

INSPECTION REPORT

Hornsea School

Hornsea, East Riding of Yorkshire

LEA area: East Riding of Yorkshire

Unique reference number: 118082

Headteacher: Mr Ron Newey

Lead inspector: Val Lynch

Dates of inspection: 17th - 20th January 2005

Inspection number: 268834

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 18
Gender of pupils:	Mixed
Number on roll:	1307
School address:	Eastgate Hornsea East Riding of Yorkshire
Postcode:	HU18 1DW
Telephone number:	01964 532727
Fax number:	01964 533403
Appropriate authority:	The governing body
Name of chair of governors:	Caroline Elliott
Date of previous inspection:	April 1999

CHARACTERISTICS OF THE SCHOOL

The school is a large 11-18 comprehensive school of 1,307 pupils and students. Of these, 201 are students studying in the sixth form. There are a similar number of boys and girls in all years. The school is located in the seaside town of Hornsea about 20 miles north east of Hull. Approximately half of the pupils come from the town itself and the other half come from surrounding villages. Some pupils come from as far away as Bridlington, having been unable to get into Bridlington schools. Others join the school having been excluded, or who are at risk of being excluded, from other schools. The school therefore has a higher than average proportion of pupils who have joined the school during their secondary education rather than at the start of it. Attainment on entry is broadly average. The proportion of pupils whose heritage language is not English is extremely small. The proportion of pupils with special educational needs is broadly average; the proportion of pupils with Statements of Special Educational Need is slightly above average. The proportion of pupils eligible for free school meals is below average. The school has recently been awarded specialist school status as a language college. In 2003 it gained a Sportsmark award. The school encourages the community to use its sports facilities and the youth service runs courses for young people in an evening.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1475	Val Lynch	Lead inspector	English as an additional language
11072	Shirley Elomari	Lay inspector	
27984	John Whitehall	Team inspector	Mathematics
2561	Tony Byrne	Team inspector	English
30596	Jack Brown	Team inspector	Science
34266	Glenys Hart	Team inspector	Information and communication technology
15606	Christine Hill	Team inspector	Art and design Special educational needs
32672	Stephen Hammond-Evans	Team inspector	Design and technology
32147	Ann Wallis	Team inspector	Geography Sociology
8070	Joe Haves	Team inspector	Citizenship History
15075	Bryan Goodman-Stephens	Team inspector	Modern foreign languages
31660	Marianne Young	Team inspector	Music
32225	Christine Hough	Team inspector	Physical education
25352	Geraldine Taujanskas	Team inspector	Religious education
20619	Jenny Hazlewood	Team inspector	Business education Leisure and tourism
2741	Christopher Glynn	Team inspector	Drama/theatre studies
2411	Robert Liley	Team inspector	Chemistry

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	10
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
OTHER SPECIFIED FEATURES – Work-related learning	20
PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES	22
SUBJECTS AND COURSES IN KEY STAGES 3 AND 4	
SUBJECTS AND COURSES IN THE SIXTH FORM	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	46

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hornsea school is a **good** and improving school. Test and examination results are **average**. Achievement is **good**. Teaching and learning are **good**. Leadership and management are **good**. The school provides **very good** value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in most subjects because there is a commitment from all staff to ensure that pupils fulfil their potential and gain qualifications at the end of Year 11.
- There is a strong belief, emanating from the visionary leadership of the headteacher, that all pupils should be given every chance to succeed.
- Relationships and behaviour are good and enable effective teaching and learning to take place; a very small number of boys in most years do not behave well.
- The school has a wealth of data that it uses exceptionally well to set targets for pupils and groups and to judge how successful it is.
- The curriculum is very good in Years 10 and 11 and meets the full range of pupils' needs.
- Although the school values pupils' views, it has not yet worked out how these views can be sought and how pupils can take more responsibility for what happens in school.

Improvement since the previous inspection has been good and very good in terms of leadership and management. Test and examination results have steadily improved. Most of the other key issues also have been addressed successfully. Although some accommodation has improved and the accommodation for music should be resolved when the new building is completed, accommodation overall is poor. In some subjects and communal areas staff do the best they can with what they have got.

STANDARDS ACHIEVED

Year 11 and 13 results

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

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

In 2004, test and examination results at the end of Years 9 and 11 were **average**. Achievement is **good** in Years 7 to 11. In many subjects standards of work seen are better than this. In 2004, test results at the end of Year 9 in mathematics and science were better than in English. Both mathematics and English had staffing difficulties that adversely affected results. A small number of boys did not do as well as they could because of their poor attitudes. As befits a specialist language college, pupils do well in modern foreign languages. Achievement is good in most subjects with the exception of music. In music there have been many changes of music teachers. In 2004 GCSE examinations girls did better than boys. Pupils with special educational needs and those who have experienced difficulties in their previous schools did well. Results were above average in science, media studies, drama, geography, Spanish and physical education and average in English. Results were below average in French, religious education, mathematics, resistant materials and systems and control. Achievement is now good in most subjects and satisfactory in ICT, music and religious education. Pupils on vocational courses and an alternative curriculum are achieving well. Standards

of literacy and numeracy are satisfactory and enable all pupils to handle demands made of them in other subjects. ICT skills are satisfactory and are improving.

Aspects of personal development, including spiritual, moral, social and cultural development, are **good**. Most pupils are confident, caring and have high self-esteem. Attendance and punctuality are good. Pupils' attitudes to learning and the behaviour of nearly all pupils are good.

QUALITY OF EDUCATION

The overall quality of education provided by the school is **good**. Teaching and learning are **good**. Teachers have very good subject knowledge and knowledge of course requirements. They prepare pupils well for examinations. Pupils with special educational needs get very good support from teaching assistants and their teachers, enabling many to succeed in their GCSE examinations. Assessment is usually very accurate and marking is good providing useful information to pupils about how they can improve. The curriculum is good overall and very good in Years 10 and 11 and the sixth form. The school provides an extensive range of academic and vocational courses. There is a good range of activities outside of lessons. Accommodation is poor in some subject areas and for pupils to socialise, including the dining areas. The care, guidance and support of students are very good. The school's links with parents are good. Links with the community, business and other schools and colleges are good. The school is benefiting from links with other schools as part of being a language college.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher, supported by a strong and effective senior leadership team, provides very good leadership and a purposeful sense of direction. The leadership of the pastoral provision is good and leadership is very good in seven of the subjects in the school and good in most others. Management is at least good in all subjects apart from religious education and music where it is satisfactory. Management of special educational needs is unsatisfactory. The governing body is effective and makes a significant contribution to the success of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied with the provision made by the school and believe that the school is improving. They consider that their children are expected to work hard and are well taught, so that they make good progress. Pupils think theirs is a good school and is well run. They state that teachers expect them to do their best. Pupils and their parents share some concerns about the behaviour of a minority of pupils and about bullying. They are confident, however, that teachers deal with bullying effectively and quickly.

IMPROVEMENTS NEEDED

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

- provide a programme in the learning support unit that will help pupils to improve their behaviour and attitudes and secure their re-involvement in learning;
- establish expectations and procedures that will ensure pupils' and students' views are heard and they take more responsibility for what happens in school;

and, to meet statutory requirements:

- monitor the use of tutor time on a morning to ensure that it fulfils governors' expectations for a daily act of collective worship.

SIXTH FORM SECTION OF THE SUMMARY REPORT

OVERALL EVALUATION

The provision in the sixth form is very effective. A-level results are above average and achievement is very good. Teaching and learning are very good. Leadership is very good and management is good. The provision is very cost effective and enables students with a wide range of abilities to succeed.

The school's main strengths and weaknesses are:

- Students achieve well because teaching is always good and is very good in many subjects.
- Teachers have very good subject knowledge and their enthusiasm for their subjects inspires and motivates students to do well.
- The head of the sixth form is encouraging students to take more responsibility for their learning but in some subjects teachers do not provide enough opportunities for students to develop their independent learning skills.
- Students have very good attitudes to their studies and to school but do not take up opportunities to be involved with younger pupils and to be their role models.
- Tutors are playing an increasing role in supporting and guiding students but do not have information to monitor students' involvement in activities outside of lessons and school.

QUALITY AND STANDARDS IN SUBJECTS AND COURSES OF THE CURRICULUM

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

Curriculum area	Evaluation
English, languages and communication	Very good in English. Results are average but the standard of work seen is above what is expected at A-level. Students learn very well because teachers use an engaging variety of approaches in lessons. Leadership inspires students and management is very good. Very good in French. Results in A-level are well above average and students achieve very well. Teachers have very good subject knowledge and linguistic skills. Leadership and management are very good and result in very high standards.
Mathematics	Good . Results in 2004 were average but the standards of work seen are better. Lessons provide a good level of challenge but do not promote enough independent learning. Leadership and management are clearly focused on raising standards.
Science	Very good in chemistry. A-level results are usually well above average. Teachers have very good subject knowledge and students are keen to learn. Leadership is very good and management is good.
Humanities	Very good in sociology. A-level examination results were above average in 2004. Knowledgeable and challenging teaching enables students to achieve very well and to develop very good independent learning skills. Leadership and management are very good. Good in geography. Examination results were above average in 2004. Good teaching ensures students are well prepared for A-level examinations but does not develop students' independent learning skills enough. Leadership and management are good.
Visual and performing arts and media	Very good in theatre studies. Standards are well above average. Teachers are very good role models and this results in very positive attitudes from students. The department is benefiting from very good leadership.

Hospitality, sports, **Good.** Examination results continue to improve. Teachers provide good support and guidance to students. Leadership and leisure and travel management are very good.

Business **Very good.** Examination results are very high. Students benefit from the high expectations of teachers. Teachers benefit from the very high standards of leadership and management.

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

ADVICE, GUIDANCE AND SUPPORT

Students are well supported by their tutors in monthly mentoring sessions. Guidance and support are readily accessible through Connexions. There are no central records kept of students' experiences and achievements outside the school day so tutors cannot readily access this information as part of monitoring students' personal development. Students have good opportunities to contribute to the work and development of the sixth form through the newly established sixth form committee. This is a flexible forum convened for staff and students where students know that their views matter. Through this they are encouraged to voice and implement their own ideas.

LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

Leadership is very good and management is good. The head of the sixth form has a clear vision and high aspiration for the sixth form's continuing growth and success. The senior leaders and the teachers work effectively as a team. New systems of self-evaluation are being introduced and have met with generally positive responses. A very good curriculum is offered, although not all students have the opportunity to follow a course in religious education. There are ambitious plans in place to respond to new buildings, increased resources and a wider programme. Some opportunities exist to give students the chance to participate more in the life of the school but students do not see themselves as role models for younger pupils. There are good opportunities for students to participate in the management of the sixth form.

STUDENTS' VIEWS OF THE SIXTH FORM

Students are very appreciative of all that the school does for them. They feel that they are treated as adults and encouraged to be independent and to reach the highest possible standards. They think that the school community is harmonious and that the school does all it can to broaden their horizons. They enjoy the opportunities provided to respond practically to world issues.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** in Years 7 to 11. In 2004, test and examination results at the end of Years 9 and 11 were **average**. In many subjects standards of work seen are better than this. In the sixth form achievement is very good and examination results are **above average**.

Main strengths and weaknesses

- Test results at the end of Year 9 dipped in 2004 but the school has already acted to ensure that results will be better in 2005.
- In 2004 GCSE results significantly improved and pupils did better than expected based on their test results at the end of Year 9.
- Students in the sixth form are doing very well in most of the subjects inspected, maintaining the good standards of recent years.
- In Years 10 and 11 lower attainers and less motivated pupils work successfully to gain accreditation, including some GCSE qualifications. Arrangements lower down the school do not have the same level of success with these pupils.
- Pupils and students are now doing well in English and much better than previous results indicate. They are not doing as well as they could in music in Years 7 to 9.

Commentary

Key Stage 3

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

Standards in:	School results	National results
English	32.2 (33.5)	33.4 (33.3)
Mathematics	35.0 (36.0)	35.4 (34.7)
Science	33.4 (34.4)	33.6 (33.3)

There were 238 pupils in the year group. Figures in brackets are for the previous year.

1. When pupils join the school aged 11 the standards they have reached In English, mathematics and science are average. These standards are generally maintained but the school believes that it can do even better. Results in 2004, although average, were not quite as good as those in 2003 and were not as good as those in similar schools. In English and mathematics major staffing issues that have now been resolved adversely affected results. Results show very little difference between boys and girls, although girls did better than boys in English. A small number of boys did not do as well as they could because of their poor attitudes and behaviour. Time spent in the learning support centre was not successful in improving their attitudes and getting them committed to learning. The school has met most of its targets for specialist status in the first year. In modern foreign languages most pupils in Year 9 achieve above average and higher attaining pupils achieve well above average.
2. On the basis of the work seen during the inspection the standards that pupils achieve are good in most subjects, including mathematics and science. The work seen in English was above expectations and reflects the commitment of the department to improve on last years' results. In ICT and religious education, the standards achieved are satisfactory but they are unsatisfactory in music. In music there have been many changes in staffing over recent years and the accommodation issues, identified at the previous inspection, have not yet been resolved. Pupils with special educational needs are achieving well because they get good

support in lessons and good teaching in one-to-one and small group sessions. A small number of boys in Year 9 are not doing as well as they could and the learning support unit is still not meeting their needs.

Key Stage 4

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	51 (47)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	95 (90)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	98 (96)	96 (96)
Average point score per pupil (best eight subjects)	41.4 (40.6)	41.4 (40.6)

There were 235 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

3. In 2004 GCSE results were average and as good as those in similar schools. Girls did better than boys. The gap between them narrowed because boys' results improved to a greater extent than girls' results. Results were above average in science, media studies, drama, geography, Spanish and physical education. In these subjects and in history an above average proportion of pupils gained the higher grades. Results were below average in resistant materials and systems and control because teaching is not as good as it is in other aspects of design technology. In French, religious education and mathematics results were below average because staffing issues again affected the results of some classes. Pupils with special educational needs and those who have experienced difficulties in their previous schools did well. Most gained at least five or more GCSEs with grades A*-G and some did even better.
4. During the inspection the standards achieved were good in most subjects, including English mathematics, science, French and Spanish. They were satisfactory in ICT, music and religious education. In these subjects teachers are working hard to overcome the difficulties of the past. In ICT, not all pupils have the opportunity to follow a separate taught course. Pupils on vocational courses and an alternative curriculum are achieving well, although the behaviour of one or two pupils is limiting their progress.
5. Standards of literacy and numeracy are satisfactory and enable all pupils to handle demands made of them in other subjects. ICT skills are satisfactory and are improving as the school extends the numbers of computers available to departments, most recently through the use of wireless technology.

Sixth form

6. In 2004 GCE and AVCE results were well above average. Male students gained better results than female students. These results reflect very good achievement by all students. Results vary each year, depending on the ability of students when they join the course. Results in media studies, drama, French and physics have been well above average for the last two years. The inspection focused on nine subjects in the sixth form. The standards achieved in business education are excellent. In English, chemistry, French, sociology and theatre studies the standards achieved are very good. In mathematics, geography and on the AVCE leisure and tourism course they are good.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are **good**. Pupils' attitudes to learning and their behaviour are **good**. Aspects of personal development, including spiritual, moral, social and cultural development, are also **good**.

Main strengths and weaknesses

- Pupils' attitudes to work in class and to all the extra-curricular activities the school provides are good.
- The language college status of the school enables many pupils to experience the life and language of other European countries.
- Racial harmony is promoted through a well-structured citizenship programme.
- There are not enough opportunities for developing responsibility across the school.
- Although behaviour is good, a small number of boys persist in misbehaving.

Commentary

7. Most pupils have positive attitudes to learning and enjoy a high quality school life, reflected in high attendance rates and punctuality to lessons.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	7.1	School data:	0.5
National data:	6.9	National data:	1.1

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

8. Pupils respond well to the high expectations of good conduct in and out of lessons. However, a few pupils in each year, mainly boys, present challenging behaviour. Most teachers have developed classroom management techniques to deal with this but not all. The monitoring of behaviour is good but teachers who have difficulty managing such behaviour do not get the support they need from colleagues skilled in this work. Permanent exclusions are avoided as far possible and the school gives pupils, including those who have not been successful in other schools, every chance to improve their behaviour.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	1293	119	0

White – any other White background	7	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Pakistani	1	0	0
Chinese	1	0	0

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

9. The atmosphere in the school is very positive. Most pupils have a real desire to succeed and take advantage of the large number of opportunities to enrich and extend their experiences. Pupils are confident and have high self-esteem. The language college status makes a very good contribution to the life and social development of many pupils. Large numbers take part in visits and exchanges to France that enhance their language skills and secure greater social and cultural awareness. The school has many strong departments that strive to boost the social development of pupils, notably drama, modern foreign languages and English. Spiritual development is good. Pupils explore and reflect on beliefs and values and understand emotions and feelings, promoted well in religious education and music. Social development is good but could be better if there were more opportunities for responsibility, independence and for pupils to make an active contribution to school life. Pupils are aware of the need to combat racism and racial harmony is promoted well in the personal, social, health and citizenship course. Cultural development is clearly promoted well through subjects such as art and modern foreign languages. All these aspects are developed effectively through the school's ethos, expectations and wider enrichment, as well as through the formal curriculum.

Sixth form

10. Students' behaviour and attitudes to work and to school life are very good. Discussion with students found them very pleased and appreciative of the provision. They felt supported and showed maturity, self-discipline and a commitment to the school and to future success. Positive relationships between teachers and students make a substantial contribution to them becoming mature and confident young people. However, more opportunities exist than are presently taken to enable the sixth formers to participate more fully in the life of the school and to be seen as good role models for younger pupils.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is **good**. Teaching and learning are **good**. The curriculum is **good**. The care, guidance and support of students are **very good**. The school's links with parents are **good**. Links with the community, business and other schools and colleges are **good**.

Teaching and learning

Teaching and learning are **good** in the main school and **very good** in the sixth form. Assessment is **good**.

Main strengths and weaknesses

- Teachers have very good subject knowledge and knowledge of course requirements.
- Pupils with special educational needs get very good support from teaching assistants.
- In Years 10 and 11 lower attainers and less motivated pupils are successful because teaching is good in their subject lessons and on courses specially designed to meet their needs.
- Assessment is usually very accurate and marking is good.
- Teachers in the sixth form effectively develop students' independent learning skills.

Commentary

Summary of teaching observed during the inspection in 143 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
7 (5%)	44 (31%)	57 (40%)	32 (22%)	3 (2%)	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.

11. Teaching and learning have improved since the previous inspection. Both parents and pupils are very positive about teaching at the school. Teachers' knowledge of their subject is a feature of all lessons. They plan lessons well, often with a variety of tasks that secure pupils interest and motivation. Relationships between teachers and pupils are generally good, leading to positive attitudes to learning in most subjects. Teaching and learning in Years 10 and 11 are better than in Years 7 to 9. In Years 10 and 11 teachers are very familiar with the courses they teach and the examination requirements. They use this information to advise pupils on what they need to do to meet the criteria for the different grades and to prepare them well for examinations. In the very few lessons across the school where teaching and learning were unsatisfactory teachers were ineffective in managing some poor behaviour and did not succeed in involving pupils fully in activities.
12. Teaching assistants work closely with subject teachers to ensure the best possible support for pupils with special educational needs. Teaching assistants often know what is planned for a lesson and therefore know how they can best work with pupils to provide both support and some independence. Teaching and learning are also good in small group and one-to-one work.
13. The school has a number of pupils with individual needs that have to be met through a vocational or an alternative curriculum in Years 10 and 11. Pupils on the vocational course at the local college benefit from good teaching that secures and maintains their interest. Pupils on the alternative curriculum follow school-based courses in English, mathematics, science, ICT and French. The school wisely uses heads of department to teach these lessons. In the past such a group of less motivated pupils have gained five or more GCSE grades A*-G as a result of this approach.
14. The school has a lot of assessment data on individual pupils that teachers use to set targets in all subjects. There are also very good systems for monitoring pupils' progress based on termly assessments against their targets. This process relies on accurate assessment by teachers and this is the case in nearly all subjects except music and geography, where some teachers' assessments in Year 9 are higher than they should be. Most teachers use marking in books and conversations in lessons well to tell pupils what they need to do to improve. This process is very good in science where assessment of well-planned homework includes advice on what pupils need to do to get a higher level or grade. The school has defined the improvement of assessment as a priority and has much good practice on which to build.
15. The use of homework is inconsistent and there is some misunderstanding by parents of the school's expectations. The school expects homework to be planned into schemes of work and set when it is relevant. Some parents are concerned that there is no homework timetable and so they do not know when they should be making sure homework is done. In religious education and science, for example, homework is well planned and pupils find it interesting. In design technology, homework is rarely set because pupils don't do it. Pupils in Year 11 were keen to point out that they do not do homework they perceive as irrelevant.

Sixth form

16. In the sixth form most teachers give increased responsibility to students for their learning. In chemistry, for example, teachers have high expectations of students and ask them to present their ideas formally to the group. In sociology students' views are valued and respected, giving them increasing confidence to participate in discussion. This approach is less well developed in geography and English. Assessment in the sixth form is very good. All teachers give very detailed and helpful feedback to students on their work. In business studies, assessment criteria are used exceptionally well to motivate students to do even better.

The curriculum

The curriculum is **good** overall and **very good** in Years 10 and 11 and the sixth form. There is a **good** range of enrichment. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- Links with colleges enable the school to provide an extensive range of academic and vocational courses from the age of 14 onwards.
- Poor accommodation limits what can be taught in some subjects.
- Pupils receive very good careers education within a well-planned personal, social, health and citizenship programme.
- The school provides a good range of courses and opportunities in the sixth form but these do not include a religious education course.
- The curriculum for pupils in the learning support unit does not meet their needs.

Commentary

17. The curriculum for pupils in Years 7 to 11 caters well for their different needs and is very good for those in Years 10 and 11. Boys and girls in Year 10 study languages in single gender groups. As a result all pupils, but especially the girls, are achieving better than when they were taught together. Twilight German GCSE has also been introduced. All pupils with additional learning needs, including those with Statements of Special Educational Needs, have full access to the curriculum. Some pupils in Years 10 and 11 study for a GNVQ ICT qualification. Others follow very short ICT courses and use ICT in their other subjects. Despite introducing a thought for the week, the varied way in which it is taught by form tutors means that the school does fully not provide for a daily act of collective worship.
18. The school works very hard to meet pupils' individual needs and interests so that they all benefit from a mix of courses, either wholly in school or combined with courses at local colleges. These valuable college links prepare pupils very well for future education, training and employment. As a result, all the pupils on alternative curriculum programmes achieve their targets at college and in school. The curriculum, including off-site provision, is frequently monitored to make sure it is meeting the changing needs of pupils. However, in Years 7 to 9 the curriculum in the learning support unit has not been well planned to make sure that pupils can be re-integrated back into lessons with a better attitude to their learning.
19. The provision of support for pupils outside the school day is good, offering activities that complement and extend learning in class. Many departments organise revision and booster classes. In order to compensate for the geographical isolation of the school, pupils' appreciation and understanding of other parts of England and France are increased by exchange visits, workshops and trips to the theatre.
20. A successful careers education programme begins in Year 7 as part of the well-planned weekly personal, social, health and citizenship programme. This programme successfully provides the taught elements of citizenship. Careers education is taught in partnership with the

Connexions service and includes work experience. There are very good links with members of the local business community so pupils are able to have mock interviews with prospective employers before undertaking their work experience.

21. Despite some new building since the previous report, accommodation remains poor. Many classrooms are small, especially those where art and music lessons are taught. This restricts the variety of activities that can be taught. There is an absence of social areas for pupils to use at break and lunchtime. The dining rooms are very small and are completely inadequate for the number of pupils currently in the school. The school is aware that pupils and their parents are unhappy that there is no space for lockers in the school. There is a planned programme of rebuilding and the school is working hard to improve certain areas where building work is behind schedule.

Sixth form

22. The school provides a very good range of academic and vocational courses for students who wish to continue in education after the age of 16. However, the statutory requirement to provide religious education for all students in Years 12 and 13 is still not met. The head of sixth form makes very good use of data to develop the curriculum provision to match the changing aspirations and needs of all students. They like the way they can study both academic and vocational subjects at different levels that suit their abilities and career plans. Students who study English, sociology and theatre studies benefit considerably from many workshops and visits to places of interest organised for them. However, not all students extend and enrich their understanding of subjects in this way.

Care, guidance and support

The school ensures pupils' and students' care, welfare, health and safety **very well**. The provision of support, advice and guidance for pupils and students is **very good**. The involvement of pupils in the school's work and development is **satisfactory** overall and **good** in the sixth form.

Main strengths and weaknesses

- Child protection arrangements and health and safety procedures are very good.
- There are very good procedures for monitoring pupils' academic progress.
- The monitoring of pupils' personal development, including those with challenging behaviour, is very good in Years 7 to 11; in the sixth form there is no centralised record of students' personal achievements.
- Very good induction arrangements for all pupils help them to settle into their new school.
- Pupils are unclear about how they can voice their own ideas and contribute to making decisions about school life.

Commentary

23. The trained child protection co-ordinator oversees all pupil referrals. There are very good relationships with the police and social workers. Other staff are also trained in child protection procedures and training is updated regularly. The school recently underwent a health and safety audit by the local education authority during which no significant weaknesses were identified. Governors and senior managers are aware of ongoing issues and have done all they can to make the playground as free of vehicles as possible. The management of all health and safety issues is very good and procedures and documentation are up to date. Risk assessments are carried out assiduously.
24. The monitoring of pupils' academic progress is based on effective target setting and good assessment procedures. Progress reviews are issued each term and pupils have regular opportunities to discuss their progress generally with their tutors. Subject teachers and learning tutors have access to the centralised pupil database and this enables them to identify any underachievement and target support accordingly.

25. Subject teachers and tutors work closely together to monitor pupils' personal development. Communications between staff are very effective so that all are aware of any personal difficulties pupils might be experiencing. Procedures work very effectively to support, reward and track pupils' progress. There are clear systems in place for dealing with behavioural issues and these are implemented consistently. Support for pupils with the most challenging behaviour is unsatisfactory. The learning support unit does not secure their re-engagement in learning.
26. Induction arrangements for pupils in Year 7 are very well developed and contribute to their successful transition into the school. Tutors and the head of Year 7 monitor pupils when they join the school both in Year 7 and at other times. In Year 9 there is very good support for pupils when they are making their choices of subjects for the following year to ensure the best match for their needs. Support for pupils in care or those that have come from other schools is also very good.
27. Staff from the Connexions service work closely with school staff in implementing the school's careers education and guidance. From Year 9, pupils have the opportunity to discuss their career needs. Throughout Years 7 to 11 visiting speakers and workshops are organised for pupils to cover the world of work, careers opportunities in the local labour market and further and higher education opportunities. The Connexions Access Point in school provides pupils with a safe base where they can talk to youth workers and other outside agencies as well as the careers advisers.
28. The school council does not operate at present, as it was not well supported by pupils. Focus and discussion groups that provide pupils with opportunities to voice their views and contribute to the development of the school have recently replaced it. The structure for this is unclear. Pupils have not been involved in deciding the future of their involvement in the school and many are unaware of how the focus groups work.

Sixth form

29. Students are well supported by their tutors through their monthly mentoring sessions. This provides opportunities for feedback to tutors about any concerns. There is no central record kept of their achievements and activities outside the school day and so tutors cannot readily access this information as part of monitoring students' personal development. Guidance and support are readily accessible through the Connexions service. Students have good opportunities to contribute to the work and development of the school through the newly established sixth form committee. This is a forum convened for staff and students where students know that their views matter. Through this they are encouraged to voice and implement their own ideas.

Partnership with parents, other schools and the community

The school's links with parents are **good**. It has **good** links with the local community. Links with other schools and colleges are **good** overall with some very good features.

Main strengths and weaknesses

- The school works closely with local colleges to provide courses that meet the needs of its pupils.
- The school provides parents with a wide range of useful information and regularly seeks their views. However, information on vocational courses in the sixth form is limited.
- Good links with the primary schools ensure that pupils transfer smoothly to secondary education.
- Local business and industry support the school well, particularly by providing work experience and through their involvement in vocational courses.

Commentary

30. The school has significantly extended its links with colleges since the previous inspection. Pupils in Years 10 and 11 have the opportunity to undertake courses at local colleges. These are well tailored to pupils' individual needs and help to ensure that all pupils achieve well. The school has recently established a learning centre in the town centre where a range of courses are on offer, some supported by partner schools and colleges. The learning centre brings together adult education, training providers, colleges and the school in an innovative venture to extend the options for education within Hornsea.
31. Parents are given a wide range of useful information about the school and its work. The school has a well-designed website that is easy to access and complements the written information provided to parents. Regular parent questionnaires and surveys indicate the school's commitment to work closely with parents. This process leads to change. For example, the format of pupils' annual reports is significantly altered and they are now issued once a term. Reports no longer provide comments on pupils' work and progress but parents like the new format. All parents have regular opportunities to discuss their child's progress with teachers and these meetings are well attended. Parents of pupils with special educational needs are well informed and involved in their child's education. A parents' forum for special educational needs is in place. The school is keen to establish others but parental response has been disappointing. Recent changes in the way homework is set are not yet fully understood by all parents and pupils. There is some confusion regarding the homework schedule and the amount deemed appropriate. The parents, teachers and friends association continues to support the school well.
32. The school has well-established and improving links with the primary schools and is committed to working closely with them. The good transition programme includes work that begins in Year 6 and continues into Year 7. These units ensure pupils understand the way work is organised in their new school. The programme of visits by teachers to the primary schools and by pupils to their new school builds pupils' confidence well so that they settle quickly in to Year 7. The school provides good technical support for primary schools in ICT. The physical education department provides a number of opportunities for primary school pupils to experience a range of sporting activities. Links are also strong in performing arts and in modern foreign languages as part of the school's status as a language college. Language college status has done much to improve liaison with partner primary schools generally. The teaching of French in Year 6 by Hornsea school staff is very successful. The school has not yet met some targets that come from language college status. It has not yet developed business links, cross-curricular projects and partnerships with secondary schools based on languages.
33. The school has established good links with the community, local businesses and outside agencies. In particular, local business and industry provide work experience placements and mock interviews for all pupils. The physical education department has close links with sports clubs. Outside the school day community use of the facilities is extensive.

Sixth form

34. The curriculum in leisure and recreation is supported by very good links with the community, local colleges and industry that broaden students' experiences of the subject. Students are keen to put something back into their local community and undertake a significant amount of voluntary work. The sixth form prospectus provides a very clear outline of A-level courses for parents but information on other courses is limited.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Governance of the school is **good**. Leadership of the school by the headteacher is **very good**. Leadership of key staff is **good** and management is **effective**.

Main strengths and weaknesses

- The headteacher's clear vision of how to improve the school is supported by all the staff; he has won their commitment to his high aspirations for the success of every pupil.
- Senior and middle management are effective but the provision for pupils with special educational needs is very diverse and lacks coherent management.
- The governing body is very well informed, involved and committed to improving the school.
- Very good analysis and use of data aids planning and monitoring in order to improve pupils' performance.
- Procedures for quality assurance are having an increasingly positive impact on the quality of teaching and learning.

Commentary

35. Leadership and management were key issues for concern at the last inspection. This is no longer the case. Since his arrival the headteacher has very effectively introduced a clear and realistic vision of how he sees the school's future development. He is credited with having created a rigorous climate for professional dialogue and has provided effective strategies aimed at improving the performance of all pupils.
36. A strong team of senior and middle managers share the headteacher's commitment to school improvement. This team is also effective in winning the commitment of the teaching and support staff. The school has invested heavily in providing a higher than average number of teachers and support staff in ratio to the number of pupils. They are generally well led and managed and are having a positive impact on results. However, while the provision for pupils with special educational needs is good, it is also very diverse and lacks coherent management.
37. The governance of the school is good. The governing body is very well informed, involved and committed and gives good support to the headteacher and his colleagues. They have a clear view of the school's strengths and areas for improvement. As critical friends they scrutinise the key documentation, challenge practice in the school and analyse the profile of the pupils' examination success rigorously. Budget difficulties have been addressed effectively and the local education authority has approved the governors' plan to return the school to a positive financial position within three years. The principles of best value have been applied well and the most recent auditor's report is very complimentary in its judgement on the effectiveness of the management of finances. In ensuring that the school fulfils its statutory requirements governors have been almost wholly successful. The school does not provide for a daily act of collective worship nor do all students follow a religious education course in the sixth form.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	4,392,662	Balance from previous year	99,535
Total expenditure	4,601,360	Balance carried forward to the next	-109,163
Expenditure per pupil	3,668		

38. New procedures for quality assurance introduced by the senior leadership team are improving teaching and learning and consequently raising the attainment and achievements of pupils. High quality work on the analysis and use of data also informs these procedures. Departments all have a development plan that is designed to reflect the school's development and improvement plans. Most do this effectively and good work has been done, since the introduction of the quality assurance procedures, by staff in monitoring and evaluating their

practice. While the whole approach to the school's self-evaluation has improved since the previous inspection, some inconsistencies exist. Some plans do not describe clear success criteria that would help the school and departments make judgements about the success of their plans.

39. The school has a very positive approach to staff development. The headteacher welcomes the opportunities that specialist college status brings to link staff into wider professional networks. The geographical isolation of the school has constrained some aspects of continuing professional development. A firm approach to performance management has helped increase a commitment to broadening the staff's awareness of good practice both within and beyond the school. The school gives very good value for money.

Sixth form

40. The leadership of the sixth form is very good. The head of the sixth form has a clear vision and well-defined priorities to realise her ambitious aims for the continuing growth and success of the sixth form. She has high expectations of the staff and students. Management is good. New systems of self-evaluation have been introduced since the previous inspection to monitor the effectiveness of the teaching and learning in the sixth form and its impact on pupils' progress. Not all staff are sufficiently proactive in using data available to determine future action. The head of the sixth form has a clear overview and is encouraging better use of this data. In anticipation of a new sixth form centre and the increase in accommodation and resources, ambitious plans are in place to broaden the range of subjects and courses to be taught from the start of the next academic year.

OTHER SPECIFIED FEATURES

Work-related learning

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

Main strengths and weaknesses

- A very good range of vocational and work-related courses are helping to ensure that all pupils achieve accreditation in a range of subjects by the end of Year 11.
- Work-related learning is very well managed with good support from other subjects to extend pupils' knowledge of the world of work.
- The very good range of vocational and work-related courses in school meets the needs of pupils.
- There are very good links with local colleges to provide occupational courses.
- Pupils benefit from the very good partnership between school and Connexions for work experience and careers education and guidance.

Commentary

41. The vocational co-ordinator has a very high commitment to work-related learning. Statutory requirements are met and all pupils from Year 7 onwards have very good access to a wide range of opportunities to prepare them for future careers. The initial training for subject teachers has started very well, with further training planned to introduce enterprise education. There is good support from subjects who have identified work-related learning in their areas. For example, young pupils are introduced to different jobs in geography lessons and their knowledge of location of industry and the importance of tourism is well developed as pupils progress through the school.
42. The school provides a very good programme of work-related courses, including applied vocational GCSEs in health and social care, business and information communication technology. The range of courses is targeted very well to meet all pupils' needs, interests and aspirations. Specific courses are designed for lower attaining pupils and also for disengaged

pupils through the provision of entry-level courses that develop skills for working life. Pupils' very good attitudes lead to improved attendance and social skills as well as recognised qualifications.

43. The very good partnership with East Riding colleges enables pupils to choose from a range of courses leading to different occupations, for example animal care and engineering. A course in child-care is provided within the local town by a college tutor and retention rates are excellent. The school monitors courses very effectively and receives immediate feedback on attendance and behaviour. Pupils achieve very well. In recent years every pupil on a college course has achieved certification.
44. The Connexions service and other support professionals, such as youth workers, have an excellent centre on the school site and provide a very good opportunity for all pupils to seek careers support. A very good programme of careers education and guidance starts in Year 7 to develop pupils' awareness of their personal skills. The programme is well developed to promote a good knowledge of the requirements of different careers.
45. Pupils are encouraged to find their own work experience placements. There is very good support from the school, which has very good links with the community and a network of ex-pupils who provide speakers and work placement opportunities. Preparation is thorough, including an opportunity in Years 10 and 11 for pupils to participate in simulated interviews with the strong support of local businesses and their employees. There is a comprehensive debrief using the work experience journal produced by the local education business links organisation. In modern foreign languages pupils apply for jobs and debrief their work placements using their second language.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGES 3 AND 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- Almost all pupils take two GCSE's and many achieve very well.
- The progress of some boys, especially in Years 7 to 9, is hampered by lack of concentration.
- Long-established leadership is willing and able to make changes.
- High ability pupils are only stretched after Year 7.
- The department offers good opportunities for pupils' spiritual and cultural development.

Commentary

46. By the end of Year 9, standards are in line with expectations and pupils' achievement is good, although girls reach higher standards than boys, except for high attaining boys. The work of pupils currently in Year 9 shows that they are on track to meet ambitious targets. Results fell sharply to below average in national tests in 2003, with a further fall in 2004. The work of these pupils, who are now in Years 10 and 11, is in line with expectation and they are achieving well. The progress of pupils with special educational needs is good and pupils with English as an additional language keep up with their classmates. The work of gifted and talented boys and girls in Year 9 is outstandingly good.
47. By the end of Year 11, GCSE results are average, representing good achievement. Almost all the year group takes the English literature course, as well as language and results are therefore very creditable in comparison with national figures. The gap between boys and girls has narrowed and highly able pupils reach well above average standards, irrespective of gender. The department is concerned that the proportion of pupils gaining the A* grade is less than it should be, but in lessons some reassuringly high quality responses to poetry, from both boys and girls, indicate that they can reach high levels. Pupils with special educational needs and those with English as an additional language achieve very well.
48. Teaching and learning are good in Years 7 to 9 and very good in Years 10 and 11. The progress of gifted and talented pupils is a little slow in the mixed ability classes in Year 7, where teachers are concerned to make sure everyone is capable of completing a common task. On the other hand relationships are very good, so that even pupils with quite extreme difficulties and disadvantages participate and learn well in all year groups. Learning is very good in Year 9 for gifted and talented pupils. Learning is at its best when pupils follow precise instructions from the teacher alone, or in groups, or use frameworks provided to guide note taking. Sometimes teachers are reluctant to give enough scope for such independent learning. This is because some pupils do not listen well so sometimes teachers keep telling them what to do, rather than allowing pupils to work things out. There is very little unsatisfactory learning, but where there is a decline in quality, it is often due to boys, even some older ones, trying to get away with not working hard on their initial good ideas. Teachers usually keep most pupils' attention by planning a variety of learning into each lesson. They know their pupils' individual targets very well and share assessment with them very clearly, helping them to improve. Teachers use their subject expertise to make texts accessible to pupils and are ready to switch between media when helpful. Pupils write well for a variety of purposes. Less able pupils write shorter but well presented pieces, taking great pains to get spelling and punctuation right. Writing is assisted by satisfactory use of ICT. The department takes great care, through presenting a range of literary and theatrical experiences, to offer good

opportunities for spiritual and cultural development. However, financial constraints mean that some of the best new novels are not available for whole class work. A writers' club meets regularly, providing a good opportunity for talented pupils and all who want to try, to express themselves and develop their work by sharing it.

49. Leadership of the subject is good because it is dedicated and works very hard for the best interests of pupils and staff. It has collaborated well with external help to update schemes of work. However, it does not make enough use of fresh ideas gained by new teachers in their recent training. The outstanding characteristic of leadership is that it provides a first-class role model of subject expertise and encourages engagement with all aspects of English. Management is good. Analysis of pupils' progress is already very careful and is about to offer even more detail by using an electronic database. Improvement since the previous inspection is good because standards are improving and there is more rigorous evaluation.

Language and literacy across the curriculum

50. Standards of literacy are satisfactory. Almost all subjects make good use of subject specific vocabulary so that pupils become more confident in using it. Spelling and punctuation are quite accurate in most pupils' work and lower ability pupils do their best to present work legibly, particularly in English. Writing prompts and other strategies support the writing of lower ability pupils effectively in geography and pupils write extensively and for many audiences in history. Modern foreign languages enhance pupils' understanding of the derivation of words. The well-managed library is under-used for research except in English. Standards of reading are at least satisfactory. Speaking and listening skills can reach a high standard. However, listening skills are sometimes weak, particularly in younger pupils, leading them to slow learning down by asking the teacher to repeat instructions. In drama when pupils become intensively involved, speaking reaches high standards of expressive language.

Modern foreign languages

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

Main strengths and weaknesses

- The very good leadership and good management of the department result in everyone working towards common goals.
- The programme of visits and exchanges raises motivation and standards.
- Very good relationships facilitate effective teaching and learning.
- The use of French and Spanish as a means of communication in lessons is not consistent across the department.
- ICT is used effectively in many lessons.

Commentary

51. On entry in Year 7, pupils have a good basic knowledge of French and good pronunciation. This is because teachers from the department successfully teach the subject to all Year 6 pupils in the partner primaries as part of the specialist language college work. This ensures that most pupils now make rapid progress at the start of Year 7. Results in teacher assessments at the end of Year 9 in 2004 were above average. In Years 7 to 9, in French, standards are above the national expectation. Pupils communicate well orally and in writing and their listening and reading are generally good. Many pupils with special educational needs communicate well in familiar contexts. Most pupils make a good start in Spanish and reach an acceptable standard. Achievement is good in French and Spanish in Years 7 to 9 for most pupils, including those with special educational needs. The achievement in French of some high attaining girls is very good.
52. In 2004 GCSE results in French were well below average. One reason for this was the underachievement of pupils in two classes of average attaining pupils. Additionally, some care

needs to be taken in the interpretation of these results, since the school enters nearly all pupils for French, whereas the national entry is only two fifths of the cohort. In GCSE Spanish in 2004 results were well above average. Standards in French are in line with the national expectation in Years 10 and 11. The listening, speaking, reading and writing of higher attaining pupils are very good. The French of some pupils is weak. Overall, pupils' achievement in French is good, including those with special educational needs. Higher attaining students achieve very well. Standards in Spanish are above the national expectation in Year 11. Pupils' reading, writing and listening are good and they have a good command of basic grammar. In Spanish high and average attaining pupils generally achieve very well. One small group of pupils with special educational needs make good progress in Spanish in Year 10.

53. Teaching and learning in French in Years 7 to 11 are good. Teaching and learning in Spanish are good in Year 9 and very good in Years 10 and 11. In both languages teachers' very good linguistic skills and good subject knowledge impact very positively on learning. Some teachers, however, do not always conduct lessons sufficiently in the foreign language. Lessons are generally brisk and well structured with stimulating activities and resources. Pupils generally learn well in pairs and most are keen to participate orally. In a few Year 9 French and Spanish lessons some pupils do not listen to the teacher, are slow to start work and do not stay on task. Pupils' work is marked regularly and teachers provide good advice on how to improve. Relationships are very good in most classes. ICT is used effectively in many lessons to present and practise language.
54. The leadership of the department is very good and the management is good. The head of department has a very clear vision and teachers work as a team to achieve agreed objectives. The departmental development plan has a clear focus. There is very effective monitoring of teaching, learning, achievement and standards. The department's exchange links with France and Spain and the numerous visits to France motivate pupils and help to raise standards. The primary French teaching and the Year 7 French tutor group immersion group are successful initiatives. The school offers a modern foreign language for all pupils from Year 7 to Year 11 and all pupils in Year 9 do both French and Spanish. Improvement since the last inspection is satisfactory.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Results in national tests and GCSE were below average but standards are improving and pupils now achieve well.
- Lessons are planned and structured well and offer challenging ideas but teachers do not review the effectiveness of learning enough.
- The effective use of assessment data provides pupils with knowledge of their current and target grades and identifies underachievement and any curricular weakness.
- Mathematical investigation skills are not stressed enough in Years 7 to 9 and ICT skills are underdeveloped.
- Accommodation is unsatisfactory and the text books do not cover completely the required course of study.
- Relationships between teachers and pupils are good with pupils showing an interest in the subject.

Commentary

55. Standards at the end of Year 9 in the national tests in 2004 were below but close to the national average and were lower than the 2003 results. GCSE results in 2004 were below average. The achievement of some groups of pupils in recent years has been affected by the difficulties in covering for staff illness. Current standards are better. Evidence from the

inspection confirms the judgements made by the school that standards have improved and are now at the nationally expected level. Data display and interpretation of graphs are especially strong but investigation skills in Years 7 to 9 are weak. The quality of coursework in Year 11 has improved but the use of ICT is limited. Strong leadership and more settled staffing have begun to improve standards and pupils in all years are now achieving well. Pupils with special educational needs and high-attaining pupils also make good progress and there is no significant difference in the achievement of boys and girls.

56. Teaching and learning are good overall with three-quarters of the lessons good or better and no unsatisfactory teaching. This is a marked improvement since the last inspection. Teachers have secure subject knowledge, structure their lessons well and put forward challenging ideas at a brisk pace. As a result, mathematical concepts are presented in an interesting manner so as to promote effective understanding. Classes are managed well; pupils respond with interest, behave well and co-operate with the teacher and each other in small group work. Learning objectives are stressed strongly but the endings of lessons are sometimes hurried and do little more than review the main content. They therefore miss the opportunity to assess the effectiveness of learning. Pupils' work is corrected but marking does not show the pupils how to improve the standard of presentation of their written work. Assessment is rigorous, relating pupils' current level or grade to their targets.
57. Leadership and management are now very good. The recently appointed head of faculty has a clear vision that is focused on raising standards. The faculty works well as a team, assisting each other and sharing good practice. A comprehensive action plan is in place analysing examination and test results and outlining objectives aimed at improving achievement. Schemes of work have been revised and provide a coherent, complete structure enabling effective lesson plans to be produced. Test results are recorded on a database identifying underachievement and any widespread misunderstanding. The effectiveness of teaching is monitored well. Accommodation is unsatisfactory. Rooms are small for large groups and the designated maths rooms are widely spaced and two are poor-quality temporary classrooms. There is a satisfactory level of resources but the textbooks are unsatisfactory. Improvement since the previous inspection is recent and is good. Results are lower than the results at the last inspection but the 2005 predictions and standards seen show clearly that standards are improving. Teaching is significantly better and leadership and management have improved.

Mathematics across the curriculum

58. A whole-school numeracy policy is in place supported by in-service training. The competence of pupils in mathematics in other subjects is satisfactory and numeracy skills are promoted in almost all areas. Mathematical competency contributes significantly to attainment in ICT, geography and physical education; skills in handling, display and interpreting data are particularly strong.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Very good assessment ensures that students are set motivating targets.
- Good leadership focuses the faculty on good-quality teaching so that standards are rising.
- Very good use is made of practical investigations to underpin the learning of scientific principles.
- Computers are not used widely enough by students to enhance their learning or for the presentation of work.
- There is not enough sharing of good practice so that all teaching is as good as the best.
- Good working relationships give pupils the confidence to join in discussions.

Commentary

59. In 2004 the results at the end of Year 9 were average, but above those of similar schools. Results have been rising steadily in recent years and current standards are above expectations. Standards at the end of Year 11 are consistently above average with above average numbers attaining the highest grades. Achievement for all pupils is good through the school. Pupils do better in science than in their other subjects. Standards have improved from the previous inspection. This improvement is mainly due to the department being more sharply focused on good-quality teaching and learning backed up by very good assessment. The combination of assessed homework and frequent tests not only gives pupils accurate targets but also more importantly gives them clear guidance on how to improve.
60. Lessons are carefully planned with a range of learning activities. In consequence, science is made more interesting and pupils become more involved in their work. Practical investigations are used very widely to help pupils understand scientific principles. In addition, the work of teaching assistants is carefully structured to ensure that those pupils with special educational needs also become fully involved and make good progress. Working relationships are good and give pupils the confidence to join in the many discussions and willingly offer answers or ask questions. This oral work and the many opportunities to write their own observations and conclusions ensure that pupils develop good literacy skills.
61. Teaching and learning are good. This is an improvement from the previous report. Lessons are well-structured and pupils are made fully aware of the learning objectives and how they are to be assessed. This gets pupils fully involved and consequently learning is good. The very good lessons have bright beginnings that capture pupils' interest and continue at pace with a variety of learning activities and regular checks of understanding. In the occasional lesson where the planning is not so precise the lesson is much slower to get going. In consequence, the lesson becomes rushed and the final check of understanding ends up too brief to allow the teacher to be certain that learning objectives have been met. Teachers have increased their use of computers from the levels recorded in the last report, but lack of equipment in the laboratories means that pupils do not get enough access to computers on an individual basis. Pupils' work is assessed to a high standard.
62. Leadership and management are good, which represents an improvement from the previous report. The comparatively new head of faculty has set up a very good assessment system that has been very effective in motivating pupils and raising standards. The curriculum in Years 10 and 11 has been clearly developed to allow all pupils to undertake work related to their ability and interest. Improvements have been made in the monitoring of teaching and learning, but there are not enough opportunities to share and spread the very good practice that is available in the faculty. The head of faculty has developed a very good team with a feeling of collective responsibility for raising standards. He is providing the leadership to take a good and improving faculty further forward. The faculty has made good improvement from the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Sound subject knowledge results in well-planned and well-taught lessons.
- Assessment data is used effectively to monitor progress and motivate pupils, but pupils' ICT skills are not rigorously assessed when they join the school.
- The department is well managed and the team's knowledge and commitment is used well to continually improve the department.
- The size and layout of the computer rooms causes difficulties for teachers.

Commentary

63. Teachers' assessments at the end of Year 9 are above average but in the past these assessments have not been accurate enough. The standard of work seen in Years 7 to 9 is in line with national expectations and achievement is now good. Pupils develop satisfactory skills in web design, control and data handling. Pupils with special education needs are well supported and make good progress. The school has recently introduced a GNVQ ICT course in Year 10 and the standard of work in these lessons is also in line with expectations. Pupils are making satisfactory progress at this early stage of the course. Standards overall in Years 10 and 11 are satisfactory. There are opportunities for pupils to use ICT in other subjects, but there is no systematic assessment of the standards that pupils reach. Keyboard skills are developed well through the use of word processing and presentation software in a range of subjects.
64. Teaching and learning in Years 7 to 9 are good and in some lessons very good. Teachers use a wide range of teaching strategies that ensure pupils acquire new skills. Staff are not yet skilled in the use of newly installed interactive white boards. Teachers' subject knowledge is sound. Relationships between pupils and teachers are good. Planning is effective and results in well-taught lessons. A recently introduced sophisticated assessment system is beginning to identify the needs of individual pupils as they progress through the school. However, teachers do not assess pupils ICT skills when they join the school so teaching early in Year 7 is not as tightly focused on needs as it is later. Pupils with above average skills are identified and provided with extension tasks, some of which extend their skills. Opportunities are missed to encourage pupils with high-level ICT skills to share experiences and expertise with staff and other pupils. Pupils are confident in their use of computers and maintain attention and concentration. They listen to their teachers' advice well and respond to it. They experiment with different applications and are generally confident. There is evidence of extended homework tasks being completed to a high standard in Years 8 and 9.
65. Leadership and management are good. There is a consistent approach to teaching and learning across the department. The computerised administrative systems and Internet access are increasing the efficiency of the department. Internet-based revision is providing good additional support for Years 9 and 11. The technical support team ensure that innovative ideas are introduced in administrative procedures, assessment and in teaching in all subjects. The layout of one of the rooms, which is necessary to accommodate the number of computers, and the small size of two of the other rooms, causes difficulties for teachers as they move around to work with pupils. Many aspects of the department have improved since the last inspection. These improvements have occurred over the last two years and have not yet had sufficient time to impact on overall achievement. The main difficulty for the school and the department is that in introducing the GNVQ ICT course there was insufficient accommodation and resources to sustain a taught course in Years 10 and 11.

Information and communication technology across the curriculum

66. ICT is used widely across the curriculum in all years. Digital cameras are extensively and effectively used in drama, physical education, science, design technology, food technology, leisure and tourism and media studies. Pupils record their examination presentations in Spanish in PowerPoint, improving their oral and listening skills. Data-loggers are used in science and computer-aided design in design and technology. Pupils use a wide range of ICT skills such as word processing, producing charts, graphs and tables in many subjects. Most pupils are confident in their skill level but do not have the opportunity to reach the highest level of skill unless they follow the GNVQ ICT course.

HUMANITIES

History

Provision in history is **good**.

Main strengths and weaknesses

- Challenging tasks lead to very good achievement by the most able pupils.
- Pupils with special educational needs achieve well.
- Very good leadership provides the drive to maintain high standards.
- Teachers' secure command of their subject promotes effective learning.
- In a few lessons progress is slower than it could be.
- The curriculum does not provide sufficient enrichment outside the classroom.

Commentary

67. In 2004 teachers' assessments at the end of Year 9 and GCSE results in Year 11 show standards to be above average. Many higher-attaining pupils, in both year groups, attained standards that were well above average. The inspection confirms that these standards are being maintained. In Year 9 pupils use empathy successfully and assess conflicting evidence effectively when making judgements. In Year 11, pupils use primary source materials intelligently. Pupils write in detail to compare and contrast events, identify cause and effect and sequence events accurately. They set out their reasons carefully and explain them clearly in oral work. Pupils of differing abilities achieve well. They develop a good range of historical skills and use them effectively in their written work. Those with special educational needs are well supported by the class teachers' planning and on occasion by classroom assistants. Higher-attaining pupils are challenged successfully to raise their standards of work, through focused questioning and extended tasks.
68. Teaching and learning are good throughout Years 7 to 11. Where teaching is very good, a secure command of subject is well supported by effective questioning, imaginative tasks and good pupil management. For example, in Year 7, pupils work in role as Norman barons and knights to negotiate deals and make bargains. Very good organisation ensured a lively and productive lesson. In Year 10, a challenging card sorting activity led to very good thinking, clear verbal responses and high achievement. Teachers are enthusiastic and engage with pupils effectively. In a few lessons progress is slow because pupils do not settle quickly enough on tasks or because insufficient time is given to the completion of tasks. In most lessons behaviour is good and pupils display positive attitudes to learning, but in less successful lessons they become inattentive.
69. Leadership is very good. The head of department supports colleagues extremely well and is fully committed to maintaining high standards. His considerable personal drive motivates staff and pupils alike. Management is good. There is effective use of data to analyse pupils' achievements and help plan ahead. Good assessment procedures help provide a clear view of pupils' progress; however, pupil self-assessment is not yet fully in place. The curriculum lacks an element of enrichment to further broaden pupils' horizons. At present there are no educational visits carried out. There is good support for a few pupils who attend voluntary sessions leading to early examination entry. Overall, improvement since the previous inspection is good.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- GCSE examination results in 2004 were above average.
- Good teaching is carefully matched to GCSE examination requirements.
- Lessons are well-planned and structured so most pupils work hard and achieve well.

Commentary

70. Teachers' assessments at the end of Year 9 were well above average but because National Curriculum criteria were not always applied accurately to pupils whose attainment is average, the assessments were slightly over-generous. GCSE results in 2004 were above average and almost three-quarters of pupils attained the higher grades. These results represent good achievement for the pupils concerned compared to their attainment at the end of Year 9.
71. In work seen standards are above expectations at the end of Year 9. The standards of the pupils who have chosen to study geography beyond Year 9 and are now in Year 11 are in line with expectations. The achievement of pupils in Years 9 and 11 is good compared to their starting point when they entered the school. All pupils recognise geographical terminology and higher-attaining pupils can use it confidently and accurately. Pupils have good opportunities to develop their geographical skills through fieldwork. For example, pupils in Year 11 present and analyse well the data they collect on a field trip to Bridlington.
72. All pupils achieve well because teaching and learning are good. Teachers are knowledgeable and enthusiastic about their subject and communicate this successfully to their pupils. They plan and structure their lessons well so that most pupils respond positively to the good teaching they receive and work hard. Teachers and learning support assistants give constructive individual support to pupils with special educational needs so they achieve well. Teachers are widening the range of teaching methods and resources they use, including the use of ICT, but these can be further developed to encourage pupils to work independently and think for themselves. Teaching is carefully tailored to GCSE syllabus requirements so pupils develop the knowledge and skills needed to succeed in examinations.
73. Leadership and management of the department are good and suitable priorities have been identified for development. The new head of department is using some of the school's systems to monitor and evaluate the department's work. He is new in post and has had to spend time building the new team of teachers that now work in the department. Tests and assessments are being reviewed and refined so that pupils' achievement can be judged more accurately. The department works well collaboratively and shares good practice in order to raise standards further. Accommodation in the department is satisfactory but the limited amount of teaching space would have a negative impact on pupils' learning if teachers did not work very hard to overcome this difficulty. Improvement since the previous inspection is good. The department has both the capacity and commitment to improve further.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Lively, skilful teaching ensures that pupils focus on their work and make satisfactory gains in their learning.
- Energetic, enthusiastic leadership is improving the curriculum, raising the profile of religious education and beginning to improve pupils' attitudes.
- Too little monitoring of teaching and learning means teachers, often non-specialists, have little idea of how they can improve.
- Accommodation and resources present a negative image of the subject.

Commentary

74. By the end of Year 9 and Year 11, pupils have reached the standards expected in the locally agreed syllabus. This maintains the standards found in the previous inspection. Pupils enter school in Year 7 with a wide range of experiences of religious education, some with general knowledge about Christianity and others with some differing experiences of learning about other faiths. Achievement is satisfactory by the end of Years 9 and 11. Results in 2004 in the GCSE short course, which all pupils enter in Year 11, are average. Staff work hard with all pupils in mixed ability groups to help them fulfil their potential.
75. Teaching and learning are satisfactory with some good features, but, within the large team of teachers, practice is too variable. There are too many teachers, only two of whom have specialist qualifications, teaching religious education, mostly for one or two periods per week. Teachers plan their lessons well from the newly implemented scheme of work. They have clear aims and learning objectives for lessons that they share with pupils. Teachers make lessons interesting and motivate most pupils. They support pupils effectively, moving around the class, offering encouragement and praise. Sometimes teachers' limited subject knowledge means they cannot extend pupils' learning effectively, giving misinformation or not answering questions fully enough. Teachers generally have very good management skills, monitoring behaviour effectively to maintain good standards of discipline. Where teachers lack these skills, teaching is less effective as time is spent organising pupils to complete tasks. Generally, pupils lack enthusiasm for the subject, which has until recently had little status in the school. Good systems of assessment help staff to check pupils' progress each term. However, teachers do not tell pupils how to improve their skills and knowledge further.
76. Leadership is good. The head of department, appointed just over a year ago, is a good role model for other staff in his energetic and enthusiastic teaching. He has begun to put in place a new curriculum in Years 7 to 9. The scheme offers good support for non-specialist teachers, giving clear direction about what to teach and when to teach it. Management is satisfactory. Monitoring and evaluation are not carried out, either of the impact of the scheme of work or of the quality of teaching and learning. The head of department has had much work to do to regenerate the department and the subject and has not had time to fully monitor and support the non-specialists in the team. Consequently, teachers, particularly non-specialist staff, often inexperienced in this subject, do not know how to improve their teaching. The current departmental action plan recognises the need to address these issues. There are almost no planned visits and visitors, for example to places of worship, and few artefacts. Accommodation is unsatisfactory. Rooms lack technical resources so staff cannot make use of computer technology to extend their teaching. Overall, this gives a poor message to pupils about religious education. Improvement since the last inspection is good but is too recent to have had an impact on the standards pupils reach.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Standards are above average in textiles and graphics because of good teaching.
- The progress of pupils with special education needs is very good in food technology because the practical tasks motivate and sustain learning.
- The development of pupils' ideas in textiles technology is excellent, enabling personal ideas to be shown in a very professional way.
- Pupils' good attitudes and behaviour contribute to the effective teaching.
- Metals are not used sufficiently in resistant materials as a constructional material, which restricts the knowledge of pupils.

Commentary

77. Teachers' assessments at the end of Year 9 are above average but too generous. Current standards seen in Years 7 to 9 are above expectations. These show good achievement as pupils arrive in Year 7 with below average standards in this subject. GCSE results in 2004 were average. Standards seen in Years 10 and 11 are above expectations, particularly in the making elements of the subject. Textiles technology shows the highest standards within folder work, many showing clear, vivid and highly original ideas with very good communication of their development. These standards represent sustained good achievement. This is made possible by well-focused teaching and good assessment and target setting. In graphics and textiles technology, pupils make particularly good progress as a result of good teaching by teachers who have expert knowledge and who link clear objectives for lessons to GCSE requirements or the National Curriculum programmes of study.
78. Teaching and learning are good in all years. Assessment is good in food technology and textiles and satisfactory in the other areas of the department where it has been used to focus both teachers and pupils on the next steps in the learning. Pupils know if they are successful, and how to improve. However, many boys in resistant materials are behind schedule with their coursework folders and this may well have an effect on standards. Because metal as a constructional material is not used sufficiently in resistant materials, pupils' knowledge is limited, which in turn has an effect on their ability to answer questions in the final examination. Pupils show a very positive attitude to learning, enjoy the practical lessons and behave very well. Pupils who are gifted and talented are identified and given opportunities for their work to be extended. Pupils with special educational needs are identified and helped to make good progress across the department. This is particularly so in food technology where they are highly motivated and enjoy the practical nature of the subject, which also sustains their learning. Teachers show very good subject knowledge with awareness of industrial processes and products.
79. Leadership and management of the subject are good. Staff are well monitored by the head of department. The team of teachers shares a passionate belief in the importance of the subject. Good teamwork exists with very good systems in place for monitoring good professional practice. The financing of the department is presently set very low and is impacting on the variety of work offered and the range of quality materials available and is consequently having a negative impact on learning. Improvement since the previous inspection has been good.

VISUAL AND PERFORMING ARTS

Art and design

The provision for art and design is **good**.

Main strengths and weaknesses

- Leadership and management are raising standards and the number of students choosing art and design for examinations.
- Teachers have high expectations of pupils and challenge them to do their best.
- Good assessment and marking mean that students know how well they are doing and how to improve.
- An improved curriculum provides a broader range of experiences, especially for older students.
- The level of resources for learning is low and accommodation is shabby and cramped.

Commentary

80. In 2004 teachers' assessments show pupils achieve well to reach average standards from below average when they entered the school. Standards of work seen are in line with

expectations. Standards in the 2004 GCSE examinations were below average. The scrutiny of current work shows that standards are now broadly in line with expectations, showing good achievement from pupils' work at the end of Year 9. Design work is well researched and reflects an awareness of a range of artists, but limited resources restricts the range of opportunities for investigating and making. Drawing skills and technical confidence are good. Students with special educational needs do as well as others and those deemed talented in art achieve very well.

81. Teaching and learning are good. Lessons are challenging and interesting. Pupils enjoy art and speak confidently and with pride about their sketchbooks and on-going work. In written work they know and understand art terms. Lessons are very well planned to build students' knowledge, understanding and skills with clear targets to assess learning. Teachers have high expectations that challenge pupils to do their best. Materials and the work of other pupils are used well to broaden thinking and show what can be achieved. Teachers have good class discipline. Individual advice and support, sensitively given, help pupils gain confidence to develop their work. Teachers use assessment well and students have a good understanding of what they need to do to improve. Teachers do not always use questioning to check understanding and demonstrate new skills. In cramped conditions pupils do not have enough opportunities to take responsibility for their own learning.
82. Leadership is good and is having an impact on the subject's profile in the school. Standards are rising and the number of students taking art in examinations is increasing. Management is good. Improvements to the curriculum, especially for older pupils, are having a big impact on standards and achievement, especially of boys. However, the time that is provided for monitoring teaching and learning has not yet been used for this purpose. The art club gives good opportunities to build on work in the classroom. Accommodation is adequate but the furniture and equipment are shabby and worn. One room, used mostly by younger pupils in large classes, is very cramped and inhibits the range of styles for teaching and learning. The low level of funding is used creatively but in all rooms resources for learning are unsatisfactory. Improvement since the previous inspection is very good.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Pupils attained above average GCSE examination results in 2004.
- Standards for pupils in Year 9 are currently too low, but recent changes are improving pupils' standards in Year 7.
- Rooms for music lessons are too small.
- Pupils use good quality keyboards to record and save their compositions.
- Issues identified at the previous inspection have not yet been addressed.

Commentary

83. Standards reported in the 2004 teacher assessments for pupils in Year 9 were above average for boys and girls. However, the work recorded and seen in lessons indicates that these results are over-generous. Attainment for all pupils in Year 9, including those with special educational needs or whose heritage language is not English, is below expectations and lower than that reported at the time of the previous inspection. Achievement for these pupils is unsatisfactory. They have considerable gaps in their understanding of how music is composed and they do not play instruments fluently. This is because their learning has been disrupted by the many changes of music teachers. The musical ability of Year 7 pupils is below expectations. In lessons their progress is satisfactory because they are being taught musical skills and knowledge systematically.

84. The proportion of pupils obtaining a grade in the A*-C range in the 2004 GCSE examinations was above average for boys and girls. The standard of work by the current Year 11 pupils is in line with expectations and their achievement is satisfactory. More competent pupils compose pieces that are carefully structured and reflect a range of musical styles. Compositions show an understanding of harmony, with dynamics that are carefully selected. Pupils do not use musical language correctly in their written and oral evaluation work because they also have gaps in their understanding and knowledge of composers and music history.
85. Teaching and learning are satisfactory for pupils in Years 7 to 11. Some good teaching was observed for pupils in Years 10 and 11. Teachers are enthusiastic and have good musical knowledge. The range of activities that can be taught is severely restricted by the poor quality and cramped accommodation and lack of practice rooms, so pupils cannot rehearse in small groups. Equipment often has to be moved around and this disrupts the pace of lessons and exacerbates the intolerance towards others shown by a small number of boys. Lessons are planned carefully and now include targets, set by teachers and pupils so that they can challenge themselves to reach higher standards in lessons. All pupils are learning, through regular performances, how to listen properly and evaluate their own and others' work. They use keyboards regularly, recording their work onto floppy discs so that they refine and improve their music regularly as they are taught new skills. Teachers do not always give sufficient time for pupils to think for themselves and contribute to their learning by describing music using correct technical language.
86. Leadership and management are satisfactory. All staff, including instrumental teachers, work hard to provide a variety of ensembles. The pupils who belong to these or who use the music facilities regularly have positive attitudes and enjoy music making. Lack of space is a considerable barrier and means that it is not possible to increase the number of groups or the amount of time available for instrumental lessons. Since the previous inspection there have been many changes of music teachers that have resulted in improvement being unsatisfactory. The newly appointed head of department has identified clear priorities for development in order to address the weaknesses identified in the previous report.

PHYSICAL EDUCATION

The provision in physical education is **good**.

Main strengths and weaknesses

- The quality of leadership is very good and has brought about very good improvements.
- Teaching and learning on the GCSE course are very good.
- The curriculum provision is very good and reviewed regularly.
- A small group of pupils in Years 10 and 11 do not participate regularly in physical education lessons.

Commentary

87. Teachers' assessments at the end of Year 9 in 2004 were well above average and GCSE results were very high. Standards seen in Year 9 are in line with national expectations and on the GCSE course they are above expectations. Only one lesson was observed of the non-examination physical education course for all pupils in Years 10 and 11. Time allocation for physical education is less than that recommended nationally and the indoor space available is very restricted. As a consequence, the range of learning experiences available to Years 10 and 11 is limited. Achievement in Year 9 is good and in the GCSE groups it is very good.
88. Teaching and learning across all year groups is good and in the GCSE groups it is very good. In the best lessons, teachers expect the most from pupils. Teachers' planning is very effective and pupils recall what they have learned. Very effective questioning by the teacher in a GCSE lesson probed pupils' understanding of the more advanced concepts they had studied previously. From the work seen in GCSE files, pupils show very good levels of understanding of course concepts because of the effective range of teaching methods used. For a group of

the least able pupils in Years 10 and 11, much is being done to meet their different needs, including those who do not want to participate in lessons. Many of these pupils now use the facilities at the local leisure centre and this enables them to achieve well and work towards realistic targets.

89. Leadership and management are very good. There is a clear vision of what needs to be done and the priorities outlined in the development plan are realistic and in the process of being implemented. Staff work together as a highly effective team despite having no office accommodation and no suitable working area to store teaching materials. There is a consistent focus on including pupils of all abilities and catering for different needs. Teaching and learning are monitored and additional sources of funding provide much needed equipment and resources. The curriculum is very good and staff have recently had training that will enable them to offer additional activity options, such as trampolining and aerobics and the junior sports leadership award. A good extra-curricular programme of team sport and clubs is very well supported by pupils from all year groups. Links with the community and local schools are very good and are well managed by the school sport co-ordinator. The transfer of information on pupils from the feeder primary school is well developed. Improvement since the last inspection has been very good.

BUSINESS AND OTHER VOCATIONAL COURSES

90. The school offers a range of applied GCSEs including health and social care, and business. One lesson in each of these courses was sampled. Standards are below average in health and social care. Achievement is satisfactory for the wide range of ability in the group. More able pupils work well with the support of their teacher to research into the development of young children. A small group of girls are less well motivated and make little progress because of their lack of effort.
91. Standards are very high in business. Pupils benefit from excellent teacher support and guidance. Teachers set very high standards and the marking of pupils' written work is thorough, in particular in highlighting literacy skills. Students clearly know how to improve and they work hard to re-present and develop their coursework and this helps them achieve very well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship is taught within the personal, social, health and citizenship programme and through relevant themes identified within other subjects' specific schemes of work. Evidence for the judgements on citizenship was mainly taken from lessons observed in personal, social, health and citizenship education.

Citizenship

Provision in citizenship is **good**.

Main strengths and weaknesses

- Very good leadership provides challenge and support to the development of this subject.
- A GCSE examination provides pupils with a worthwhile target to achieve.
- Too many teachers, as form tutors, are involved in teaching citizenship so it is very difficult to get a consistent approach.
- Pupils enjoy the subject and achieve well.

Commentary

92. In 2004, teachers' assessments at the end of Year 9 indicated that standards were in line with those expected nationally. Standards seen during the inspection match these. Pupils study a

wide range of topics, take an active part in discussion and produce well-written summaries. Good examples include thoughtful commentaries upon social diversity, where pupils comment knowledgeably upon the impact of ethnic and religious differences upon society. All pupils in Year 11 follow the short GCSE course in citizenship. Results broadly matched the average for pupils taking the GCSE citizenship examination nationally. In Year 11 the standards of work seen meet expectations. Pupils do well in commenting upon complex issues relating to government finance. This provides good opportunities to extend their understanding of how government works in a democracy.

93. Achievement is good in Years 7 to 11. This is because pupils work hard and participate actively in learning and because the ethos of the school promotes an awareness of citizenship issues. Pupils enjoy debate and write up their work conscientiously. A number demonstrate considerable maturity when discussing social relationships within the school.
94. Teaching and learning are satisfactory through Years 7 to 11. Strengths include the way teachers encourage and engage with pupils, their use of resources to support learning and the promotion of equal opportunities. There is too great a variation across the large number of teachers teaching citizenship in expertise and the level of challenge demanded of pupils. Because lessons all happen at the same time it is difficult for staff to make sufficient use of outside expertise. For many staff this is a new area of responsibility in addition to their main teaching subject. As a result, standards of teaching vary, but include some excellent practice. One class is taught citizenship in French, a good example of the impact of the school as a specialist language college.
95. The citizenship co-ordinator provides very good leadership and has been instrumental in developing the subjects. There is effective support for all staff and energetic promotion of the subject to raise its profile. Good management ensures all statutory requirements are met and the course is properly resourced and planned. At present the contribution of individual departments to citizenship varies, but is increasing. The school meets its statutory requirement to report on pupils' attainment at the end of Year 9. The lack of an identified citizenship team limits the growth of subject expertise and also places a heavy burden upon the co-ordinator. The school has done well to achieve a good level of provision so far.

SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection, nine subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school.

The table below shows entry and performance information for courses completed in 2004.

Level 3 GCE AS level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and design	25	68.0	78.3	20.0	21.6	23.6	28.5
Biology	18	44.4	63.5	0.0	10.4	10.0	19.8
Business studies	2	50.0	75.3	0.0	15.4	20.0	25.7
Chemistry	8	25.0	70.3	0.0	13.2	7.5	23.0
Communication studies	7	100	87.2	57.1	24.9	44.3	32.8
Dance	2	50.0	82.0	50.0	21.9	25.0	29.7
Drama	1	100	86.6	100	19.8	50.0	30.9
English language	5	40.0	85.3	0.0	16.1	8.0	29.0
English literature	4	75.0	86.2	0.0	17.4	25.0	29.7
French	3	66.7	79.8	33.3	19.4	30.0	28.2
Design and technology	4	75.0	72.6	0.0	13.9	25.0	24.3
General studies	20	70.0	73.6	15.0	16.9	23.0	25.5
Geography	7	57.1	75.5	14.3	20.4	18.6	27.0
History	2	50.0	82.2	0.0	20.8	10.0	29.2
Information technology	5	100	66.6	40.0	8.8	40.0	20.6
Mathematics	2	50.0	59.9	0.0	14.1	20.0	20.5
Music	1	0.0	79.8	0.0	16.9	0.0	27.5
Other sciences	2	100	67.4	0.0	14.8	25.0	22.8
Other social studies	11	63.6	67.8	18.2	15.1	21.8	23.2
Physics	7	95.7	66.4	0.0	14.8	24.3	22.4
Sociology	5	100	72.1	20.0	19.6	32.0	25.9
Spanish	4	75.0	77.1	25.0	17.0	25.0	26.5
Sports studies	2	50.0	72.2	0.0	11.8	15.0	22.8

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	13	100	98.3	38.5	50.2	76.9	87.1
Biology	13	100	96.6	23.1	40.0	72.3	79.3
Business studies	5	100	98.9	60.0	39.4	100	81.8
Chemistry	3	100	97.7	100	50.0	106.7	85.7
Communication studies	19	100	99.2	68.4	40.4	98.9	83.5
Drama	11	100	99.6	81.8	42.8	100	85.1
English language	19	100	99.2	36.8	36.4	77.9	81.1
English literature	8	100	99.4	37.5	44.9	80.0	85.5
French	8	100	99.0	75.0	53.1	102.5	88.9
Design and technology	9	100	97.8	33.3	35.0	68.9	77.9
General studies	61	100	94.9	27.9	30.5	74.4	72.9
Geography	19	100	98.8	63.2	46.4	90.5	85.2
History	7	100	99.0	42.9	45.6	82.9	85.1
Information technology	1	100	96.3	100	25.7	120.0	71.1
Mathematics	10	90.0	96.8	50.0	56.6	80.0	89.5
Music	1	100	98.2	0.0	37.1	60.0	79.5
Other languages	1	100	97.3	100	66.7	100	95.6
Other social studies	7	100	97.4	57.1	42.5	91.4	81.6
Physics	6	100	96.7	66.7	45.3	93.3	82.6
Sociology	9	100	98.5	44.4	45.3	88.9	84.6
Spanish	4	100	98.2	25.0	53.5	85.0	88.7
Sports studies	5	100	97.8	20.0	30.9	80.0	75.4
Business	5	100	91.6	80.0	24.1	100	67.9
Health and social care	3	66.7	93.5	0.0	24.9	33.3	70.0
Leisure and recreation	7	85.7	90.7	0.0	18.3	54.3	64.6

ENGLISH, LANGUAGES AND COMMUNICATION

English

Provision in English is **very good**.

Main strengths and weaknesses

- Consistently high standards are evident despite students of all abilities being accepted onto the courses.
- Students are taught sound critical theory to underpin their sensitive and creative response to the subject.
- Students learn very well through an engaging variety of approaches.

Commentary

96. A-level results were average in 2004 but the standards of work seen are above expectations for A-level work. There are no restrictions on entry to courses, so the range of ability is wide, but all students who completed courses in 2004 gained at least an E grade and many gained high grades. Overall, achievement is very good. Students quickly develop a sophisticated range of analytical techniques and have a thorough understanding of how to apply them. This results in very well constructed essays. Students' writing is fluent and shows development over time in depth of insight and range of ideas. There is well judged use of evidence and quotation to support critical views, as in an excellent essay on *Wuthering Heights*. There are no significant differences in standards achieved by males and females.
97. Teaching and learning are very good because students bring from their earlier learning very sound basic terms of literary criticism and quickly extend that knowledge. They are well supported by frameworks provided by teachers for note taking or setting out a range of ideas. The close textual analysis and well-organised annotation encouraged by teachers provide a very good basis for students' learning when they revise. They usually feel secure in their relationships with each other and with the teacher, so that they venture speculative thoughts without fear of getting it wrong. Levels of concentration are high and sustained. Students write extensive notes and essays in self-study time. Teachers check thoroughly that everyone has grasped key points, without causing the more able undue delay. They adapt their approach to suit groups of differing size. Teachers are highly expert in setting out the historical and cultural context of works being studied, but they still expect students to do further research for themselves. Assessment is very good because it is accurate, thorough and constructive. Students clearly trust and respect their teachers.
98. Leadership is very good because it inspires students' and staff's engagement with language and literature to flourish by encouraging special interests in literary figures or genres. Communications are very good, resulting in mutual sharing of good ideas. Management is very good because coverage of syllabus is very well managed with different teachers taking responsibility for overarching skills so that duplication is avoided. Examiners' reports and guidance are scrutinised very carefully to make sure teaching and learning will enable students to reach their full potential. Very good resources are provided to support study. Improvement since the previous inspection is good because high standards have been maintained.

Language and literacy across the curriculum

99. Speaking and listening skills are above average. Most students use the language of their specialist subjects well. Discussions and sustained answers are encouraged. High standards of oracy are reached in drama. Students do not read extensively beyond course requirements, which limits their broader education. Written work is above average overall in those subjects where it is required extensively. Students take extensive notes and can write at length and in a

range of styles. A team of students from Year 13 won the national final of the prestigious competition *Youth Speaks*.

French

Provision in French is **very good**.

Main strengths and weaknesses

- Leadership and management are very good and result in very high standards.
- Teachers have very good subject knowledge and linguistic skills.
- Results in A-level are well above average and students achieve very well.
- Relationships are very positive and students have very positive attitudes.

Commentary

100. Results at A-level over recent years have been consistently well above average. Standards in lessons and in course work are well above expectations. Listening, speaking, reading and writing skills are generally well-developed. Pronunciation and intonation are good, although a few students are reticent about speaking. In Year 12 and Year 13, students cope well with very demanding lessons conducted entirely in French and read and listen to challenging texts on complex topics. The quality of written work is well above average. Students' written coursework contains a range of complex structures and good vocabulary on a wide variety of A-level topics. There is very good progress from GCSE to A-level, which represents very good achievement overall.
101. Teaching and learning are very good. Teachers have high expectations and conduct lessons entirely in French. Relationships between students and with the teachers are very good. Students are enthusiastic, committed and have a very good attitude to work. Teachers effectively use authentic and up-to-date materials from the Internet, which motivate students.
102. Leadership and management are very good. There is very good teamwork between the teachers. Schemes of work are comprehensive. Formative assessment is very effective in helping students improve the quality of their work. The French assistant is used effectively and improves the standards of students' oral work. Improvement since the last inspection is good.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Leadership and management are clearly focused on raising standards.
- Lessons are planned and structured well and provide a good level of challenge.
- Relationships between teachers and students are very good but few girls take up the subject.
- There are insufficient opportunities to promote independent learning.

Commentary

103. A-level results in 2004 were average but standards of work seen are above expectations. Basic ideas are understood well and applied successfully. Students' thorough understanding of algebra enables them to grasp effectively concepts in pure mathematics and statistics and to derive relatively complex formulae from first principles. Students soon pick up the pace of advanced level work, adjusting well to the more difficult ideas. Students' ready response to questions and their eager participation in oral work make a significant contribution to their progress in lessons. There is a wide range of prior attainment at GCSE in the groups and each student is achieving well.

104. The quality of teaching, shared between two teachers for each year, is good. Students appreciate this dual approach and there is an easy respectful relationship where difficulties are readily made known and overcome. The teachers' thorough understanding of the subject and the expert way ideas are developed from basic mathematical principles foster students' interest in mathematics. There is scope to allow the students greater opportunity to learn independently. The close interaction between teacher and student enables the teacher to assess the level of each student's understanding.
105. Leadership and management are good. Staffing difficulties in recent years have been managed well so as to lessen the impact on standards in sixth form. However, the take-up has been comparatively low with few girls attempting the subject. Staffing is now more stable and the school reports renewed interests in sixth form mathematics from the current Year 11. The national revision of the mathematics course has been managed effectively.

Mathematics across the curriculum

106. Students' competency in mathematics is satisfactory. All students have the necessary mathematical skills to cope with the demands of advanced courses. Basic calculations are undertaken accurately and the presentation and interpretation of data are of a high standard in chemistry, geography, business studies and sociology.

SCIENCE

The focus of the inspection was on chemistry. Biology and physics were also sampled. In biology a Year 13 lesson was observed in which a small group of students responded well to stimulating teaching. Over the last two years all students achieved a pass grade (A-E) at A-level but the percentage of students achieving high grades was below the national average. In physics, good teaching was observed in a Year 12 practical lesson in which students demonstrated secure experimental techniques and a good understanding of the laws of motion. Working relationships were very good and students were fully engaged in their work. A-level results in 2003 and 2004 were well above the national average with the majority of students achieving high grades.

Chemistry

Provision in chemistry is **very good**.

Main strengths and weaknesses

- A-level results in 2003 and 2004 were well above the national average.
- Teaching is very good because teachers have very good command of the subject matter.
- Academic assessment of students is very good.
- Students have a desire to learn and a positive attitude towards their work.
- There are not enough opportunities for teachers to share good practice.

Commentary

107. Standards of work are above average and students' achievement over time is very good. Over the last two years relatively small groups of students have attained a 100 per cent pass rate in A-level chemistry with results well above average. The performance of boys and girls is similar. However, results of Year 13 students in AS level examinations are disappointing and the department has rightly made the improvement of these results the planning priority. All students show a desire to learn, are keen to do well and work hard individually and co-operatively.
108. Teaching and learning are very good. A significant feature is the effective use students make of the opportunities given in lessons to discuss their understanding of chemical processes with peers. This open and collective approach to gaining knowledge and understanding of chemistry encourages students to become independent learners. Teachers who have very

good knowledge of subject material make lessons interesting. They build skilfully on students' basic understanding by relating theoretical concepts to meaningful everyday situations. Students are engrossed in their work and make very good progress because the teaching is conducted at a brisk pace with effective challenge. All students, be they of high or average ability, are challenged by probing questioning techniques and the good pace of lessons. Working relationships in the classroom are very good and students are confident to ask and answer questions.

109. Assessment of students' progress is very good. Students' performance is checked regularly by diagnostic marking of homework and module tests. This information on performance is used each term in an individual academic review that ensures students know their present and predicted final course grades and what they have to do to improve. Any particular issues that are seen to be hindering progress are addressed by constructing a personal action plan involving the student, the subject teacher and the head of the sixth form.
110. Leadership is very good and management is good overall; it is principled and well established. There is a commitment to achieving high standards and the teachers know what they are working towards. Relationships are cordial and characterised by mutual respect. However, there are few opportunities for these competent practitioners to share ideas and strategies. The department runs efficiently because the team of teachers is well qualified, experienced and has complementary skills. Since the previous inspection, resources and accommodation have improved and are now adequate. A-level results in chemistry have also improved since the last inspection.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Examination results were above average in 2004.
- Good teaching is closely tailored to examination requirements.
- Teachers use a wide range of attractive resources to engage and challenge students.
- Students' independent learning skills are not developed enough.

Commentary

111. Examination results at A-level were above average in 2004 and almost two thirds of students gained the highest grades. These results represent good achievement for the students concerned compared to their attainment at GCSE. In work seen, standards are above expectations and students are progressing well. Students research, select and present information logically and effectively in order to explain, for example, how and why the volume and velocity of a river increase downstream.
112. Students achieve well because teaching and learning are good. Teaching is never less than good and sometimes very good. Teachers are developing their use of ICT well to produce a wide range of attractive resources that engage students' interest and challenge them to think in a geographical way. Teachers are enthusiastic and have good subject knowledge that they use to stimulate well-informed discussion amongst students. Higher-attaining students use specialist subject vocabulary with accuracy and show a good understanding of more complex geographical concepts. High-quality fieldwork enriches the course for all students. Work is closely tailored to examination requirements so students develop the skills needed to succeed at A-level. Teachers are not yet using a wide enough range of methods to enable students to become independent learners.

113. Leadership and management are good. The new head of department has identified good priorities for development. These include putting systems in place to monitor the work of the department in order to raise standards further. Although accommodation in the department is satisfactory, the limited amount of suitable teaching space does have a negative impact on students' learning. Improvement since the previous inspection is good because standards have continued to rise. Teachers in the department form an effective team and they have both the capacity and the commitment to improve further.

Sociology

Provision in sociology is **very good**.

Main strengths and weaknesses

- A-level examination results were above average in 2004.
- Leadership and management of the department are very good and the work of the department is monitored and evaluated very effectively.
- Challenging teaching results in students becoming very good independent learners.

Commentary

114. A-level examination results have been above average for the last two years. These results represent very good achievement for the students concerned compared to their attainment at GCSE. Students gained higher grades in sociology than in most other subjects they took. In work seen during the inspection, standards are above average and students achieve very well. They use specialist terminology accurately to discuss complex issues and reach balanced conclusions.
115. Teaching and learning are very good because teachers are knowledgeable, they explain their subject very clearly and lessons are conducted at a brisk pace. Students have very mature attitudes to learning and respond very well to the challenging teaching they receive. Teachers are particularly good at developing positive and enthusiastic dynamics within the groups they teach. There are very good opportunities for students to experience varied cultures during their field trip to Manchester. All students have individual learning plans and receive individual feedback on their progress so they know how well they are doing and how to improve their work.
116. The subject is very well led and managed and teachers collaborate well to give students a rich and varied learning experience. High quality monitoring of the departments' work, including listening to the views of students, takes place in order to identify very good priorities for development. These priorities include the development of new ICT based resources that should continue to raise standards. The department has both the capacity and commitment to improve further.

VISUAL AND PERFORMING ARTS AND MEDIA

Theatre studies

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

Main strengths and weaknesses

- The quality of teaching is very good.
- Teachers prepare the pupils well for examinations and the results are above average and among the best in the school.
- The department is very well led and its management is good.
- Despite difficulties with accommodation the department provides many opportunities for pupils to acquire a wide range of performance and production skills.

Commentary

117. The drama department is responsible for some of the best results in the school. Results in the 2004 external examinations were above average with all students gaining at least a C grade. As most of these students exceeded their expected target grade based on their previous attainment these results represent very good achievement. Students quickly acquire new information and are confident in applying it in unfamiliar contexts to meet the challenging tasks teachers set them. The very good approach taken to self- and peer-assessment helps the pupils to understand clearly what is needed to gain better grades in their practical and written work. Although some are constrained by weaker skills in writing they all have a very good understanding of the work of major playwrights. Male students do as well as females. All are confident in their knowledge and understanding of complex texts. They have a secure understanding of the key elements of directing and apply sound critical thought in bringing scripts to life in a production. They have well refined skills in the use of movement, voice and gesture and a wide knowledge of different forms of staging plays effectively.
118. Teaching is very good and results in very good learning. The small group of staff who teach drama and theatre studies are very skilled actors themselves and they are excellent role models for students. They are very ambitious for the success of the subject in the school and they take risks with their teaching to raise students' expectations. Students' very positive responses to this encouraging approach and the very good relationships that exist between teachers and students underpin the excellent attitudes found in all sixth form lessons.
119. The department is benefiting from the very good leadership of the recently appointed head of faculty. She has introduced new guidance for the department and new procedures for assessment and reporting progress that emphasise her ambitious plans for the future. Management of the department is good and the new systems are being well integrated into the day-to-day running of courses. Plans to improve the accommodation for theatre studies are in hand and the school is very committed to expanding the range and impact of drama based work throughout all years. This work makes a significant contribution to the social and personal development of students and is a strength of the school.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

Leisure and recreation

Provision in leisure and recreation is **good**.

Main strengths and weaknesses

- Leadership and management are very good.
- Examination results continue to improve.
- Extra support and guidance are well targeted to meet individual students' needs.
- There is not always enough challenge for students to develop higher order thinking skills.
- The very positive attitudes of students enhance their learning.

Commentary

120. Standards are average. Results have continued to improve over the last three years. Standards attained are lower than other vocational A-levels in school. This reflects the school's open access policy which attracts some students with lower than average levels of GCSE results. The subject leader provides individual and extra support to ensure students make a good start in the subject. Achievement is good. Students achieve at least in line with, and several above, their predicted grades. The course is significantly more popular with boys because of their sporting interests. The few girls taking the course are very positive about the benefits of this broadly based course for their future careers.
121. All students enjoy the course and have very positive attitudes to their studies. This helps them to achieve well. Students make the most of their responsibilities for independent research and

all students use the unit assessment criteria well to focus on achieving higher grades when completing coursework. This builds their confidence and raises aspirations. The coursework in progress on customer service shows some students working above their predicted grades because they are interested in the work and have the will to succeed.

122. Teaching and learning are good and some teaching is very good. Teachers have very good knowledge and experience in the leisure and recreation industry, which they use well to engage and enthuse students. In a lesson on human resources, all students in Year 12 used their understanding of theory to apply their knowledge effectively to the issue of equal opportunities in the recruitment process. Year 13 students discussed the impact of the media on sport and the girls participated particularly well during a discussion on attitudes to women's football. Teachers do not always provide enough challenge to students so that they have to fully justify their responses and improve their higher order thinking skills. Students' coursework is marked frequently and teachers provide very good oral and written guidance to help students improve. Most students use the opportunity well to review and re-draft work. Students have very good access to computers for research and present their work effectively.
123. Leadership and management are very good. The subject leader has a strong commitment to the subject. She provides very good support for new and less experienced members of staff; there is a strong sense of purpose and team spirit. There are very good links with the leisure and recreation industry. For example, a football manager visits the school to share his knowledge with the students on the latest trends within the football industry. Procedures for assessing and tracking students' progress are very good.

BUSINESS

Business education

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

Main strengths and weaknesses

- Students and other teachers benefit from the very high standards of leadership and management.
- Examination results are very high.
- The very high expectations of teachers and positive attitudes of students ensure very good achievement.
- The excellent procedures for marking and assessment help students improve work.
- Although in the minority, girls always achieve particularly well.
- Students have very good access to ICT and its use enhances presentation of coursework.

Commentary

124. Standards in the advanced vocational course in business (VCE) are very high. The course is a more popular subject with boys than girls, although girls often attain a higher result overall. Examination results have continued to improve since 2002, the number of A-B grades growing year on year. In 2004 results were significantly above average and are regularly higher than other VCEs in the school.
125. Achievement is very good. Students start the course with lower than average GCSE grades and in 2004 all students achieved well above expectations, attaining two to four grades higher than predicted. Students have excellent attitudes to the subject, have confidence in their teachers and work hard. Students' aspirations are raised and excellent progress is made as a result. In Year 12 students do not always have enough opportunity to work independently, but this improves as they progress into Year 13 where the students use the published assessment criteria effectively to reach the higher grades. Students analyse and apply theory into real world business contexts very well, especially in their work on marketing and human resources.

126. Teaching and learning overall are very good. Some teaching was good and there was some excellent teaching. Teachers have very high expectations and use constant challenge very well during a review of theoretical knowledge to ensure that students justify their decisions. Students are becoming self-critical and they work well with their peers to share knowledge and improve understanding. Students are provided with good sources of information, they benefit from their teachers' excellent subject knowledge and have very good opportunity to research at first hand from businesses. They use the Internet effectively to find out about real world practice. The very good access to ICT encourages students to use computers to present their coursework in a mature and effective way.
127. Leadership is excellent and management is very good. The head of department is committed to the highest standards and is constantly seeking ways to advance the subject. There is an effective teaching team that shares good practice very effectively. There is detailed analysis of results. Procedures for assessment are excellent and teachers provide very good encouragement for students to improve further.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

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