expectations known to students and have established good strategies for managing those who do not behave well. Teachers work hard to build on initially low self-esteem thus enabling students to take small steps forward in their learning. Students speak highly of the support which has helped them progress since joining the school.
81. Teaching and learning are satisfactory across all age ranges. The department now has a full complement of specialist teachers who use their good subject knowledge to provide activities which challenge and support students' learning. Teachers provide clear objectives for their lessons and this helps students to understand what is expected of them. Good teacher questioning helps students to clarify their ideas and teachers expect students to support their answers with evidence. However, teachers do not provide enough activities in which students

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<sup>8</sup> English Certificate of Achievement - a course designed for non-GCSE students

<sup>9</sup> Reading recovery: Lessons designed to provide very structured support for those students who have difficulty with basic literacy skills.

are required to take a lead in their learning and hence students are less confident when required to work on their own. Students have been given strategies to improve their spelling and punctuation but students do not apply these consistently, often resulting in inaccurate writing in students' class work-books. In their assessment folders, however, there is evidence of sound improvements in styles of writing and presentation because students are more motivated to improve their accuracy.

82. Assessment of students' work is satisfactory. Systems for recording assessment are consistent across the department. Although older students are given a good understanding of what is required in their units of work, individual targets for students in Years 7 to 9 are not precise and clear enough. Hence they do not give enough detailed information to help students make good progress. Although the department has a very good range of information about how well students are doing in different aspects of the subject, this information is not yet used well to ensure that students of similar ability work together. Hence teachers find it difficult to meet the needs of all students at the same time and this also slows progress.
83. The department is well managed and leadership is sound. The head of department has made good progress in identifying key priorities and establishing steps to improve student achievement. Documentation is good, and provides clear direction for action in the department. Policies, such as rewarding achievement, are clear and are already improving students' motivation. The head of department is successfully building a team of committed teachers who are working together for a common purpose. While the fabric of accommodation is poor, the department makes good use of a suite of rooms to create a pleasant, supportive atmosphere for learning.
84. A good stock of modern fiction in the department and the school library provides students with an accessible and enjoyable stimulus for reading. Information and communication technology is not used enough in the department. However, students make satisfactory use of computers to improve the presentation of their GCSE coursework.
85. Improvement since the previous inspection has been satisfactory. Analysis of examination scripts has identified areas for improvement. New approaches to teaching Shakespeare have been adopted and students are developing useful techniques to improve the depth of their examination answers. There is a coherent, effective approach to building confidence in writing skills in Year 10. Termly deadlines for GCSE coursework have led to noticeable improvements in student commitment.

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

86. Arrangements for enhancing students' language and literacy skills in other subjects are uncoordinated and hence overall provision is unsatisfactory. There is considerable variation in the contribution teachers make to the development of these skills. Teachers use key words well and students know when and how to use them to enhance their learning. In art and design and media studies, students are encouraged to develop evaluative comments on their work. Students speak with clarity and confidence in religious education and drama. However, in history and music, students have difficulty in recording evidence or completing worksheets due to their weak writing skills. In science, less able students sometimes struggle when teachers do not pay enough attention to students' limited language skills. Although younger students are provided with good advice on spelling strategies in their diaries, they do not apply these in their lessons. The librarian provides very good encouragement for reading through an award system and a book club. She also provides departments with book resources for research projects.

## Modern foreign languages

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

### Main strengths and weaknesses

- Teachers have some good teaching skills, but do not always succeed in motivating the students to learn.
- Students' speaking skills are particularly poor.
- Under the leadership of the head of department, provision within the languages department is improving.
- Although lessons are well structured and have clear objectives, teachers do not provide enough opportunities within each lesson for students to consolidate previous learning.

### Commentary

87. In 2004, teacher assessments in French at the end of Year 9 and GCSE examinations in French and German at the end of Year 11 were well below average. Results were similarly low in German. Results in French and German have been significantly lower than those achieved in most other subjects, although the gap was not as wide in 2004 as in previous years. Inspection findings indicate that standards in French are well below average throughout the school. Standards in German<sup>10</sup> are marginally better, although still well below average. Throughout the school, students show greatest competence in listening and reading activities, but their speaking skills are very poor and many students are reluctant to speak any French in front of other students.
88. Languages are not a popular option and only 12 students in the current Year 10 have opted to study French for GCSE. One of the main reasons for this is the disruption which many students have experienced in the past through frequent changes of teacher and times when the school was not able to provide continuous teaching of languages. For the first time in a number of years, the staffing situation within the department is now stable, and teachers are promoting more positive attitudes to languages amongst the students. This means that the department is improving, with a greater sense of purpose, and is better than at the time of the previous inspection. Given the past difficulties and the low ability level of students on entry to the school, their current achievement is satisfactory.
89. Teaching and learning are satisfactory. The quality of lessons observed during the inspection ranged from good to unsatisfactory, but with a much greater proportion of good, as opposed to unsatisfactory, lessons. Teachers have good command of their subjects and provide well-structured lessons, which include a good range of activities to promote the development of language skills. All make significant efforts to relate well to the students, but they do not always succeed in engaging their interest because many students perceive their foreign language lessons to be boring. In some lessons, this leads to a small minority of students behaving badly, having a disruptive influence on the rest of the class and impeding the learning of others. Greatest progress is evident in those lessons in which the teachers provide a wide variety of activities which demand the active participation of all students and focus on the development of their speaking skills.
90. The leadership and management of modern foreign languages are satisfactory. The head of department has ensured a common sense of purpose, and a good sense of teamwork. Hence the motivation to improve is evident within the department. There is a conscientious approach to monitoring the work of staff within the department. However, the department has not yet achieved a consistent approach to the marking of students' written work. Some teachers provide helpful guidance to students on what they need to do to improve, but others are not

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<sup>10</sup>All students study French in Years 7, 8 and 9. At the end of Year 8 and in Year 9, the more able students lose two of the five periods per fortnight allocated to French in order to study German. Both languages are available as option subjects in Years 10 and 11.

rigorous enough in helping students learn from their mistakes. Teachers are provided with helpful guidance on the planning of the curriculum, but the guidance does not take sufficient account of the fact that most students forget all too quickly what has been taught in lessons. The planning for each lesson focuses on a specific learning objective, but far too little revision of previous learning is built in to consolidate previous learning and develop students' confidence to use the language. Improvement since the previous inspection has been satisfactory.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Good relationships and strong classroom management secure acceptable behaviour from even the most challenging students.
- Well-planned and focused lessons have secured substantial improvement in standards in Years 7 to 9.
- Good leadership and very good teamwork have underpinned recent improvements.
- Students lack skills and confidence in taking responsibility for their own learning.
- Computers and other more practical tools are under-used in lessons and learning tasks lack variety.

### **Commentary**

91. Results in national tests at the end of Year 9 in 2004 were the same as those for similar schools, though well below the national average. They were better than results in English and science and represented satisfactory achievement. These results were similar for boys and girls and continued a trend of significant improvement. GCSE results in 2004 were also well below national expectations, below results for similar schools and less good than 2003 results. They were less good than expected for these students, who suffered significant disruption in teaching.
92. Standards of work seen during the inspection confirm well below average standards in all years, with few students working at higher levels and significant numbers of students working below the standards expected for their age. Standards are weakest in using and applying mathematics. Students' achievement is satisfactory overall. Students are making good progress and achieving well in Years 7 to 9, whilst the achievement of those in Years 10 and 11 is satisfactory.
93. Teaching is good overall. Lessons are very focused, with shared objectives and a clear structure. This ensures that students know what they have to do and have guidance and support to complete their work. Classroom management is strong, and teachers have high expectations of work and behaviour. This leads to mutual respect, good relationships and a partnership between staff and students to support learning. Students with special educational needs and those for whom English is an additional language are well supported by teachers and assistants and make good progress.
94. Teaching methodology lacks variety, and information and communication technology is insufficiently used as a tool to enhance learning. In a small number of lessons, the tasks are not well matched to students' needs and this leads to lower motivation and unsatisfactory behaviour. Many students lack confidence in their own skills and show little perseverance. They are highly dependent on their teachers and give up easily if help is not immediately forthcoming. Some students also attend irregularly, causing their learning to be interrupted. These features are particularly significant for older students and, as a result of them, learning is less good than teaching and is satisfactory for these students. Assessment is good, using a combination of frequent tests and regular, constructive marking. This helps build students' self-confidence.

95. Leadership and management are good. The head of department is a very good role model, making clear to both staff and students the behaviours expected. There is a very strong sense of teamwork and teachers share approaches and strategies to engage and motivate students. There are clear, focused priorities for improvement and actions taken have contributed to rising standards, particularly in Years 7 to 9. The strengths and weaknesses in the department are known and plans are being implemented to bring about further improvement. The department does not make enough use of national data on students' performance to evaluate its own effectiveness.
96. Improvement since the previous inspection has been good. Ideas from the National Key Stage 3 Strategy have been applied well in the department and this has led to substantial improvements in national test results for younger students. Behaviour and attitudes have improved and there are better monitoring arrangements for the work of the department.

### **Mathematics across the curriculum**

97. Provision for developing and enhancing students' mathematical abilities in other subjects is unsatisfactory. Mathematics across the curriculum is not planned and does not routinely feature in schemes of work. There are isolated examples of good practice, as when a music teacher emphasised the numerical dimension of phased rhythms. However, these are rare because most departments are not taking the chances available to improve mathematical skills. In some subjects, limited mathematical ability holds back other work. In science, for example, students can draw graphs but they cannot interpret them, while in history, students have a weak understanding of chronology.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Skilful behaviour management and strong classroom relationships support achievement well.
- The head of department leads, by example, a committed team.
- Curriculum coverage determines pace and structure of lessons rather than student learning needs.
- Not enough attention is paid to developing students' numeracy and literacy skills and their skills in scientific enquiry.

#### **Commentary**

98. In national tests at the end of Year 9 in 2004, standards were well below the national average, and lower than expected for schools with similar prior attainment. Over the past three years, the rate of improvement in results has been slower than nationally. Students do better in science than in English, but not as well as in mathematics.
99. At the end of Year 11 most students take double certificate GCSE. In 2004, results in these examinations were well below the national average. The attainment of girls was significantly lower than that of boys in 2004, mainly because several girls in this year group had poor attendance, which disrupted their learning. This difference in attainment between boys and girls is not reflected among students currently in the school. Careful attention is paid to the needs of students with special educational needs and those for whom English is an additional language. They are therefore making similar progress to other students with whom they work.
100. For students currently in the school, standards are well below average in all year-groups. However, the achievement of students in all years is satisfactory, given their ability on entry to the school. Teachers tend to focus too much on coverage of topics, rather than on developing

students' learning skills. As a result, students rarely undertake tasks that involve collaborative or independent learning and teachers do not check the progress of each individual student during lessons. This slows overall progress, particularly with lower ability students, who have less well-developed learning skills.

101. Teaching and learning are satisfactory overall. All teachers insist on high standards of behaviour, use time-limited tasks to support learning and help students settle quickly into the lesson through lively introductory activities. Positive classroom relationships support effective behaviour management. In good lessons, teachers pay close attention to the learning needs of their students. They use questioning well to help students' thinking and to identify what students know or are struggling with. In these lessons, students develop a clear understanding of processes and procedures in science.
102. Occasionally, lessons are unsatisfactory because students do not learn enough. These lessons are instructional in style, and students are not active partners in the learning process. Literacy demands on students are mainly focused on highlighting key vocabulary. Descriptive or explanatory sentences are not systematically taught or encouraged, which prevents learning from moving into scientific reasoning. Middle and lower ability students, in particular, are unable to respond to the language used by teachers in science lessons. As a result, these students are often unable to ask for help, to discuss their progress or to make connections between different aspects of their learning. When the language is simplified students begin to talk about their learning, and enjoy the opportunity to secure it.
103. The department has used aspects of the science strand of the National Key Stage 3 Strategy to lay useful foundations for lesson structure, but it still does not support student learning enough. Lesson objectives, for example, do not always match the lesson activities designed to achieve those objectives. In addition, science inquiry is not the central feature of science teaching in the department that it needs to be. Students therefore rarely develop relevant literacy and numeracy skills, and an understanding of the importance of the 'scientific method' to developing critical thought.
104. Assessment of students is satisfactory. Student tracking procedures are being strengthened. This is contributing to raising achievement, because tasks set for students better match their abilities and identified needs. Although most students receive regular feedback through marking by teachers, students have little expectation of acting on this advice so its impact on learning is less than it should be.
105. Leadership of the department is good. The newly appointed head of department has sustained a team-based work ethos in the department, and is using his vision for the department to identify and share strategic responsibilities. Management of the department is satisfactory. The head of department has identified main strengths and weaknesses in the department, and is leading on planning for improvement. Review structures to monitor quality of teaching and learning are beginning to be developed. The department action plan is inadequate to support monitoring and evaluation of the priorities for the year, and needs improvement. Improvement since the previous inspection has been satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Good teaching promotes a good learning environment.
- The recent changes in the ICT curriculum match the needs of all students.
- Assessment of students' abilities and progress in Years 7 to 9 is unsatisfactory.
- Management of cross-curricular ICT is unsatisfactory because ICT is under-developed in many subjects.



## Commentary

106. In 2004, GCSE results in ICT were well below average and were similar to those in the previous year. Teacher assessments of students' work in Year 9 were also well below average in 2004. There were no differences in the standards reached by boys and girls. Standards of work currently being produced by students are well below average in Years 9 and below average in Year 11. Achievement is satisfactory because students enter the school with well below average ICT skills. The school has recently provided a curriculum that suits the needs of the students so that they enjoy their ICT lessons. Students with special educational needs are cared for well and they make satisfactory progress in all years. Students from ethnic minority backgrounds make similar progress to other students.
107. Teaching and learning are good overall, though only satisfactory in Years 7 to 9. Teachers set a fast pace in lessons and, as a result, students' attitudes are good and their behaviour is controlled well. Teachers have good subject knowledge and know how to motivate the students. In Years 10 and 11, teachers' high expectations are beginning to improve students' morale. Students want to do well. Assessment of students' work in Years 10 and 11 is good. Students know what progress they are making and what they need to do to improve. However, the marking of work from students in Years 7 to 9 does not guide them on how to improve their work. Students' literacy skills are weak and hold back the achievement that could be made. Homework is regularly set, but students are not good at completing this work.
108. Senior teachers have taken on the temporary role of running the department whilst a replacement manager is recruited. There is satisfactory management, in terms of the day-to-day running of the department, and sound leadership. The curriculum is regularly reviewed and there is a very good strategy for improvement. However, the procedures for the formal assessment of Year 9 students are unsatisfactory, as is the co-ordination of ICT across the curriculum. The system for monitoring teachers' performance is good and this is helping them to improve their ICT teaching skills.
109. Teachers make satisfactory use of the computer suites and other resources. The school has made the best use of the space available for ICT lessons and accommodation is satisfactory, with good wall displays that support students' learning. The ICT technician is highly appreciated and makes a valuable contribution in ICT lessons. Improvement since the previous inspection has been good. The ICT department has recently changed the curriculum taught to the students, which is improving their confidence and morale. New computers are planned for September 2005, when the school moves into its new buildings.

## Information and communication technology across the curriculum

110. Provision for ICT across the curriculum is unsatisfactory because ICT is under-developed and under-used in many subjects. This is partly due to the geographical location of the suites of computers and also because the co-ordination of ICT in other subjects has had a low priority. There are half as many computers in the school as recommended, mainly due to constraints in accommodation and limited funding. Where ICT is used well in other subjects, students develop good computing skills, but this is not common.

## HUMANITIES

### History

Provision in history is **satisfactory**.

### Main strengths and weaknesses

- Students in Years 10 and 11 achieve well as a result of good teaching.
- Assessment procedures are used well to target improvement.

- Inconsistency in teachers' expectations and in developing students' learning skills is constraining achievement in Years 7 to 9.

### Commentary

111. Standards in Year 9 are well below average. This represents satisfactory achievement by all students, given that they enter the school with well below average skills in history. Students understand key historical events and their causes. More able students in Year 9 write satisfactorily at length and draw accurate conclusions from sources. However, their ability to explain different interpretations of events and to analyse sources for reliability is weak.
112. GCSE examination results have been well below average in recent years. However, evidence from the inspection is that standards by Year 11 are below average and students achieve well. This is as a result of effective changes to teaching and assessment procedures. Students satisfactorily record evidence and the more able write well-structured essays with balanced arguments. However, the analysis and interpretation skills of the majority of students are below expectations. Students with special educational needs and those from minority ethnic backgrounds achieve as well as other students throughout the school.
113. Overall, teaching and learning are satisfactory. They are good in Years 10 and 11, where specialist teachers have higher expectations and good subject knowledge. This is used well to plan lessons thoroughly, with sharply timed and focused activities which extend students' knowledge, understanding and skills of working by themselves. In the best lessons, good strategies are effectively used to improve the weak literacy skills of many students, but are infrequently used by inexperienced or non-specialist teachers. Good learning is promoted by good relationships with students, the majority of whom respond well. However, learning is constrained by many students' lack of confidence to tackle challenging tasks by themselves or by ineffective classroom control. Marking is thorough and provides students with good advice about how to improve. Analysis of assessment results and target setting are good in all years, especially in Years 10 and 11.
114. Leadership and management are satisfactory. The head of department has very recently been appointed in difficult circumstances which have led to radical staffing rearrangements. She provides a clear vision and strong direction. She is a good role model in setting high standards of teaching and expectations of students. Good assessment procedures have been introduced which track students' progress effectively. However, the sharing of good practice is inhibited because monitoring of teaching is undeveloped and revision of the schemes of work is not yet completed. The subject has made satisfactory progress since the previous inspection.

### Geography

Provision in geography is **satisfactory**.

#### Main strengths and weaknesses

- Achievement is good in Years 10 and 11 because teaching focuses sharply on what is needed to do well in the examination.
- Some non-specialist teaching in Years 7 to 9 results in unsatisfactory learning.
- Students in Year 11 have weak analytical skills.

### Commentary

115. Teacher assessments in recent years show that standards by Year 9 are well below average. Although GCSE results were well below average in 2004, they were significantly better than in 2003. Boys performed better than girls. The number of boys gaining at least a G grade was at the national average, demonstrating good achievement given their starting point on the course. The proportion of boys gaining A\* to C grades was amongst the best in the school.

Poor attendance on the part of a significant number of girls was a contributory factor to their relatively poor GCSE results.

116. Students currently in Year 9 are working at well below average standards. Given that their attainment on entry in Year 7 is well below average this demonstrates satisfactory achievement. Throughout Years 10 and 11 students achievement is good so that by Year 11 their attainment is below the national average. By Year 9, students' skills to enable them to carry out enquiry work are weak. Their knowledge of place is poor and their weak literacy skills prevent them using the correct geographical terms to explain physical processes such as tectonic plate movement. By Year 11, students have been well grounded in fieldwork methods. Their knowledge of place and their understanding of physical processes such as coastal erosion are satisfactory but their analytical skills are below average.
117. Teaching and learning in Years 7 to 9 are satisfactory overall, but range from good to unsatisfactory. Throughout Years 10 and 11 teaching and learning are consistently good. Here, specialist teachers make good use of their knowledge of what is expected at GCSE to guide their teaching to raise achievement. Throughout all years, students with special educational needs are effectively supported by learning support assistants and so learn well in lessons. The best teaching is characterised by good subject knowledge, brisk pace, interesting activities, and effective questioning, and is tailored to meet the needs of all students. In these lessons students are interested, absorbed in their learning and keen to succeed. However, where activities are dull, teachers' subject knowledge is limited and students with reading difficulties cannot read the worksheets they are given, and little learning takes place. On these rare occasions, students become fussy, lose concentration and fail to reach the planned objective for the lesson.
118. Leadership is good. The acting head of faculty gives good support to her team of specialist and non-specialist teachers. Management is satisfactory. The scheme of work is satisfactory and assessment in Years 10 and 11 is good. Satisfactory opportunities to promote students' information and communication technology skills have been built into the planning. However, in Years 7 to 9, the assessment of what students know and understand, and the skills they have on entry, is not sharp enough to guide planning to raise achievement. Because of a heavy workload, the acting head of faculty does not have allocated non-contact time set aside specifically to monitor the quality of teaching and learning. She recognises the importance of monitoring and does it in the time allocated for planning. Consequently her citizenship planning is behind schedule and she has not been able to plan to promote work-related learning across the subject. Improvement since the time of the previous inspection has been satisfactory.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Good relationships between teachers and students lead to good student attitudes.
- The subject makes a good contribution to the moral and social development of students.
- The school's arrangements for the management of the subject are unsatisfactory.
- Assessment of students' work and the monitoring of work in the subject are unsatisfactory.

### Commentary

119. By the end of Year 9, standards are well below average in relation to the expectations of the locally agreed syllabus. Since students have well below average standards on entry to the school, this represents satisfactory achievement. Students successfully learn basic facts but are not able to link their knowledge of religion with their everyday experiences.

120. Standards in the GCSE short course were well below average in 2004, with only a quarter of students gaining a C grade or better. This was lower than expected and resulted from the limited amount of available specialist teaching. Students currently in Year 11 are working at well below average standards and their achievement is satisfactory. As with younger students, they are extending their knowledge and understanding of religious concepts but do not apply what they are learning in their own lives. Students do not always question or explore their own attitudes in sufficient depth because of the limited amount of specialist teaching currently available.
121. As a result of their work in religious education, students' moral and social awareness is good. There are plenty of opportunities in the curriculum to develop these aspects of students' personal development and these are exploited well. Students demonstrate a clear respect for the views, faiths and traditions of each other. However, their spiritual and multi-cultural awareness is less well developed. Students adopt good attitudes to their work in religious education. This is because they enjoy lessons and have good relationships with their teachers.
122. Teaching and learning are satisfactory. Students develop their knowledge and understanding of religious language, principles and concepts through the teachers' use of discussion and questioning. However, lessons tend to concentrate on the teaching of basic facts and students are not helped to apply their learning to their everyday lives. The achievement of students with special educational needs and those for whom English is an additional language is satisfactory because they are provided with support and with work to match their specific needs.
123. The use of key words and subject specific language enable students to improve their speaking and listening skills. Students make satisfactory progress because teachers are aware of individual students' needs. Students' behaviour is managed well and this contributes to their learning. However, teachers' expectations of students are too low and they do not provide enough challenge for the more able students. Assessment is unsatisfactory. Although the procedures provide a general basis for assessing what students know and understand, there is no specific assessment on learning from religion. Not enough work is done to set detailed targets and students are thus unclear about the standards they are reaching and what they need to do to improve.
124. Although leadership of the subject is satisfactory, the school's current arrangements for the management of the subject are unsatisfactory. The head of humanities is currently leading the subject. She is not a subject specialist and the extent of her other responsibilities do not allow her to tackle the many issues currently facing the subject's development, especially in teaching styles and strategies and in assessment for learning. However, she does approach the task with enthusiasm and commitment. There is a need to produce a departmental plan for development that will address current priorities and thus improve students' achievement. Not enough is done to monitor the work of teachers and students. Improvement since the time of the previous inspection has been satisfactory.

## **TECHNOLOGY**

### **Design and technology**

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

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

- Good teaching means that students want to learn.
- Students are not good independent learners.
- Leadership is good, providing a clear vision for departmental improvement.
- Some essential aspects of the curriculum are not provided.

## Commentary

125. Results in the 2004 GCSE examinations were very low, although they had improved from 2003. However, the number of students gaining at least a G grade was close to the national average. Teacher assessments in 2004 showed that the standards of students in Year 9 were also very low. This represents satisfactory achievement in all year groups, as students enter the school with very low standards. These very low standards also reflect considerable staffing problems in the recent past, which have now been resolved. Students currently in the school are working at well below average standards. Few students use computers effectively, which contributes to the overall poor standards of presentation.
126. The quality of teaching is good overall, and is consistently good in Years 10 and 11. Lessons are very well planned so that students make considerable strides in their learning. Resources are well used. Questioning is good, as it constantly challenges students to think around problems and therefore learn. Occasionally, tasks set are not sufficiently challenging and in these lessons many students waste time, and do not behave well. Students have not developed good independent learning skills and hence homework and coursework tasks are not completed well.
127. The leadership of the department is good. The head of department is aware of areas that require further development. Improvements are taking place, for instance, in the provision of a new engineering course that meets the specific needs of Year 10 students. Management of the department is satisfactory. Many potentially good systems are only partly in place, such as arrangements for assessment. The department has not undertaken a detailed audit of provision and hence there are gaps in the curriculum. Students have no experience of computer-aided manufacture or electronics, due to the lack of relevant resources, though these will be provided when the school moves into new accommodation. Some of the classes are very large, which results in practical work being undertaken with half classes, and this slows students' learning. Improvement since the time of the previous inspection has been good, particularly in improving the quality of teaching.

## VISUAL AND PERFORMING ARTS

The focus in this curriculum area was on art and design and music. Work was also sampled in drama, dance and media studies. In the lessons observed in drama, teaching was very good, enabling students to achieve well. Teachers structure their lessons well and ensure that all students know what is expected of them. Good attention is paid to matching work to the different abilities of students and hence all learn very well. Teachers skilfully balance challenge and support and this gives students confidence. Improvisation is imaginative as students respond to clear teacher guidance. Good teacher feedback to students means that they understand what they need to do to improve further. In dance, one lesson was observed. Here, teaching, learning and achievement were all very good. The teacher's expectations of students were consistently high and a very good range of different teaching methods were used successfully to ensure students could understand and apply what they learned about stage directions, sets and lighting. Class management and discipline were excellent and the students took evident pride in their performance work, demonstrating that they were able to work independently. In media studies, teaching was satisfactory in the one lesson seen. The teacher provided useful links to theoretical models to support examination revision. The planning of GCSE lessons is good, and this is reflected in good achievement evidenced in students' coursework folders. Students have a sound grasp of media conventions and show good understanding of terminology.

### Art and design

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

### Main strengths and weaknesses

- Standards have risen steadily over several years and are the best in the school.

- Very good student achievement results from teachers working very well together as a team and sharing their expertise well.
- Students show very good attitudes to their work and behave very well.

## Commentary

128. On entry to the school, standards in art and design are well below average. Students quickly make progress and they achieve very well so that, by the end of Year 9, they are working at average standards. Since 2000, GCSE results have improved year on year. In 2004, GCSE results were above average and were better than in any other subject in the school. This is particularly impressive, given that a much larger proportion of students take art and design in this school than nationally.
129. Inspection evidence shows that standards are continuing to rise. Students currently in school are achieving very well. In Year 9, standards of work are average and in Year 11 are well above average. This very good achievement reflects the very good support and high levels of subject expertise of all the art teachers. They give very good attention to developing students' technical skills and the command of the media they use. Good attention is given to developing the spiritual, social, moral and cultural aspects of the subject and the inclusion of all students is excellent. Hence students with special educational needs and those from different backgrounds all make similarly very good progress.
130. Teaching and learning have improved since the previous inspection and are now very good. Impressively, teachers work closely together, freely passing on their own subject expertise to their other colleagues. Work is planned very thoroughly, with a very good awareness of what to do to increase the competences of each individual student. Assessment procedures and their use are very good. Very thorough evaluations are made as lessons proceed to help students to understand how they can improve their work. Targets are shared with the students so that they are clear what they need to do to reach their target grades. Teachers provide excellent role models for the students. Relationships are excellent. Students in turn respond with very good attitudes, working with high levels of motivation and enthusiasm and behaving very well. Homework is very well set and marked very thoroughly and further extends the students' competencies.
131. The leadership and management by the two subject leaders are very good and the teamwork amongst all four teachers is excellent. Shared expertise means that the department offers a very good curriculum, with a rich mix of experiences for students. This supports the progression of the students' skills very well as they progress through the school.
132. At present there are limited resources for the use of information and communication technology in art and design. This shortfall is effectively overcome where students are encouraged to use their own equipment and when a laptop computer is provided that has suitable software. There are excellent links with a school in another authority. Here teachers work in each other's school, exchanging their expertise, and this further enhances what teachers can offer students. Very good use is made of key words to improve students' literacy skills, especially in their written and oral justifications and evaluations of their work. The department does less to promote and develop students' numeracy skills. Improvement since the time of the previous inspection has been good.

## Music

Provision in music is **very good**.

### Main strengths and weaknesses

- Very good leadership, musicianship and teaching encourage students to enjoy live music making.
- Very good relationships between teachers and students, together with an innovative approach to the curriculum, promote very good learning in music.

- Computers are urgently needed to support learning in Years 10 and 11.

### **Commentary**

133. By the end of Year 9, the standard of students' work is below average, mainly as a result of not enough curriculum time being available in Year 9 to present the subject in a rich and varied way. However, as students' musical ability on entry to the school is well below average, this nevertheless represents good achievement. Students' musical skills are developing well in Years 7 and 8, with good progress being made in keyboard performance. Students in both years are gaining experience in composing and performing, with students in Year 7 showing an understanding of the characteristics of playing orchestral and band instruments.
134. GCSE results in 2004 were below the national average. However, students currently working for GCSE examinations in Years 10 and 11 are developing strengths in composing and performing. Their work is of well above average standard and they are achieving very well. In Year 11, for instance, the spontaneous performance of '*In C*' confirmed the students' strong sense of ensemble playing and was a very good contribution to students' cultural and social education. In Year 10 students have a very good knowledge of music theory and their listening and performing skills are developing well. Students with special educational needs are achieving well in all years, and those with English as an additional language are making particularly good progress in Year 11.
135. Teaching and learning are good in Years 7 to 9. Students enjoy their music making and benefit from the strong musicianship of the teachers, the well-prepared and structured lessons and the very good relationships between teachers and students. The innovative nature of the curriculum, with its focus on the direct experience of performance using orchestral and band instruments, engenders excitement in students' learning and gives them immediate experience of live music making, although more work in singing activities is an area for development. A few students in Year 9 show disaffection for the subject but they are very much in the minority. In Years 10 and 11, teaching and learning are very good. The pace and subject matter of lessons, including the music of other cultures, fire the enthusiasm of students in Years 10 and 11, where teaching and learning are very good. Very good teaching strategies and musical demonstrations stimulate students' interest in exploring new sounds and experimenting with rhythm, developing skills as individual learners as a result. Instrumental teaching is good, placing an emphasis on the development of technique and interpretation.
136. Leadership and management are very good and overall music is a rapidly improving department. The head of department has done much to raise the profile of music in the school by his energy and hard work. There is a good sense of teamwork in the department and an extensive programme of extra-curricular activities has been established. Numbers taking part are small at the moment but 50 students receive instrumental lessons in a range of orchestral and brass band instruments, including keyboard and singing. Information and communication technology work is hampered by the lack of computers, particularly in Years 10 and 11, and this limits the scope of musical development. Improvement since the previous inspection has been very good.

### **PHYSICAL EDUCATION**

Provision in physical education is **good**.

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

- Work in GCSE groups is particularly impressive.
- Student-teacher relationships across all age groups are very good and motivate students to learn.
- Leadership and management have brought about very good improvements.

- Students do not have systematic, regular opportunities to take on the responsibilities of different roles.

## **Commentary**

137. Standards at the end of Year 9 in 2004 were broadly average and the work of students currently in Year 9 indicates similar standards. Students can comment on the effectiveness of their own and others' work and are beginning to understand how to use this to improve their performance. Many students can apply their skills with precision and control but not all demonstrate an understanding of the importance of exercise and activity to their overall well-being. These standards reflect very good achievement during the first three years, given standards when students joined the school in Year 7.
138. GCSE results in 2004 were at the national average. Students currently studying for GCSE are also producing work of average standard. Standards on the core physical education in Years 10 and 11 are also close to the national average. Together, these standards represent good achievement during Years 10 and 11. In all year-groups, good attention is paid to the needs of individual students. This means that all students, including those for whom English is not their first language or who have special educational needs, make similar progress.
139. Students' attitudes and behaviour are generally good in lessons, though a small group of girls in Year 11 show very little motivation towards participating in the wide range of curriculum activities. The extra-curricular programme is good and increasing numbers of students support the clubs and teams after school.
140. Teaching and learning across all age groups are good and in the examination groups are very good. Lessons increasingly focus on the development of students' skills of evaluation and many students can readily identify inaccuracies in their own and others' performance. Although they do not use technical vocabulary, they can explain how to improve their skills to reach higher levels. Warm and respectful relationships in lessons help to develop students' confidence and this makes a significant contribution to their motivation.
141. In the GCSE groups, teaching and learning are consistently very good and students' work follows progressive, well-structured tasks. This ensures that students' knowledge and understanding develop progressively and the more able can confidently express their own ideas in discussion with one another. Students' files show evidence of independent learning. The use of extension tasks probes their levels of understanding very effectively. The assessment system for the GCSE groups is an interactive database of outstanding quality, which enables students to adjust their own targets and identify where they can make improvements in their performance.
142. The quality of leadership and management is very good and strategic planning has led to very good improvements in the GCSE results. There are clear priorities for future developments in the department. Staff work together as a highly effective team and leadership of the curriculum is focused on supporting and meeting students' different needs. The monitoring of teaching is systematic and the sharing of best practice is very effective. Performance data is used increasingly to guide planning for teaching and the analysis of examination data covers the performance of different groups. Newly qualified teachers are welcomed and very well supported. Improvement since the previous inspection has been very good.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

The focus subject in this curriculum area was business education. Work was also sampled in leisure and tourism and health and social care. One lesson was seen in leisure and tourism, in which teaching, learning and students' achievements were satisfactory. Health and social care is a new subject and currently only Year 10 students are following the subject. It is well taught and students



respond well to the topics, seriously discussing issues covered. Their achievement in the first completed unit of work is good.

### **Business education<sup>11</sup>**

Provision in business studies is **satisfactory**.

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

- Recent changes in the curriculum suit the needs of all students well.
- Assessment of students' work and progress is unsatisfactory.

### **Commentary**

143. In 2004, GCSE results were well below average. Standards of work seen are well below average. Achievement is satisfactory, given students' abilities when they start the course. Boys and girls are doing equally well. Students with special educational needs and those from minority ethnic backgrounds are cared for well and they make satisfactory progress. The school has recently provided a curriculum that suits the needs of the students because it is more relevant to them. Hence they are now enjoying their business studies lessons.

144. Due to staff absence, the only teaching observed was a cover lesson. From the scrutiny of students' work, teaching, learning and achievement are satisfactory. Students' work in Years 10 and 11 has cursory marking only and this does not help the students to make good progress. Students' literacy skills are weak.

145. Leadership and management of the subject are satisfactory. The head of department has ensured that the curriculum is regularly reviewed and there is a very good strategy for improvement. However, assessment procedures are unsatisfactory. Improvement since the time of the previous inspection has been satisfactory.

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

### **Citizenship**

Provision in citizenship is **unsatisfactory**.

146. The school does not have a citizenship education programme. It does not currently meet statutory requirements in terms of planning, teaching, monitoring or evaluation. Most of the work undertaken toward meeting citizenship requirements is in personal, social and health education.

### **Personal, social and health education**

Provision in personal, social and health education is **satisfactory**.

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

- The course in personal, social and health education makes a good contribution to students' moral and social development.
- The assessment of students' work is unsatisfactory and hence students' progress cannot be tracked well enough.
- Not enough is done to monitor work in this subject in order to raise standards.

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<sup>11</sup> Business studies is managed and taught within the ICT department and the comments made there also refer to business studies.

## Commentary

147. Personal, social and health education is seen by the school to be a vital resource in the delivery of students' personal development. It plays an important part in enabling students to develop skills, attitudes, values and independence of thought, feelings and actions.
148. By Year 9, standards are well below average. Given students' standards on entry to the school, this represents satisfactory achievement. Standards are also well below average by the end of Year 11, representing satisfactory achievement. Students make satisfactory gains in their knowledge and understanding of health issues. They extend their knowledge and understanding of personal and social issues but, as with younger students, do not successfully relate these to their everyday lives. Students do not always question or explore their own attitudes in sufficient depth because of the limited amount of time currently available. They also find it difficult to link their knowledge of issues with their everyday experiences.
149. The curriculum is organised to teach personal, social and health education in all years. The substance of the programme concentrates on personal, moral and social development. The drugs and sex education curriculum is taught well within the course. Although these elements are well planned and taught, the time allocation and the use of both a dedicated team and form tutors does not provide a coherent approach for the programme to be fully effective and for students to achieve well.
150. Teaching and learning are good. Teachers use a range of skills that enable students to reflect upon the topics as well as learning about them. Teachers work well as a team and freely share their knowledge and expertise. They approach topics with confidence. Staff and student relationships are good and this enables students to begin to develop their own opinions and attitudes in an atmosphere of trust. Assessment is recognised as an area requiring development, particularly in providing evidence of the progress and achievement of students. Not enough is done to assess students' attitudes and values.
151. The new subject manager approaches the work with commitment and a clear sense of purpose and direction, thus providing satisfactory leadership and management. The monitoring of teachers' and students' work is not yet undertaken on a formal enough basis to raise standards further. Improvement since the time of the previous inspection has been satisfactory.

## SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection, four 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. Owing to the very small number of students in the sixth form, and hence to the very small number of courses being offered, the scope of sixth form subject inspection was very limited.

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
Communication studies	3	33.3	87.2	0.0	24.9	13.3	32.8
Drama	1	100.0	86.6	0.0	19.8	40.0	30.9
French	1	100.0	79.8	0.0	19.4	20.0	28.2
Other social science	2	100.0	67.8	0.0	15.1	20.0	23.2
Sociology	1	100.0	72.1	0.0	19.6	30.0	25.9

### 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	5	100.0	98.3	20.0	50.2	68.0	87.1
Biology	2	0.0	96.6	0.0	40.0	0.0	79.3
Drama	1	100.0	n/a	0.0	n/a	n/a	n/a
English literature	3	66.0	99.4	0.0	44.9	40.0	85.5
Geography	3	100.0	98.8	0.0	46.4	46.7	85.2
History	4	75.0	99.0	0.0	45.6	50.0	85.1
Mathematics	1	0.0	96.8	0.0	56.6	0.0	89.5
Media	5	60.0	n/a	0.0	n/a	n/a	n/a
Other social science	2	100.0	97.4	0.0	42.5	60.0	81.6
Physics	1	0.0	96.7	0.0	45.3	0.0	82.6

Sociology	4	50.0	98.5	0.0	45.3	80.0	84.6
Sports/PE studies	2	50.0	97.8	0.0	30.9	20.0	75.4
Information technology VQ	1	100.0	88.3	0.0	26.9	40.0	67.8

## ENGLISH, LANGUAGES AND COMMUNICATION

### English

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Teachers use their good subject knowledge to provide challenging work for students.
- Each student receives good individual support to help them learn well.
- The small number of students taking the course restricts the range of activities possible in lessons.

#### Commentary

152. All students who took the A-level examination in 2004 gained at least an E grade. This represents satisfactory achievement for those concerned. Since very few students were entered, however, comparisons with national results are not appropriate. The few students continuing to study English in the current Year 13 are working at average standards and their achievement is satisfactory. Because teachers support them well, they are gaining in confidence and enjoying the subject.

153. Teaching and learning are good. Teachers provide stimulating resources that are well matched to students' needs. Hence students successfully explore, for example, the historical background to the texts they are studying. Teachers plan well to develop the use of independent research which helps students draw inferences about emerging social and cultural influences. Teachers understand the needs of students and provide a considered balance between guiding detailed study and encouraging students to develop their own ideas.

154. Although students lack the benefit of discussion in large groups, teachers challenge students to use evidence and to rehearse their opinions in dialogue with them. Consequently, students are developing their skills of finely tuned analysis of the texts they are studying. Their essays reflect their ability to present ideas and interpretations effectively. Teachers' marking provides students with clear advice about how to organise and present a line of argument with supporting evidence.

155. Leadership and management of English in the sixth form are good.

## MATHEMATICS

156. The school offers an A-level course in mathematics. A small number of the remaining Year 13 students were re-sitting AS level mathematics at the time of the inspection. Too few students sat A-level in 2003 or 2004 to make valid national comparisons. The results of those taking the examination were lower than expected, given their previous GCSE results. From a limited evidence base during the inspection, standards of work are very low and lower than expected. No student passed AS level at the end of Year 12 and hence achievement is unsatisfactory. One lesson was

observed. Only half the students attended and received a satisfactory tutorial in advance of their module test later in the week. They did not all bring the books and equipment needed and they showed little evidence of being able to take responsibility for their learning. They rely too heavily on their teachers.

## **SCIENCE**

No subject in this curriculum area was inspected.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

157. Work was sampled in information and communication technology. Provision in this subject is satisfactory. Examination results are below average, reflecting the below average ability of the students on entry to the sixth form. Achievement is thus satisfactory.

## **HUMANITIES**

The focus in this curriculum area was on history. Only one lesson could be seen and only two students are taking the subject in Year 13.

### **History**

Provision in history is **satisfactory**.

158. In recent years, standards at GCE A-level have been well below average. In 2004, three of the four students who entered the examination passed. Standards of work being produced by the current students are below average and this represents satisfactory achievement, given their attainment at the start of the course. Students have a sound understanding of the key events and concepts of the periods studied. For instance, they are aware of the different views of historians about Nazi Germany. Extended written work is below average as it lacks supporting evidence and mature structure. Teaching and learning are satisfactory. Teachers have sound subject knowledge, which they use well to plan lessons that meet the needs of students. Marking is thorough and guides improvement. Students value the extra support given by the teachers, although they do not always respond positively as homework is often not completed on time and attendance is irregular. The newly appointed head of department leads well by example with the sixth form teaching, but recent changes in staffing have placed strong demands on management so that good practice has not yet been shared.

## **ENGINEERING, TECHNOLOGY AND MANUFACTURING**

No subject in this curriculum area was inspected.

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

The focus in this curriculum area was on art and design.

### **Art and design**

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

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

- Teaching is very well matched to the individual students' needs. Students' achievements are good and they learn very well.

- The use of assessment is very good.
- Very good use is made of the monitoring of performance data to guide further improvement.

### **Commentary**

159. In 2004 five students studied art and design and attained well below average standards. Art is a popular subject in this school and eight students are studying the course this year. These students are on course to attain average standards by the end of Year 13, with the more able attaining above average standards. This represents good achievement, given that some of these students had not studied the subject in Years 10 and 11 and hence their attainment at the start of the course was below average.

160. Students show a very good command of the media they are using. They achieve well because they are given a wide range of activities through which to develop their skills. Students show a good interpretation of the artists they study and these are used successfully to influence their own style. Their work is supported well by the use of information and communication technology.

161. Teaching and learning are very good. Teachers take great care to match their input to the needs of each student. Assessment procedures and the use made of assessment information are very good. Relationships are excellent and most of the students respond to their work with a very good awareness and motivation.

162. Leadership and management are very good. Teamwork in the department is excellent and has been fundamental to raising standards. High quality displays illustrate very well the high standards students achieve and provide a stimulus to others. Students put on displays of their work within the local community. No student was studying the subject at the time of the previous inspection, so comparisons with provision then cannot be made.

### **HOSPITALITY, SPORTS, LEISURE AND TRAVEL**

No subject in this curriculum area was inspected.

### **BUSINESS**

163. Work was sampled in business education. Provision in this subject is satisfactory. Examination results are well below average but represent satisfactory achievement, given the very low ability of the students on entry.

### **HEALTH AND SOCIAL CARE**

No subject in this curriculum area was inspected.

### **PERSONAL DEVELOPMENT AND GENERAL PROGRAMMES**

No subject in this curriculum area was inspected.

## 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>4</b>	<b>4</b>
How inclusive the school is		3
How the school's effectiveness has changed since its last inspection	4	3
Cost effectiveness of the sixth form / value for money provided by the school	4	4
<b>Overall <u>standards</u> achieved</b>		<b>4</b>
Pupils' achievement	4	4
<b>Pupils' attitudes, values and other personal qualities</b>		<b>4</b>
Attendance	6	6
Attitudes	5	4
Behaviour, including the extent of exclusions	4	4
Pupils' spiritual, moral, social and cultural development		4
<b>The quality of education provided by the school</b>		<b>4</b>
The quality of teaching	4	4
How well pupils learn	4	4
The quality of assessment	4	4
How well the curriculum meets pupils needs	4	4
Enrichment of the curriculum, including out-of-school activities		4
Accommodation and resources	4	4
Pupils' care, welfare, health and safety		3
Support, advice and guidance for pupils	4	2
How well the school seeks and acts on pupils' views	4	4
The effectiveness of the school's links with parents		3
The quality of the school's links with the community	0	2
The school's links with other schools and colleges	0	3
<b>The leadership and management of the school</b>		<b>3</b>
The governance of the school	4	5
The leadership of the headteacher		2

The leadership of other key staff	5	3
The effectiveness of management	5	3

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