

# INSPECTION REPORT

## **THE WOODRUSH HIGH SCHOOL**

Hollywood, Birmingham

LEA area: Worcestershire

Unique reference number: 116937

Headteacher: Mr T Morrison

Lead inspector: Mr I Hodgkinson

Dates of inspection: 18<sup>th</sup> - 21<sup>st</sup> October 2004

Inspection number: 268830

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 students: 11 -18  
Gender of students: Mixed  
Number on roll: 1,015

School address: Shawhurst Lane  
Hollywood  
Birmingham  
Worcestershire  
Postcode: B47 5JW

Telephone number: (01564) 826 533  
Fax number: (01564) 822 226  
Appropriate authority: The governing body  
Name of chair of Mr C Sambrook  
governors:

Date of previous 5<sup>th</sup> October 1998  
inspection:

## CHARACTERISTICS OF THE SCHOOL

This average-sized school serves 510 boys and 505 girls. It is oversubscribed, and there has been a substantial increase in numbers of students in the sixth form this year after some years of considerable decline. The school is located in Hollywood, on the northern edge of Worcestershire, just outside the urban reaches of Birmingham. The socio-economic circumstances of the students and their families are better than average overall, but students from a full range of backgrounds are catered for. The proportion of students entitled to a free school meal is below average, and there are no students in public care. The village of Hollywood itself and some of the surrounding suburbs of Birmingham and Solihull are relatively prosperous. The school's location, however, presents it with some significant challenges. There are selective grammar schools nearby so there is some "creaming off" of the higher attainers, though students' attainment on entry is average overall. The school is just outside Birmingham, and draws around a third of its students from some deprived parts of that city such as Billesley and King's Norton, yet it lacks the special funding from schemes like *Excellence in Cities* which are in place to support students from such deprived areas.

Eighty-five per cent of students are White British. The largest minority ethnic group is White drawn from backgrounds other than British or Irish. Eighteen students on roll are of Black Caribbean heritage. Many other ethnic groups are represented by small numbers of students. There are 18 students whose first language is not English: as a proportion, this is a bit higher than in most schools, but none are beginners in learning the language. There are six Traveller children on roll.

The percentage of students with special educational needs is above the national average, but the percentage with statements of need is below the national average. Of those requiring support beyond that given by the school alone, most have specific learning difficulties or dyslexia. The school caters for students with a large range of needs, including speech and communication disorders and physical, visual and hearing impairments. Six students are on the autistic spectrum, and eight have emotional and behavioural difficulties.

Funding for the school has been well below national levels, but the award of Technology College status has helped to offset some of the resource constraints. The school also has Investor in People, Careers Charter Mark, and Football Association Charter Mark awards.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20588	Mr I Hodgkinson	Lead inspector	
12775	Ms J Goodchild	Lay inspector	
28199	Mr P Lawley	Team inspector	English
18967	Ms B Loydell	Team inspector	Mathematics
5241	Dr C Millband	Team inspector	Science Biology sixth form
10053	Ms J Simms	Team inspector	Art and design English as an additional language
33304	Ms C Hall	Team inspector	Design and technology
30743	Mr N Cowell	Team inspector	Geography Special educational needs
15029	Mr K Davitte	Team inspector	History
8052	Mr K McKenzie	Team inspector	Information and communication technology
13155	Mr J Dixon	Team inspector	Modern foreign languages
33014	Mr A White	Team inspector	Music
23268	Mr K Corrigan	Team inspector	Physical education
20719	Ms A Fraser	Team inspector	Citizenship Religious education

The inspection contractor was:

Tribal PPI  
Barley House  
Oakfield Grove  
Clifton  
Bristol  
BS8 2BN

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school's effectiveness is satisfactory.** Woodrush High is a popular and steadily improving school. In spite of significant financial constraints, sound leadership has made substantial improvements to the school's site and resources in recent years. Overall standards of attainment have not improved as strongly, though, because of weaknesses in the curriculum and because the very good teaching and learning practices seen in some subjects are not implemented consistently through the school. **The school gives satisfactory value for money.**

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

- The quality of teaching is good overall, and often very good.
- Teachers know their students very well and understand their needs. Provision for students with special educational needs is very good.
- Whilst the school benefits from good strategic leadership from the headteacher and senior team, there has been insufficient leadership and management in some areas, leading to uneven quality of provision between different subjects and aspects of the curriculum. Expectations of students' behaviour and standards of work vary too much between teachers and subjects.
- The curriculum is unsatisfactory, especially for Years 7-9, impeding students' progress and achievement in English, ICT, music, art and design and citizenship.
- Provision for history and modern foreign languages is very good, but is unsatisfactory for geography. Achievement is unsatisfactory in science in Years 10 and 11.
- The programme for personal, social and health education (PSHE) is unsatisfactory, and for citizenship is poor.
- The attendance and punctuality of sixth formers are unsatisfactory.
- Statutory requirements for the curriculum, and for reporting national test and examination results for comparison with school results, are not met in full.

The school has made satisfactory improvement since its last inspection in 1998. There has been very good improvement in provision in modern foreign languages. Improvement in information and communication technology (ICT) has been good and that in art and design satisfactory. Students' behaviour has improved as a result of the school's new behaviour policy. Attainment at GCSE and A/AS level remains the same as it was in 1998 relative to the national picture; results in Year 9 tests have, however, shown a relative decline. Teaching and learning quality has improved significantly since the last inspection, but the curriculum now has weaknesses which constrain students' achievement.

### STANDARDS ACHIEVED

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

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

**Standards achieved overall are satisfactory**, but there is wide variation between subjects, and underachievement persists in core subjects of English and ICT by Year 9 and science by Year 11.

- Students have underachieved in their Year 9 national tests in English, mathematics and science. Results have been broadly average in comparison with all schools nationally, but lower than average in comparison with schools who take students of similar capability.
- Students make rapid progress from their relatively weak Year 9 tests to their GCSE results, and their achievement by Year 11 is satisfactory. The table above shows that for their best eight subjects, students' GCSE results in 2003 were well above the national averages.
- Students with special educational needs achieve well in the school: very good provision is made to support them by their teachers and the staff of the Student Development Centre.
- A and AS level results have been below national averages, because, unlike now, most higher attainers have in the past not stayed into the sixth form and few students have attained the higher grades A-B. Students' achievement at A and AS level is satisfactory.

**Students' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory overall.** Students are polite and courteous, and respond well where teachers' expectations of their behaviour and performance are high. Where expectations are not high, though, poor attitudes can prevail and are manifested by distracting behaviour in a minority of lessons, heavy littering of social areas during breaks, and unsatisfactory attendance and punctuality in the sixth form. Too many students generally are late to school. Weaknesses in the school's curriculum for PSHE, citizenship and collective worship constrain students' personal development.

#### **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching is good overall**, with real strengths in teachers' subject knowledge and their use of resources, including ICT, to help students learn. The curriculum is unsatisfactory and curricular arrangements impede students' achievement in Years 7-9. Enrichment activities are good, though, and participation rates high, especially in sport. Students are well cared for. There are some good links with local primary schools to help students make progress on joining the school in Year 7, but links with other schools and colleges to develop a wider curriculum for students in Years 10-13 have been insufficient.

#### **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall.** The headteacher, new to the school, and the senior team, have a clear sense of the priorities for school development and give the school good strategic direction. There has, however, been insufficient



leadership and management of some aspects of the school's work, so that some very good practices, in areas such as assessment or the support for students' literacy and numeracy, are not shared across the school. Governance is satisfactory overall: governors know the school well and have worked hard to enhance its site and learning resources. However, it is unsatisfactory that governors have not ensured that statutory requirements are met in respect of citizenship, work-related learning, collective worship, and sixth form religious education.

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

Students and parents like the school and value its work: they rate the quality of teaching highly. Their chief concern is about poor behaviour which disrupts learning in some lessons. Inspectors found that this was a problem in a minority of lessons, but that the new behaviour policy was effective when implemented with consistency. Parents' concerns over the quality of reports on students' progress are valid, but were related to a technological problem and should not persist.

### **IMPROVEMENTS NEEDED**

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

- Increase the capacity of management to ensure that policies to improve achievement and the quality of education are implemented consistently across subjects.
- Improve the organisation of the curriculum, especially for English, art and design, music and ICT in Years 7-9 and religious education in the sixth form.
- Improve the quality of provision for geography, citizenship and PSHE.
- Improve achievement in science in Years 10 and 11.
- Improve the attendance and punctuality of sixth formers and the punctuality of all students.

#### **And, to further meet statutory requirements:**

- Make arrangements for a daily act of collective worship and for work-related learning for all students in Years 10 and 11; report relevant national test and examination results in the governors' report to parents and school prospectus.

## THE SIXTH FORM AT THE WOODRUSH HIGH SCHOOL

### OVERALL EVALUATION

**This is a satisfactory sixth form**, offering over 20 courses at AS and A-level. It suffered a decline in numbers on roll until 2003, but, following a far-reaching sixth form review, this has been reversed and now the sixth form is as large as it has ever been. It is now cost effective. Results have been below average with low proportions getting the highest grades, but the achievement of students is satisfactory overall. The school has historically not recruited those at the highest levels of prior attainment at GCSE, though this is now changing.

#### The main strengths and weaknesses are:

- Teaching is good overall and often very good.
- Students enjoy the sixth form, and value the support they are given by their teachers.
- Students' attendance and punctuality are unsatisfactory.
- The school has not collaborated enough with other schools and colleges to broaden its curriculum for students.
- Religious education is not taught to all students as required.

### 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, those inspected in detail are shown in **bold type**.

Curriculum area	Evaluation
English, languages and communication	<b>Satisfactory in English literature.</b> Teaching is satisfactory, with good teacher subject knowledge used well to brief and guide students, but lower-attaining students do not get enough support. Lessons in French and Spanish were very good and were characterised by very dynamic teaching, high expectations and very good student achievement.
Mathematics	<b>Good in mathematics</b> , where teaching is very good, demonstrating enthusiasm and depth of subject knowledge. Students achieve well.
Biology	<b>Satisfactory in biology.</b> Teaching is satisfactory with specialist expertise but a lack of imaginative styles. Low numbers of students opt for chemistry; teaching and learning seen in one lesson with one student on roll was satisfactory but constrained by the lack of opportunity to exchange ideas with other students.
Information and communication technology	<b>Satisfactory in ICT.</b> Recent AS and A-level examination results have been below average but standards in lessons are improving as there are now more specialist teachers in the department. Learning resources have improved significantly.
Humanities	Teaching and learning seen in geography were good; In history lessons seen, teachers' very good subject knowledge was used particularly well, and students' skills in debate and discussion were very good. Students achieve very well in religious education In psychology, results are well below national levels and students achieved less well than in their other subjects.
Engineering, technology and manufacturing	Teaching and learning in a textiles lesson seen were satisfactory. The knowledge and understanding shown by the students were above average. Results in food technology in recent years have been strong.

Visual and performing arts and media	In the one art lesson sampled, teaching was good. The students are making satisfactory progress, but their creative skills and standards of attainment are below average.
Hospitality, sports, leisure and travel	Teaching and learning seen in sports studies lessons were good. Students made good progress and achieved well as a result of the teachers' carefully structured lessons and excellent student-teacher relations.
Business	In one lesson seen, teaching was very good and students were fully involved in a very effective and challenging group activity.
Personal development and general programmes	There are no timetabled sessions for personal development programmes in the sixth form. Sixth formers attend occasional conferences on moral issues, but the requirement for sixth formers to study religious education is not met. Results in general studies at AS level have been well above the national average.
<i>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'.</i>	

### ADVICE, GUIDANCE AND SUPPORT

Advice, support and guidance to sixth formers are satisfactory overall. Students in the sixth form feel that their induction into the sixth form has been good, and that they have been well advised on course expectations and requirements. Students are generally happy with the support they receive, particularly with their application to university. There are, however, shortcomings in careers advice for other post-18 options. Whilst students can get a careers interview with an advisor from the Connexions service, there is no time allocated on the timetable for either careers education or personal, social and health education. Helpful assessment profiles are produced each term by subject staff and used by students to measure their progress and set individual targets for improvement. In morning tutorial sessions, some valuable work is done in setting and reviewing personal targets. Students are part of the school council and also have a sixth form committee in which to express their views.

### LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

**Leadership and management of the sixth form are satisfactory.** The school's senior management team launched a detailed and thorough review of the sixth form in summer 2003 in response to a serious decline in enrolment and a fall in attainment. The review's findings indicated the need to improve the work ethic of students, and to strengthen the school's systems for monitoring students' academic progress, attitudes, attendance and punctuality. These measures have now been put into place and are having a positive effect in raising standards. The raised expectations of sixth formers have also served to attract more of them, and more higher attainers are staying on into the sixth form rather than going elsewhere. The appointment of an assistant headteacher with direct line management responsibility for the sixth form has ensured that the performance of the sixth form as a whole will continue to be carefully monitored.

### STUDENTS' VIEWS OF THE SIXTH FORM

Students like the sixth form at Woodrush, and particularly value the support they receive from their teachers, who, the students feel, know them very well. Whilst they like their common room and their very attractive private study facilities, they are occasionally frustrated by how crowded these become.

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

### **STANDARDS ACHIEVED BY STUDENTS**

#### **Standards achieved in subjects and courses**

Standards achieved overall are satisfactory, although achievement varies widely between subjects, and for different year groups within subjects. The organisation of curriculum in Years 7-9 hinders achievement in a number of subjects.

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

- Students have underachieved in their Year 9 national tests in English, mathematics and science.
- Students make rapid progress from their relatively weak Year 9 tests to their GCSE results, and their progress from Year 7 to Year 11 is satisfactory.
- Compared to all schools nationally and similar schools, students' best eight GCSE results are well above average.
- At both GCSE and A-level, pass rates are high, but at A-level and in some subjects at GCSE, low proportions of students achieve high grades.
- Students achieve very well in history and religious education in Years 10 and 11, and some achieve particularly well in modern foreign languages in all years.
- An unsatisfactory school curriculum leads to underachievement in art and design, music and ICT in Years 7-9, and poor progress is made in citizenship in all years. Students also underachieve in geography and science in Years 10 -11.
- Students with special educational needs achieve well in the school: very good provision is made to support them by their teachers and the staff of the Student Development Centre.

#### **Commentary**

1. When students join the school in Year 7, their attainment is broadly in line with the national average. Higher proportions of students than average attain the nationally expected Level 4 or above in their national tests at the end of primary school. The proportions attaining the higher Level 5, however, are more in line with the national average overall, and with English attainment at Level 5 below average. There has been little difference in this profile over time. The cognitive ability tests (CATs) which the school sets to test the capabilities of students when they join the school in Year 7

confirm this broadly average picture for some year groups but suggest below average capabilities for others, especially the current Year 9. The CATs scores further suggest that students' verbal skills when they join the school are considerably weaker than other skills, and have generally declined over time, but that number skills on entry are sound.

2. By the end of Year 11, students' achievement is satisfactory, and GCSE results are above the national average for all schools. Rates of progress, however, vary quite substantially between subjects and age groups, and are affected by differences in the quality of the curriculum and teaching between subjects.
3. In 2003, national Year 9 test results were well below the average for similar schools, having been very low in 2002. Against all schools nationally, however, 2003 results overall were average, and have remained so for three years. Results in mathematics and science were average: they had remained so in science for four years but had been above the national average in mathematics for the previous three years. Results were below average in English, and have fluctuated considerably over time. Given what would appear to be a broadly average attainment on entry profile, though with weaker verbal skills as measured by cognitive ability tests, progress may not have been as weak as the similar schools comparison suggests. The 2003 results in mathematics and science were also right in line with the school's targets agreed with the LEA using nationally recognised data for improvements in students' performance. The school's value added score, measuring progress made by students between tests at the end of primary school to the Year 9 national tests, was weakened by the low English scores, and was below average against all schools and well below compared to similar schools.

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

Standards in:	School results	National results
English	32.5 (33.5)	33.4 (33.3)
mathematics	35.3 (35.7)	35.4 (34.7)
science	33.1 (33.9)	33.6 (33.3)

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

4. The trend in the school's Year 9 test results over time to 2003 has been "flat" and somewhat below the national trend. 2004 test results fell in all subjects, especially in English, and all subjects fell well short of their statutory targets. At the time of inspection, national comparative data was only available for mathematics and science results, and they showed that these results remained in line with the national average for all schools. In comparison with similar schools, mathematics results were average for the proportion getting to the nationally expected Level 5 and above, but well below average for those getting to the higher Level 6 and above. Science results improved to be broadly in line with the average for similar schools. Overall, girls do a bit better than boys in the tests, but there is not a significant difference.
5. In Years 7-9, students achieve well as a result of good or very good teaching in a number of subjects, including mathematics, design & technology, history, modern

foreign languages, physical education and religious education. Weaknesses in the curriculum for these year groups, however, lead to underachievement in a number of subjects. The "carousel" arrangements, where students rotate periodically between classes in art and design, drama and music, and between PSHE and ICT, restrict the time available to teach the required programmes of study in art and design, music and ICT. The rotations also impede the development of skills in these subjects, so that students are not able to build effectively on what they have learnt. In English, a relative shortage of curriculum time, along with weaknesses in the co-ordination of literacy across the school, constrains students' development of writing skills and leads to some underachievement by Year 9. In all of these subjects, where students' skills are less well developed than might be expected by Year 9, teaching and learning in the classroom are at least satisfactory and often good, and improvements are evident in writing skills and ICT capability in Years 7 and 8. Overall, then, achievement in Years 7-9 is satisfactory, despite some considerable variation by subject.

6. GCSE performance paints a much brighter picture than that of the Year 9 tests. Compared with all schools nationally, results in 2003 were above average for those gaining grades A\*-C and on overall average points. Average points for students' best eight subjects were well above average. In getting students to achieve five passes at A\*-G, the school's performance was very strong indeed. There is no significant difference between boys' and girls' results over time.
7. These good results compare very favourably with the students' weak Year 9 test performance, and as a result students' value added in 2003 – the progress they make from Year 9 test to GCSE results - was very high overall. Middle-attaining girls and higher-attaining boys did particularly well. School and local education authority (LEA) data confirms that the GCSE results also represent satisfactory progress for students from their tests at the end of primary school. GCSE results had been on a healthy upward trend in the five years to 2003, matching the national trend. Students' GCSE average points score fell a little in 2004, and the proportion gaining five or more GCSEs at grades A\*-C fell from 58 per cent to 55.4 per cent. This was below the statutory target of 62 per cent, but the school had consistently exceeded its targets for GCSE in the three years before this.

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

	School results	National results
Percentage of students gaining 5 or more A*-C grades	58 (62)	52 (50)
Percentage of students gaining 5 or more A*-G grades	99 (97)	91 (91)
Percentage of students gaining 1 or more A*-G grades	99 (98)	96 (96)
Average point score per student (best eight subjects)	39.0 (38.3)	34.7 (34.8)

*There were 170 students in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

8. 2003 GCSE results were at or above the national average in most subjects, and results at grades A\*-C results were significantly high in art, biology, business studies, design and technology, English literature, history, child development, mathematics, physics and Spanish. Results were below average in combined science and physical

education. Students in some subjects, especially design and technology, English literature, history and child development scored a high percentage of top grades (A\*-A), but this was not the case with all subjects: no student gained an A\* in mathematics or the sciences and all of the sciences had low proportions scoring A grades. In comparison with other subjects, students did best in English literature, French, Spanish and business. Girls also did well in history and design and technology, whilst boys did less well in design and technology. 2004 results indicate a similar pattern. The school's analysis of how students achieved their target GCSE grades indicate strong performances for history, mathematics, English (language and literature), French, music, religious education, child development, food technology and engineering. A high proportion of students achieved results below their targets in ICT, physical education, all of the science subjects, geography, textiles technology and graphics.

9. Current achievement by Year 11 is satisfactory overall. Students achieve very well in history and religious education by this time, and some students achieve very well in modern foreign languages. There is good achievement overall in design and technology and music. Achievement is unsatisfactory in geography as a result of unsatisfactory teaching and learning in Years 10 and 11. In science, too, weaknesses in the planning of teaching leads to underachievement, especially among higher attainers. Since the school has no planned programme of citizenship, students' progress in this subject is poor. Weaknesses in examination results have been addressed to a satisfactory degree in ICT, physical education, textiles and graphics.
10. Students with special educational needs achieve well. Their achievement overall is high when the wide improvement evident in their personal and social development is considered with their good learning in subjects. They often make better progress than others because their needs are understood by the teachers, who plan very well to meet them. Overall, higher attainers make satisfactory progress, and respond well to some very challenging teaching in, for example, modern foreign languages, history and religious education. The physical education department supports its talented students well. Gifted and talented students are clearly identified through the school's assessment and target-setting systems, and mostly appropriate provision is made for them, although higher attainers do not get to the higher GCSE grades, as they should, in science. Students with English as an additional language make satisfactory progress; the one student who is at an earlier stage of language acquisition than the rest (though not a beginner in English) receives effective support from the Student Development Centre and achieves well. The school makes appropriate provision to support the achievement of Traveller children, but their progress is severely disrupted by very poor attendance.

### **Sixth form**

11. In the sixth form, attainment at A and AS levels was below average overall in 2002 and 2003; it was below average for Year 13 students in 2003 but average for these in 2002. The school has in the past not retained its higher-attaining Year 11 students into the sixth form because they have gone either to nearby grammar schools or to colleges with a wider choice of courses. So, whilst the pass rate at grades A-E has been strong, the pass rate at higher grades A-B rate has been low: no boys got an A or B grade in 2003. Results have declined steadily from 2002-2004. School data,

however, suggests that students' achievement, when related to their GCSE results, is sound. At A-level, students in most subjects performed comfortably between lower and higher target grades in 2004, with students in food technology and most of those in mathematics strongly outperforming their higher targets. Students in business studies, English, ICT, media, and psychology underperformed on average against lower targets at A-level. At AS level, students underperformed against their lower targets on average in the three sciences, drama, ICT, mathematics, psychology, Spanish, and sports studies. Across both A and AS levels, female students did considerably better than male students.

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

	School results	National results
Percentage of entries gaining A-E grades	92.4 (92.8)	89.4 (92.6)
Percentage of entries gaining A-B grades	14.5 (18.4)	32.6 (35.3)
Average point score per student	215.7 (219.0)	258.2 (263.3)

*There were 37 students in the year group. Figures in brackets are for the previous year.*

- Unsatisfactory attendance constrains the achievement of some students, and following the sixth form review, the school's monitoring of this has strengthened. Improvements in attendance and punctuality now feature strongly in students' action plans for improving their attainment. The small numbers of students in classes in the past may have reduced the quality of learning by limiting discussion and the sharing of ideas. This is still evident today in some classes, such as chemistry. However, since the sixth form review, there has been a considerable rise in student enrolment and classes of less than six students are now in a small minority. Furthermore, the school's higher attainers are now beginning to stay on, and for the first time this year, the top three attainers at GCSE moved into Year 12. This changing profile is boosting standards overall in the sixth form. In mathematics, history, religious education and modern foreign languages, inspectors note the good and very good skills and competence of students, especially in Year 12. Students in English, art and psychology, however, had skills and attainment which were below average. Overall, current achievement in the sixth form is satisfactory. There were no significant differences identified in the achievement of male and female students.

**STUDENTS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

The attitudes of students are **satisfactory**. The behaviour of students is **satisfactory**. The spiritual, social, moral and cultural development of students is **satisfactory**. The attendance of students is **satisfactory** and punctuality is **unsatisfactory**.

**Main strengths and weaknesses**

- The change of culture within the school to the celebration of achievement is beginning to have a positive effect.
- The school's procedures and actions to raise attendance levels are good.
- Attendance levels have risen significantly over the last year, although attendance rates for students in the sixth form are low.
- Teachers have to work hard to engage students in their learning.



- Many students have low aspirations and this affects their attitude towards study.
- Students' independent learning skills are underdeveloped.

## **Commentary**

13. Students' attitudes are satisfactory. Teachers often have to work hard to engage students' attention in lessons and enthuse in them a desire to learn, particularly in Years 10 and 11. When stimulated by lively and interesting teaching, students' attitudes to learning are good and sometimes very good. They become interested in their studies and are able to sustain their concentration well. Where teaching is less effective, and students' interest is allowed to deteriorate, they demonstrate a lack of enthusiasm for their work, with the consequent lack of progress in learning during the lesson. More able students are fast tracked and entered for GCSE examinations at the end of Year 10. This raises their self-confidence and attitudes to learning become more positive. Other vocational pathways are used to encourage more positive attitudes in other groups of students. Independent learning skills have not been consistently developed and in some subjects students are teacher dependent in lessons rather than taking the initiative. The state of the playgrounds and dining area after break and lunch is poor. Students drop their litter on the ground despite the presence of several bins. Staff do not always insist that litter is picked up and rely on caretaking and canteen staff to clear up after students.
14. The behaviour of students is satisfactory. Relationships between students are good and lunch times, despite crowded conditions, are socially harmonious occasions. Students and parents report that a significant number of lessons are disrupted by poor behaviour. Low level disruption is a feature of some lessons and on occasions students deliberately misbehave in order to be sent out of the class. Most teachers, with good behaviour management skills, ensure their lessons are not disrupted. Others, however, do not consistently use the school's behaviour management procedures, with the consequence that the learning of all is affected. The number of fixed term exclusions for the last academic year is high. There are fewer exclusions for the equivalent period this year: arrangements have been made to internally exclude students so that they can continue with their studies. Reasons for exclusion are appropriate and are for incidents of serious misconduct. Three students were permanently excluded last year. Parents are involved with the school in resolving behavioural issues.

## Exclusions

### *Ethnic background of students*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No. of students on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	812	115	3
White – Irish	4	3	0
White – any other White background	45	13	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	9	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – any other Asian background	6	0	0
Black or Black British – Caribbean	17	7	0
Black or Black British – African	3	1	0
Black or Black British – any other Black background	2	0	0
Chinese	2	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	70	2	0

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

15. The provision for spiritual, moral, social and cultural development is satisfactory. The provision for spiritual development is very good within religious education but opportunities elsewhere are few. Moral and social provisions are much stronger. Cultural opportunities are restricted by the time allocation for the arts and the school does very little to help students' awareness of other cultures living in Britain. The provision is not identified within most departments and this leads to inconsistencies and opportunities being missed.

## Attendance

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

Authorised absence	
School data	6.3
National data	7.2

Unauthorised absence	
School data	1.5
National data	1.1

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

16. The attendance of students is satisfactory. Attendance in the year 2003/04 was broadly in line with the national average for all schools. Good procedures to monitor and improve attendance have been implemented. These include the use of a computerised attendance recording system, an attendance officer and the good support of the education welfare service. Punctuality to school is unsatisfactory. Too many students arrive after morning registration has begun.

## **Sixth form**

17. The attitudes and behaviour of students in the sixth form are satisfactory. Most show a responsible attitude towards their studies. It was noted during the inspection that a significant number of students spent a lot of recreational time in the common room and not in private study. Behaviour is good. Several students in Year 12 have volunteered to work with younger students within the school. Opportunities for personal development also occur through Young Enterprise and Duke of Edinburgh Awards. The sixth form committee organises the annual leavers' ball. The attendance and punctuality of sixth form students are unsatisfactory, and constrain achievement for some students. The overall attendance levels for Years 12 and 13 in the current academic year are below 80 per cent.

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

The overall quality of education provided by the school is satisfactory. Students and students are well taught. Students therefore learn well. The curriculum is unsatisfactory, and constrains achievement. Whilst there has been good work with local primary schools to help students develop skills important to their secondary education, the school has yet to establish sufficient links with schools, colleges and businesses to give the curriculum appropriate breadth for students aged 14-19. There is a good range of extra-curricular and enrichment activities, especially in sport, and many students participate. Students are well cared for and have access to satisfactory advice, support and guidance.

### **TEACHING AND LEARNING**

The quality of teaching and learning is good. Teaching is good, and students learn well because many teachers plan lessons well. Assessment systems are satisfactory overall, and they are very effective in some subjects as they enable teachers and students to recognise strengths and weaknesses in their performance and how to improve.

### **Main strengths and weaknesses**

- Teachers have good specialist subject knowledge, and make good use of resources to help students learn.
- Students respond well to good teaching: they demonstrate a good capacity for independent study and work well in teams. Attitudes to learning can deteriorate quickly, however, where the pace of learning slackens.
- Much of the teaching is very good in history, modern foreign languages and religious education.
- Teaching is unsatisfactory in geography in Years 10 and 11, and unimaginative teaching in science leaves students without the skills they need to reach higher levels of attainment.
- Assessment practices are very good in history, physical education, ICT, modern foreign languages and religious education.

### **Commentary**

18. Teaching is good overall, and over a third of lessons seen were very good or better. Teachers are mainly specialists in their subjects and their expertise adds much to the quality of the lessons. They use resources particularly well to help students get a clear

understanding of the topics at hand. In particular, the new ICT equipment such as electronic whiteboards is used to good effect to keep up the pace of learning; the mathematics department uses such facilities very well. Teachers in history and physical education use inventive methods to help students reinforce their knowledge and understanding. The planning of lessons by teachers is a strength in a number of subjects, and the good professional development of teachers through the national Key Stage 3 Strategy is evident in this regard. In many subjects, including mathematics, physical education, art and design, food technology and textiles, lessons begin well with a clear statement of learning objectives, which give a focus to the lesson and add to the pace and purpose of the teaching and learning.

**Summary of teaching observed during the inspection in 152 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
6 (4%)	33 (22%)	72 (47%)	36 (24%)	5 (3%)	0 (0%)	0 (0%)

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

19. A high proportion of teaching is very good in history, modern foreign languages and religious education. In these and many other subjects, teachers have high expectations of what students can achieve and how they should conduct themselves in lessons. Students respond well to these high expectations. Their literacy, numeracy and ICT skills are sound, and they can apply other skills well when required. In physical education, students are good at evaluating their own work and that of their peers, and this helps them to improve their performance. Their good progress in learning modern foreign languages results from some confident speaking in the target language in class. Students generally work well in groups, sharing information and drawing their ideas together. They show a good capacity for independent learning when given clear objectives, and this is a key feature of some very good learning in religious education.
20. On the whole, behaviour is satisfactory in class: most teachers use the school behaviour policy consistently and to good effect. Students' attitudes to learning can, however, deteriorate quickly where the pace and challenge of lessons are not high and where the behaviour policy is not applied clearly and systematically. This was evident in a number of lessons in PSHE, and was a feature of the unsatisfactory teaching in geography. In science, weaknesses in the planning of lessons by some teachers result in narrow teaching methods and teacher-centred sessions which depress the quality of learning: these sessions rarely have an interesting ending to creatively consolidate learning.
21. Teaching is good for students with special educational needs. Teachers know and address students' needs well using good individual education and behaviour plans that make needs, targets and strategies clear. Students with statements of educational need are supported well in classes by teaching assistants and this ensures their access to the curriculum and raises their achievement without creating dependence. Students with special educational needs are enabled to work independently and develop confidence and self-reliance by participating in general and group work with their peers. At these times, teaching assistants extend their support to other students

with learning or behaviour needs and this is effective in enhancing their learning. Where students are taught in the student development centre, they benefit from skilful teaching, both catering for their special educational needs and enhancing their learning and personal development. Students enjoy their learning and speak very appreciatively about the help they get. Students with special educational needs make particularly good progress in Years 7 to 9 in science. They progress better than their peers because teaching assistants are very well briefed and are able to prepare suitably modified work in advance. Well-levelled tasks and learning materials improve the learning of students with special educational needs in all subjects, with especially good provision in religious education. Good inclusion of all students is a very positive feature of the school.

22. Arrangements for the assessment of students' work are satisfactory. The school has recognised the need to have a more robust system in place to ensure a consistent approach across departments so that planning and target setting meets the needs of individual students. To this end, a comprehensive review of assessment practices has been undertaken as the basis for developing a school-wide policy which embraces assessment of, and for learning. With appropriate training of staff also undertaken, several departments are now using appropriate assessment strategies to improve students' learning. The best practice involves marking students' work thoroughly with positive feedback on how students can improve, informing them about their progress and the levels they are at and aspiring to and using it to inform and modify teaching. Very good examples of assessment practice were observed in history, physical education, ICT, modern foreign languages and religious education. There are, however, inconsistencies across the school where some subjects are not set appropriate student targets, marking is not thorough enough or appropriately linked to National Curriculum levels, and assessment to inform learning is inconsistently applied.
23. Parents expressed some concern over the quantity and quality of homework set. Inspectors found that homework set was satisfactory overall with some good quality homework set in some subjects, including music. Inspectors agree, however, that homework is not consistently set or recorded systematically in planners.

### **Sixth form**

24. The quality of teaching and learning in the sixth form is good. Much very good teaching was seen in a number of subjects, including mathematics, history, modern foreign languages and religious education. The strength of teachers' subject expertise is of particular benefit to the quality of lessons at this level. The school's review of its sixth form indicated some poor attitudes to work which impacted on the quality of learning. There is still some evidence of this in some immature attitudes, for example, during presentations in an ICT lesson and in their unsatisfactory attendance and punctuality. Attainment and skill levels are low among students who take up some subjects - including art and design, biology and English - at AS level, and this constrains their learning of some challenging concepts. However, in some classes, including those in mathematics, history and modern foreign languages, students in classes have very good basic skills and use them to learn very effectively.

### **THE CURRICULUM**

The curriculum is unsatisfactory overall because its organisation impedes achievement in some subjects and it does not meet all statutory requirements. There is a good range of enrichment activities, especially in sport. Overall, staffing, accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- The curriculum is unsatisfactory in Years 7-9, especially for art and design, music, ICT and PSHE.
- Statutory requirements are not met for citizenship education, religious education in the sixth form, or for the daily act of collective worship.
- Provision is not yet in place, as now required, for work-related learning for all students in Years 10 and 11.
- Apart from the statutory deficiencies, the curriculum has good elements of breadth, including modern foreign languages, drama and new vocational courses in Year 10.
- Many students participate in the wide range of extra-curricular activities on offer.
- There are not enough enrichment activities for sixth formers.
- The match of teachers to the curriculum is good.

### **Commentary**

25. The school's curriculum has some strong features. In addition to other National Curriculum subjects, students get discrete provision in drama. All take two languages in Years 8 and 9 and all follow at least one language in Years 10 and 11. There is a very full offer of technology subjects which includes engineering in Year 11 and manufacturing in Year 10. New vocational courses have been introduced with a view to establishing vocational pathways through to the sixth form, in leisure & tourism as well as manufacturing. The curriculum in Years 10 and 11 also offers business studies and child development.
26. Despite this breadth of offer, there are problems of curriculum balance in Years 7-9 which adversely affect achievement in a number of subjects. These problems stem from "carousel" arrangements, where students rotate periodically between classes in art, drama and music in one carousel, and between PSHE and ICT in another. Such arrangements restrict the time available to teach the required programmes of study in art, music and ICT. The rotations also impede the development of skills in these subjects, so that students are not able to build effectively on what they have learnt.
27. The curriculum is narrowed and its quality reduced by a failure to meet statutory requirements for citizenship education and for the daily act of collective worship. The quality of the PSHE programme is also unsatisfactory because lessons are not sufficiently engaging and students have a low regard for them. These are all elements of the curriculum whose strengthening might address some of the concerns over the attitudes of students in lessons and to school. Whilst the school has begun to enhance its vocational curriculum, it does not currently have arrangements in place, as now required, to provide a work-related learning curriculum for all students in Years 10 and 11.
28. The school's curriculum is enhanced through a wide range of enrichment activities to support and develop students' learning. They make foreign trips and excursions, visit

places of historical and geographical interest, take part in a variety of sporting and musical activities, and attend a number of clubs and societies attached to subject departments. In addition, suitable provision is made to support students who wish to continue their studies in school at the end of the school day. A good range of extra-curricular sports is offered and students' participation rates are high. The school has gained the FA Charter status for its work with boys' and girls' football.

29. The match of teachers to the curriculum is good. Nearly all teachers are teaching in their specialist area and when not the subject taught is usually their second specialism. There is satisfactory match of support staff to the curriculum. There have been improvements as a result of the school's healthier financial position, but there are still some shortages of staff. Additional classroom support for subjects is only available where the class includes one or more students with a statement of special needs, and there are occasions when such support could be invaluable for other students with special educational needs. There are notable examples of better staffing arrangements which have improved the support available to students and teachers, including through the appointment of a student services officer, an ICT network manager and technician, additional administrative support in the school office and a full-time reprographic assistant.
30. The school's accommodation is satisfactory overall, but has some significant weaknesses as well as some real strengths. The school's site and premises have developed well over recent years with the gradual addition of new buildings and replacement of temporary blocks. It benefits from recent refurbishments in design and technology, some refurbished English and science rooms and a new languages block, as well as good social and study areas in the sixth form. The school has given high priority to improving access to classroom and to other facilities for those with physical disabilities and every area of the school is now wheelchair accessible. Specialist physiotherapy and medical treatment rooms are used for students with special educational needs and there is a dedicated student development centre for students with special educational needs at the heart of the school. The partnership to deliver out-of-hours and dual use has led to improved outdoor sports facilities. However, a resolution to the problem of responsibility regarding the maintenance of indoor sports areas is needed. The gym and sports hall suffer from water penetration and there are concerns regarding health and safety in these areas. Some science laboratories are in need of modernisation. Poor soundproofing of teaching and practice rooms in music impedes learning.
31. Resources for learning are satisfactory. Resources are very good in the special educational needs department. They are good in English, mathematics and several other subjects. There has, in particular, been a significant increase in resources for ICT in recent years, including data projectors and interactive whiteboards, which are proving very effective in promoting learning in a growing number of departments. Resources are satisfactory in most other curriculum areas, with the notable exceptions of science and music, where they are unsatisfactory and limit the opportunities for effective practical work.

### **Sixth form**

32. The sixth form offers a good range of courses for a small institution: over 20 courses at AS and A-level. Classes have been very small in the past but the rise in enrolment to Year 12



means that there are few classes with less than six students. There are no vocational courses offered at present; students who wish to follow vocational courses must enroll in other schools or colleges. The school does not yet have partnership arrangements with other schools and colleges to allow its students access to courses in other institutions.

33. An ICT key skills programme is offered to students who have yet to attain a Level 2 competence (GCSE grade C or above) in ICT. This offers valuable support to students who need it, as does a mathematics GCSE resit course for those who have not reached GCSE grade C in that subject. Neither course is compulsory, though, and attendance in mathematics is low.
34. There are few enrichment opportunities for sixth formers, both within subjects to deepen their interest, and outside subjects to broaden their awareness. The sixth form does not have a PSHE programme, nor is the requirement to study religious education met. Sixth formers can, however, take the General Studies AS level, for which they receive tutorial support, and they have achieved good results in the past.

### **CARE, GUIDANCE AND SUPPORT**

The provision for students' care, welfare and health and safety is good. The support, advice and guidance students receive are satisfactory. The involvement of students through seeking, valuing and acting on their views is satisfactory.

### **Main strengths and weaknesses**

- The restructured pastoral system enables close monitoring of students' academic progress.
- High quality support is provided to students by the Student Development Centre.
- Induction arrangements for Year 6 students coming into the school are very good.
- Careers education is unsatisfactory.
- Insufficient time is allowed for the teaching of personal, social and health education.

### **COMMENTARY**

35. Within the last year, the role of the form tutor and head of year has been restructured so there is a greater focus on supporting students' learning. This year, progress checks have been introduced each term that will give pastoral staff an overview of how students are progressing. Underachievement will be more readily identified. The Student Development Centre provides high quality support to those students who are experiencing either an educational or personal difficulty.
36. The induction arrangements for students entering the school in Year 7 are very good. Students are familiarised with the school by taster days from Year 5 onwards, and a formal induction day. There are bridging units in place between the primary and secondary schools to help ease academic transition. Subject staff take lessons in a range of subjects in the primary schools. For example, higher-attaining primary school students benefit from weekly extension lessons in mathematics. The head of Year 7 closely tracks students' progress and quickly identifies any areas of concern. A range of support programmes helps students who are experiencing difficulty moving into the secondary school. Students entering the school at other times are given an induction programme to help them settle in. Transition from Year 9 to 10 is satisfactory. Students interviewed felt that they had enough information about courses before they selected them. A minority of students in Year 9 are accurately identified as needing

alternative curriculum arrangements in Years 10 and 11. These students are currently benefiting from attending colleges of further education to study a range of vocational courses, some linked with extended work placements or studying fewer subjects at GCSE. Careers guidance is satisfactory, but the careers education component of the PSHE programme is unsatisfactory. This is due in part to a lack of teaching time and non-specialist staff teaching the subject. A good mock interview programme is run for Year 11 students supported by local business. The arrangements to ensure that all students benefit from personal, social and health education are unsatisfactory.

37. Arrangements for health and safety are satisfactory, although recently-appointed staff have not yet received adequate training to ensure that health and safety matters are monitored within the school with rigour. Issues relating to the science department and fire doors were brought to the attention of the school. There has been a recent local authority audit. Some issues were brought to the attention of the headteacher. Child protection procedures are fully in place.
38. The school is trying to involve students more in its daily life and to provide a more effective forum for their views to be expressed. This aspect of the school's work is satisfactory. An increasing role is being developed for the school council. Representatives are elected by their peers but some students interviewed were unclear what its role was or of its successes. Prefects are appointed by staff and play a significant role in the daily running of the school. Year 8 students are responsible for producing the newsletter each term. Students are becoming more involved in assessing their own progress and setting targets to improve their work.
39. Students with special educational needs are supported well with suitable resources in subjects. Resources accessible to students with special educational needs through the learning support department are good. Access to information and communication technology is now very good and is contributing to better achievement. Staffing is not sufficient to make the fullest use of the potential in the department to raise standards further across the school by offering more specialist teaching for students with special educational needs.

#### **Sixth form**

40. Advice, support and guidance to sixth formers are satisfactory overall. Students in the sixth form feel that their induction into the sixth form has been good, and that they have been well advised on course expectations and requirements. Students are generally happy with the support they receive particularly with their application to university. There are, however, shortcomings in careers advice for other post-18 options. Whilst students can get a careers interview with an advisor from the Connexions service, there is no time allocated on the timetable for either careers education or personal, social and health education. Assessment profiles are produced each term by subject staff and used by students to measure their progress and set individual targets for improvement. In morning tutorial sessions, some valuable work is done in setting and reviewing personal targets. Students are part of the school council and also have a sixth form committee in which to express their views.

#### **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

The effectiveness of the school's links with its parents is satisfactory. The quality of the school's links with the community is satisfactory. The school's provision of extended services has just begun and is satisfactory. The school's links with other schools and colleges are good.

### **Main strengths and weaknesses**

- There is a good partnership with primary schools.
- Arrangements for the induction of students from primary school are very good.
- Community Partners Group enhances links with the local community.
- Links at sixth form level with other secondary schools and post-16 providers are underdeveloped.
- National test and examination data are not published as required in the governors' annual report to parents and the school prospectus.

### **Commentary**

41. The school's partnership with its parents is satisfactory. Consultation days give parents the opportunity to discuss progress with tutors and set targets for improvement with their child. Parents were surveyed about the consultation days that were introduced last year and their views taken into account when arranging the forthcoming ones. Parents were unhappy about the quality of the reports they received last year about the progress of their child. Inspectors agree with this. The school changed to a new reporting system last year and had problems producing reports in the anticipated format. Previous years' reports were satisfactory and gave parents an idea of the skills their child had acquired and how they were progressing, although targets for improvement did not consistently focus on what students needed to do to improve their work. Newsletters each term, produced by students, keep parents informed of events and successes. Though the governors' report to parents is well presented, it rather overstates the school's academic achievements. Benchmarks of national test data are not published so that parents are unable to compare the performance of their child against the national averages. Similarly, national A- and AS-level results are not published in the school prospectus.
42. The quality of the school's links with the community is satisfactory. The headteacher is a member of the Community Partners Group. Members of the business community offer mock interviews to Year 11 students. Senior citizens have lunch weekly with students. A community co-ordinator has recently been appointed and links with Adult and Community Learning are at an early stage of development. The school premises are well used by its community, particularly the sports facilities. Students collect and deliver harvest boxes to the local community.
43. Extended services to the community have just begun as part of the school's Technology College status. In addition to the valuable outreach work undertaken in primary schools, the school now offers ICT courses to adults. The courses were not running on the days of the inspection, but they are well subscribed and represent a satisfactory extension of the school's work.

44. There is a satisfactory partnership with other schools and colleges. There is a commitment to continue to develop these partnerships under its specialist school role. The induction arrangements with primary schools for Year 6 students coming into the school are very good. An effective partnership has been developed with the primary feeder schools. Teachers take lessons in primary schools, which helps the transition of students into the school. Links with further education colleges are satisfactory and enable a few students to follow alternative courses in Years 10 and 11.

### **Sixth form**

45. Links with other secondary schools and post-16 providers are currently underdeveloped. There has been little collaboration as yet with other sixth forms to extend the range of subjects offered to the sixth form, or indeed to Years 10 and 11. The sixth form still operates small classes which impose a cost on other parts of the school: the lack of decisive steps towards partnership with other institutions represents a missed opportunity to secure and improve the cost effectiveness of the sixth form.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. The headteacher and senior team provide good direction and leadership. The effectiveness of management is satisfactory overall, but the school has not been managed rigorously enough to ensure high standards in all areas. Governance is satisfactory. Statutory requirements are not met in respect of: citizenship; work related learning; religious education in the sixth form; collective worship; and the information provided in the governors' annual report.

### **Main strengths and weaknesses**

- The headteacher, new to the school, and the senior team, have a clear sense of the priorities for school development and give the school good strategic direction.
- There has been insufficient leadership and management of some aspects of the school's work, leading to inconsistent implementation of policies and sharp variations in the quality of provision between subjects.
- The school's self-evaluation has been good, and some effective action has been taken to improve performance, such as in the review of the sixth form.
- Governors have not ensured that statutory requirements are met in respect of citizenship, work-related learning, collective worship, and sixth form religious education: this is unsatisfactory.

### **Commentary**

46. The governance of the school is satisfactory. Governors are very supportive and have improved recently in their role as helpful critics of the headteacher and management. They know the school well. They have worked hard to enhance the school's site and learning resources: such improvements, along with better staffing, have helped the school to address fully the key issues of the last inspection. The improvement has been particularly effective in ICT, where teachers across the school are making particularly good use of the much better resources available. Governors do not, however, fulfil their statutory duties in full, so this area of governance is unsatisfactory. Statutory aspects of curriculum provision such as that for citizenship, a

daily act of collective worship and religious education for post-16 students are absent from students' experience. Taken together with other curriculum weaknesses, these shortcomings have an adverse effect on students' achievement and personal development.

47. Leadership of the school is good. The new head teacher has a clear vision for the future, but has wisely exercised restraint over changing the "status quo" till now. The school has developed an 'insular' view of itself, which has resulted in an unusual lack of local partnerships. Such alliances are needed to achieve an outward-reaching approach, more consistent with the school's obligations as a community school with technology college status. Recent budget constraints have placed severe limitations on the school's operations, but successful recruitment of key department leaders has been effective in creating better achievement for students in subjects such as history and modern foreign languages. Overall, middle management in the school is satisfactory, but there has not been enough leadership and management of key aspects of the school's work to ensure that the very good practices seen in some subjects are implemented in all. There has been a lack of leadership and management of whole-school literacy and numeracy programmes, for example, and a lack of leadership and co-ordination of school citizenship and work-related learning programmes.
48. Good strategic plans currently in place date from the previous headteacher's time. New management fully supports these objectives, which derive from good self-evaluation. All recognise that current planning needs to include the recommendations from inspection, but many areas for improvement have already been identified from patterns shown in data analysis. Some have already been improved. A culture of greater openness is emerging, for example, in response to teaching observations, because of new management's influence and style. Teams of staff across the school vary widely in capability, including leaders' effectiveness as role models. Some teams carry out department responsibilities very cohesively. Others lack common purpose. Most cross-curricular aspects of provision lack co-ordination and good management. An exception to this is the school's provision for, and commitment to, the inclusion of minority groups into school life. This is very good, particularly for those with special educational needs and the small minority with English as an additional language.
49. The management of special educational needs is very good. This ensures good provision in lessons for students with special educational needs. An appropriately large team of learning support assistants is very effectively managed. Students and parents benefit from very good liaison with all appropriate external agencies and support services. All requirements of the Code of Practice for special educational needs are fully met and parents are very fully included in arrangements for provision to meet students' needs. Governors monitor special educational needs provision through their annual report to parents. A governor has special responsibility for special educational needs. Improvement since the previous inspection is very good. Funding for special educational needs is managed well. The special educational needs co-ordinator's leadership results in very good support across the school, delivered by a dedicated and able team of staff. The guiding principles and practice that inform special educational needs provision in the school are exemplary. All statutory requirements are fully met.

50. Staff performance, appraisal and subsequent action are linked well into departmental and whole-school improvement plans. Induction of staff is good, both at whole-school level and in departments. Nearly all newly or recently qualified teachers speak very well of the support they have been given, but support in subject areas can vary, depending on the quality of leadership and management. The senior leadership team keeps a careful eye on the continuing professional development of staff. Much store is placed on in-county and in-house provision, which are closely linked. Improving greater consistency in the use of assessment is one of the current major thrusts. Senior management knows where the school's strengths lie in that respect and staff from areas of great proficiency, for example, history, are very well used to lead training sessions.
51. Support staff have similarly good opportunities for professional development and, where they feel they have gaps, the new senior leadership team is giving attention to that. The school's contribution to initial teacher training is very good and links with Birmingham University are strong.
52. Management of the recruitment, retention, deployment and workload of staff is very good. There are usually healthy numbers of applicants for vacant posts. The senior leadership team, including the headteacher, sets a very good example with the teaching load undertaken, which helps both in keeping close to the everyday challenges of the classroom and in making best use of the school's budget. The school has done much, as finances have improved, to relieve the administrative workload of teachers through, for example, the employment of a student services officer, extra administrative support, a full-time reprographic assistant and relieving teachers of invigilation duties. Further improvements are planned as finances allow. Governors with particular responsibility for staffing are well informed and very supportive but could benefit from more feedback from the school on how well induction and other support programmes are functioning. There is a very good mix of governors with a strong academic background and experience of industry and business. The latter have the knowledge and experience to help in short-term placements of staff in industry, particularly those involved in the expansion of the school's vocational programme.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	3,213,726	Balance from previous year	0
Total expenditure	3,235,064	Balance carried forward to the next year	-21,338
Expenditure per student	3,267		

53. The effects of minimising recent budget deficit are still felt throughout the school, particularly in its lack of resources. Staff have been commendably innovative in overcoming these constraints, with the effect that very good use is made of what little resource is available. The whole-school, internal approach to financial management has been good, with best-value principles applied properly. The school now needs to look towards using external resources and alliances to help boost its provision and performance further.
54. The school takes students whose attainment is average from generally favourable socio-economic backgrounds. It provides them with a satisfactory quality of education. Their achievement is satisfactory and they demonstrate generally sound attitudes to learning. There has been satisfactory improvement since the last inspection as a result of the school's sound leadership and management. The school receives funding which is well below average to support its work, This well below average funding yields satisfactory outcomes overall, and so the school gives satisfactory value for money.

#### **SIXTH FORM**

55. Leadership and management of the sixth form are satisfactory. The school's senior management team launched a detailed and thorough review of the sixth form in summer 2003 in response to a serious decline in enrolment and a fall in attainment. The review's findings indicated the need to improve the work ethic of students, and to strengthen the school's systems for monitoring students' academic progress, attitudes, attendance and punctuality. These measures have now been put into place and are having a positive effect in raising standards, although attendance and punctuality remain unsatisfactory. The raised expectations of sixth formers have also served to attract more of them, and more higher-attainers are staying on into the sixth form rather than going elsewhere. The appointment of an assistant headteacher with direct line management responsibility for the sixth form has ensured that the performance of the sixth form as a whole will continue to be carefully monitored.
56. The small size of the sixth form and its low attainment in recent years raise serious questions over its cost effectiveness. The extent of subsidy from the main school to the sixth form has been reduced significantly by the large increase in enrolment this year, and, given satisfactory achievement and the likelihood of rising attainment in some subjects, inspectors now judge this to be a cost effective sixth form. The school has yet to engage in effective partnership arrangements with other schools and colleges which might widen its curriculum offer and secure its cost-effectiveness for the future.

## OTHER SPECIFIED FEATURES

### Work-related learning (WRL)

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

### Main strengths and weaknesses

- The school has yet to set in place arrangements for work-related learning for all students in Years 10 and 11, as now required.
- The school has significantly broadened its curriculum for work-related learning.

### Commentary

57. The school's provision for work-related learning (WRL) is unsatisfactory at present, because it does not meet the very recently-introduced statutory requirements for this area of learning. Not all students in Years 10 and 11 follow planned programmes to learn about work or to develop skills for work.
58. Students are given a well-organised and structured work experience opportunity in Year 10, to learn through work and gain direct experience of the workplace. Work experience is well planned and a large number of local businesses co-operate in providing placements. The school monitors all placements through visits or telephone calls. Follow-up and evaluation activities were limited last year by a shift in the timing of the activity towards the end of the year.
59. WRL is supported in the curriculum with an increasing range of vocational courses. GCSE courses in leisure and tourism and manufacturing have now been introduced into Year 10, although these have yet to build in planned links with employers to enhance the vocational nature of the work. Business studies GCSE courses attract large numbers of students.
60. A small number of students in Years 10 and 11 go to college for one day each week to follow NVQ programmes. Their work-related experience is enhanced by a further day spent in a work placement with a local company. This programme is administered efficiently by the school, and work placements are checked by the Connexions service. Appropriate provision is made for the students to drop some GCSE options and have supported study periods in the Student Development Centre to catch up on work missed in other options. Students and the school get regular progress reports, although the school does not always receive immediate notification on college concerns over attitudes and behaviour, and some students have been withdrawn from the course because of poor attitudes. The course does, however, offer good vocational opportunities to those who are keen to pursue them, and it has significantly improved the attitudes of some students who have previously been disaffected and in danger of exclusion from school.
61. Partnerships with businesses are satisfactory. Businesses provide good work experience placements and support for a valuable two-day course for Year 11 students on the development of employability skills, where students go through a full



job application and interview process. Other links with employers to support the curriculum are, however, limited.

62. WRL as a statutory requirement was only introduced in September 2004. Co-ordination of provision has been taken on by the new deputy headteacher with responsibility for the curriculum, who is aware of the need to plan provision in this area, and to devise a policy which indicates how all subjects can contribute to learning.

## **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**

- Well above average standards in GCSE English literature are sustained through well-designed curriculum changes made by good management.
- Lower-attaining students achieve well following teaching which is well matched to their needs.
- Standards of writing are below average by Year 9 due to insufficient teaching time in the week, and some lack of teacher focus on these skills.
- The marking of students' work is supportive, but advice given to students on how they can improve is not always precise enough.

##### **Commentary**

63. Standards of attainment are below average in the first three years, but average by Year 11. Innovative curriculum design has led to well above average standards in English literature by Year 11.
64. In 2003 national tests taken at the end of Year 9, results were below the national average overall while the proportion reaching at or above the expected level (Level 5) matched the national picture. Girls did better than boys, as is the case nationally, but boys were further behind the national profile for their gender than girls were for theirs. Since the previous inspection, results fell, although the latest results remained stable.
65. In GCSE English, results over time have matched national trends and national averages, both overall and for those reaching higher grades (A\*-C). Girls did better than boys in 2003 and exceeded the national profile for their gender, while boys matched it. In English literature, results in 2003 were well above national averages,

both overall and for the proportion reaching higher grades. Girls did better than boys, but both were well above the trend for their respective genders. Results have remained stable in 2004 and since the last inspection.

66. By Year 9, standards of speaking and listening are average. Students answer questions sensibly in class, although in short duration and without extension, because teachers do not draw them out. Standards of reading are below average where students read hesitantly because teachers miss opportunities to build confidence and help them practice. At the same time, they demonstrate a firm understanding of what they read in written assignments. Standards of writing are below average. Students produce a good range of writing, including accounts of their own experiences, and original stories. Higher-attaining students control handwriting well and construct sentences and paragraphs securely. At the same time, lower-attaining students and those with special educational needs spell unconventionally and lack assurance in forming sentences. This is because otherwise well-matched teaching has not yet focused fully on these particular requirements. Furthermore, there is not enough time allocated to the subject each week to emphasise them fully.
67. By Year 11, standards are average. Higher and middle-attaining students compare and contrast perceptively the role of characters in contemporary plays in response to thorough teaching. They produce detailed narratives of Shakespearean scenes, but skills in drawing together themes and interpretation are underdeveloped. Students use computers well to order and communicate ideas logically to the reader. Lower-attaining students and those with special educational needs sum up opposing ideas in arguments adeptly. For example, one group summarised in simple sentences the points of view for and against the sale of fireworks following a well-organised class discussion. Nevertheless, their ability to expand on their own ideas at length in writing was limited because they lacked the guidance to sustain independent or extended writing.
68. The quality of teaching and learning is satisfactory overall but good in Years 10 and 11. Written work is marked supportively, but advice given on how to improve lacks precision and consistency. Good, recently-introduced systems to improve guidance were in evidence, but have yet to have their full effect. Students with special educational needs benefit from good teaching which is very well focused on their reading development, and supplemented beneficially by the presence of additional staff in the classroom.
69. Achievement has improved recently as a consequence of teaching which increases its challenge and refines its focus as students move up through the years. It is satisfactory overall. In the first three years, it is unsatisfactory because there is insufficient teaching time in the week to extend and consolidate basic skills.
70. The quality of leadership and management is good. Systems to check and record students' progress are used well. Successful changes have been made in the timing and organisation of teaching and examinations in Years 10 and 11, to match the challenge of work well to the needs of higher and lower-attaining students. It follows that standards in English literature are well above national averages.

71. Improvement since the last inspection is broadly satisfactory. In most respects, the quality of provision and standards achieved have remained stable over time, but relative standards by Year 9 have declined while standards in English literature by Year 11 have improved.

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

72. Standards of literacy across the curriculum are satisfactory, with standards of speaking and listening better than standards of writing. Students answer questions clearly in simple sentences and teachers organise good discussions to explore and understand ideas in art and design, physical education, religious education and design and technology. Mathematics offers good opportunities to increase understanding in teacher-led discussion, but these are inconsistent in application across the subject. History offers very good opportunities to encounter new ideas in discussion as well as rigorous teaching and learning in the skills of interrogating reference texts and historical sources. In geography, opportunities to extend understanding through questioning and discussion, and to enhance comprehension of technical words, are missed. Here, students lack guidance to concentrate their writing on technical terms and concepts. Modern foreign languages, by contrast, help students well to understand the structure of language and develop the confidence to speak aloud in front of others. Music lessons enable students to use specialist vocabulary with firm understanding, and they benefit from opportunities to reflect upon their work in writing. At present, provision for literacy across the subjects is inconsistent. Some very good methods to promote literacy are found in certain subjects, such as history, while others neglect opportunities to promote it. The school is conducting a well-focused review of policy, but this has yet to ensure that provision is of a uniform standard.

## Modern Foreign Languages FRENCH AND SPANISH

Provision in French and Spanish is **very good**.

### Main strengths and weaknesses

- Teaching is good, and in many lessons, it is very good.
- Students achieve well, and many achieve very well.
- Expectations of student performance and behaviour are very high.
- The leadership of the department is outstanding.
- The department is very well managed.
- In a small minority of cases, there is too much use of English in lessons.

### Commentary

73. Students' attainment in examinations has improved markedly since the previous inspection. In 2003, the proportion of students gaining A\*-C grades was above the national average in French and well above average in Spanish, and students' attainment relative to their attainment in the other subjects which they took was better than in most other schools. In 2004, examination results continued to improve, and there was a significant increase in the proportion of students who reached the highest grades A\* and A.
74. Students make a very fast start to their languages learning, both with their first modern foreign language in Year 7 and with their second language in Year 8. After less than half a term's work, they can talk confidently about themselves and know the words for a good range of familiar things. All students achieve well in relation to their capabilities, and some students achieve very well. In Year 9, attainment is above average: students achieve well in both Spanish and French relative to their prior attainment, and the achievement of some students is very good. Most students reach Level 5 or above. Good achievement is due to the high expectations of teachers.
75. Attainment is also above average by Year 11. The achievement of students by Year 11 is at least good, and in some cases very good. Students are keen to learn and achieve well in both French and Spanish because they are presented with stimulating and challenging teaching which promotes high standards.
76. Teaching is good in modern foreign languages and, in almost half of the lessons seen, it was very good or outstanding. Teachers expect high standards from themselves and from their students. They use the language well and devise interesting and varied activities to help students learn. Lessons are well matched to the learning needs of students. A major strength is the way in which teachers rehearse the language to be learned thoroughly with the students, insisting that all make a contribution to the lesson. Only on a very few occasions does the teacher's over-use of English get in the way of the language to be learned. Students' work is very helpfully marked, with advice on how to improve and in many cases actual targets to be achieved in the next piece of work. Teaching rooms are attractive and stimulating places in which to learn, and typify the high standards which teachers demand, both in lesson participation and in standards of behaviour.

77. The leadership of the modern foreign languages department is outstanding. There is a powerful combination of clear vision and strong determination to succeed, and these characteristics are passed down to the whole departmental team. Procedures for improving teaching, through sharing ideas and watching colleagues teach, are highly developed and have resulted in a unified approach based on high standards of performance. The teachers' handbook gives clear guidance on what the department expects, and very good advice on class management and a wide range of aspects of good teaching. Careful analysis of the department's performance is made and action taken to improve. The management of the department is very good: the work is planned well and routines and policies clearly set out, all geared to raising achievement.
78. The department has made very good progress on all fronts - standards, achievement, teaching and the quality of its leadership - since the previous inspection, when attainment in modern foreign languages was a key weakness of the school.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Leadership of the department of well-qualified and experienced specialists is very good.
- Teaching is good and has some excellent features.
- Standards are rising for more able students through greater challenge in lessons, and developing interest and enthusiasm for mathematics.
- The new interactive whiteboards are an excellent resource, but not yet mastered by all teachers.

### **Commentary**

79. Results in the national tests at the end of Year 9 have consistently been above average, and were so in 2003, although below those of similar schools. In 2004, results were in line with the national average and that for similar schools, with an increase in the higher levels. Mathematics results were better than English or science. Although girls have obtained better results than boys in most years, in 2003, the reverse was true, and with no significant difference in 2004. At the end of Year 11, in 2003, the A\*-C GCSE grades percentage was above the national average. In 2004, results were equal to the average, although with more A\* and A grades than the previous year. Over time, there is no significant difference between boys' and girls' results in mathematics.
80. Standards are above national expectations by Year 9 and in line with expectations by Year 11. Students enter the school with average attainment, and they achieve well overall. Achievement is good in Years 7-9 and satisfactory in Years 10 and 11. Confidence and competence with number skills develops well with 'fun' activities and careful ongoing assessment by teachers. An excellent lesson with structured active learning about negative numbers enabled a middle Year 7 set to be able to add and subtract directed numbers accurately by the end of an hour. This will in time counteract the difficulty older students have with manipulating negative numbers

when plotting straight line graphs or using algebra. Mathematics classes are set in ability groups across each year, and this allows greater match of work to students' prior attainment and aptitude. Teaching assistants attached to students with special educational needs work effectively with teachers to help those with a range of difficulties achieve as well as, and sometimes better than, others in the class. This is illustrated by a Year 8 bottom set where a teaching assistant, and another teacher as support, helped the class teacher keep all students focused throughout the lesson on routine calculations as well as a 'fun' number maze.

81. Students with higher prior attainment are achieving well in all year groups through tightly-structured lessons with a variety of timed, challenging activities. It was noticeable that Year 11 students in middle or lower sets were less responsive to their teachers, and less secure in previous learning. Many had problems with algebra and with the use of negative numbers, and needed more structured work, for example, on the gradient of straight line graphs, for them to access and apply the concept. The investigative approach to learning was often missing for older students where teachers felt the pressure of covering the GCSE course content.
82. Teaching and learning are good overall, with some very good and excellent features, but with some inconsistency in the quality of practice among the team of specialists. Planning of lessons was usually very good, with a variety of timed activities, including a 'starter' which involved puzzles or games as well as mental recall and calculation. Although interesting plenary activities were also planned to close lessons, often time ran out, or discussion and digressions dominated. Most teachers handled class discussion very well, and their questioning techniques were good, guiding students to answer their own questions, building up confidence and self-esteem. The teachers' very good subject knowledge enabled many to interest and inspire students with enthusiasm about the power and beauty of mathematics. The new interactive whiteboards improve the pace of learning and quality of teaching with those teachers proficient with their use. However, some teachers lack adequate training and familiarity with this potentially powerful resource. On the whole, students' attitudes to learning are good, and where teachers follow the new school strategies, behaviour is good.
83. Teachers know their classes very well, and are good at assessing achievement within lessons, often using a self-assessment method of 'smiley faces' or otherwise. Peer assessment is frequently used, promoting discussion among students of methods used to solve problems. Homework is set regularly, and is usually of a good quality. Books are marked by comments, usually constructive, though this is inconsistent across the department, and does not yet sufficiently relate to National Curriculum attainment level descriptors or GCSE criteria. The department keeps a good database as record of achievement, testing standards each year and setting relevant targets.
84. Leadership of the new head of department is very good, with vision and a drive for improvement, building on the good work of the previous head of department. A good team of specialists with a range of experience has been developed this year. The department is involved in many of the whole-school initiatives to raise achievement, and management is good. An established scheme of observation and book review helps to monitor the work of the department. The deployment of three teachers for two hours per week in teaching Year 6 more able students in primary schools is an

innovative development. 'Booster' and revision classes for Years 9 and 11 students run each year, and Year 10 students are offered an extra GCSE statistics in lessons after school. Improvement since the last inspection is satisfactory.

### **Mathematics across the curriculum**

85. The numeracy standards of students are satisfactory for development in all areas across the curriculum, and good in science and design and technology. Number skills are taught well by the mathematics department. Students are able to interpret and present information in charts and graphs, for example, as in the newspaper survey in English. They can calculate competently when required, and are aware of patterns in time, rhythm and space, as seen in music. Students' competence in mathematics does not impede progress in any subject, but few departments help to promote or develop numeracy. A survey of numeracy use, and any associated problems, was conducted voluntarily last summer by a mathematics teacher, in response to a perceived need after discussion with teachers in other subject areas. This resulted in a revised numeracy policy, circulated to all departments, and a review is planned. There is no whole-school numeracy co-ordinator, no monitoring or evaluation on a whole-school basis, and no planned provision across the curriculum.

## SCIENCE

Provision in science is **satisfactory**.

### MAIN STRENGTHS AND WEAKNESSES

- There are very good features of teaching to share, but daily lesson plans do not give enough attention to ensuring that students are more creatively involved in lessons.
- The number of students achieving high levels and top grades is too low. Skills of investigation are not exploited during class experiments or nurtured early enough.
- Students overall do not achieve well enough in Years 10-11.
- Students with special educational needs achieve well because of the skilful, planned support of their assistants.
- Thorough analysis of test and examination results keenly judges performance and tracks progress well; but specific targets for students, which sharply focus upon learning particular aspects of science, are not clearly identified.
- Although not specifically focused, teachers mark work consistently but students do not always act upon comments, which thwarts their progress.

### Commentary

86. Year 9 tests results were average in 2003 when compared with all schools and well below compared with similar schools. Boys' and girls' results were broadly similar. Provisional results for 2004 are again average. Compared with similar schools, results are broadly average. Boys' and girls' results were similar. Standards have been average during the past four years; results at the higher Level 6 and above remain below average.
87. In 2003, almost all who studied the separate sciences achieved A\*-C grades, consequently, results in top grades were well below average in the double science award, but everyone passed the examination. Combined together, results at A\*-C were above average. However, no one achieved the top-most A\* grade and only six achieved grade A. Achievement for many students was good except for higher attainers. Provisional results for 2004 again show only six students achieving grade A (no-one achieved A\*). Combined results at grades A\*-C were below average. This represents unsatisfactory achievement since their Year 9 tests.
88. Current standards in Year 9 are average. Achievement for many students, in relation to when they started at the school, is satisfactory. There are, however, significant pockets of underachievement, especially of high-attaining students. Those with special educational needs achieve well because assistant teachers prepare well for their lessons and have expert skills in helping them understand. Students who learn more quickly than others do not undertake sufficiently demanding work that treats ideas at a higher level. Progress, however, was good for a Year 9 class, as they successfully used the periodic table of elements to construct chemical formulae of compounds, because of their teacher's crystal clear explanations. Year 7 quickly learnt how to calculate density of an irregular object to find out why it floats, because their teacher speedily spotted, and explained away, their misconception about 'heaviness' and density. Books show how regularly and well students apply numeracy but there is not enough independent investigative work to improve understanding of experimental method.



89. Current standards in Year 11 are below average. Achievement compared with earlier attainment is, overall, unsatisfactory. Books show that this is mainly due to lack of practice in exploring problems, applying ideas and in piecing together ideas during lessons to build up the intended 'big picture', because teachers do not train these skills early enough. Books also show that students' work does not always match their capabilities, nor is it always completed. In contrast, a class of Year 11 deftly found the centre of mass of two-dimensional irregular shapes and reasoned out the turning effect of forces involved, because their teacher's open-ended questioning forced them to think through and explain ideas themselves. Interested in untangling the problems, they made very good progress in understanding the physical principle of moments. Students were constantly involved in the thrust of this lesson, but generally, students are not involved enough in demonstrably explaining ideas to 'pin down' their learning.
90. The quality of teaching is satisfactory overall. It ranges from excellent to unsatisfactory. A strength is in teachers' subject expertise which helps raise standards through good explanations and relevant snippets that interest students, like why we are taller in the morning than in the afternoon. The best teaching not only knows what students need to learn but how to make this happen through perceptive planning. It stems from clearly-structured ideas presented in an interesting way which quickly capitalises upon students' enthusiasm and capabilities. The quality of learning is strongly linked to the quality of teachers' lesson planning. Satisfactory lessons had some good features but students did not learn fast enough because their involvement was not imaginatively planned. Shortcomings in teaching apply to weak planning skills rooted in narrow teaching methods resulting in teacher-centred sessions which depress the quality of learning. These sessions rarely have an interesting ending to creatively consolidate learning. Marking is carried out consistently: good comments help students in their learning but checks that these have been acted on by students are not routine.
91. Leadership and management are now satisfactory, because the relatively new head of department already has a clear vision for future developments. Improvement since the last inspection is satisfactory because of recent initiatives to drive up standards. A comprehensive handbook, reflecting attainable aspirations, has been written. Analysis of the department's performance is thorough and used well to identify strengths, weaknesses and those students who need extra help. It now needs to identify specific targets for individual students that focus upon learning particular aspects of science. Students can now assess their own progress but all staff need to consistently, regularly nurture this process. Resources are limited, which thwarts the quality of experimental work and of teaching and learning. Office space for managing the department is limited. Classroom observations of teaching by school managers now need to sharply penetrate links between teaching and learning to develop a wider range of approaches.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Teaching in ICT lessons is good in all years.

- ICT resources have improved significantly and the number of computers is above average.
- The time available for students to cover the recommended programme of study in Years 7 to 9 is insufficient and constrains students' achievement.
- Standards of work by Year 11 have improved considerably since the last inspection.
- Some ICT rooms are very small for class sizes, particularly in Years 7 to 9.

## Commentary

92. There were no ICT GCSE results reported in 2003 and standards in the GCSE examination in 2004 were below the national average for the previous year. National comparisons for 2004 are not yet available. Standards in Years 7 to 9 are below expectations because the time allocated to ICT lessons is only about half that recommended, which is insufficient to cover the programme of study in sufficient depth to attain the higher grades. Students' achievement is often good in individual lessons but over time, by Year 9, it is unsatisfactory. Although most subject departments use ICT to enhance teaching and learning, this use is not planned or monitored systematically enough to ensure that it makes up for the shortfall in the time available in ICT lessons to develop skills and knowledge by the end of Year 9.
93. Standards seen in Years 10 and 11, where all students follow either a full or short GCSE course, are in line with national expectations and achievement is satisfactory. The smaller numbers taking the full GCSE make faster progress and a significant proportion of students are now beginning to attain good standards in this course. This is because of the greater teaching time available, although this is still slightly below that which is appropriate for the full GCSE course. Achievement in Years 10 and 11 is satisfactory overall and often good because students respond well to the good teaching which is now provided by staff with good ICT skills and knowledge.
94. The quality of teaching and learning is good overall. Teachers' effectiveness is based upon a good scheme of work, which uses the National ICT strategy in Years 7 to 9 and appropriately covers GCSE requirements in Years 10 and 11, although in some GCSE lessons, time is taken up filling gaps in previous knowledge. In addition, assessment procedures are effective because students are kept informed of their progress and well advised about what they should do to be more efficient and effective users of ICT. In all years, teaching strategies take appropriate account of students' special needs, including those identified as being gifted or talented. There is no significant difference in the performance girls and boys in any year group. The range of teaching and learning strategies is inhibited in some lessons by the small size of some ICT rooms.
95. Despite the time constraints in Years 7 to 9, provision for discrete ICT lessons is continuing to improve because the leadership and management of the ICT department are now good and the school is committed to increasing the quality and quantity of resources. ICT teachers are effectively deployed and new members of the department are well supported. Appropriate homework activities are set and there are good opportunities for students to use computers outside lesson times for homework and coursework. There has been good improvement since the last inspection, when low attainment in ICT was a key weakness of the school. Many aspects of ICT provision have improved, particularly in terms of staffing, resources and standards in

the GCSE courses for all students in Years 10 and 11. However, standards by the end of Year 9 need to improve further, which will require more opportunities for students to develop their ICT capability in Years 7 to 9.

## Information and communication technology across the curriculum

96. The use of ICT in subjects is satisfactory overall. It has developed in recent years because of the significant increase in ICT resources, including the provision of more computer rooms and clusters of machines in some subject areas. The installation of interactive whiteboards in departments has had a particularly significant impact in some subjects. ICT use is very good in physical education and in the special educational needs area. It is good in mathematics, English, history and religious education. It is satisfactory in other subjects but is underdeveloped in the art department. In addition, ICT contributes to attainment in many subjects through homework and coursework which is undertaken in school as an extra-curricular activity and at home. Students have good opportunities to use school computers outside lesson times, where expert help and guidance are often available.
97. All subjects use some ICT to enhance teaching and learning. However, because this use is not as systematically planned, monitored or co-ordinated as it could be, it does not make as effective a contribution as it should to overall ICT provision. This is particularly significant in Years 7 to 9 where planned and monitored cross-curricular use could make an important contribution to more effective overall provision for the year groups which are short of ICT teaching time.

## HUMANITIES GEOGRAPHY

Provision in geography is **unsatisfactory**.

### MAIN STRENGTHS AND WEAKNESSES

- Standards, particularly at GCSE examination, are not improving enough.
- Teaching is unsatisfactory, particularly in examination classes in Years 10 and 11, despite a widening range of methods in use.
- Expectations are not high enough so higher-attaining students are not challenged.
- Fieldwork is a good feature in all years.
- Provision for students with special educational needs is good.

### Commentary

98. Results in GCSE examinations in 2003 were average. More boys attained the higher grades than did so nationally. Students did less well in geography than in their other subjects, although the difference was not significant in relation to the national picture. Results were lower in 2004. GCSE standards do not show a trend of improvement. Standards for boys and girls meet the national averages at the end of Year 9, although fewer students than average attain the higher levels. Teacher assessment shows a trend of slight improvement in performance by Year 9.

99. On entry to the school, students have average standards of geographical skills and knowledge. Students of average attainment and those with special educational needs, and students with English as an additional language, show satisfactory achievement in Years 7 to 9. Higher-attaining students do not achieve well enough because not

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enough is expected of them and the work they are given is not demanding. In Years 10 and 11, students do not make satisfactory progress in lessons because they are not expected to work at a high enough level. Because of this, achievement is poorer than it should be at GCSE examination.

100. Teaching is unsatisfactory overall: it is broadly satisfactory in Years 7-9 but unsatisfactory in Years 10 and 11. Teachers are well qualified and almost all have extensive experience. Teachers employ a range of good strategies and resources and plan to make work varied, interesting and enjoyable. Even so, lessons lack appropriate challenge and pace, especially for above average-attaining students. This contributes to a deterioration of attitudes and some disruptive behaviour that impedes learning. Behaviour is not sufficiently well managed. Opportunities for students to work together and take responsibility for their learning show some success. Tasks and materials are not well enough matched to the needs of most students, although good provision is made to support those with special educational needs and those with weaker literacy skills. Teachers and students do not give sufficient attention to use of accurate geographical terms, although much of this vocabulary is displayed prominently. Numeracy skills are used satisfactorily in mapwork and in construction and interpretation of graphs. The latest technologies are available but not employed to fullest effect. GCSE candidates have clear targets but do not display positive aspirations. There is not sufficient emphasis on examination expectations in most lessons day-to-day. Where teaching is unsatisfactory in some Year 10 and 11 lessons, expectations are not high enough, and the standards of use of geographical terminology are low. Teaching in Years 10 and 11 lacks detail, and coverage of the syllabus is too superficial and general, with insufficient exactness and detail. Homework is satisfactory, particularly where individual research opportunities extend classroom learning about countries of physical phenomena.
101. Management of the department is unsatisfactory because standards and expectations are not high enough. Attainment data is not analysed or used critically enough to identify opportunities to raise performance. Leadership is not focused strongly enough on raising examination standards. Planning and assessment are satisfactory. Fieldwork is a good feature in all years. GCSE coursework makes a good contribution to examination attainment but it needs more economical time management to allow better preparation for other examined topics.

102. There has not been sufficient improvement since the previous inspection: weaknesses in the preparation of lessons and class discipline noted at that time remain and standards have not improved sufficiently.

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## HISTORY

Provision in history is **very good**.

### Main strengths and weaknesses

- Leadership and management of the department are very good.
- GCSE results are well above average, representing very good achievement.
- A significant proportion of teaching is very good.
- The teaching resources developed by the department are of a high quality.
- Most students enjoy history but some are held back by weak writing skills.

- Students are very effectively engaged in assessing their own and others' work.

## **Commentary**

103. GCSE results were well above average in 2003 and 2004. There has been an upward trend in results in the last five years, particularly so in the last three. In 2003, over a third of candidates attained A\* or A grades.
104. Standards currently in Year 9 are above average and achievement is good but some of the lowest attainers with weak writing skills lack sufficient in-class support, and are only achieving satisfactorily. In Year 11, standards are currently above average and students are on target to match the well above average standards and very good achievement of recent years.
105. By Year 9, the great majority of students are able to empathise well with people of the past and are able to think with objectivity and sensitivity about moral issues such as slavery. They develop an above average sense of chronology, reinforced by brilliant classroom displays, and aided by the fact that topics throughout the school are taught in chronological order. Most use source material very well to reach and support conclusions and can give effective explanations of cause and effect. Those who progress to GCSE have a very firm base of historical skills from their earlier years in the school. Students understand that historical events can be interpreted in different ways, but the more difficult skill of interpreting why that is so escapes some. In Year 11, students can analyse and interpret a range of sources very well, for example, on the Yalta Conference and when interpreting a political cartoon. Most students can communicate their evidence and findings very well through a range of methods as a result of being taught how to do so right from Year 7, for example, through a very good study skills unit in that year. In addition, students in Year 7, when writing about a day in the life of a Roman, are left in no doubt that they must up the pace of learning in order to make the necessary progression, and there is no let up in subsequent years. ICT skills are good and students are encouraged to use CD-Roms and the Internet to extend their learning in all year groups.
106. Teaching and learning are good overall and a significant proportion is very good. Most good lessons also have some very good features. Teachers' enthusiastic, and at times innovative, teaching motivates students. A recently-developed eye-catching pack of revision cards for GCSE is an example of this. Most students are keen to learn and enjoy their history. The majority respond very positively to the high expectations and skilful cajoling of teachers, who know the individual needs of their students well, but some students in Year 9 are happy to get away with shoddy work if allowed. Teachers' very good subject knowledge and clear explanations help students to understand difficult and controversial historical concepts, for example, in Year 8 when beginning to study the Reformation. Technology, such as PowerPoint, is used to excellent effect in projecting information on to whiteboards, which helps in capturing students' interest and maximising use of time. In very good lessons, time flies. Questioning of students is challenging and well targeted to stretch individuals. There is a very good balance between giving essential information, and enabling students to work independently. Assessment is thorough and the involvement of students in assessing their own and others' written work makes it crystal clear to them what they need to do to reach higher levels. Field trips in most years and very good use of

visiting speakers in Year 9 add further stimulation. There is also very good co-operation with food technology teachers to bring to life conditions in World War II, for example, in using wartime recipes.

107. The very good quality leadership and management are key factors in raising standards. The head of department leads by example with the quality of her teaching. Less experienced staff are very well supported by excellent resources developed by the department. This also helps in overcoming a limited budget, especially with increased student numbers in examination classes. Improvement since the last inspection is very good.

## **RELIGIOUS EDUCATION**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Standards at Year 11 are very good, representing very good achievement.
- Good teaching strategies promote good learning.
- The subject makes a very good contribution to the personal development of students.
- Assessment is very good because students know the standard at which they are working and how to improve their work.

### **Commentary**

108. Achievement is good overall. Standards on entry to the school in Year 7 are just above those usually seen and are above those expected of the locally agreed syllabus at Year 9, which represents satisfactory achievement. In Year 9, most students can use the teleological argument to show that some people think it proves the world was designed and did not just happen.
109. The full and short course examination results in Year 11 for last year are well above the national levels and represent very good achievement. The achievement of the current Year 11 is very good. In Year 11, students explore Christian ideas on love and sex and can explain what marriage means to the Christian community.
110. Teaching is good overall and sometimes very good. It is characterised by thorough preparation and very good subject knowledge. Teachers have high aspirations for all students and work tirelessly to help them achieve their potential. Lessons have a good pace and involve students as active learners. Independent study is regularly set and all work is constructively marked. Students know the level at which they are working and exactly what they need to do to improve their work. Examination groups are given precise instructions on how to answer questions and how the marks are allocated, and this contributes to the high standards obtained. Students' opinions are valued and they contribute freely to class discussions. Despite the interesting and challenging lessons, the attitude of some students to the subject is only satisfactory. The needs of students of different abilities are well met. The most able are suitably challenged and those with a variety of special educational needs have work matched to their capabilities with the result that they make good progress, especially when they have extra help. The emphasis on spiritual, moral, social and cultural issues makes a very good contribution to students' personal development.

111. Improvement since the last inspection is good. Resources have improved, although the budget is still very tight: there are shortages of artefacts and texts to help thinking skills. Behaviour is now well managed and students know the consequences if they do not behave.
112. The subject is well led and managed. The course is well planned and delivered, and teaching and learning are closely monitored and action taken where appropriate. The department work closely together, sharing best practice and supporting each other.

## **TECHNOLOGY**

### **DESIGN AND TECHNOLOGY**

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

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

- GCSE results are consistently above the national average overall, and well above average in food technology.
- The monitoring and assessment of students' work in food and textiles are very good, but assessment procedures are not as effective in all material areas.
- Recent planning of projects in Years 7 to 9 is having a positive affect on the quality of teaching and learning.
- There is good teaching by experienced staff who have good subject knowledge.
- There is not enough monitoring of teaching and learning across the specialist material areas to allow sufficient sharing of good practice.

#### **Commentary**

113. GCSE results in 2003 were above the national average overall. The A\*-C pass rate for girls was well above the national average, and for boys just, below average. At grades A\*-G, boys were above average. Students performed better in food technology at GCSE than in other design and technology options.
114. By the end of Year 9, standards are above average expectations in relation to schools nationally. Given average standards on entry, this represents good achievement. Students in Years 10 and 11 build on the knowledge, skills and understanding developed in Years 7 to 9 and standards are above average by the end of Year 11. This represents good achievement for all students, including those with special educational needs. Students can use equipment and materials well, applying safety and hygiene rules. They can talk about how products can be constructed showing an understanding of materials and processes. They can adapt recipes drawing on prior learning when planning food products. They use computer-aided design and manufacturing facilities confidently and when designing, they draw on their research and images for inspiration.
115. Teaching and learning are good overall with no unsatisfactory and some very good teaching seen. Teachers plan their lessons thoroughly; some lessons have a clear learning objective related to prior learning and it is in these lessons where students

progress best. Where teachers have established routines and clear expectations, students respond well and know what to do. Good subject expertise, appropriate and well-presented resources, good use of time and confident use of ICT are features of good lessons. The very effective planning of lessons around clear learning objectives is a particular strength in food and textiles.

116. Leadership and management of the subject overall are satisfactory. Having two joint heads of department makes co-ordination across the different material areas difficult, and there is not enough monitoring of teaching and learning across the whole subject to allow good practice to be shared sufficiently. There is some very good practice in the assessment of students' work. In Years 10 and 11, marking and assessment are good and to examination board criteria in food, textiles and engineering. Progress is monitored and regular feedback is given to ensure that students know what to do in order to improve. Assessment procedures for Years 7 to 9 are good in some areas where students know which National Curriculum attainment levels they are working at. However, such effective practice is not applied consistently across the different material areas. In Years 7 to 9, newly planned schemes of work are motivating and engaging students in topics with which they have some prior understanding.
117. Improvement since the last inspection is satisfactory, and the subject has moved forward in most of the main areas identified as weaknesses at that time. Lesson objectives are now usually shared with students at the start of lessons; where these are focused on what the students will learn rather than what they will do, progress in the lesson is good. Students have an awareness of what they have achieved, and some are able to accurately assess their own learning. Students use ICT more regularly, particularly in Years 10 and 11.

## **VISUAL AND PERFORMING ARTS**

118. Art and design, along with music, were the focus subjects for this inspection, but drama was also sampled. Standards of **drama** are good overall. Younger students devise scenes well where very good teaching tests out what they know and encourages improvement so that they achieve very well. Older students collaborate in teams acceptably to improvise short episodes, and identify accurately the basic elements used to bring a text to life in performance. Teaching is good yet standards of practical acting vary. They are very good in Year 9, but physical and vocal skills were not promoted strongly enough in a lesson seen in Year 11.

### **Art and design**

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

### **Main strengths and weaknesses**

- Teaching is good but learning is not, because curriculum arrangements in Years 7 to 9 are unsatisfactory.
- Most students make good progress in each module, but they lose skills and knowledge between rotations and standards are below average in many aspects of their work by Year 9.



- Sketchbooks have only been introduced recently and older students' standards in their use are below average.
- New subject leadership is good but management of the curriculum in the school is unsatisfactory.

## Commentary

119. Students' standards on entry are average, but curriculum arrangements in Years 7 to 9 lead to unsatisfactory achievement in these years. Students learn well during each module of the carousel rotation, but forget their learning and lose skills during the periods when they have no art lessons. Standards at the end of Year 9 are below average in key aspects of students' work. Attainment is average in two-dimensional work, but below average in three dimensions because time allocated for the subject is too low. This restricts what teachers can realistically attempt, particularly in the single periods available. Students' sketchbook skills do not develop satisfactorily by Year 9, partly because these have only recently been introduced. Younger students are starting to use these better. Some Year 7 students talk interestingly about artists' work at the end of their module, but standards decline before their next rotation.
120. Students start GCSE studies with immature knowledge and skills because the National Curriculum has only been 'skimmed' in earlier years, despite teachers' good planning. Standards in Year 11 are below average. Too many students are underachieving because they have developed resistant attitudes towards learning. Others with better attitudes are achieving well. GCSE results rose well after the last report, but fell to below average in 2004 and are likely to be similar this year. Year 10 students are different, already achieving well and showing good development from their weak Year 9 standards. Given students' weak skills when starting Year 10, achievement overall in Years 10-11 is satisfactory.
121. Teaching is good. Good planning ensures that students experience as reasonable a curriculum balance as possible. Teachers succeed well in overcoming the effects of the school's unsatisfactory management of the curriculum, but these obstacles significantly degrade the quality of students' learning. Some cross-curricular elements necessarily take little focus, leaving aspects such as citizenship or numeracy under-represented in plans. Too little creative ICT work appears in students' work.
122. The new subject leadership is good, with a clear vision of how to improve standards. Management of the subject in the school is, however, currently unsatisfactory, because of the curriculum difficulties. The creative arts curriculum is already scheduled for a review which may address the weaknesses identified. To date, there has not been enough training or support for the subject leadership in aspects of management such as the understanding and use of data and accurate National Curriculum levels assessment.
123. Although standards are similar to those reported at the last inspection, improvement has been satisfactory through many recent changes. Staffing has been turbulent, for example, but has now stabilised. Resources were unsatisfactory but have been improved despite tight budgets. Schemes of work are now sound. The change of examination to one more suitable for students' needs has been well led.

## MUSIC

Provision in music is **satisfactory**.

### Main strengths and weaknesses

- Teaching is good and motivates students well, through enjoyable practical activities and effective support for learning.
- GCSE students achieve well.
- There is insufficient curriculum time in Years 7, 8 and 9.
- Since the last inspection, the number of students receiving weekly instrumental tuition and involved in extra-curricular music has reduced.
- Students have insufficient access to ICT equipment.

### Commentary

124. GCSE results in 2004 were above the national average. The present cohort of 19 students in Year 11 and 18 in Year 10 all play a musical instrument or sing. Their level of achievement is good since they are well motivated, display good aural awareness with which to analyse and appreciate music, and have a sound understanding of musical terms.
125. In Years 7 to 9, standards are below average because insufficient curriculum time is allocated to music. The creative arts faculty system of lesson rotation reduces teacher–student contact time to a little over half the national average. Consequently, achievement at the end of Year 9 is below expectations in listening skills, theory work and composition.
126. Teaching and learning are good in Years 10 and 11, working relationships and attitudes are very good and students enjoy a high level of teacher support, which enriches their musical knowledge and understanding. Teaching in Years 7 to 9 is satisfactory but learning is unsatisfactory because of curriculum time constraints. Also, the lack of continuity of taught music lessons restricts students from making any real progress.
127. Performing and composing have improved with the recent acquisition of 12 new sequencing keyboards supplied by Yamaha Music School. However, students do not have sufficient access to ICT equipment or software. Appropriate composition skills are being taught and the teacher has high expectations but student-based compositions lack original, creative, melodic and harmonic inspiration.
128. In Years 7 to 9, practical work sheets are suitably adapted to provide all students, including those with special educational needs, with opportunities to improve newly-acquired skills. Whilst most students have a satisfactory understanding of staff notation by the end of Year 9, their breadth of study is very limited. Students are generally aware of their ability level and can appraise a class-performed item using appropriate musical terms, but musical structure, style and set genres are not considered in any depth. There are also few opportunities for students to fully express themselves in their written or compositional work. Some able musicians therefore underachieve.

129. The teachers' planning is very good. The preparation of supportive materials and imaginative practical activities provide a positive working environment in which students are generally keen to work.
130. The leadership of the music department is satisfactory, with high aspirations for the subject in the school. A new instrumental teaching programme is being considered to overcome concerns about the high cost of current provision. There has been a fall in the number of students wanting to take up weekly instrumental lessons (currently less than four per cent of students). Such a decline then reduces membership for the school wind band, choir, and orchestra, numbers for which are collectively less than ten per cent of the school population.
131. The management of music in the school is unsatisfactory, largely because of the limited curricular time allocated to deliver the National Curriculum in music in Years 7 to 9. Unsatisfactory resources and accommodation for the subject also affect standards: there are shortcomings in the soundproofing of the music room and two practice rooms, insufficient provision of ICT equipment, and a shortage of basic percussion instruments.
132. Improvement since the last report has been satisfactory, with an improvement in GCSE aural work, new schemes of works and relevant written work in Years 10 and 11 which is regularly monitored and assessed.

### **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Good teaching from expert teachers ensures students make good progress in lessons. Students achieve well over time in Years 7-9.
- Staff set and achieve high expectations of students in terms of performance, participation and behaviour.
- Students have a positive attitude to the subject and participate enthusiastically in a good range of extra-curricular clubs and teams.
- There is underachievement of students taking the GCSE examination.
- Indoor accommodation is unsatisfactory.

### **Commentary**

133. Students make good, often very good, progress in lessons and achieve well in this subject by the end of Year 9. The majority reach the level expected nationally and some more able students go beyond this and achieve success at district, county and national level in a range of sports, including football, athletics, rugby and hockey. Whilst students in Years 10 and 11 make similar good progress in lessons, those taking the GCSE fell well below the national average in 2003, with 38 per cent gaining grades A\*-C compared to 55 per cent nationally. This figure fell to a disappointing 26

per cent in 2004, a significant underachievement for many students. The department has put in place a number of initiatives to tackle this, including the appointment of one of the team as GCSE co-ordinator and a greater emphasis on the use of ICT to record and analyse performance.

134. Teaching and learning are good overall, with five specialist teachers delivering very well prepared, appropriately structured lessons which cater for all abilities. Very good use is made of continuous assessment and positive feedback to students on what level they are attaining and what they need to do to improve. Lessons are also characterised by very good use of students' evaluation of their peers to improve performance. As a consequence of this good teaching, students work co-operatively and productively as individuals and in groups and learn well in lessons. For example, students in a very good Year 7 netball lesson were able to devise and evaluate passing moves and similarly good evaluation skills were observed in a very good Year 9 gymnastics lesson. GCSE students worked conscientiously to analyse defensive formations and methods of tackling in a good Year 10 hockey lesson. Further improvements might be made by ensuring that teaching points are explicit, emphasised throughout the lesson and used as part of the summary evaluation. Students invariably behave well, enjoy physical education lessons and arrive with a positive attitude to the subject. Students' progress is tracked and evaluated well and is used to inform teachers' lesson planning. Students with special educational needs achieve as well as their peers.
135. Leadership and management of the subject are good, the head of department setting high expectations of students in terms of participation, performance and behaviour. The specialist teachers are effectively deployed and work well as a team. The department works well with its feeder schools, providing staff time and access to physical education resources. Whilst curriculum time for Year 8 is generous with three one hour lessons, non-examination students in Years 10 and 11 only receive one lesson per week. There is a good range of clubs and teams which are appreciated by students and parents and enthusiastically taken up by both boys and girls. For example, nearly 40 boys attended football training on one evening alone. The school has gained the FA Charter status for its work with boys' and girls' football. The department is developing its use of ICT as an aid to both to teaching and learning.
136. Whilst the school benefits from an excellent all-weather surface and good grass pitches, internal accommodation is unsatisfactory, with both the gymnasium and sports hall suffering from leaks restricting their use. There has been good progress since the last inspection: the department has addressed the major issues raised, including the completion of appropriate risk assessments.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

### **LEISURE AND TOURISM**

137. Standards are in line with the national average. This double award GCSE course is being taught for the first time this year. The ten students taking the course are well motivated and apply themselves well to unfamiliar tasks. The course is greatly enriched by fieldwork visits to leisure and tourist venues. Teaching sampled for the seven girls and three boys is good. Students learn well and demonstrate good achievement at this early stage of the course.

## **Manufacturing**

138. This double award GCSE course is being taught for the first time to Year 10 this year. In the lesson sampled, teaching and learning were good. The teacher gave a very good, clear "refresher" activity to the class to stimulate their ideas for the development of designs for a display stand. The activity, coupled with energetic circulation by the teacher between pairs of students, overcame some initial lethargy in the class and they produced some good ideas. Students demonstrated a sound understanding of materials, including wood, metal and plastic, and, despite some literacy weaknesses, communicated their design developments well, annotating their drawings effectively. Nearly all of the 12 students have special educational needs. Their achievement on the course so far is satisfactory. The quality of teaching and learning is currently constrained by the lack of a specialist manufacturing facility, which is currently under construction. The current lack of links with local manufacturing industry will need to be addressed if the students are to gain an appropriate vocational experience.

## **Business studies**

139. GCSE results were well above average in 2003. Results fell in 2004 to be closer to the 2003 national average. Standards of the current Year 11 group are in line with national expectations, representing good achievement for the students. Teaching and learning were very good in the lesson sampled. The teacher managed the class particularly well to allow a high quality exchange of ideas and information on the topic of recruitment and job applications. Resources, including ICT and up-to-date texts, were very well used to support students' learning.

## **Child development**

140. GCSE results have been among the strongest in the school. Results in 2003 were well above average at grades A\*-C and at the highest grades A\*-A. In 2004, many students gained results which were much better than predicted on the basis of their previous attainment. Teaching and learning were very good in the one lesson sampled. The teacher has very high expectations of a group of girls whose previous attainment has in most cases been low. Relationships between the teacher and students are very good. The teacher uses expert subject knowledge to make learning interesting and relevant. Students develop very good skills of independent learning which allow them to find information from a wide range of sources, including through ICT.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP**

141. The programme for **personal, social and health education** is unsatisfactory. Most lessons seen were at least satisfactory and a minority were good, but overall they lacked sufficient challenge and imaginative methods to engage and enthuse the students. As a consequence, many students have a low regard for PSHE and lack the commitment to get fully involved in lessons. Workbooks are often not marked and this further reduces students' motivation to produce work of good quality. The PSHE programme covers required topics, including those on careers, relationships, sex and drugs, and includes aspects of citizenship and personal rights and responsibilities. The team of teachers responsible for delivering the programme, however, lack a clear enough set of expectations about what students should achieve during their lessons.
142. The programme for **citizenship** is poor. No lessons were observed where citizenship had been planned for at a whole school level and no work was offered for scrutiny so

it is impossible to comment on standards, achievement, teaching and learning. The subject has not got parity with other subjects and the National Curriculum statutory requirements are not being met. Leadership of citizenship is unsatisfactory. It has not provided a scheme of work for the subject, nor does it have a current map of where it is taught within other subject areas. There is no monitoring of teaching and learning or of the participation of students and their skills of enquiry. Assessment is not happening. There is a school council and year councils that meet regularly and enable students to experience the democratic process, and they have produced advice on dealing with bullying.

## 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.

The table below shows entry and performance information for courses completed in 2003.

### *Level 3 GCE AS level courses*

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and design	2	100.0	80.1	0	23.7	20.0	29.9
Biology	2	100.0	65.2	0	11.1	20.0	20.6
Business Studies	5	100.0	76.4	0	16.3	28.0	26.2
Chemistry	3	100.0	72.7	0	13.9	23.3	24.1
Communication Studies	4	100.0	86.4	0	23.8	22.5	32.0
English/English language	3	100.0	92.9	0	17.5	20.0	28.7
English literature	6	83.3	85.9	0	19.1	28.3	30.2
French	6	66.7	78.2	0	18.9	18.3	27.6
Design and technology	5	100.0	74.9	60.0	15.1	48.0	25.3
General Studies	19	84.2	73.9	26.3	17.8	35.3	25.7
Geography	1	100.0	74.3	0	19.8	40.0	26.5
History	1	100.0	80.7	0	19.5	40.0	28.6
Information and communication technology	9	100.0	67.0	0	10.9	26.7	21.4
Mathematics	9	55.6	61.9	22.2	17.1	21.1	22.1
Other Social Studies	2	100.0	69.7	0	16.7	20.0	24.1
Physics	3	33.3	68.6	0	14.4	6.7	22.7
Religious Studies	2	50.0	80.2	0	22.6	10.0	29.8
Spanish	1	100.0	78.5	0	17.7	30.0	27.3
Sports/PE Studies	1	100.0	73.2	0	11.4	20.0	23.1

### Level 3 GCE A level and VCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and design	2	100.0	98.6	0	50.2	40.0	87.5
Biology	13	100.0	96.4	7.7	39.2	61.5	78.6
Business Studies	10	100.0	98.7	0	36.8	64.0	80.1
Chemistry	21	100.0	97.6	0	49.0	40.0	84.9
Communication Studies	6	100.0	99.4	0	37.8	70.0	82.1
English/English language	7	100.0	99.4	14.3	36.3	68.6	80.9
English literature	8	100.0	99.5	25.0	46.5	77.5	86.5
French	4	100.0	98.8	0	51.5	60.0	87.6
Design and technology	2	100.0	97.8	100.0	35.0	100.0	77.9
General Studies	1	100.0	94.7	0	31.0	40.0	73.1
Geography	1	100.0	98.7	100.0	44.5	100.0	84.0
History	6	100.0	99.0	33.3	44.6	80.0	84.6
Mathematics	3	100.0	96.7	0	55.6	66.7	88.8
Other Social Studies	9	100.0	97.4	22.2	42.7	62.2	81.8
Physics	3	100.0	96.7	0	44.6	53.3	81.7
Religious Studies	5	100.0	98.8	60.0	46.7	88.0	85.6
Spanish	3	100.0	98.3	0	50.2	66.7	86.9
Sports/PE Studies	3	100.0	98.0	33.3	30.9	80.0	75.2`

## ENGLISH, LANGUAGES AND COMMUNICATION

143. English was the focus subject for this inspection, but French and Spanish lessons were also sampled. All students attempting A-level examinations in **French** and **Spanish** achieved pass grades in 2003, but numbers entered were too low to make national comparisons. In the sixth form, extremely high demands are placed on students to produce language of high quality, and a high proportion of lessons sampled were very good or excellent.

### English literature

Provision in English literature is **satisfactory**.

### Main strengths and weaknesses

- Good teacher subject knowledge is used well to brief students.
- Lower-attaining students are not drawn out sufficiently in lessons to extend their understanding.



- Good guidance is given to students on how well they are doing and how to improve.
- Lower-attaining students' written assignments are not pitched at the right level to enable them to succeed.
- The quantity and quality of library books are insufficient to promote independent research and learning.

## **Commentary**

144. Results in English literature at A-level were well below average overall, both for those gaining higher grades (A-B) and overall.
145. Standards in work seen are below average in Year 12 and well below average in Year 13. In Year 12, students grasp reliably the key events and characters in 'The Taming of the Shrew'. They collaborate well to share their understanding in pithy presentations. Higher-attaining students are adept at reflecting upon and weighing up competing critical viewpoints because lesson activities are well matched to challenge them. At the same time, middle and lower-attaining students are not fully drawn out by teachers to develop their ideas at any length or their understanding beyond a literal level.
146. In Year 13, students link plays to their wider historical and social context adeptly and summarise significant dramatic events, making good use of computers to lay out their thinking logically. They acquire a straightforward grasp of the content of William Blake's poetry but find it difficult to broaden their understanding to discuss themes and related social and historical questions in any depth. Students benefit from well-set assignments which are sensitively marked, with good guidance on how well they are doing and what they need to do in order to improve, although lower-attaining students' homework is not pitched at the right level to enable them to succeed fully.
147. The quality of teaching and learning is sound, where teachers deploy good subject knowledge to brief students thoroughly. Classroom methods engage student interest well, because activities encourage students to work independently. Nevertheless, lessons are not always paced rapidly enough to maximise learning, and lower-attaining students do not always do as well as they should because teaching is not adapted to focus on their needs. The quantity and quality of library books and resources are insufficient to support the level of independent learning and research expected at this level.
148. Achievement is satisfactory overall. Students' work rate is sound, both in lessons and in independent written assignments, although lower-attaining students do not achieve well because they receive insufficient challenge in lessons.
149. Leadership and management of the subject are satisfactory. They ensure that teaching is thorough. There is a sound vision for the subject's future development, and this is starting to make a favourable impact on standards in Year 12.

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

150. Students across the sixth form demonstrate satisfactory skills of language, literacy and communication to support their learning in subjects across the curriculum. In some subjects, including French, Spanish and history, such skills are at a high level and contribute significantly to very good achievement.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Students' interest in mathematics and the numbers choosing it as an A-level are improving.
- Teaching is very good, demonstrating enthusiasm and depth of subject knowledge.
- Leadership and management are very good, with rapid and appropriate response to recent course changes.

### **Commentary**

151. The number of students taking AS or A-level examinations has varied over time, often too few to compare with national data. In 2003, the AS examinations, taken at the end of Year 12, gave results equal to national averages, but A-level results in that year were comparatively low. In 2004, one student obtained an A grade in AS further mathematics as well as an A grade in A-level mathematics. The two other students obtained D grades, giving the 100 per cent pass rate which has been normal in the past. However, the AS examination in 2004 at the end of Year 12 resulted in only 50 per cent passes, half of the original class giving up mathematics for other subjects, a high drop-out rate.
152. The five students who obtained good grades are continuing with mathematics A-level in Year 13, demonstrating standards in line with, and sometimes above, national expectations in their work on differentiation using the product rule. Their achievement is good. The two students with the highest grades are also taking further mathematics, and achieved well in a lesson on projectiles. The teacher guided them through resolving the vertical and horizontal components of the velocity of a projectile at an angle, practically modelling movement and building on secure previous learning. Proficient use of the interactive whiteboard provided quality accurate diagrams and increased the pace of the lesson.
153. More students have now chosen to study AS-level mathematics. There is now a group of 20 able students, whose standards are above average overall, and who show interest and enthusiasm in both pure and mechanics modules. They were able to solve simple inequalities, using their GCSE experience of solving equations. In an hour lesson, students derived the formulae for the laws of motion from the basic definition of velocity, and were inspired by the teacher's enthusiasm for the beauty of the process. The majority of Year 12 students wish to take further mathematics, and many wish to continue mathematics into Year 13. A wide range of other subjects is studied by these students, combining a variety of skills and interests.

154. Teaching is very good overall, with breadth and depth of subject knowledge and understanding of how students learn. Teachers prepare and plan well, with quality materials and plentiful text-book resources. ICT is insufficiently used, although the new interactive whiteboards are potentially a powerful resource for learning. Discussion is used well to share ideas about methods and answers, and students work very well together, albeit usually in single gender groups. Teachers know the examination criteria well, and assess appropriately, giving verbal and written constructive comments.
155. Leadership and management are very good, with a drive for improvement now being seen in increased uptake of courses. The recent changes to the A-level pure mathematics course was managed effectively. After consultation with students, Year 13 also transferred to the core units instead of the previously-taken Pure 1 module. Standards have risen since the previous inspection, and increasing interest and achievement have improved mathematics in the sixth form.

### **Mathematics across the curriculum**

156. Students have sound competence in their ability to use number and measurement to improve the accuracy of their work in their sixth form subjects. There is an expectation that students joining the sixth form will have achieved Level 2 competence (GCSE grade C or above) in mathematics; if not, they are expected to resit the GCSE. This system should equip all with sufficient skills of numeracy to support their studies. Although a GCSE resit class is timetabled for two hours per week, not all students can make the lessons and attendance is poor. Only two girls attended the lesson observed, with the teacher acting as facilitator, responding to their needs to improve understanding and skills with algebra.

### **SCIENCE**

157. Biology was inspected in detail, but chemistry was also sampled. Few students have chosen to study **chemistry** in recent years; no-one has achieved grade A or B. In 2004, all four students passed the examination and, currently, the one student in Year 13 is predicted to do so. The Year 13 student was well able to deal with calculations within equations about neutralisation as he viewed acids as systems in equilibrium, because his mathematical skills were sharp. The very good specialist knowledge of the teacher was used well to explain misunderstandings about common factors between acids and between alkalis. The student was well challenged by the teacher's questions, but the fact that he is alone in class detrimentally affects the quality of learning because debate and sharing of ideas, with peers, is missing. There were also missed opportunities, during the lesson seen, to regularly summarise (and map) key ideas to help learning.

### **Biology**

Provision in biology is **satisfactory**.

## Main strengths and weaknesses

- There are good features of teaching for the team to share, but teaching styles are not sufficiently imaginative, and teachers' planning does not centre enough on learning.
- Students' effective teamwork in tackling complex work adds quality to their learning.
- Students' explanations remain too superficial for advanced level work; they do not summarise links between key ideas during lessons to help them learn.
- There is no action plan, based upon an in-depth commentary about performance, to help the subject improve.

## Commentary

158. A-level results in 2003 were below average. One student achieved grade B but all 13 passed the examination. This is an improvement on the previous year when few students studied the subject and no-one achieved high grades. Two students entered the AS examination in 2003; both passed but neither achieved a higher grade A-B. Eight students studied the subject in 2004 at A-level; most passed and one achieved grade B. All eight passed AS level, three within the grade A-B range; an improvement on the previous year.
159. Standards in Year 13 are below average. Students' work, over time, illustrates some unsatisfactory achievement. The actual rate of progress is strongly linked to the quality of teaching. Students made good progress in deepening knowledge about the retina's function in discriminating colour, through their teacher's well-planned visual experiences of cone-cell structure; the pictures were clear and the computer program explicit. They struggled in linking the activity of light sensitive cells to changes in light intensity. Their answers in class, and analysis of classwork, showed that explanations can be too superficial for advanced level work and the skills of applying ideas are not strong, because it needs more practice in earlier years. Students need a wider set of experiences that creatively involve them in explaining ideas throughout their lessons.
160. Standards in Year 12 are below average. Achievement is satisfactory as students steadily move on from GCSE work into new areas, for example, about diffusion. They know why an earthworm's skin is adapted for efficient gas exchange and, simply, explain why aquatic worms have 'feathery' external gills. By helping each other and, through strong guidance of their teacher, they understand how to calculate the rate of diffusion. They are, however, uncertain in predicting a pattern between the concentration of a solution and its rate of diffusion. More practice is needed in concisely summarising key ideas, and linking them together throughout a lesson, to help the learning process. Overall, achievement in Years 12 and 13 is satisfactory.
161. Teaching is satisfactory overall with some good features. Teachers' strong subject expertise is used well in sharply focused questions and clear explanations which widen students' knowledge about biological systems. Using resources well, the teacher considerably helped specific cell structures 'take shape' for students who were confronting their complexities for the first time. Learning is held back, however, by some narrow teaching methods where the teacher has 'centre stage', and opportunities for students to 'visualise' an idea have not been imaginatively planned. Lesson plans do not focus strongly enough upon ways of helping students to learn.

162. The subject is benefiting substantially from analysis of performance undertaken by the science department. Checks are being made on the general progress of individual students to swiftly identify underachievement but the subject is not yet used to identifying targets that focus upon learning particular aspects of biology. Improvement is satisfactory overall: it has been slow since the last inspection but has speeded up recently. Management is satisfactory. Although lacking top-most grades, most students pass the examination. A commentary of performance and a development plan for the subject have yet to be instigated. Library resources and periodicals are not broad-ranging enough and the curriculum needs enriching.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

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

- Examination results have been below average.
- All A-level classes are now taught by specialist teachers.
- Teaching in ICT lessons is good overall and often very good.
- Leadership and management at A-level are now good.
- ICT resources are much improved and deployed effectively.
- A minority of students taking the AS level course are not sufficiently committed to achieving success in all aspects of their work.

### **COMMENTARY**

163. In 2003, there were no A-level ICT results. Standards at AS level declined from the previous year when they were consistent with the national average. They were below average in terms of higher A-B grades but all candidates passed, which represented good achievement for the students concerned. In 2004, at A-level, there were no higher A-B grades and three quarters of candidates passed the examination. At AS level, there were no higher grades A-B and a slight fall in the percentage of passes compared to the previous year.

164. Standards seen in lessons in the A-level course and in students' portfolios for the first half term are average. This represents good improvement over the standards attained by these students in their AS level examination. The improvement has come about because ICT in the sixth form now has a strong teaching team which is very well led and managed. Achievement is good; in one Year 13 lesson on 'project management', students made good progress as they worked through increasingly challenging activities. Oral responses, using appropriate specialist terminology, improved significantly as a deeper understanding of the concept developed.

165. In the current AS level group in Year 12, standards are more variable but satisfactory overall. Some good work was seen in students' folders and in class activities. However, some male students do not yet demonstrate a consistently high level of commitment. During presentations, some perceptive insights and conclusions from most groups were overshadowed by some immature attitudes.

166. The majority of teaching and learning was good and often very good. Lessons were well planned, had good pace and a variety of challenging activities. As a result of the

thorough and effective assessment procedures, which are now in place, the majority of students are developing a good understanding of their strengths and weaknesses and know how they can improve. Students' self-assessment now plays an important role in this process.

167. In the past two years, the ICT department has undergone number of significant changes in personnel and in the level of resources. In addition, students who are now taking advanced level courses have had greater opportunities to develop their ICT capability in Years 10 and 11. All of these factors are having a positive impact upon standards and the department has the capacity to improve further.

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

168. The use of ICT across the curriculum in the sixth form is satisfactory overall and good or very good in some subjects. It is very good in physical education and particularly effective use of interactive whiteboards to enhance teaching and learning was seen in a number of subjects, notably mathematics. The number of interactive boards in the school has increased recently and continues to grow, providing more opportunities for whole-class ICT use in an increasing number of subjects. A number of subject departments, notably history, make good use of presentational software in sixth-form lessons. Students in most subjects make good use of the Internet for research.
169. Students' competence in ICT is good. They have good general ICT skills because they have followed a GCSE course in ICT in Years 10 and 11. Where results were less than satisfactory in their GCSE examination, students in Year 12 are required to follow a key skills course in ICT. This ensures that they are at least competent, and more often good, autonomous users of ICT. Their good ICT skills and knowledge enable them to enhance their learning in all sixth form subjects. The majority of subject departments take advantage of students' ICT skills and knowledge to good effect in coursework tasks. Additional support is available from the ICT department for any students who wish to develop specific ICT skills further, for use in a particular subject.

### **HUMANITIES**

170. No subject was inspected in detail in this area but geography, history, religious education and psychology were sampled.
171. In **geography**, standards are average at AS and A-level. Teaching and learning are good for the 12 students studying coastal processes for AS examination, and for the nine students studying glaciation for A-Level. They learn and achieve well because expectations are high and they work hard. Well-prepared lessons, making excellent use of Internet-sourced visual presentations, give students very good access to current, well-resourced case studies, which improve understanding and so raise standards. Students are worked hard and pushed to justify their statements, and support their answers with explanations of theory reinforced by examples. Teaching is challenging, so students achieve well.
172. In **history**, one lesson was observed at AS level and one at A-level. At AS level, results with small numbers are good and at A-level, the great majority of candidates have passed in the last two years mostly at grades A-C. At both AS and A-level, students have achieved well. In a current AS level class, students were seen to be

achieving well at an early stage of their course in response to well-informed and good teaching. At A-level, students are achieving very well, as seen in one lesson when considering Anglo-German relationships 1918-37 and where teaching was very good. The firm basis laid at GCSE helps progression to AS level and students are not at all fazed when moving on to the increased challenges of post-16 study.

173. A small but increasing number of students take AS and A-level **religious studies** and achieve very well in relation to their other subjects. The A-level lesson sampled was very well planned and prepared with students actively engaging in a lively discussion regarding near death experiences. The close attention paid to the examination requirements help students structure their written answers to ensure they gain the best possible marks.
174. In the **psychology** lesson sampled, teaching and learning were satisfactory. It was an end of the unit lesson on the processes of memory and forgetfulness. Students applied the psychological theories learned to real life situations by making group presentations that varied in quality. In the recent examinations, A-level and AS results were well below national levels and students achieved less well than in their other subjects.

### **ENGINEERING, TECHNOLOGY AND MANUFACTURING**

175. No subject was inspected in detail in this curriculum area where previously food technology has been the only subject offered to A-level. Results in **food technology** have been strong, with a very high proportion of students getting the higher grades A-B in 2003 and 2004. **Textiles** is now offered at A-level, and one Year 13 lesson was sampled. Teaching and learning were satisfactory: the teacher had expert subject knowledge on the subject of fabric finishes, but there were few resources, such as photographs or samples, to support learning. The knowledge and understanding shown by the students were above average.

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

176. No subject was inspected in detail, but music and art were sampled. The teaching of A-level **music** is split between the school (performing and composing) and Kingsley College (Unit 3). Last year's student performed above the national average. Only one student is studying A-level in Year 13.
177. Low numbers of students have entered for **art and design** in recent years. In 2003, all students passed, but none achieved higher grades A-B at A- or AS-levels. In 2004, results declined with a high proportion not passing. In the one lesson sampled, teaching was good, but the learning of the students was constrained their lack of independent thinking and creativity. The students are making satisfactory progress, but their skills and standards of attainment are below average.

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

178. Two lessons of **sports studies** were sampled in this area. In a good, very well-prepared Year 12 lesson on the heart and the vascular system, the teacher's imaginative use of the whole gym as a visual aid enhanced students' understanding of

the topic. In a good Year 13 lesson on elitism in sport, students made good progress and achieved well as a result of the teacher's carefully structured lesson and excellent student-teacher relations. In 2003 at A-level, all students passed and one achieved a B grade. No A-level results were reported in 2004.

## **BUSINESS BUSINESS STUDIES**

179. Business studies at A-level was sampled in Year 13. Business studies is taken at AS and A-level in the sixth form. The course is well planned. Teaching, by a business studies specialist, was very good. This resulted in very good learning because students were fully involved in a very effective and challenging group activity. They were very committed and responded with interest and enthusiasm. They achieved a good standard by demonstrating a detailed knowledge of relevant business concepts and practice as well as a good ability to analyse data and present a coherent justification for their conclusions.

## **PERSONAL DEVELOPMENT AND GENERAL PROGRAMMES**

180. There are no timetabled sessions for personal development programmes in the sixth form. Sixth formers attend occasional conferences on moral issues, but the requirement for sixth formers to study religious education is not met. In morning tutorial sessions, some valuable work is done in setting and reviewing personal targets, and through this teachers are able to reinforce important messages about the need for better attendance and punctuality, but whilst these are improving, they remain unsatisfactory. Tutorial sessions and assemblies also provide students with valuable support and advice on university applications.

181. Students can opt to take general studies at AS level. This is not a taught course, but those taking it receive some tutoring by the head of sixth form and others. In 2003, results were well above the national average. 2004 results had a similar profile, though with less students getting higher grades A-B.



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

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