

INSPECTION REPORT

NEWQUAY TRETHERRAS SCHOOL

Newquay

LEA area: Cornwall

Unique reference number: 112059

Headteacher: Mr Anthony Jeavons

Lead inspector: Mr Anthony Shield

Dates of inspection: 15 – 19 November 2004

Inspection number: 268863

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive
School category: Community
Age range of pupils: 11-18
Gender of pupils: Mixed
Number on roll: 1543

School address: Trevenson Road
Newquay
Cornwall
Postcode: TR7 3BH

Telephone number: 01637 872080
Fax number: 01637 851066

Appropriate authority: Governing Body
Name of chair of governors: Mr R Simeons

Date of previous inspection: September 1998

CHARACTERISTICS OF THE SCHOOL

Newquay Tretherras School is a mixed comprehensive school for pupils aged 11–18, situated in Newquay, Cornwall. Students are drawn from the town and surrounding villages, and many come from socially and economically disadvantaged homes, although the proportion of students eligible for free school meals is average. There are 1,543 students on roll, with 187 in the sixth form. Attainment on entry is average, although this does vary and attainment has been improving in the last two years. The percentage of students with special educational needs is average, with 224 students with identified special educational needs; this represents around sixteen per cent of the school roll. Most of these have learning difficulties although a small number have emotional and behavioural problems, or physical difficulties. Sixty-three have a Statement of Special Educational Needs; this is above average. The majority of pupils are of white UK heritage, and with very small numbers of pupils from other ethnic minority backgrounds. There are no pupils with English as an additional language. The school has a number of awards for its work, including Investors in People, Investors in Careers, Excellence in Mentoring and Sportsmark Gold, and is now in its third phase as a specialist technology college.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3569	Anthony Shield	Registered Inspector	
32655	John Bostock	Lay Inspector	
23528	Andrew Bird	Team Inspector	Mathematics
1085	John Laver	Team Inspector	English and drama
20832	Mohindar Galowalia	Team Inspector	Science and biology in the sixth form
31441	Maggie King	Team Inspector	Information and communication technology
30695	Geraldine Dinan	Team Inspector	Art and design
10288	John Richards	Team Inspector	Design and technology
30743	Neil Cowell	Team Inspector	Geography and citizenship
14841	Michael Duffey	Team Inspector	History
27666	John Dockrell	Team Inspector	French and Spanish
23323	Janet Harvey	Team Inspector	Music
4454	Iain Kerr	Team Inspector	Physical education
30072	Joe Skivington	Team Inspector	Religious education and sociology
18261	Tony Hill	Team Inspector	Special Educational Needs
15163	Eric Deeson	Team Inspector	Business Studies

The inspection contractor was:

Serco QAA
 Herringston Barn
 Herringston
 Dorchester
 Dorset
 DT2 9PU

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet *'Complaining about Ofsted Inspections'*, which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	12
Standards achieved in subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	18
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	27
WORK-RELATED LEARNING	29
PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES	31
SUBJECTS AND COURSES IN KEY STAGES 3 and 4	
SUBJECTS AND COURSES IN THE SIXTH FORM	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	69

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good school with many very good features**; it provides good value for money. The school is ambitious for further improvement, and is being led with confidence and insight by the headteacher and senior staff. Standards are above average and improving. Students' achievements are good as a result of good and sometimes inspirational teaching.

The school's main strengths and weaknesses are:

- The very good leadership of the headteacher and his senior team has ensured a strong sense of common purpose and innovative and collaborative approaches to management.
- Self-evaluation procedures are effective and governors and managers at all levels have a very good understanding of the school's strengths and weaknesses.
- Very good relationships, alongside a commitment to the care and welfare of all associated with the school, have created a very strong sense of community.
- Most teaching is good and sometimes excellent, but it is not yet consistently so.
- Achievement is good overall, and provision in English, business studies, design and technology, physical education and religious education is very good.
- Improvements in the provision of mathematics have yet to impact on standards in all years in the subject.
- Most students develop into mature and sensitive young people and they thrive in the very good opportunities offered through out-of-hours learning and in taking responsibility.
- The school's work as a technology college and particularly its productive and very effective links with partner primary schools and the wider community help to promote good achievement.
- The quality of both personal and academic care and guidance is very good.
- Hardworking staff are committed to providing high quality teaching and learning and involvement in the well planned opportunities for professional development.

Overall, the school has made good improvements since the last inspection in 1998. Standards in Year 9 tests, GCSE and A-level examinations have all improved, although improvements in mathematics and science have not been as marked as those in English, and in some other subjects. Key issues at the time of the last inspection have been tackled effectively, and in particular provision in information and communication technology (ICT), special educational needs and modern foreign languages is now at least good.

STANDARDS ACHIEVED

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

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

Achievement is good overall, given the students' attainment on entry in Year 7. Standards in Years 9 and 11 are above average. This is the result of the school's sharp focus on providing effective teaching and learning at all levels and encouraging students to develop independent learning skills. Standards in English are above average and students' achievements are very good. Standards in mathematics and science are not so high but are improving. In Year 9, they are average and achievement is satisfactory; in Year 11, standards are above average in science and achievement good, but below average in mathematics though achievement is satisfactory. In other subjects in Year 9, students' achievements are very good in design and technology, physical education and religious education and good in all other subjects except history, where they are satisfactory. In Year 11, students' achievements are very good in design and technology, history, and physical education; they are good in all other subjects except art and design, where they are satisfactory.

Students' personal qualities, including their spiritual, moral, social and cultural development, are very good overall. Most students are enthusiastic learners and their very positive attitudes make a strong contribution to their achievements. Behaviour is good, and students behave with increasing maturity as they move through the school. Bullying is marginal, and students report that it is dealt with quickly and effectively. Attendance is average.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **good**. **Teaching is good** overall, and much is very good or excellent. Teachers are hardworking and reflective. They have high expectations and are confident in their subject knowledge. Many are using new technologies, particularly interactive whiteboards, with increasing imagination and effectiveness. As a result, learning is at least good in the large majority of lessons. However, teaching and learning are not yet consistently of this standard. The curriculum is good, preparing students successfully for their future. The school's very effective work with its partner primary schools is beginning to bear fruit in terms of higher standards on entry and a smooth transfer process. A very extensive range of out-of-hours clubs and activities enriches the curriculum. Some class sizes in the sixth form are too small. The school's procedures for the care, guidance and support of students are very good. Relationships amongst the whole school community are very good. Tutors know their students well and are committed to their personal and academic development. Extensive links with the community make a very good contribution to students' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Innovative leadership by the headteacher inspires others, and creates an ethos of professional rigour and trust. He is very well supported by his senior team. The work of the governors is very good, and they provide knowledgeable and committed oversight of the school's work. Management is very good. The school is reflective, and management procedures for the monitoring and self-review of its work are very well applied. Although statutory requirements to provide a daily

act of collective worship and religious education in the sixth form are not fully met, governors have done all they can and standards are not being adversely affected.

PARENTS' AND STUDENTS' VIEWS OF THE SCHOOL

The school's partnership with its parents is very good. Parents are very supportive of the school and the school has their confidence. In particular they are pleased that the school is very approachable and is quick to respond to problems. They think their children are expected to work hard, and that they make good progress as a result of good teaching. They also appreciate the opportunities to express their views through regular questionnaires. Students also express considerable support for the school. They enjoy the challenge of the teaching and participate in all activities with enthusiasm. They feel trusted by their teachers.

IMPROVEMENTS NEEDED

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

- Improve the achievement of students in mathematics.
- Continue to work towards consistently high quality teaching and learning.
- Maintain the drive for increased recruitment to the sixth form.

and, to meet statutory requirements:

- review the arrangements made for providing a daily act of collective worship and religious education in the sixth form.

THE SIXTH FORM AT NEWQUAY TRETHERRAS SCHOOL

OVERALL EVALUATION

The sixth form is providing a **good** education for its students, and has made significant improvements since the last inspection in 1998. Standards in 2003 were average overall, although boys' results were above average. Standards in the current Year 13 are average. Given their prior attainment at GCSE, students' achievements are good as a result of good teaching. Sixth form standards and provision have made good improvements in recent years, and leadership and management are very good. The sixth form is cost effective.

The main strengths and weaknesses are:

- Students achieve well as a result of increasingly effective teaching and the close monitoring of their progress.
- Students are overwhelmingly supportive and enjoy being part of the sixth form.
- Teachers are committed to providing opportunities for students to develop independent learning, research skills and the confident use of new technologies.
- Some class sizes are too small and the school needs to ensure recruitment to the sixth form is increased.

QUALITY AND STANDARDS IN SUBJECTS AND COURSES OF THE CURRICULUM

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

Curriculum area	Evaluation
English, languages and communication	English – Very good. Standards are above average and students' levels of achievement are very good because of the consistently very good and innovative teaching, their very positive attitudes to the subject and the impressive way in which the department is led and managed. French – Satisfactory. Standards are average although numbers opting for the subject are small. The teaching is shared with a neighbouring school. Teaching is good and is leading to improving standards. Achievement is currently satisfactory.
Mathematics	Satisfactory. Standards are improving and are around average. Students' achievements are good as a result of committed and effective teaching.
Science	Biology – Satisfactory. Results have been below average, but students' achievements are satisfactory. Standards are improving, and the quality of teaching and learning is satisfactory.
Engineering, design and manufacturing	Design and Technology – Very good. Leadership and management are very good. High standards are obtained at A-level, and students' achievements are very good; they are enthusiastic learners. Teaching and learning are very good and some teaching is outstanding.
Humanities	History – Very good. Standards are above average and students' achievements are very good. Students are talented, highly motivated and hardworking and benefit from teaching which is focused, knowledgeable and supportive. Sociology – Good. Standards are average and students' levels of achievement are good because of good teaching and very good assessment and marking which really shows students how to improve. The department is

well led and managed.

Visual and performing arts and media	Art and design – Good. Standards are above average and students achieve well as a result of good teaching. The subject is increasingly popular.
Hospitality, sports, leisure and travel	Leisure and recreation – Good. Overall standards are average, but students' achievements are satisfactory. Good teaching is leading to improving standards.
Business	Business Studies – very good. Standards are above average and are improving. Teaching is very good and as a result, students achieve very well.

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

ADVICE, GUIDANCE AND SUPPORT

The quality of personal support and guidance that students receive is very good. Students feel well supported and have access to good careers and higher education advice. Tutors know their students very well and are sensitive to their needs.

LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

Leadership and management of the sixth form are very good. Considerable attention has been given to raising standards and improving the quality of teaching and learning through the emphasis on developing students' skills of research and independent learning. Comprehensive data and assessment systems inform management. Governors are very well informed of specific sixth form issues.

STUDENTS' VIEWS OF THE SIXTH FORM

Students really enjoy being part of the sixth form and feel they are treated with respect as young adults. They particularly appreciate the helpfulness of the teachers, the encouragement to study independently, and the opportunities they have to support and work with younger students. They feel their views are valued and acted on.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Standards of work seen overall during the inspection are above average in Years 9 and 11, and average in Year 13. The achievements of all groups of students are good throughout the school. Standards are improving and results in Year 9 national tests, GCSE and A-level examinations have all improved since the last inspection.

Main strengths and weaknesses

- Students achieve particularly well in English, design and technology, religious education and physical education.
- Standards in mathematics at GCSE are below average and achievement in mathematics, while satisfactory, is not as good as in English.
- Students with special educational needs achieve well, and the proportion of students who achieve at least one pass at GCSE is well above average.

Commentary

1. Attainment on entry to the school in Year 7, as measured by the students' standards in national tests taken at the end of their primary schools, is average, although test results have been improving in the most recent years. The school admits students of all abilities and the proportion of students with identified special educational needs is about average. However the school has a higher than average proportion of students with a statement of special educational needs.
2. In national tests taken at the end of Year 9 in 2004, the students' performance in mathematics and science was average, but below average in comparison with similar schools, that is those schools whose students had a similar Year 6 score. National data for performance in English is not yet available, but results in 2003 were well above average and well above the average of similar schools. This differential in performance between English and two other core subjects has been a key issue for school improvement. Results in English have been improving steadily in recent years, while improvements in both mathematics and science have been less marked. Teaching in both these subjects has not been as consistently good as in English. Overall standards in English, mathematics and science have improved since the last inspection, but below the rising national trend.

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

Standards in:	School results	National results
English	n/a (36.8)	n/a (33.4)
mathematics	35.4 (35.2)	n/a (35.4)
science	33.2 (34.5)	n/a (33.6)

There were 264 students in the year group. Figures in brackets are for the previous year.

- At the end of Year 11, the “capped” average points score, that is the best eight subjects, was 298.4, above the national average and in line with the similar schools average. However this is not the full story and the average total points GCSE score per student in 2004 was 388, well above the national and well above the similar schools averages. In addition, the proportion of students gaining five or more A* to C grades in 2004 was 63 per cent, above the national and well above the similar schools averages. The proportion of students gaining five or more A* to G grades was average.

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

	School results	National results
Percentage of students gaining 5 or more A*-C grades	63 (59)	53 (52)
Percentage of students gaining 5 or more A*-G grades	90 (87)	89 (91)
Percentage of students gaining 1 or more A*-G grades	99 (99)	97 (96)
Average point score per student (best eight subjects)	289.4	282.3

There were 281 students in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

- Students taking GCSE in 2004 achieved well, although there were some boys who underachieved. However in other years, boys have achieved well and during the inspection, inspectors noted no significant difference between the achievements of boys and girls. In some subjects, notably English, boys achieve particularly well. Students of all abilities, including those with special educational needs, achieve well. Able students and those identified as gifted and talented also achieve well, although in some subjects, such as mathematics, science and ICT, the percentage of students achieving the highest grades at GCSE (A or A*) is lower than average.
- GCSE results in a number of subjects were better than results nationally for the percentage of students achieving an A*-C grade. Performance in design and technology, history, French, Spanish, and physical education was particularly good with significantly better than average performance.
- The most significant factor in these standards is the good quality of teaching, which has a strong focus on maximising achievement for all students. In addition, the very good attitudes of most students to their learning, supported by the overall ethos for learning, promote good progress.
- The ambitious GCSE targets set for 2004 were exceeded. Targets set for 2005 indicate that these standards will be maintained. Inspectors judge these targets to be both realistic and challenging.
- Overall in work seen during the inspection in Years 9 and 11, standards were above average in line with recent tests at the end of Year 9 and with recent GCSE results. Most students’ achievements are good given their prior attainment on entry and good progress is made through the school.
- All students with special educational needs make at least the same good progress as the rest, and a significant proportion make very good progress against their targets.

The well above average proportion of pupils who achieve at least one or more A*-G grade at GCSE is a measure of how successfully the school provides for these students. Students make very good gains when withdrawn for specific support but are also usually supported well in all lessons.

10. The school has very small numbers of students from other than white British backgrounds. Inspectors found no significant evidence of different progress made by students from different ethnic heritages. In this respect all students are making good progress.
11. In work seen in English during the inspection, standards were above average in Years 9 and 11. Given their attainment on entry, students' achievements are very good overall as a result of very good teaching.
12. Standards of literacy are above average throughout the school, and a major factor in the good achievement across a number of subjects. Students speak confidently and fluently, and they write accurately using a good range of vocabulary.
13. Standards in mathematics are not as high as in English, because teaching is not so consistently good. However standards are improving as a result of concerted school action. This is evident in the achievements of pupils in Year 7 and in Year 10, which are better than elsewhere in the school. In Year 9 standards are average but in Year 11, they are below average. Pupils' achievements are satisfactory overall. Pupils' basic numeracy skills are average and most can measure and calculate accurately and use graphs to interpret data.
14. Standards in science are average in Year 9 and above average in Year 11. Students' achievements are satisfactory in Years 7-9 but good in Years 10 and 11, where a sharper focus on examination work leads to better achievement. Students have a reasonable grasp of scientific principles and are learning to apply them in a range of contexts.
15. In other subjects, standards in work seen in Year 9 are above average in design and technology, physical education, ICT, geography, modern foreign languages, religious education and citizenship, and average in history, music and art. In Year 11, standards are well above average in design and technology, history and physical education. They are above average in ICT, geography, modern foreign languages and religious education, and average in art and music. Most students' achievements are good or very good in all subjects throughout the school, although they are only satisfactory in history in Years 7-9, and in art in Years 10 and 11. Achievement is better in subjects where the teaching is consistently good or better.

Sixth form

16. In 2003, the latest year for which national comparisons are available, the results of students entered for AS and A-level examinations were average. The average points score of candidates entered was 230.7 compared with the national average of 258.2. Boys did particularly well in 2003, and their points score was above the national average for boys. In 2004, results were similar, with an average points score of 224.3. In work seen during the inspection, overall standards were also average, although their achievement given their standards on entry to the sixth form is good.

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

	School results	National results
Percentage of entries gaining A-E grades	95.4 (88.5)	89.4 (92.6)
Percentage of entries gaining A-B grades	28.6 (19.8)	32.6 (35.3)
Average point score per student	230.7 (209.4)	258.2 (263.3)

There were 72 students in the year group. Figures in brackets are for the previous year.

17. Numbers taking examinations are relatively small and so national comparisons need to be made with caution in most subjects. However, in 2004 there were some good results in history and graphics, (60 per cent of candidates achieving an A or B grade), in business studies (56 per cent), English language and literature (58 per cent), geography (53 per cent) and religious studies (75 per cent).
18. The school encourages open access to the sixth form and has adopted an inclusive policy towards taking students onto courses. Potential students are guided onto appropriate courses. Currently about 50 per cent of Year 11 students stay on into the sixth form; many leave to pursue courses elsewhere. As a result, attainment on entry has been below average for several years. Over recent years, A-level performance relative to the students' GCSE results has been satisfactory and value added measures indicate that progress for most students has been at least average. The school has made a determined drive to improve the quality of teaching at this level, and this is beginning to have an impact on standards. Inspectors judge the achievements of current students to be good. Standards are improving as a consequence of increasingly good teaching which offers good levels of challenge, and a focus on developing independent study skills.
19. Not all subjects were inspected in detail during the inspection. Of those which were, standards in English, history, design and technology, art and design, were above average, and in mathematics, biology, French, business studies, sociology and leisure and recreation, they were average. Given their attainment at GCSE, students achieve very well in English, design and technology, history, and business studies, and well in art and design and sociology. In other subjects inspected, achievement is satisfactory. Both boys and girls do well, and students from ethnic minority groups achieve at least as well as others.

Pupils' attitudes, values and other personal qualities

Students' attitudes are very good and their behaviour is good. Their spiritual, moral, social and cultural development is very good. Attendance levels are average.

Main strengths and weaknesses

- Students have positive and enthusiastic attitudes to their work resulting in them learning well.
- Students have very good rapport and relationships with their teachers and form tutors resulting in them feeling valued, comfortable at school and able to concentrate on their work.
- Personal development is very good as a result of the school's wide-ranging provision; students display increasing maturity as they progress through school.
- Behaviour by most students is good.
- Improving attendance levels enable students to increasingly benefit from the opportunities the school provides.

Commentary

20. Students enjoy school. They apply themselves well, are enthusiastic, want to be involved and contribute to the learning in lessons and other activities. They are keen to get on with their work, co-operate in joint activities and work hard individually. There is a high take-up of the many opportunities to participate in activities at the end of the normal school day. These positive attitudes enable them to derive good results from lessons, especially when teaching is stimulating and interesting.
21. Improving attendance levels are an indication of improving attitudes, and attendance is now in line with the national average. Unauthorised absence is below average. So far this year attendance has further improved to 92.3 per cent.

Attendance in the latest complete reporting year 2002 - 2003 (%)

Authorised absence		Unauthorised absence	
School data	8.2	School data	0.3
National data	7.2	National data	1.1

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

22. The school has a very strong sense of community in which very good relationships are at its heart. Form tutors and heads of year move through the school with their students, encouraging stability and confidence. Students report high levels of trust in their teachers, and very good relationships are characteristic of most lessons. This strong rapport between students and adults enables students to focus on their studies to good effect.
23. Behaviour is good. In lessons, high levels of co-operation and involvement are typical, although inspectors noted a small number of incidents of disruptive behaviour in class. Around the school, students are usually considerate of others. Some students fail to meet the high standards of behaviour that the school sets although there are very good procedures and policies to encourage and control it. The incidence of exclusions is below average.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White - British	1500	28	2
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	10	0	0
Asian or Asian British – any other Asian background	2	0	0
Chinese	1	0	0
Parent/pupil preferred not to say	13	0	0

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

24. Students participate fully in the extensive opportunities for out-of-hours learning. These contribute strongly to their personal development and help them blossom into mature and responsible young people. Provision for students' social, moral, cultural and spiritual issues is a strong feature of the school's work. Students develop very good social skills through the encouragement to engage actively with school life. The school council enables students to understand democratic processes and to accept responsibility. Students' understanding of moral issues is also very good. They have a very good sense of right and wrong and assemblies encourage students to look for intrinsic values in people rather than at their outward appearances. Students are enthusiastic workers for charity events such as the "shoe box" appeal for children in eastern Europe. Spiritual development is good because students are asked to reflect on themes in assemblies, and some subjects, notably religious education, ask for reflection and empathy. However, statutory requirements to provide a daily act of collective worship are not fully met. Cultural development is very good. There are many opportunities provided for students to learn about their own and other cultures and for them to experience the work of practising artists. The "Active Learning day", which engages the whole school, is just one example of this rich vein of support. Pupils respond to this good provision with increasing maturity and responsibility as they move through the school.

Sixth form

25. As in the main school, very good relationships between staff and sixth formers are a key strength of the school's provision. Their attitudes and behaviour are very good. Students behave with increasing maturity and respond well to the challenge to develop their skills of research and independent learning. As part of their subject choices, students elect to support younger students. They take turns to be a mentor, they help as leaders on school camps and support events organised by students in the main school. Students organise their own charity work and participate fully in school sports teams and school events. Students respond very well to the increased freedom and responsibility for managing their own learning, and consider themselves treated as young adults.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is good. In particular, the good quality of teaching, the effective use of assessment, the very good quality of advice and guidance given by tutors and pastoral staff and the very effective links with parents, partner primary schools and the community are ensuring that most students achieve well.

Teaching and learning

Teaching and learning are good overall. Assessment of students' work is good and is being used effectively to inform planning and the students themselves on how they might improve.

Main strengths and weaknesses

- There is a strong commitment of teachers to improve through a reflective and analytical approach to teaching and learning.
- Teaching is good overall and sometimes inspirational, but not yet consistently so.
- In a minority of lessons pupils are not given work that matches their individual needs, and this sometimes slows their progress.
- New technologies are being used with increasing imagination and effectiveness.
- Whilst satisfactory, homework is not being used consistently well to support learning in the classroom.

Commentary

26. Students themselves consider that they are well taught and that teachers expect them to do their best. At the parents' meeting held with inspectors before the inspection, parents said that they consider the quality of teaching to be one of the school's strengths. Inspectors judge the quality of teaching overall to be good. In some subjects, notably English, design and technology, geography, physical education, religious education, citizenship and history in Years 10 and 11, teaching is very good.

Summary of teaching observed during the inspection in 162 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
10 (6.2%)	51 (31.4%)	75 (46.3%)	24 (14.8%)	2 (1.2%)	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.

27. The school has had a strong focus on improving the quality of teaching and learning in recent years, and has developed a number of initiatives and developments which have led to improvements in the overall quality of learning. Much of this has been led by the teaching and learning group of teachers which has taken the Key Stage 3 Strategy as its starting point. Issues such as accelerated learning, emotional intelligence, assessment for learning, and the development of independent learning skills have all helped promote a culture of development and self-review. In addition, the introduction of new technologies has encouraged teachers to plan lessons which engage students more actively in their own learning. Teachers have been involved in peer observations

through 'teacher triangles' and a well-planned programme of continuing professional development has supported and underpinned much of this work. This focus on how best to ensure effective learning has had a major impact on the quality of teaching, and the proportion of excellent and very good teaching is much higher than at the time of the last inspection.

28. Where teaching is most effective, it is led by the teachers with energy, confidence and skill. In an excellent English lesson with Year 9 boys, the students were challenged through a relentless pace to respond critically and personally to a challenging text – Whitman's *Come up from the fields, father*. Expectations were high and the boys were motivated to succeed through carefully chosen activities. They responded well to the element of competition and the effective use of the interactive whiteboard. Learning was characterised by active involvement, challenge for students at all levels of ability and high quality questioning to make students think more deeply and consider their responses more carefully. As a result, students made outstanding gains in their learning.
29. Teachers are continually reviewing their practice and approach planning with a professional concern for what works best. For example, the recent introduction of separate classes for boys and girls in English was a response to the department's concern that boys were underachieving. As a result, teachers have been able to plan activities and tasks more specifically suited to boys. The introduction of new technologies has encouraged teachers to develop imaginative and effective ways of using them to support learning. The use of starter activities and plenaries in which learning is consolidated and reviewed at the end of the lesson is being adopted almost universally. Teachers have very good subject knowledge, which enables them to interest and engage the students in relevant and interesting activities, and to plan work which builds successfully on previous learning. Very good relationships between students and teachers enable a purposeful and productive climate for learning in classrooms. Many teachers are particularly good at offering encouragement and building confidence in the students' ability to learn independently of the teacher.
30. Above all, it is the high levels of challenge which ensure that good progress is made. In an excellent Year 10 Life Skills lesson, in which most students present had special educational needs, the students were looking at financial planning using spreadsheets. The very good choice of topic (planning a beach party to celebrate the end of a surfing event) ensured the students felt there was relevance to the learning. The students worked with high levels of commitment and concentration, working effectively to create a profit and loss account. The teaching was very well planned and students were made to think and solve problems themselves. Sensitive and well-directed support from teaching assistants helped to ensure excellent learning.
31. In discussion with the students, they reported how much they valued the commitment of teachers to their progress. They particularly valued the extra time teachers were happy to devote to supporting and helping them with difficulties. They remarked that teachers often answer their questions with another question, prompting the students to solve the problem themselves or to develop their understanding through the application of their knowledge in a different context. In a number of subjects, but especially so in music, art, physical education and drama, the commitment of teachers

to provide additional and extra-curricular activities is very much valued by the students.

32. Where lessons are less effective, it is usually because work is not planned to meet the needs of all students in the class. This results in work which is too difficult for the lower attainers or insufficiently challenging for the most able. This was observed in a small number of lessons in mathematics and ICT. However, in most lessons, planning is thorough and detailed, and caters well for the full range of ability.
33. The quality of teaching and support for students with special educational needs is very good. Both teachers and teaching assistants know the students very well and plan to meet their needs through the well-designed individual education plans. They use their very good relationships to motivate the students and support them to overcome any barriers to effective reading and writing. Excellent opportunities are given to improve speaking and listening skills, both in planned modules of work and in the natural course of the lessons. Very good use is made of the interactive whiteboards in the learning support department to improve literacy skills and boost self-confidence. Students benefit from the constant feedback on their progress against lesson and personal targets.
34. By and large, homework is used effectively to extend and support work in class. Homework set in design and technology and art and design is often exemplary, building on classwork and at the same time enabling students to develop independent and research skills. However there are weaknesses, in mathematics and geography in particular. Students themselves report that homework is not always set when timetabled and that some students seem to get more than others. Homework diaries are not always used to record the setting of homework. Some set is relatively undemanding.
35. The assessment of students' work is good and there is some very good practice. The school has adopted a good marking policy but there is considerable variation in practice. Students' written assignments are usually marked helpfully with specific attention being given to key pieces of work. Marking by a few departments is extremely rigorous and effective in helping students improve. Marking of a high quality was seen in English, modern foreign languages, ICT, religious education, physical education and sociology.
36. Overall teachers make good use of assessment to inform their planning and target setting, and again there is some very good practice. Some departments such as English and religious education use self and peer assessment to establish achievable steps for the raising of achievement. The contribution of assessment to the planning of work and target setting for gifted and talented students is less well developed across the school.
37. Most students have a sound understanding of how well they are doing and how they can improve their work. However, because practice is at different stages of development in different subjects, there are considerable variations in how much specific support and guidance they are receiving in lessons to improve performance. Assessment for learning is a key priority within the school improvement plan and inspection evidence supports the need to develop consistency in approaches to

learning and teaching, which will provide feedback and lead to pupils recognising their next steps and how to take them.

Sixth form

38. As in the main school, teaching in the sixth form is good, and as a result the learning seen in lessons was good. Most students feel that they are well taught and challenged to do their best. They particularly value the help and encouragement they are given to study independently and to research topics on their own. They also value the thorough and careful assessment of their work which enables them to see how they can improve. The very good relationships between teachers and students are the basis for the successful teaching at this level and of students' good progress in their work. Of the subjects inspected in detail, teaching in English, design and technology, history, and business studies is very good, and in mathematics, art and design, sociology and leisure and recreation, teaching is good. Teaching in biology and French was judged satisfactory.
39. The school's focus on improving teaching and learning has also impacted on the quality of teaching in the sixth form. In particular, teachers have considered carefully how best to encourage students to take more responsibility for organising their own learning and be more independent of the teachers in solving problems and in preparing their coursework assignments. This is now beginning to bear fruit, and students approach their studies with confidence. This focus on what makes for effective teaching and learning at this level is beginning to make a real difference.
40. Lessons are characterised by very good relationships between staff and students alongside an atmosphere of mutual respect. This encourages students to respond confidently and to be prepared to take risks in their answers and with their learning overall. Much teaching is imaginatively planned to excite and make the learning relevant. Typical of this approach was an excellent Year 13 textiles lesson in which the teacher had collected appropriate and exciting resources to stimulate discussion about advertising and marketing strategies. Social and ethical considerations were raised during the well-managed discussion. Questioning was used to provoke and deepen understanding. Although this was a small group, the teacher's outstanding planning and approach ensured that excellent gains were made in learning during the lesson.
41. Much of the most effective teaching is inspiring students to develop more independent and self-reliant approaches to their learning. This was especially the case in English, art and design and design and technology. In English, students are given just the right amount of support to develop their reading and research skills. In design and technology, the effective use of computer-aided design and manufacture processes by students is helping them to work independently of the teacher. On the other hand, some teaching at this level remains over-directed and in biology, leisure and recreation and business studies, opportunities are missed to encourage more active approaches by the students themselves.
42. Lessons are often characterised by a high quality discussion and debate. In history, teachers use discussion very effectively to engage the students and debate ideas and conflicting viewpoints. Most students adopt a positive and mature attitude to their

studies. They are keen to do well and this has a very positive impact on the progress they make.

43. Students' learning skills are increasingly good. Most students take care with the presentation of their work, and files and notes are, by and large, well organised and can be used effectively for revision. Key skills of communication are developed well in all lessons through written work, well-managed discussions and group work. Students are encouraged to complete research tasks and discuss their findings in most subjects. Numeracy and ICT are also used well.
44. Assessment practice in the sixth form is effective, and students feel very confident about the support and guidance they receive. Students' performance is monitored regularly and teachers set realistic and challenging targets which are shared with the students. Students' work is assessed and marked very well. Marking of written work is often detailed, and contains much diagnostic comment. Examination criteria are used effectively to give students a clear idea of the standards required. Written comment is further supplemented by detailed oral feedback in one-to-one discussions. In questionnaires and interviews, students reported that their work is assessed helpfully.

The curriculum

The curriculum is good. Arrangements for enrichment, including extra-curricular activities, are very good. Staffing, accommodation and resources meet the need of students well.

Main strengths and weaknesses

- The curriculum is usefully extended through the school's work as a technology college, and provision in design and technology is very good.
- There is a very extensive and diverse range of lunchtime and after-school activities; participation in sport is outstanding and in other activities is very good.
- Provision for pupils with special educational needs is very good.
- There is a good range of GCSE courses, although vocational options are more limited.
- The extensive range of sixth form courses caters well for students' aspirations.
- The school does not fully meet statutory requirements for religious education in the sixth form.

Commentary

45. The curriculum provides students with a good programme that matches their needs and aspirations. Since the last inspection, the use of ICT has improved and all statutory requirements are now met in the subject.
46. As a specialist technology college, the overall curricular provision for technology is very good. Provision in religious education and physical education is very good. Developments such as the links with Camborne and Truro colleges have been implemented to give a greater breadth to the curriculum. At present, these are not fully planned into the timetable, so that students can miss lessons in other subjects. Current vocational options in Years 10 and 11 include leisure and recreation, health and social care, engineering, child development and in science and ICT. The school is looking to extend this provision.

47. There are very good links with primary partner schools to determine what the students know and can do before they join the school. In some subjects, such as mathematics and science, teachers from Tretherras are involved in teaching pupils in their primary schools. The benefits in terms of building on existing knowledge and skills are already evident in current Year 7 students. The curriculum is kept under regular review and governors are very well informed about developments.
48. The school has a comprehensive scheme for personal, social, health and education which includes elements of citizenship. It deals effectively with sex and relationships education and the problems of drugs and alcohol abuse.
49. The school is strongly committed to inclusion and curricular provision for students with special educational needs is very good. Those with literacy and communication needs are particularly well provided for through the learning support department. There is also a special programme for the small number of Year 7,8 and 9 students at risk of permanent exclusion, underlining the school's belief in early intervention to tackle disaffection and engage these students in the learning process. The school has a county-wide expertise in the management of challenging behaviour and other schools in the authority often seek their advice. A significant number of students in Years 10 and 11 benefit from the well-planned Life Skills programme that is a key part of work-related learning. Individual education plans are well constructed.
50. Students are very well prepared for the later stages of education or employment. The school has forged very good links with Connexions, a service working in partnership with the school to provide guidance for students on future pathways. In Year 9, students are given very good advice to help them choose examination courses that are well matched to their interests and aptitudes. Students in Year 11 are provided with very good careers guidance both from the careers service and from experienced teachers. Students gain valuable work-related experience.
51. Enrichment activities are very good. Teachers give freely of their time, running clubs for students at break, lunch times and after school. The school also makes extensive use of expertise from outside the school to support its wide-ranging out-of-hours programme of sports, arts, study support and general interest clubs. There are extensive sporting activities for both elite squads and recreational players. Students greatly appreciate all the activities. Participation in sport is an outstanding feature of the school and participation in other activities is very good.
52. The school is well staffed. It has succeeded in recruiting and retaining specialist teachers in all subjects. Only in geography have there been staffing difficulties; extended absence of teaching staff during the last academic year had a negative effect on GCSE geography results in summer 2004. A broad programme of professional development for teachers has led to improved skills, for example in the use of interactive whiteboards. Provision of non-teaching staff is very good. There is a strong team of teaching assistants to help pupils with special educational needs. A highly skilled team of technicians maintains the expanding network of computers and other new technologies very effectively.
53. Accommodation is good, and some facilities, including those for physical education and drama, are outstanding. ICT facilities are good although stretched in some areas. The buildings have

been well maintained and are for the most part a very attractive learning environment. Resources are good, and the school makes extensive use of external resources to enrich the curriculum.

Sixth form

54. The school provides a very good range of sixth-form courses that meet the needs and interests of students. There is some limited liaison with other providers to agree areas of provision and to jointly provide minority subjects such as French. Some vocational courses are on offer to students in the sixth form and the school is considering how it can increase the number and variety of these courses and of courses suitable for lower attaining students.
55. The school offers a choice of curricular activities such as sport, art, astronomy and critical thinking to complement students' A-level courses. There is no personal and social education programme, but careers education is provided through the enrichment course and through activity days. The school does not fully meet statutory requirements for religious education, although a philosophy and ethics course is on offer and the school is planning to introduce opportunities for all students to study issues related to religious education on a study day.
56. Sixth-form students take full advantage of the extensive programme of enrichment and extra-curricular activities available. Provision in sport is excellent and is very good in the arts. These activities considerably enhance learning and encourage students to take on wider school responsibilities. This makes a very strong contribution to students' personal development and helps enhance the positive ethos that exists throughout the school.
57. The sixth-form is well staffed, and teaching is well matched to subject expertise. Accommodation and resources are good, although there is a shortage of quiet working spaces for students.

Care, guidance and support

The school takes very good care of the welfare, health and safety of its students. It provides students with very good support, advice and guidance and takes good account of their views.

Main strengths and weaknesses

- Staff are very caring towards students and consequently they feel secure and confident about expressing and challenging themselves.
- Extensive and thorough arrangements ensure students' care and welfare.
- Support and guidance is a strong feature of personal and academic development of pupils as they join and then progress through the school.
- Students feel their opinions are valued and acted on well by the school.

Commentary

58. The school has comprehensive and high quality arrangements which ensure that the care and welfare of students is carried out thoroughly. Students at risk of exclusion or with behavioural problems are counselled and appropriate action discussed. Learning support and mentoring are always available and the school has gained national recognition for excellence in its

mentoring services. Focus groups are established of students deemed in need of extra personal help. Free bus travel and afternoon drink and biscuits are available to support learning beyond the official day and breakfasts are also available for students involved in long bus journeys from outlying areas. When students arrive from junior school they are “buddied” for the first term by students in Year 11. Seating and shade are provided in the leisure areas, supervision of breaks is well organised and in lessons, all incidents are handled sensitively and appropriately. Parents feel satisfied that the school takes good care of their children – as do students.

59. Health and safety procedures are thorough and becoming more systematic. Maintenance of equipment and the building is carried out in an orderly and timely way and there are good processes (such as annual facility risk assessments and rigorous assessment of risks involved with trips) to ensure problems are identified and dealt with. Fire protection arrangements are good. Some minor health and safety concerns identified by inspectors have already been tackled.
60. Both parents and students are impressed by the quality of the induction process from primary schools which results in smooth relationships and a good knowledge of individual pupils. A comprehensive programme of visits and ‘taster days’ ensure that pupils feel confident and welcome when they join the school. Form tutors and heads of year normally accompany the same pupils as they move up through the school. Through this stability, individuals and their home background become very well known. The confidence and relationships thus promoted form a very good basis for pastoral support. Both heads of years and form tutors carry out their work with commitment and a sensitive concern for the students’ academic and personal well-being.
61. Support and guidance for students as they progress through the school are very good. Option choices for GCSE and A-level courses, as well as careers advice, are well structured and provide students with clear and impartial advice. Procedures for monitoring each student’s academic and personal development are comprehensive and ensure advice is based on secure evidence and a very good knowledge of each student.
62. The school is committed to inclusion and is careful to ensure there are no barriers to a student’s involvement in any part of the curriculum or out-of-hours provision. This has particular implications for students who travel considerable distances to school, and the school is careful to arrange alternative transport and late buses home when needed.
63. Students are clear that their views are both sought and valued by the school. Questionnaires to ascertain their views are regularly distributed and analysed. Form council representatives and the school council discuss matters of interest such as the toilets, cycle sheds and healthy food options in the canteen.

Sixth form

64. The school provides very good quality support and guidance to students in the sixth form. Sixth form tutors and subject staff work very well together to monitor their students’ achievements. Any individual learning problems are quickly identified and additional support provided. These factors are effective in raising achievement. Information about higher education and careers advice in the sixth form is very good. At this stage balanced and impartial advice is offered to enable them to choose the most appropriate options for further study or employment. Personal statements for

use in applications for work and further education are developed with the support of external visitors. Help is also given on applications to universities and colleges and students (and their parents) are guided on choice of both course and establishment. Students themselves feel well supported.

65. The school surveys the views of sixth form students and consults them on new plans for the school. Students enjoy their new status in the school and play an important role in helping with the school council and leading some activities with students from the main school. They feel their ideas matter and that they are good representatives of the school.

Partnership with parents, other schools and the community

Partnership arrangements with parents are very good. Links with the community and other partner school are very good.

Main strengths and weaknesses

- The school makes very good use of its productive links with the community to support students' learning.
- Very good relationships with the area partnership of primary schools ensure smooth transition of students, benefit their learning and create a good community spirit.
- Parents feel very well informed about the school and are very appreciative of its provision for their children.

Commentary

66. The school's partnership with its parents is very good. Parents comment very favourably about the school, praising all aspects of its work. In both the parents' meeting held before the inspection and through the parents' questionnaire, it is clear that they are very supportive. In particular, they think that their children are expected to work hard and they like the approachability of teachers, confidently feeling that they can discuss issues openly and quickly. They feel that students do well in their academic studies and are well provided for at the school, especially in the rich choice of extra-curricular activities. Parental surveys every two years ensure that parental opinion is taken into account. As a result, parents feel valued and consulted. Communication is very good and the school uses a number of new technologies, including text messaging, to communicate with parents. Parents are very well informed about the school through the prospectus and regular newsletters. Students' annual reports provide a helpful picture of how well they are doing in all subjects.

67. The school has developed very good partnership arrangements with its local primary schools. This has partly been funded through the activities of the technology college, but the school has gone much further in developing curricular links in both mathematics and science. These are proving very productive and are not only ensuring that students enter the school with higher standards in both subjects, but also enabling curriculum continuity. There are also strong links in design and technology and physical education and developing links in drama and music. The school has also invited local primary teachers to be part of its programme of professional development for its own teachers. This initiative is beginning to bring the schools much closer together and create a real sense of community. There are also good links with colleges and universities.

68. The school is outward-looking and keen to maximise on its community links. Its facilities, for example, are frequently used by local people. The new Sports Centre and the all-weather sports pitch are both good examples of joint community ventures. Students are working with architects in the 'Joined up design for schools project' on improving the school environment and have also been involved in the next phase of the Newquay development plan. Students receive much curriculum enrichment from a wide range of visits and visitors.

Sixth form

69. Many sixth form students take advantage of the school's very good links with the outside community. They have been able, for example, to have discussions with two local members of parliament. Sixth form courses are enriched by appropriate visits. Students feel that they are being very well encouraged to take advantage of the opportunities presented, such as in community work in Year 12.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are very good. Confident and clear-sighted leadership by the headteacher ensures that his vision for the school's development is shared by the whole community. He is very well supported by his senior team, who work very effectively alongside governors and managers at all levels. Management is very good. The work of governors is very good. Statutory requirements are met except for the provision of a daily act of collective worship and religious education in the sixth form.

Main strengths and weaknesses

- The confident and very good leadership of the headteacher gives purpose and vision to the school's work.
- Monitoring and self-evaluation procedures are very well developed and ensure a focus on providing support where needed.
- There is an impressive commitment to the inclusion of all students.

Commentary

70. The school has made secure and confident improvements in standards and the quality of teaching since the last inspection, and there is a continuing drive for ever higher standards. Students thrive on the opportunities the school provides. The school has a number of awards for its work, including Investors in People, Investors in Careers, Excellence in Mentoring award and Sportsmark Gold, and is now in its third phase as a specialist technology college.

71. The headteacher leads with insight and authority. He has created a management ethos of professional rigour and trust, and his leadership is the fulcrum for the school's determined drive for further improvement. The school's vision "to provide a high quality education for all" is widely shared, and the school's values well established. There is a commitment to embracing new ideas and approaches and a strong culture of self-review and development.

72. The headteacher has been keen to encourage managers at all levels to take ownership for leading and managing their areas of responsibility. This has been very successful, and the quality of leadership at subject level and within pastoral teams is at least good and more often very good. Delegating leadership in this way and giving responsibility for the implementation of initiatives and monitoring of outcomes has led to a strongly professional management ethos. Managers are properly held to account for the work of their teams.
73. The school is reflective and self-critical, and self-review processes are effectively adopted at all levels. Departmental performance is jointly evaluated by the headteacher and head of department. A differentiated level of support and intervention is determined by this evaluation. This results in a sharp focus on support where it is needed most, while enabling the more successful heads of department to monitor and manage their teams with more autonomy. The school has, for example, correctly identified the need to improve teaching in mathematics in particular and provided additional monitoring, support and resources to secure improvements. These initiatives are beginning to have an impact.
74. The school's strong commitment to inclusion is effectively demonstrated in the comprehensive and detailed approach adopted to monitoring the progress of individual students. The special educational needs co-ordinator is a member of the senior team and gives exemplary leadership to her very effective team of teachers and teaching assistants. The work of the learning support department is rigorously monitored.
75. The school is confident in its successes, but is never complacent. Governors and staff are continually seeking ways to secure further improvements. The headteacher is very well supported in this respect by his leadership team, whose experience and expertise complement each other. The leadership team is a strong focus for development in the school, and crucial to the dynamic and consultative management approach. Assistant headteachers have a supportive role through their line management meetings, and have a good understanding of standards through their monitoring of provision. Lines of communication are effective and staff feel that their ideas and views are valued.
76. The annual school improvement plan develops from the regular cycle of monitoring, review and performance management, and all staff and governors are involved. Priorities are clear and target driven. Professional development is planned to integrate effectively with perceived school and departmental needs, and the training provided is offered to teachers in other local schools. Performance management is well established and dovetails coherently into the whole process. The school is effectively a self-evaluating institution.
77. Governors are very well informed about the work of the school, are astute, and are fully aware of their responsibilities as a governing body. They bring a very good range of experience and professional expertise to the school's governance, and have a good understanding of its strengths and weaknesses through their detailed and comprehensive discussions in committee and full governors' meetings. They are involved in strategic planning and in shaping ideas for development alongside the headteacher. Progress on the school improvement plan is monitored regularly by governors, and they are confident in their ability to question and challenge the headteacher and senior staff. Statutory requirements are met, except with regard to

the provision of a daily act of collective worship and religious education in the sixth form. Governors are aware of these breaches and are actively considering how religious education can be introduced in the sixth form. The provision of collective worship is under review.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	5,025,522	Balance from previous year	329,949
Total expenditure	4,921,593	Balance carried forward to the next	433,878
Expenditure per student	3,150		

78. The school's budget is very well managed, and the school provides good value for money. Governors have a very good overview of the budget and are regularly updated with clear monitoring statements. Since the last inspection, the school has moved from a deficit budget to a one with a substantial balance. Although the carry forward appears large, this is in large measure due to funds built into the community and buildings reserve and already allocated for future spending. The school applies best-value principles very well and is careful to explore the market and compare tenders. Catering and grounds maintenance are now all provided in-house, enabling better value for money, higher standards and a greater flexibility. Financial benchmarking is regularly carried out. Designated funds, including those for special educational needs and staff training, are used well. Measures to introduce workplace reform have been thoughtfully implemented.

WORK-RELATED LEARNING (WRL)

Provision for WRL is good, and statutory requirements are met.

Main strengths and weaknesses

- The vocational curriculum, including a 'Life Skills' programme for lower attainers, is well planned.
- Leadership and management are good, especially for work experience and college link courses.
- Good careers education and guidance, and a good personal, social and health education programme, support provision.
- WRL is successfully linked to community activities, business enterprise, and Young Enterprise.
- The school would like to be able to offer a wider range of vocational courses.

Commentary

79. Students learn about careers through a comprehensive curriculum with a range of vocational and enrichment experiences. A good variety of methods are used to assess students' achievement, including assessment by employers. There are numerous opportunities for students to develop particular skills for enterprise and employability. For example, through problem solving activities on the 'Life Skills' course and through business simulations with Young Enterprise activities.

80. The school provides all Year 10 students with an appropriate work experience placement. These placements are very well arranged and managed by the school. Beneficial placements are secured for students with a wide variety of local businesses. Student placements are monitored by school staff. The school recognises the major contribution made to students' personal development through work experience, and celebrates this through a very worthwhile parents' evening. The high quality relationships within the school help to produce young adults with maturity and skills that aid employability. The advanced vocational courses available in the sixth form provide satisfactory progression and continuity from Year 11, but the school plans to expand the range of courses for Years 10 to 13. An apparent weakness is that the school's 'Life Skills' course was not fine tuned to avoid loss of time in other subjects.
81. Careers guidance is good because of the quality of interviews and support from Connexions, and the very good management within the school. Learning is also supported by the school's good PHSE programme. By Year 11, students have a clear understanding of careers opportunities and because of the school's WRL initiatives, more are planning to take higher education courses. Sixth form students show a good level of awareness about the world of work, as almost all are involved in local part-time employment in holiday businesses. The curriculum area is well led and managed, and there are clear plans for its development.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 and 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **very good**.

Main strengths and weaknesses

- Students achieve very well in response to very good teaching.
- Standards are above average.
- There is very good leadership and management of an innovative faculty.
- Students have very positive attitudes, which contribute to very good learning.
- There has been very good improvement since the previous inspection.

Commentary

82. The 2003 English test results for students in Year 9 were well above the national average, well above the average for schools where students are of similar prior attainment, and better than the results in mathematics and science. The 2004 test results are still a matter of appeal and have not been validated. The 2004 GCSE results for students in Year 11 were close to the national average, with girls doing considerably better than boys. These results were creditable given that the school entered a relatively high proportion of its students for English Literature. In 2003 the gap in standards between boys and girls was much narrower.
83. Standards are currently above average both in Year 9 and Year 11. There is no significant difference in attainment between boys and girls. Standards of speaking and listening are above average, with many students speaking confidently and accurately. Standards in reading are variable, whilst standards in writing are above average. Although presentation is not consistently good, many students write at length with sustained accuracy and fluency, and develop a good range of vocabulary as they write in different styles. Students in Years 10 and 11 develop a good standard of critical analysis as they study a range of texts, in addition to producing a good range of creative writing. Students join the school with broadly average standards in English and achieve very well by Year 9, and well by Year 11. This very good achievement is particularly evident in the progress of boys, who are benefiting from a carefully planned range of teaching and organisational strategies adopted by the department to promote good learning. This has been a major factor in improvement. Students with special educational needs achieve very well by Year 9, and well by Year 11. Gifted and talented students achieve very well throughout, mainly due to the appropriately challenging expectations of teachers.
84. Teaching and learning are very good in all years. A major strength is the high expectations of all teachers, to which students respond with very positive attitudes.

Also very impressive are the challenge and pace of lessons, particularly noticeable in the teaching of boys in Years 7-9; the stimulating use of resources such as interactive whiteboards; and the effective use of marking and feedback to show students how they can improve. Most impressive is the predominantly active nature of learning, with students encouraged to work independently and collaboratively and gaining in skills and confidence as a result. This was very evident, for example, in lessons in which students analysed challenging poetic texts before producing their own imaginative responses. This was seen at its best in a Year 9 lesson for boys in which the pace of learning was relentless in consequence of the excellent expectations and challenge posed by the teacher throughout.

85. Leadership and management are very good. The department operates very well as a cohesive team, and has taken up the challenge of issues such as raising boys' achievement very successfully, with an innovative approach to class organisation and teaching strategies which emphasise key features such as pace and challenge. Evaluation and monitoring are also very good, and lead to effective action, which is carefully thought through and co-ordinated. The range and quality of staffing are very good, there are good resources, especially in ICT, and there is good support for out-of-hours learning to improve the standards of less successful students. Since the last inspection in 1998, standards have improved at all levels, and in relation to other subjects in the school. Achievement of younger students has risen, especially amongst boys. The quality of teaching, leadership and management has improved. The strength in student attitudes has been maintained. Therefore overall there has been very good improvement since the previous inspection.

Language and literacy across the curriculum

86. Standards in language and literacy throughout the school are above average. The school has addressed the issue of improving literacy, beginning with younger students and working up through the school. There is a well-structured programme, although it is largely left to individual departments and faculties to implement. Extended speaking skills are developed in subjects such as English, modern foreign languages, religious education and art, although opportunities are fewer in other subject areas such as mathematics. For example, in art, students learn to use comparative language when looking at their work alongside that of well-known artists, and music encourages discussion on the principles of composition. Reading is often given less prominence, but many subject areas give good attention to developing writing skills. There are relatively few opportunities in science, but students write at length in history, art and English. They learn good annotation techniques in design and technology. The attention given to literacy is one of the major factors in improving standards and achievement in subjects throughout the school.

French and Spanish

Provision for both French and Spanish is **good**.

Main strengths and weaknesses

- GCSE results have been well above national averages for the past two years.
- There is much good practice in the teaching.

- Planning does not ensure the regular use of ICT by all students.

Commentary

87. In the 2004 GCSE in French the percentage of students gaining A*-C grades was significantly above the national average. In Spanish all students gained higher grades. In both languages the number of students with grades A* and A was well above the national average. Boys performed as well as girls in marked contrast to the national picture. Students' achievements are good with results that match or improve on predictions.
88. In Year 9 standards of work seen are above average in both French and Spanish. Writing is a strength. Listening skills are good and students can identify key information from authentic recordings. Students are generally confident in speaking. In a Year 9 French group the intensity of pair work led to good levels of fluency. Confident speaking is not regularly matched by good pronunciation. In French, Year 8 students show good study skills in reading tasks that are often targeted at a higher level. In Year 11 standards are above average, and well above for higher attaining students. In mixed groups in both French and Spanish, the teaching and the good work ethos enable success for all. The teachers' guidance to match the criteria for good grades results in good quality writing. Students are less confident in speaking. This matches some under-emphasis on speaking skills in the earlier years. At all ages boys perform consistently as well as girls. Achievement is good at all ages and for students of all levels of attainment in both languages.
89. Teaching is good in both languages in all years. Relationships are good and there is a real sense of fun in some lessons. Teachers explain the lesson objectives to show students the purpose of what they are doing. In the best lessons a range of both formal and fun activities focus on opportunities to practise speaking. In these groups students show a good recall of past work to support their learning. Where the focus is largely limited to covering the topic, skills for long-term learning are less well developed. The most able linguists are not systematically challenged to work at a higher level. The use of the interactive whiteboard is successful with lower attaining groups, and encourages an eagerness to participate. Teachers regularly assess students' work. There are some initiatives to help students understand their attainment levels and assess themselves, but this is not consistent practice.
90. Leadership and management of the subject are good. The head of French offers good support. Management systems for analysis and development are thorough. Much good practice has been initiated, but there is no strategic planning to ensure more consistent practice. More frequent monitoring would support this. Improvement since the last inspection has been good. The provision for ICT is still an issue and the present arrangements do not ensure regular use by all students. The current success in external examination, together with the quality of teaching, shows that the department has the capacity to raise its status and standards.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Overall teaching is good and as a result, students' achievements, currently satisfactory, are improving.
- Students' attitudes and behaviour are very good.
- The analysis and use of assessment data are thorough and constructive.
- Links with partner primary schools are excellent.
- ICT is underused as a resource for learning.
- The monitoring and evaluation of existing policies and initiatives are not robust enough to judge their effectiveness.

Commentary

91. Standards in Year 9 national tests in 2004 were average in relation to both schools nationally and similar schools. Boys performed as well as girls. Students' achievement when compared to their attainment on entry to the school was satisfactory. There has been year-on-year improvement over the last three years similar to the national trend. Standards at GCSE in 2004 were below average compared to the national average. Girls performed significantly better than boys. The proportion of students achieving the highest grades was below that of English. The proportion of students achieving A*-G grades was above the national average.
92. Current standards of work seen in Years 8 and 9 are broadly average and students' achievement is satisfactory. However, standards in the current Year 7 are higher. Standards of work in Year 11 are below average and students' achievement is satisfactory. Students with special educational needs achieve as well as their peers. The attitudes and behaviour of the students are very good. Students are enthusiastic and well motivated, contributing positively in lessons. As a result learning proceeds at a brisk pace. Students in Year 7 are prepared effectively for work through the excellent links with primary schools. As a result they are making good progress. Students are confident in discussing their work and in explaining their methods.
93. The quality of teaching and learning is good, though as yet this is not impacting on achievement in all years. In Years 7 to 9 teachers' planning and command of the subject are good. Teachers are beginning to make good use of the interactive whiteboard though the effectiveness with which it is used remains uneven. A good variety of strategies are employed to encourage and engage the students, and there is a good balance between theory and practice in lessons. However the application of the National Numeracy Strategy is inconsistent and the summary at the end of the lesson to consolidate learning is not always planned. Good use is made of the teaching assistants, who work well supporting students with special educational needs. At times, gifted and talented students are not fully extended. This was particularly evident in the quality of homework, which does not always challenge the most able students and ensure they develop problem solving skills independently of the teacher. Work is always marked but comments to help students improve are not consistently provided. In lessons, good work is praised and students are made to feel confident in what they achieve. Opportunities for students to use ICT are not consistently available.
94. Progression through each year is well planned and where teaching is at its most effective, the work set is intellectually demanding, and builds on previously taught skills that are refined and consolidated. A good range of teaching strategies are employed that engage the students, and reinforce their knowledge and understanding. Preparation for tests and examinations is imaginative and involves the students directly as part of a self-assessment and assessment for learning programme. Where teaching is less effective, resources are less well used to demonstrate methodology. Sometimes teachers focus too much on lower order skills such as copying rather than encouraging students to hypothesise, estimate or test. In addition, an over-reliance on the textbook means that skills are not used or applied in different and more relevant contexts.

95. Leadership of the department is good. There is a clear vision for improvement. Test and examination targets are realistic and achievable, based on a detailed analysis of assessment information. The department's strengths and weaknesses have been identified. Schemes of work are being reviewed and there are detailed action and development plans in place. Assessment procedures and analysis of assessment data are very good and a clear profile of the department has been established. There is a strong commitment to raising standards. Management of the department is satisfactory. Monitoring is not yet sufficiently robust, and opportunities to share best practice are limited.

Mathematics across the curriculum

96. Pupils' basic numeracy skills overall are satisfactory and are sufficient to be applied in other subjects. Few rely on a calculator for basic calculations. Pupils can calculate, graph, measure and interpret information in different contexts. Subjects such as science, design and technology, physical education and geography support a broad range of numerical experiences well but there is no coherent planning to build on students' skills systematically.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are good and as a result, students' achievements are improving.
- The leadership of the subject is very good and there is a clear vision for improvement.
- The use of targets to raise expectations and challenge students to achieve better is not consistent.

Commentary

97. Results in the national tests at the end of Year 9 in 2004 were average. The results were also average in comparison with the results for similar schools. However, students' attainment in comparison with their attainment on entry to the school was not high enough because not enough students reached the higher levels. Girls did not perform as well as the boys. Results in the 2004 GCSE examinations were average. These were also average in comparison with similar schools. However, their performance in relation to their attainment with which they started their GCSE was below expectations. Attainment of boys and girls was similar. The results have shown a steady improvement during the recent years.
98. By Year 9, students' knowledge of science is average. This represents satisfactory achievement. Students become increasingly more competent in investigation skills as a result of the successful implementation of the national strategy. They have a good understanding of variables and how to make their comparisons fair and accurate. Students with special educational needs achieve well because of setting, where good teaching and a modified curriculum meet their needs effectively. In Year 11, students' skills, knowledge and understanding of science are above average. This represents good achievement. Students are confident users of ICT. They make effective use of computers to revise, assess and develop their knowledge and understanding of science. Students develop and make effective use of their mathematical skills. For example, students in Year 9 calculated relative mass and weight, as it would be on different planets. This deepens their understanding of the relationship between the size of the planets and their force of gravity. In lessons, girls performed as well as the boys. In Years 10 and 11, students use formulae to work out the numerical relationship between force, mass, acceleration and stopping distance. Students following the GNVQ course achieve well. For example, they measure and compare tensile strength of different parts of different types of shoes including trainers.
99. Teaching and learning are good throughout. Most lessons begin with an effective starter activity and end with consolidation of learning, and lesson objectives are usually shared with pupils. Teachers use their specialist knowledge effectively for explanations and to engage students in productive learning. Students in a Year 8 lesson developed very good investigative skills when they planned and carried out an investigation on electromagnets. The lesson was highly structured and a planning board was used very effectively to examine variables and fair testing. The students worked very well together when carrying out their investigation. In another highly successful Year 9 lesson, the teachers used an extensive range of foods that enhanced students' understanding of different parts of plants as sources of food. Effective use of anagrams as a starter activity and subsequent discussion also improved the students' understanding of scientific terms such as a food web, producers, consumers, and omnivores. However, focus on roots of these words would have deepened understanding and made learning more fun. The students' own assessment of their prior knowledge of the new topic raised their awareness of what they have to learn. Learning is sometimes less successful because learning objectives are not shared with pupils and lessons do not end with summing up and consolidation of new learning. In general, teachers do not make explicit use of targets to set high expectations and to involve pupils more in taking responsibility for their own learning. Assessment processes are well developed and learning outcomes are used effectively to modify the curriculum.

100. The leadership of the subject is very effective and management of the department is good. Much has been achieved during the past two years though it is a little too early to see its fuller effect on the achievement of students. In particular, the successful implementation of the national strategy in Years 7-9 has made teaching and learning more dynamic and inspiring. In addition, the introduction of the GNVQ intermediate science course for less academic students has proved successful. As a result, more students are enrolling for this option. Several extra-curricular activities are enriching pupils' experience of science. The development of strong links with partner primary schools is enriching the science experience for younger pupils. Assessment data is increasingly well used to evaluate performance and plan suitable work for students. Improvement since the previous inspection has been satisfactory, and the department is poised to make significant gains in the quality of provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Well-designed topics and tasks secure high levels of pupil motivation.
- Excellent use of additional adults in lessons ensures very good progress for lower attaining pupils and those with special educational needs.
- Higher attaining pupils are not fully challenged to produce work of greater depth as well as greater length.
- Very good teamwork secures resources and curriculum provision focused on students' learning.
- Very good out-of-hours provision helps students to complete and enhance their assignments.
- Monitoring of students' achievement is insufficiently developed.
- When classes following different courses are taught in the same room, the learning of students suffers.

Commentary

101. Students arrive at the school with average skills, although they have above average skills in manipulating, presenting and exchanging information and below average standards in making things happen. Standards in the current Year 9 are above average. This represents good achievement, especially for lower attaining students. They demonstrate good technical competence in using standard packages such as desktop publishing. They also show good understanding of the principles of control and can use flowcharts to control virtual systems such as car park barriers.

102. Results in GNVQ intermediate examinations in 2004 were above average. This continued a trend of steadily improving results, with growing numbers choosing the subject. The proportion securing a pass was well above average but the proportion of higher-level passes was below average.

103. Standards in the current Year 11 are above average. This represents good achievement by students who opt for ICT. Achievement is particularly good for those of lower prior attainment, while more able students make satisfactory progress.

Students show good awareness of audience and, for example, match their databases to the intended users. They show increasing skill in choosing suitable software and in evaluating their own and others' work.

104. Students learn and achieve well due to good teaching. Most teachers have very good knowledge of their subject and the syllabus requirements. Topics and projects are very well planned to interest and engage students. Well-designed resources support their independent work on assignments. Excellent use of additional adults in the classroom ensures that lower attaining students and those with special educational needs make very good progress. There is insufficient challenge to extend the depth of thinking as well as the quantity of work from higher attaining students. Students assess their own work against checklists and teachers make very constructive comments on their assignments, so students know how to improve. Relationships and classroom management are very good so students respond well and enjoy their lessons. Extensive out-of-hours provision enables students to extend and refine their assignments and helps to compensate for the relatively low curriculum provision for the GNVQ course in Years 10 and 11.
105. The subject is very well led. Teachers and support staff work well as a team to ensure that resources and curriculum provision support students' learning. Those with responsibilities have a clear vision, very good understanding of strengths and weaknesses and a sense of priorities. Management is good. The quality of teaching is carefully monitored, but aspects of departmental review, such as the formal monitoring of students' standards against their targets, are insufficiently developed. The use of large rooms for teaching two different courses simultaneously has a detrimental effect on learning, as students cannot always hear instructions or advice from their teacher and are distracted by teaching from the other class. This is compounded when very large classes have no additional adult support.
106. Improvement since the last inspection has been very good. Discrete lessons are now provided throughout the school. Teaching, learning, assessment and leadership have all improved significantly leading to rising standards and improved student attitudes.

Information and communication technology across the curriculum

107. Provision across the curriculum is good and students' competence in using ICT as a tool to support their learning is above average. This is a great improvement since the last inspection when it was a key issue for the school. The school has invested heavily in interactive whiteboards and up-to-date resources as well as a strong support staff infrastructure. In some departments technology is very well used. For example in design technology, students make extensive use of computer-aided design and digital cameras to improve their work. In physical education there is technical support to enable students to accurately evaluate their performance using video technology. In geography, interactive whiteboards are used to provide animations, for example showing how rotations of the earth and sun produce days and seasons. This secures very good learning. In some subjects, such as mathematics and modern foreign languages, while teachers use these boards for display, students are not active users of technology. ICT provision in music is unsatisfactory as there is insufficient access to suitable hardware.

HUMANITIES

History, geography and religious education were inspected in detail. Sociology was sampled.

108. An excellent Year 11 **sociology** lesson was observed. A group of students with a very broad range of prior attainment were supported very well in preparing for their coursework assignment. They built on their existing knowledge about primary and secondary research experience and by the end of the lesson all were confidently able to evaluate the individual statistical data they hope to use in comparison with their primary research topics on education and family life. They use ICT to support their research in a variety of ways, including constructing graphs from their own questionnaires. Very good rapport between the students and teacher allowed issues of covert observation and hidden assumptions to be aired, defusing potential stereotyping by humour and contributing very well to an understanding of citizenship.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Teaching is skilful and very well planned, resulting in good achievement.
- Very effective use is made of the latest technologies is raising standards.
- Diagnostic assessment is used very effectively in planning.
- Homework needs to be routinely set and planned in schemes of work to raise quality.

Commentary

109. Results in GCSE examinations in 2004 were average, and have been improving. Even so the achievement of students in 2004 was adversely affected by substantial staff absence at crucial times. In work seen during the inspection in all years, standards are above average and students' achievements are good. Teacher assessments at the end of Year 9 were above average in 2004. On entry, students have average standards of geographical skills and knowledge. All students, including those with special educational needs and those with English as an additional language, achieve well throughout Years 7-9.
110. Teaching and learning are very good. Teachers are extremely well prepared, well qualified and employ a wide range of strategies to make work interesting, relevant and enjoyable. Behaviour is very well managed. Lessons are very well planned with good opportunities for well-motivated students to take responsibility for their learning. Active teaching and learning methods promote good learning and understanding. Fieldwork around Newquay and further afield enhances geographical understanding for students in all years. Tasks and materials are well matched to the needs of all students, including good provision to support those with special educational needs and extend higher attaining students. Good attention is given to the use of accurate geographical vocabulary. Literacy and numeracy skills are developed well. The latest technologies are employed to fullest effect, with interactive whiteboards in all classrooms, and greatly enhance quality and accelerate the pace of learning. GCSE candidates have clear targets and are keen to attain their expected grades. There is good emphasis on examination expectations in most lessons. Students respond very well to such challenging teaching and so learning is very good. Insufficient use is made of homework to extend learning.

Example of outstanding practice

A Year 9 lesson on climate and environments was an outstanding example of planning to meet the needs of all students.

In this lesson, urgency and challenge were added to learning tasks by setting realistic but demanding time targets backed up by a visual interactive whiteboard countdown. The teacher was able to interpose a range of clear, colourful and relevant pictures with text to juxtapose examples of world environments from hot deserts like the Sahara to tropical rain forests in Brazil. Lower attaining students and those with special educational needs benefited from the visual depiction of key geographical concepts.

The lesson was essentially oral and interactive. Well-prepared and skilfully written resources supported students in consolidating their learning. Higher attaining students, in the class with students of wide ranging ability, were furnished with high quality extension work at the start of each timed task so they were not held back in their learning because tasks were too easy or repetitive. They were able to use the lesson fully to deepen their own knowledge and understanding of the topic.

The teacher had excellent control of learning for all students throughout. Students' responses were extremely positive and enthusiastic. All worked very hard every minute of the hour-long lesson. The teacher displayed very high levels of subject knowledge of this complex topic. The lesson was very purposeful and thoroughly planned so that all students were enabled to make outstanding progress. In consequence teaching and learning were judged to be excellent.

111. Leadership of the subject is very good and strongly focused on raising standards. Attainment data is analysed and used critically to identify opportunities to raise performance. Management is good, but the monitoring of students' books is not systematic enough. There has been satisfactory improvement since the last inspection.

History

Provision in history is **good**.

Main strengths and weaknesses

- Achievement is very good in Years 10 and 11.
- There is very good teaching, learning and support for students in Years 10 and 11.
- Teachers are making good use of ICT to improve teaching and learning.
- Teaching needs to match students' abilities in Years 7-9.
- The monitoring of students' work is a weakness in Years 7-9.

Commentary

112. GCSE results in 2004 are well above average. Whilst the performance of both girls and boys is well above average, girls still outperform boys with 90 per cent achieving A-C grades. These results represent very good achievement by students whose performance exceeds predicted grades. Standards seen in the inspection are also well above average in Years 10 and 11. Students are making good progress but have yet to benefit from the rigorous revision offered in the spring and summer terms which is a major factor in the achievement of very high standards.
113. Results of teacher assessment in Year 9 are above average for 2004. Standards seen in the inspection are, however, average overall. Higher ability students are making very good progress. They can evaluate sources, make comparisons over time and write extensively, explaining cause and effect. Whilst the extended writing of the majority of students is good and they work independently identifying cause and effect, their ability to interrogate sources is less well developed, as is their ability to compare and contrast developments over time. Current standards represent satisfactory achievement by students, who are of average ability when they enter the school.
114. Teaching and learning in Years 10 and 11 are very good. Teachers are knowledgeable and well prepared. They have excellent relationships with students and set high standards and expectations through praise and encouragement. Work is very focused upon examination requirements without losing the excitement and interest of the topics covered. Teaching and learning are satisfactory in Years 7-9. Where teaching is most effective teachers are knowledgeable, expect high standards of presentation and set challenging work matched to the ability of students. Students in one Year 9 class were able to make good progress evaluating a range of sources to determine whether the Battle of the Somme was a success or failure. The same task confused a class of less able pupils, as they were not given structured questions to develop their skills in interrogating sources and improving their subject knowledge but the rather more complex task of evaluating the value of sources. Similarly whilst pupils of higher ability can cope with open ended research projects, and good examples were seen on the use of pigeons and trench foot in World War 1, the majority of pupils need to be set structured tasks when researching Cromwell or producing projects on the English Civil War. Scrutiny of work reveals a range of approaches taken by teachers to topics, presentation, and the organisation and completion of work. Pupils' work is not monitored sufficiently across the department to ensure a more uniform and coherent approach to the history curriculum.
115. Good leadership and management of the department have as yet had little time to impact. All members of the department work well together, recognise areas for improvement and have positive attitudes to change. There is good practice in the

evaluation of teaching but the monitoring of pupils' work across the department is underdeveloped. Improvement since the last inspection is good. Standards are high in GCSE and good use is being made of ICT to improve teaching and learning.

Religious Education

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

Main strengths and weaknesses

- Good subject knowledge and enthusiastic teaching inspire and support learning.
- Assessment and marking are very effective in helping students make rapid progress over time.
- Effective teaching strategies result in very good independent learning.
- Very good leadership has created a vibrant department, attracting growing numbers to the GCSE full course and the post-16 philosophy and ethics option.

Commentary

116. Results in the 2004 GCSE full course examinations were above the national average and continued an improving trend. The short course results were below the national average, representing a significant drop compared to the 2003 results. This was a consequence of entering all higher attaining students for the full course examination. All students, however, gained a pass.

117. Standards in Year 9 continue to be above average. This represents very good achievement given students' below average prior attainment in this subject. Students understand symbolism and its use in religious observance and can explain religious differences. Higher attaining students produce some very reflective and evaluative writing, for instance, on the existence of God or the problem of suffering. Lower attaining students find difficulty in written expression, but improvement over time is evident in fuller answers, as a result of very helpful marking. Literacy is very well supported also in the use and rehearsal of key words in religious terminology. Students with special educational needs achieve as well as the others because of very good teaching which is securely linked to their learning needs, and the proactive support of classroom assistants. Gifted and talented students are stretched by challenging philosophical and ethical questions. Standards for students currently in Year 11 are in line with the national average for the short course, and above average for the full course. The work of higher attaining students is of a very good standard, well written and evaluative, for example in discussing the role of women in Christianity, marriage in the Muslim tradition, or moral dilemmas such as euthanasia or abortion. Others have difficulty in expressing more than one point of view, and extended writing skills, although improved, are still weak. Achievement of full course students is very good: that of short course students is only good, because the impact of the new syllabus which is tailored to their learning needs, with its emphasis on coursework, has not yet been fully assessed.

118. Teaching and learning are both very good, with examples of satisfactory and excellent lessons observed. Very good teaching is characterised by an inspiring and enthusiastic

approach to the lesson, where strategies involve students completely in interactive and independent learning. Students respond very well to challenging and probing questioning which really makes them think. Where teaching is less than good, expectation is lower, the lesson is teacher-dominated and students are more divorced from their own learning. They achieve less well as a result. Assessment and monitoring are very effective in securing improvement over time. All students know what level they are at and what they are to aim for. Very helpful marking and detailed commentary on their work, particularly at GCSE level, really show them how to improve.

119. Leadership and management are both very good, with some excellent features. There is an inspiring vision which is committed to continuing improvement, and very good leadership which supports staff and shares high expectations and good practice. The department has reacted swiftly to the recent below average results in the GCSE short course, and improvement in standards is already evident. The personal development of students is well supported, for example, in stillness exercises which address their spiritual needs, and moral discussion. Strands of citizenship are evident in their work on stewardship of the earth, and the opportunity to write to prisoners of conscience through Amnesty International. Wall displays and art work are excellent, and frequently referred to in lessons to reinforce learning. ICT is well used and extends enrichment opportunities such as virtual tours of mosques, temples and churches.

120. Improvement since the last inspection is good. There are growing numbers entering for the GCSE full course and standards are consistently above average, the achievement of boys has significantly improved, and teaching and learning are very good to excellent.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- The design and technology department makes a major contribution to the specialist technical school status. A wide and varied curriculum is provided for all students.
- Leadership and management of the department are very good.
- Teaching and learning are very good. Teachers have very good subject knowledge, and courses and lessons are extremely well planned.
- Achievement is very good. Students are consistently working to their individual capabilities.
- Attainment overall is above average in Year 9, and well above average in Year 11. Very high GCSE examination standards are gained in graphic products and textiles.
- Links with design movements and past and present technologies are insufficiently developed.

Commentary

121. The department offers a good range of courses in all years, including resistant materials, graphic products, food technology, textiles, systems and control, and a vocational engineering course. Students' achievement is very good by both Year 9 and Year 11, and students across the wide attainment range are all achieving their individual potential. Work in progress and in design folders confirms that in Year 9 standards overall are above average. Progress is very

good, and in Years 10 and 11 a high standard of designing and making is evident in all areas of the subject. In recent years GCSE results have been consistently high and show steady improvement, with the number of A*-C grades being well above the national average in 2004. Results in graphic products and textiles were exceptionally high. Boys' achievement is particularly good and closer to girls' standards than nationally. The school's predictions and work in progress indicate these high standards can be maintained. The department makes a major contribution to the school's technology status and to students' personal development through visits and links with industry and the community, and through the many extra-curricular activities that are organised.

122. In all years students follow the design process well when designing and making products, and the Internet is used well for research. In a Year 7 lesson students worked quickly and accurately rolling out dough, cutting shapes, and successfully baking cookies, showing that they understood the procedures and had concentrated carefully on the teacher's demonstration. In a resistant materials lesson students carefully designed and cut plywood shapes to decorate wooden pencil cases that they had made. Year 8 students, using hand and power tools accurately and safely, worked hard to achieve a high standard of 'finish' when making a wooden jewellery box. Design sheets for personal projects by Year 9 show clear understanding of design briefs and specifications; original ideas are well considered, and graphics are lively, and well presented. Year 9 students showed above understanding of food preparation procedures when making a sweet and sour dish. They followed hygiene and safety rules well and worked to a tight timetable. Students on the GCSE resistant materials course showed good understanding of jointing techniques, using various materials when revising for their preliminary examination. Engineering students' modelling of mechanical parts shows wider variation in standards. Year 10 students showed a range of designing and making skills, and knowledge of cams and wood joints when making a mechanical game; the best work was well made, while other work showed lack of understanding of the importance of accurate measuring. Similarly, work in textiles showed some variation; some students worked with confidence when practising sewing seams and achieved good results, while others had difficulty following instructions. However, students with special needs achieve well in the subject. They particularly enjoy the practical, creative activities.
123. Teaching and learning are very good overall. Teachers plan the work well and they have good command of their subject specialisms. This promotes interest and good learning patterns. A very purposeful learning ethos has been established in lessons. Students respond with good attitudes, and behaviour is generally exemplary. There is a strong sense of community. The use of question and answer sessions is generally good but could be extended in some lessons to provide greater pupil participation. Assessment is guiding progress, and National Curriculum levels are used in Years 7-9. However, level descriptors are not always used or referred to during lessons. The relatively short lesson time for a practical subject ensures good pace but is sometimes too short for Years 10 and 11.
124. Both leadership and management of the department are very good. There is clear vision of how the department should progress. Team spirit is very good, but inevitably in a large department there are different teaching styles. Students would benefit from greater consistency of approach, and the further dissemination of good practice. The courses, accommodation and resources are well managed. However, there is room for improvement in accommodation, and in some minor aspects of health and safety. Development plans are appropriate, with the main focus on raising attainment and achievement, and involving students more effectively in their own learning. It is intended to further develop computer-aided design and manufacture applications. The already high standards could be further enhanced by reference to design movements and past and present technologies, which would further promote links with other subjects across the school.
125. Improvement since the previous inspection is very good. ICT issues have been tackled and other improvements made, notably the improvement in the quality of teaching and learning, the development of vocational courses, and the expansion of the subject in line with the school's technology status.

VISUAL AND PERFORMING ARTS

Art and design and music were inspected in detail. Drama and media studies were sampled.

126. **Drama** is one of the strengths of the school. It is a popular option, and achieves GCSE results which are consistently well above the national average. Drama benefits from very good specialist accommodation and resources. In the one Year 9 lesson observed, about interpreting *Romeo and Juliet*, students responded very well to skilful teaching, and made good progress in their ability to choreograph action scenes.

127. **Media Studies** is a developing subject which adds to the breadth of the 14-16 curriculum. The 2004 GCSE results were just above the national average for A*-C grades, with girls' results considerably higher than those of the boys. In the one Year 10 lesson seen, students achieved very well in response to very good teaching, as they considered the differences between films and novels.

Art and design

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

Main strengths and weaknesses

- Teachers plan interesting lessons, which engage students' interest.
- Cultural diversity is very well understood and celebrated.
- Good assessment procedures and practices ensure students know how to improve.
- Very good leadership fosters effective teamwork and harmonious relationships.
- Teachers create a welcoming ethos, which helps all students, including those with special educational needs, to feel valued.
- Some large groups in Years 7-9 work in cramped conditions. This restricts opportunities for large-scaled practical work.
- Single lessons disrupt continuity for students in Years 10 and 11.

Commentary

128. Standards seen in Year 9 are average. This confirms the teacher assessments for 2004. Given that many students enter Year 7 with a wide disparity of prior experience in practical or theoretical work, this shows good achievement. Standards seen in Year 11 are average, and achievement is satisfactory. GCSE results 2004 show a fall from 2003. All students entered gained A*-G grades but only 51 per cent gained the higher A*-C grades. Girls did better than boys. The school has carefully analysed results and is well aware of the reasons for the decline. Innovative and effective strategies are now securely in place to raise standards for 2005.

129. By Year 9, students develop confidence as well as competence in their work because teachers regularly teach practical skills. Students effectively use a wide range of image making techniques and media, including graded pencils, pigments and fabrics as well as modelling and construction materials. They use good levels of technical vocabulary when comparing their own work with that of established artists. They develop very

good cultural understanding by analysing works by artists such as Klimt, Kandinsky, and Picasso. They recognise different art movements such as Pop Art. They appreciate art from different times and cultures, such as Aboriginal and Indian art. Students with special educational needs enjoy the subject and make similar good progress to their peers. For example, some students with special educational needs in Year 7 mounted a good display of their collage and mixed media paintings, depicting and celebrating aspects of Hindu temple art forms, successfully linking knowledge and capabilities from art and religious education. Students use computers appropriately to research the lives of famous artists; they download images of works of art and modify them, as starting points for their own work. Capability in three-dimensional wire sculpture is well developed.

130. Standards seen currently in Year 11 are average. Students make increasingly creative use of sketchbooks for homework and in lessons. Higher attaining students organise ideas well and work with increasing independence. Many build successfully on earlier skills and are able to overlay complex layers of line, colour, shape and pattern, to achieve rich and exciting imagery. The work of a few lower attaining students is characterised by lack of confidence; they are less inclined to organise their ideas coherently, work independently or meet time limits. Some have tended to rely too much on secondary source materials such as magazines for ideas. The fresh approaches to assessment, careful monitoring of progress by teachers and innovative teaching strategies, implemented this term, are having an accelerated effect on capability and self-esteem. This makes a good contribution to students' personal development. Students regularly write effective critical and reflective evaluations of their practical work and compare it with that of famous artists. Students use digital photography well as a starting point for work on landscapes and portraiture. They also use computers appropriately, often for homework, to research artists and cultures. Students use mathematical understanding appropriately when scaling-up preparatory drawings for larger finished works. They accurately transcribe two-dimensional imagery into three-dimensional sculptures.
131. The quality of teaching is good. Teachers plan exciting activities, which engage students' interest. They set firm ground rules for acceptable behaviour, which ensures students' attitudes and responses are positive. Teachers are very good role models. They have very good specialist subject knowledge and practical skills, which students recognise, respect and admire. Demonstration is used as an effective teaching tool. Skills are taught on a step-by-step basis. This particularly supports lower-attaining students and develops confidence in those with special educational needs. Teachers give good levels of verbal and written feedback, so that students know what they need to do to improve. Lively, good quality displays and a welcoming ethos help students to feel supported and valued. Teachers are generous with extra-curricular 'studio time' which enables students to catch up on coursework or learn new techniques.
132. Subject leadership and management are very good. The recently appointed head of department has prioritised changes astutely and this accounts for the many good improvements since the last inspection, such as the reviewed policies, schemes of work and procedures for gathering assessment data, which are more detailed and better used by teachers to inform planning. Teachers work effectively as a team.

Relationships are very good, resulting in harmonious and industrious working practices.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Extra-curricular provision is very good.
- Teaching is good and leads to good learning, particularly in composing.
- Students are not sufficiently involved in assessing their own work.
- Insufficient use is made of data to establish priorities for improvement.

Commentary

133. The numbers of students entered for GCSE examinations in recent years have been too small to compare with national figures. Results fluctuate slightly from year to year but in 2004 most students obtained grades within the range A*-C, and most did as well or better in music than in other subjects they took. Current Year 11 students are attaining average standards, though their appraisal skills are not as strong as those in composing and performing. The substantial majority of students in Year 9 are reaching average standards. Students are often strong performers, especially those who have individual music lessons. Composing standards are broadly in line with the average, but even students of higher ability are not quite reaching expected standards in listening. During the inspection, no significant differences were noted between the performance of girls and boys; girls used to attain much more highly than boys but the gap has been steadily closing in the last three years.
134. Students achieve well in all years. Students taking GCSE music achieve particularly well in composing but only satisfactorily in listening.
135. Teaching and learning are good throughout the school. A strength of the teaching is questioning, which compels students to extend their thinking and give fuller answers. Students receive a lot of individual support and the technician gives effective help to GCSE groups, raising their standards in composing. Where teaching is less effective it is because lesson time is not well managed, so students do not have enough time to reflect on their learning at the end. Students are not consistently involved in self-assessment, which means that many of them depend heavily on their teachers to direct them. Most GCSE students are not sure of the current standard of their work or what they need to do to improve it. Students do not have enough access to ICT, though the limited equipment available is appropriate and used well to support composing. Gifted and talented students in Year 7 were observed being well supported, given extended tasks, and grouped to work together to 'spark' each other, but provision for more able students in Year 9 was not stretching them enough.
136. Leadership and management are satisfactory. There is an appropriate vision for the department and needs for improvement are clearly identified though not always prioritised. Departmental data is not analysed clearly enough to help review performance, and teaching and learning are not monitored rigorously enough to ensure that all students, but particularly the most able, are offered maximum challenge.
137. A very good range of instrumental tuition offers students breadth of choice to extend their performance skills. The department is strongly committed to providing an imaginative variety of extra-curricular musical activities intended to include as many students as possible, including those with special educational needs. These are valued by parents, and by students, who participate enthusiastically. Groups are sometimes run by visiting specialist staff who can give good quality technical advice which promotes effective ensemble performance. The string

group is also open to students from other schools, and to adults, providing a good quality community link. Extra-curricular groups contribute strongly to students' social development and, through activities like the samba band, to their cultural understanding. Improvement since the last inspection has been satisfactory.

PHYSICAL EDUCATION

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

Main strengths and weaknesses

- Standards have risen over time. GCSE and Year 9 results are now well above average.
- Attitudes of the students towards physical education and sport are very good.
- Relationships in the subject are very good, enabling students to work collaboratively.
- The leadership of the subject is inspirational and management systems are robust.
- Very good learning and teaching inspires students to achieve very well.
- The subject makes a very valuable contribution to the students' social, moral and spiritual development.
- There is excellent provision in the curriculum and extra-curricular sport.
- Accommodation is excellent.
- Assessment, teaching and learning are more consistent than in many schools but all staff need to develop more rigour in evaluating their work to ensure achievement is consistently high.

Commentary

138. GCSE results in 2004 were well above average with a good proportion of higher grades, a pattern which has been consistent in recent years. Standards have risen since the last inspection. Current standards for all students in both Year 9 and Year 11 are above average. In GCSE groups, they are well above average. The achievement of students in all years is very good. In Years 7 and 8 some students' standards are exceptionally high. For example, higher attaining students are able to develop their skills, apply them in a range of contexts appropriately with good precision and control and use their knowledge and understanding to plan their own work. In games, students can select tactics and skills use them in group and team activities.

139. Overall the quality of teaching and learning is very good. All teachers are subject specialists, and they have very high expectations of students, who respond with high expectations of themselves. Teachers set a good example and they have very good relationships with the students. Students feel valued and respected and as a result a very good environment is established for all to learn productively. Teachers choose activities to promote good achievement and learning, making sure they suit the purpose of the lesson in order to secure high interest and enjoyment. In a Year 7 and 9 games lesson where learning and achievement were very good, students worked effectively in pairs and groups with the teacher undertaking regular and accurate assessment of their capabilities in order to modify the learning tasks to meet the needs. Achievement is very good in lessons where students are provided with well-planned learning opportunities to work both independently and collaboratively as well as under the direction of the teacher. All lessons seen included an appropriate warm-up and students worked positively to develop an understanding of health and fitness as a result of the teacher's good example.

140. The leadership of the department is very good, and the head of department is an outstanding and inspirational leader. He has been instrumental in establishing a hard working and committed team who recognise and understand the basic principles of high quality physical education and sport. There is a clear vision, aiming to achieve the best for the students in their care. The new management structure in physical education was established in September 2004 and although the other key leaders within the team are relatively new in post, during the inspection they demonstrated good management and understanding in respect of their roles and responsibilities. Currently however, monitoring of teaching and learning is under-developed. The physical education department contributes positively to the personal development of students.

141. Improvement since the last inspection is very good. Standards have risen and there are significant improvements in the curriculum in both physical education and extra-curricular sport. The school's vision for physical education and sport to be part of a programme aiming to enrich the lives of the students is impressive. The school is involved with the School Sports Coordinator Programme and considerable progress has been made to establish a solid base to work with primary schools to raise achievement. Talented students are achieving high standards through their involvement in local, regional and national competitions in sport beyond the statutory curriculum in physical education.

BUSINESS AND OTHER VOCATIONAL COURSES

Leisure and tourism was sampled. Standards in the double award GCSE course are average. Teaching and learning are satisfactory. Targets are clear and students' expectations are high and so the students learn and achieve as well as expected. Students' motivation, behaviour and interest are good. Computers and the Internet are used very effectively in researching and recording. Students take responsibility well for their own research, and discussion with students indicates that they are pleased with their choice of course.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship is reported in full, and personal, social and health education (PSHE) sampled. In **PSHE**, standards are assessed well using detailed criteria, which allows progress of students to be monitored. The programme covers appropriate areas.

Citizenship

Provision in citizenship is **good**.

Main strengths and weaknesses

- Citizenship is taught to students in all Years 7 to 11.
- Learning is very good.
- Assessment and monitoring of students' progress are good, particularly in Year 9.
- Planning for delivery of the citizenship curriculum is documented well.
- Citizenship is not yet identified in all subjects across the curriculum.

- Citizenship is not taught to most sixth form students.

Commentary

142. Standards in citizenship are thoroughly assessed by the school using detailed criteria. By Year 9 standards are above average and students achieve well. There was insufficient evidence during the inspection to make a judgement about standards and achievement in Year 11. The subject is taught within the school's programme for personal, social and health education. Citizenship is allocated a third of the time that is sufficient to cover necessary topics well. In addition citizenship is also taught through other subjects, although this is not always clearly identified in subject schemes of work. An exception is in history in Year 9, where students reflect on moral and ethical questions and on their responsibility as citizens in a democracy as an important part of their study of the holocaust. Other subjects which make a strong contribution include geography, drama, religious education and art.
143. The quality of teaching and learning is very good. In a good Year 8 lesson observed, students developed a good understanding of what constitutes a community. They discussed different contributors to the neighbourhood community and were able to distinguish the elements of a local community which are essential to its people and those things which are simply desirable. All students listened well to each other and developed their communication skills well. Students achieved well, enjoyed their learning and all participated fully, including those with special educational needs. Teachers employ a wide range of teaching and learning techniques and plenty of activities which are interesting and effective. Good resources, which meet students' learning needs, have been developed to teach the course content. Effective intervention by the teacher raises standards by checking students' understanding, giving support where needed and challenging higher attaining students.
144. Leadership and management of the subject are good. Planning has been effectively developed, and all subjects are represented at termly meetings which are developing provision. A formal scheme of assessment is in place and the progress of students is carefully monitored. The work of the school council is an effective application of citizenship, and the subject is also well promoted through Active Learning Days, visits to Parliament, and involvement in national Citizenship Foundation competitions.

SUBJECTS AND COURSES IN THE SIXTH FORM

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

The table below shows entry and performance information for courses completed in 2003, the latest year for which national comparisons are available.

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	8	100.0	80.1	25.0	23.7	28.8	29.9
Biology	10	100.0	65.2	0.0	11.1	23.0	20.6
Business studies	3	100.0	76.4	0.0	16.3	30.0	26.2
Chemistry	2	50.0	72.7	0.0	13.9	20.0	24.1
Drama	1	100.0	86.5	0.0	19.6	40.0	30.6
Economics	6	100.0	73.6	83.3	20.1	50.0	26.4
English	2	100.0	85.9	0.0	19.1	35.0	30.2
Design and technology	2	100.0	74.9	50.0	15.1	45.0	25.3
General studies	17	100.0	73.9	52.9	17.8	44.7	25.7
Geography	2	100.0	74.3	50.0	19.8	40.0	26.5
History	2	100.0	80.7	0.0	19.5	30.0	28.6
Mathematics	1	0.0	61.9	0.0	17.1	0.0	22.1
Other social studies	1	100.0	69.7	0.0	16.7	20.0	24.1
Physics	1	100.0	68.6	0.0	14.4	20.0	22.7
Religious studies	4	100.0	80.2	50.0	22.3	42.5	29.8
Sociology	4	75.0	71.8	0.0	18.4	25.0	25.4

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	7	85.7	98.6	14.3	50.2	60.0	87.5
Biology	23	91.3	96.4	21.7	39.2	64.3	78.6
Business studies	13	100.0	98.7	38.5	36.8	76.9	80.1
Chemistry	12	100.0	97.6	33.3	49.0	75.0	84.9
English	15	100.0	99.5	46.7	46.5	94.7	86.5
French	2	100.0	98.8	0.0	51.5	50.0	87.6
Design and technology	11	100.0	97.8	27.3	35.0	80.0	77.9
General studies	3	100.0	94.7	33.3	31.0	86.7	73.1
Geography	18	94.4	98.7	38.9	44.5	76.7	84.0
German	1	100.0	98.4	0.0	47.9	60.0	84.8
History	10	100.0	99.0	40.0	44.6	80.0	84.6
Information and communication technology	3	100.0	95.6	66.7	24.6	93.3	69.5
Mathematics	8	87.5	96.7	12.5	55.6	60.0	88.8
Physics	3	100.0	96.7	33.3	44.6	73.3	81.7
Religious studies	3	100.0	98.8	66.7	46.7	86.7	85.6
Spanish	4	100.0	98.3	0.0	50.2	70.0	86.9
Sports/PE studies	5	100.0	98.0	40.0	30.9	96.0	75.2
Business AVCE	11	90.9	65.0	18.2	14.6	74.5	60.1
Health and Social Care	17	88.2	67.7	5.9	14.5	60.0	63.5
Art and design VQ	3	66.7	69.3	33.3	23.8	53.3	70.2
Leisure and recreation	13	100.0	62.9	15.4	10.2	70.8	57.9

ENGLISH, LANGUAGES AND COMMUNICATION

English

Provision in English is **very good**.

Main strengths and weaknesses

- Students achieve very well as a result of very good teaching.
- Very good leadership and management are contributing to the success of the department.

- Very positive student attitudes contribute to very good learning.

Commentary

145. The percentage of students attaining A/B grades in the 2003 A-level examinations was well above average; results in 2004 were similar. Current standards in Year 13 are above average, in the key areas of knowledge and understanding; students' ability to make a sustained critical analysis of, and personal response to, various texts; and in their ability to write creatively in different formats. These standards represent very good achievement, which arises from the very positive attitudes of students and the high expectations teachers have of them.
146. Teaching and learning are very good. The chief strength is the combination of high expectations of teachers and an emphasis on students being actively involved in furthering their own learning. Teachers have very good subject knowledge. This enables them to monitor students' progress effectively and help students to gain good insights into their studies. These influences were very evident in a Year 13 lesson on *A Midsummer Night's Dream*, when students acted out scenes after interpreting them imaginatively in a way which brought the textual analysis to life and led to very good gains in understanding of the complexities of the language by all students, including the most able ones. Teachers also give very good individual support so that students become more effective researchers and develop the skills necessary for extended projects.
147. Leadership and management are very good. The faculty has an innovative approach towards curriculum development. It has introduced new syllabuses, partly with a view to attracting more boys to take up the subject, and this is beginning to take effect. Monitoring and review are strong features and, combined with very good staffing and resources, have helped to raise standards and achievement. There has been good improvement since the previous inspection, principally because standards have risen.

Language and literacy across the curriculum

148. Standards of language and literacy in the sixth form are above average. There is an appropriate focus in the sixth form on developing the key skills of speaking, reading and writing, and this has been successful in raising standards. For example, students in design and technology write good evaluations, and students in English are confident in writing in a range of styles. Discussion skills are encouraged in subjects such as English, mathematics and geography. Errors in writing are not always corrected consistently, for example in history. However, overall the development of good language and literacy skills is helping to raise the achievement of most sixth form students.

French

Provision in French is **satisfactory**.

Main strengths and weaknesses

- Good links with a neighbouring school enable language provision in the sixth form.

- Numbers opting for the subject are low.

Commentary

149. Numbers entered for examination in recent years have been too low for valid national comparison. A small group entered for A/S Level in 2004 did not match their predicted grades and are re-taking the examination in January.
150. Standards are broadly in line with expectations at this stage. In Year 12 students are adjusting well to the independent study required at A-level, and show satisfactory achievement. Speaking skills show increasing fluency and one student already has an authentic accent. The individual sessions programmed for practice with the French language assistant have contributed to this and the growing confidence of the students in this skill. Students work well to produce short oral responses to individualised tasks. They have not yet developed the skill of note-taking when new vocabulary is introduced. In Year 13 basic language weaknesses result in lower standards. In current work students are developing their basic skills to improve on their examination performance and there is satisfactory achievement.
151. The quality of teaching and learning is satisfactory. The school has made good provision for students opting for French in Year 12 through a joint arrangement with a neighbouring school. The teacher has good personal language skills and challenges the students by the sustained use of French in teaching. Relationships with the students are good, supportive and backed by a sense of humour. At the same time expectations remain high that students will operate only in the foreign language. As a result students are gaining in confidence in both speaking and listening. Grammar is taught in discrete lessons to compensate for the gaps that result from the different language emphasis up to GCSE. Students in Year 13 understand their own weaknesses in basic aspects of grammar and they lack confidence. As a result they are often hesitant to initiate participation in lessons, and the teachers have to resort to a more formal methodology.
152. The shared leadership and management of the subject are good. The cooperation between the two schools results in good planning to ensure coverage of the topics and the grammar without wasteful duplication. The small numbers in sixth form groups do limit the interaction between students. This is partially balanced by the help and guidance available to individual students. Both schools appreciate the mutual advantage of the arrangements made and the students have adjusted easily to sharing their studies between the two sites and two sets of teachers.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good.
- Teachers' knowledge of the subject is good.
- Relationships between the teacher and the students are very good.
- Opportunities for students to direct their own learning through pre-reading, research and collaborative working are not strongly encouraged.

- The numbers of students completing the A-level course are relatively low.

Commentary

153. Results in the 2004 A-level examination were in line with the national average for the previous year. All students entered for the examination achieved a pass grade or better, though the proportion of students achieving the highest grades is lower than national figures. These results are an improvement on the previous year. Current standards of work seen by Year 13 students are average and students' achievements are satisfactory. Students work hard and their exercise books are carefully and neatly presented, ensuring a good basis for revision. Students recall knowledge well and apply it in lessons and in their written work. For example, in a good Year 13 mechanics lesson, after first discussing the theory, students investigated the configuration of a drawbridge when held in equilibrium and the force required to hold it there. Students were familiar with the principle of moments and were confidently able to manipulate the equations produced.
154. Standards of work seen by Year 12 students are broadly average and students' achievements are good. Students are building on previous learning well. For example, in a lesson preparing for a forthcoming test, students demonstrated a variety of methods for factorising the quadratic equation, making good use of the rules of algebra. Work was extended to determining the points of intersection between a circle and a straight line.
155. The quality of teaching and learning is good though this has not yet impacted on higher standards. Teachers use their good knowledge of the subject effectively and are acutely aware of course requirements and of what students need to do to progress. Good use is made of the interactive whiteboard. Relationships in the classroom are very positive. There are good opportunities for review and consolidation of learning alongside opportunities for practising skills and sharing outcomes. Opportunities for students to direct their own learning through pre-reading, research and collaborative working are not strongly encouraged. Homework is set regularly and marked up to date.
156. Leadership and management of the department are good. Issues raised at the time of the last report have been addressed and standards are improving. Procedures for assessment are good. Analysis of examination results is thorough and there is a clear focus on improving standards to which the experienced team of subject specialists are committed. Teachers are approachable and prepared to give up their time outside lessons to support the students, in particular those following the further mathematics course, which is appreciated.

Mathematics across the curriculum

157. Standards of numeracy are average overall and students are able to use and apply their numeracy skills successfully in other subjects. In science, geography, physical education and design and technology students use graphs and handle data and statistics with reasonable confidence. Their ability to apply number skills in different contexts is not a barrier to learning.

SCIENCE

The main inspection focus was on biology, but chemistry and physics were sampled.

158. The number of students studying physics at AS-level and A-level and chemistry at AS-level in 2003 was very small and no national comparison of their standards is available. Standards in A-level chemistry in 2003 were below average. However, these were significantly better than 2002. The students' performance in chemistry in 2004 has shown further improvement. This is closer to the national average for 2003. Current standards in chemistry and physics are average. Students' good achievement in **chemistry** is indicative of good teaching and learning. In the lesson observed, Year 12 students developed very good titration skills as a

result of very effective teaching. The work was highly purposeful and challenging. Expectations of learning were very high throughout the lesson, which made very productive use of time. Teaching in the **physics** lesson observed led to satisfactory learning and achievement.

Biology

Provision in biology is **satisfactory**.

Main strengths and weaknesses

- Standards are rising.
- ICT is used well for teaching.
- The use of target setting is not rigorous enough.

Commentary

159. Results in the 2003 A-level biology examination were below average. However, these represent a significant improvement over the results of 2002 when they were well below average. Results in 2004 show further significant improvement, and are now close to the national average for 2003. Results in the 2004 AS level examination were similar to the national average for 2003. Students' performance in biology has not been as good as their performance in other subjects that they study.

160. Standards of work seen in the current Year 13 are average, and students' achievements are satisfactory. Higher attaining students continue to make good progress in gaining new knowledge. In lessons observed, for example, students were able to explain why the rabbit population during the period after the introduction of myxomatosis in the 1950s was no longer controlled by this infection. Students have a sound understanding of aerobic and anaerobic respiration and of the pathways of reactions. They understand the role of pigments in photosynthesis.

161. Teaching and learning are satisfactory. Particular strengths of teaching are the teachers' strong command of the subject, very effective use of ICT to support students' learning, active learning through research and investigation, and the efficient use of time. Students are particularly appreciative of the help and support given by teachers to them individually. Where learning is less effective, students are less actively involved, partly because they have not been asked to prepare in advance. In general, teachers do not use targets enough to encourage the students to take more responsibility for their own learning.

162. Leadership and management of the subject are satisfactory. The recently appointed subject leader is committed to improvements, for example in the more productive use of performance data. The curriculum is well planned. The biology team works together very closely within a successful science department. The subject attracts a large number of sixth formers and teachers are committed to their support.

INFORMATION AND COMMUNICATION TECHNOLOGY

163. The school used to offer AS and A2 courses. In 2003, numbers taking the examination were too small to make valid national comparison. All students passed, with more than half securing higher grades. More students sat examinations in 2004 with less good results. The school is now offering an AVCE course and work on this course was

sampled. One lesson was observed and standards were below average, but teaching, learning and achievement were satisfactory. Assessment processes were very good and students were developing well as independent learners. They were better at using and applying existing knowledge than in developing higher-level skills and understanding.

Information and communication technology across the curriculum

164. Students are highly confident and competent users of ICT as a tool to support their studies. They are particularly skilled at research and in manipulating and presenting information. Provision is good both within lessons and for independent work, so students make extensive use of computers in their coursework assignments. In some subjects, the power of software is fully utilised. For example, in a media studies lesson, photo-manipulation software was demonstrated, then used by students as a creative tool, securing very good learning. In other lessons, such as mathematics, students make little use of new technologies in lessons.

HUMANITIES

History and sociology were the focus subjects; geography and philosophy and ethics were sampled.

165. Standards in **geography** at A-level in 2003 were below average, but improved in 2004. Teaching and learning in the lessons sampled were very good with a strong examination focus. At AS-level students have made a good transition to higher level work and are learning very well in response to very good teaching.

166. **Philosophy and ethics** was also sampled. Standards are above average. Achievement is very good because teaching is often excellent, very challenging with high expectations, to which students respond with very good intellectual effort. Leadership and management of this increasingly popular course are excellent.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Teaching is very good and as a result performance in examinations is above average.
- Staff have very good subject knowledge and examination expertise.
- Very good resources and support are available to students.
- Students' note taking and the organisation of their folders are not monitored effectively enough.

Commentary

167. Standards in history are above average. Results at A-level have steadily improved over the past three years and in 2004 all students passed with an above average number achieving the higher grades. Current standards seen in the inspection are above average. Results in the AS papers taken to date are above average in two of the three

papers taken and students have the opportunity to improved their grades in the third paper and are expected to do so. Achievement of students in the sixth form is very good. They benefit from the quality of teaching, very good resources and very good support from their teachers. They are also very talented, highly motivated and hard working with good literacy skills.

168. Teaching and learning are very good. Teachers are well qualified and experienced in teaching A-level. They divide responsibilities for the different papers and pay close attention to the requirements of the examination board in preparing students. Students' learning and understanding of historical concepts benefit from the breadth of topics covered in their course and the encouragement they are given to make connections between the different periods covered. The emphasis given to understanding historical concepts was particularly evident in a Year 12 class. Students were able to discuss confidently the difference between permissive and compulsory Acts of Parliament when assessing Disraeli's domestic reforms. That students were confident and informed in their discussions was evident in a Year 13 class which was analysing Soviet attitudes to the Hungarian Rising of 1956 led by skilful questioning from their teacher. Students' learning is helped by the wide range of resources which teachers make available to them. For some topics, however, students might benefit from fewer, better focused resources. Teachers could also check note taking more frequently and ensure that folders are well organised to help revision. Increasing use is being made of ICT for research and the completion of coursework and is beginning to impact as a teaching tool as teachers use the interactive whiteboard.
169. Improvement since the last inspection has been good. The new leadership in the department is benefiting from existing practice and the improving standards of the past three years. Teachers work as an effective team, organising and resourcing the different options. Students' progress is monitored and their views are taken to inform the evaluation of teaching. In the current sixth form there is an imbalance of boys and girls; the department might examine the factors which are leading to this imbalance.

Sociology

Provision in sociology is **good**.

Main strengths and weaknesses

- Very good assessment and marking make a significant contribution to learning and achievement.
- Challenging questioning encourages intellectual effort and commitment.
- Extended writing skills are effectively developed through constant practice.
- There are insufficient enrichment experiences to broaden and deepen students' understanding beyond the textbook.
- Teaching strategies are not always effective in promoting independent learning.

Commentary

170. Results at A2 level in 2004 were below the national average A/B grades, and failed to match results in 2003. At AS level in 2004, results were in line with national averages,

improving on grades achieved in 2003. Given the small numbers taking this subject, results fluctuate from year to year, with no discernible trend.

171. Standards in the current Year 13 indicate a significant improvement with all students in line with the national average grades A-D. The retention rate at this level is good. Students have a sound grasp of methodology and perspectives in sociology, and have developed good evaluative and writing skills as a result of thorough practice in preparation for examinations. The students in Year 12 come quickly to the understanding of sociological terminology but find initial difficulty in using these terms effectively in their essay writing. Some writing is not sufficiently detailed or linked securely to the title of the investigation, and conclusions lack conviction. However, students improve well over time as a result of careful and helpful marking and guidance. Literacy is well supported, and students cope well with numeracy demands in statistical analysis. Given their varied starting points, with some below average students at GCSE level, and new to this subject, achievement by Year 13 is good.
172. Teaching and learning are good, with some very good features. Students respond well to challenging questioning with good intellectual effort, and are very well supported by regular writing skills sessions. The facility to research and assemble material independently is a real challenge for lower attaining students in particular, but with very helpful advice and guidance, students make good progress. There is an over-reliance on the teachers' support, and strategies have yet to be tailored effectively to encourage independent learning.
173. Assessment and monitoring of students' progress are very good and have a significant impact on achievement. The marking of students' written work is very effective because it really shows them how to improve, and this is reinforced by some very fruitful one-to-one feedback. This results in good improvement over time.
174. Leadership and management are both good. There is vision and clear planning to meet the needs of all students, and a commitment to improvement. The ongoing self-assessment programme in the department informs teaching and learning, and good practice is shared between teachers. Students themselves believe the subject has enriched their own personal development, both in self-knowledge and the understanding of society. ICT is accessible and supports learning satisfactorily. Opportunities for extra-curricular enrichment in exploiting local social settings as reinforcement for textbook learning have yet to be grasped.

ENGINEERING, TECHNOLOGY AND MANUFACTURING

Design and technology

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

Main strengths and weaknesses

- Leadership and management are very good; courses are well planned and delivered.
- Teaching and learning are very good and there is some excellent teaching. Very good use is made of ICT and computer-aided design facilities.
- Almost all students entered for the A-level examinations gain passes, many at a high level.
- Students' achievement is very good.

- Further links with designers and technologies past and present could promote even higher standards in the graphics and resistant materials areas of the subject.

Commentary

175. Students follow A-level and AS-level courses in resistant materials, food technology, graphics and textiles. In recent years students have gained high grades. However student numbers are too small to make meaningful national comparisons. Standards seen were above average overall, and indications are that high standards in tests are likely to be maintained, and student numbers to increase.
176. Students adapt well to the A-level courses. They are very keen to gain knowledge of the properties of materials and design concepts, and learning is very good. Students are keen to work independently and collaboratively, and they achieve very well in relation to their prior attainment and capabilities. Participation in lessons and independent study skills are well developed, especially in respect of the development of the use of computer-aided design software.
177. Year 12 students studying meat analogues in a food technology lesson worked with confidence, showing good understanding of sensory analysis when making accurate comparisons of soya based products they had made. In a resistant materials design lesson, students successfully developed their understanding of product specification and the meaning of aesthetics, through the careful analysis of a number of commercial products, including a cycle rack for a car, an electric kettle, and a motor cyclist's helmet. Students also considered aesthetics when using computer-aided design software to create design sheet graphics for product research. They showed clear understanding of the importance of good layout, the balance of text and pictures, and the appropriate use of colour and fonts. Year 13 students successfully identified areas for revision through analysis of past papers and examiners reports, demonstrating good study skills. Textile work by Years 12 and 13 students showed thorough investigation and research with excellent references to design principles and fashion designers past and present. Design sheets display an extremely high standard of graphical presentation with vibrant use of colour, strong corporate image and excellent fashion drawing. Written evaluations of products designed and made are highly significant and personal.
178. The quality of teaching and learning is very good and there is some excellent teaching. A major feature in learning is the very good quality of presentations and demonstrations and the use of innovative resources. Teachers have a very good command of the subject and a good knowledge of the examination requirements and assessment criteria. Courses are well planned and delivered. Good use is made of new technology, including computer-aided design and manufacture. Students are encouraged with high quality individual feedback. Teachers insist on a professional approach to the subject, and a relaxed yet purposeful atmosphere is engendered in the design studios, food technology rooms and workshops. Links with designers and design movements in the graphics and resistant materials areas are not well developed. The excellent practice and approach to work in the textiles area could be disseminated across the department.
179. Leadership and management are very good. There are exciting challenges and high expectations in all areas of the subject. Courses are extremely well managed and

presented, and linked to partnerships with industry and the local community. The department's provision for sixth form design and technology has shown very good development since the previous inspection.

VISUAL AND PERFORMING ARTS AND MEDIA

Art and design was inspected in detail. Theatre studies and media studies were sampled.

180. In **theatre studies** students achieve a good level of practical expertise, although they are less confident in theory. They benefit from very good specialist accommodation. Lessons were observed in Year 12 and Year 13. In the Year 13 lesson, students made good progress in developing the skills of improvised drama based on the Seven Deadly Sins, with the teacher successfully developing collaborative and independent learning skills. In the Year 12 lesson, students achieved well in preparing a scripted performance.
181. In the one lesson of **media studies** observed, in Year 13, students responded very well to very good teaching. They made good gains in understanding as they discussed theories of how audiences respond to different media forms.

Art and design

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

Main strengths and weaknesses

- Well qualified, specialist teachers know their students well and provide good academic support.
- Students benefit from individual tuition, which is tailored to their needs.
- Very good leadership in the subject promotes an industrious ethos and harmonious relationships.
- There is no dedicated sixth-form studio base.

Commentary

182. The subject is gaining in popularity. The number of students entered for A-level in 2004 was too small to make valid comparisons with national statistics. Standards seen are above average, and students achieve well.
183. Students in Year 12 adapt quickly to sixth-form work, develop more independence and strive for originality. Their well-developed drawing and painting skills enable them to transcribe accurately the images in their 'mind's eye' to paper, board and canvas. They confidently scale up smaller, preliminary sketches and maquettes (model prototypes) into larger, well-proportioned paintings and sculptures, using a variety of mathematical techniques. There is no dedicated sixth-form studio base, which constrains students leaving work in progress to dry in classrooms, or taking advantage of free times between lessons to complete coursework assignments. The newly introduced photography course is well subscribed and contributes well to work-related learning.
184. Students in Year 13 ably research the work of recognised artists and make critical comparisons with their own work and ideas. They use computers, books, visits to places of interest and their own sketchbooks to collect visual material, which they adapt to inform their own paintings or sculptures. Students regularly submit their work to peer appraisal, learning to receive and offer positive criticism and support. They receive ongoing verbal feedback from teachers and more formal written comments at the end of each coursework unit. They know what they need to do to improve their

prospective examination grades. They use good levels of technical subject vocabulary, which helps them to formulate ideas as well as to discuss them.

185. Teaching is good. Teachers know students very well. Individual tutorial sessions are built into every lesson. Teachers share high expectations and are very good role models. They provide high quality teaching materials and interesting artefacts to encourage accurate and exciting drawings.

186. As in the main school, leadership and management are very good, creating a strong sense of teamwork and very good relationships.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

Leisure and recreation was the focus subject, and physical education was sampled.

187. Trends over time show that results in **physical education** have improved in the subject. Students in Years 12 and 13 currently studying for the AS and A level in physical education and sports studies are producing work that is of an above average standard. Most of the students have made good progress since they started the course and they are achieving well. The highest attaining students have developed their analysis of performance in sport. Their writing demonstrates commitment to achieving high standards.

Leisure and recreation

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

Main strengths and weaknesses

- Teaching and learning are good, but work is often teacher dependent and independent learning is not encouraged.
- Links with primary schools and the wider community are well developed
- Some teaching groups are too small.

Commentary

188. Standards were above average in the single award AVCE course in 2003 and results were similar in 2004. In the double award examination in 2003 results were below average. Only two students were entered in 2004 and neither attained the higher grades. Standards in work seen are average and students' achievements are satisfactory.

189. Teaching and learning are good. In a Year 12 lesson on the AVCE one-year course, students effectively followed up a visit to Bath Rugby Football Club by studying psychological coaching techniques. All learnt the new information well and were able to understand and discuss the topic and relate it to their own specialist sport. Higher attaining students were challenged well by demanding questions and lower attaining students were well supported. Beliefs of athletes relating to integrity, honesty, fair dealing, winning and losing were very well explored. There are planned opportunities for students to development their personal communication and literacy skills. Practical

demonstrations simulating visualisation training make learning fun and improve students' understanding. Despite good teaching, work rates are slower than those normally expected in the sixth form and as a result achievement overall is only satisfactory. Work is very teacher-dependent and independent learning is difficult to encourage.

190. Leadership is satisfactory, and management is good. There has been satisfactory overall improvement since the previous inspection, and better use of ICT by students has helped to raise standards. Students' links with primary schools and the wider community are well developed and a valued feature of these courses.

BUSINESS

Business studies

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

Main strengths and weaknesses

- Results in the general and vocational courses of business studies are improving and are now overall above average.
- The school offers no business studies below the sixth form, making the courses more difficult for the students and for the teachers.
- There is much good practice in raising the students' knowledge of the real world of work.
- The quality of teaching is very good, though the staff tend not to encourage sufficiently focused independent and collaborative learning.
- As access to computers is not easy, there is little use of ICT by teachers and students to improve standards in the A-level courses.

Commentary

191. There have been quite significant fluctuations in the numbers of students assessed at the ends of Years 12 and 13 against national qualifications in business studies, as well as in the balance between boys and girls in the different groups. However, standards are improving with time, including at the highest grades, and are generally above average. Despite the fluctuations, the boys' results have been consistently better than those of the girls.
192. Often large numbers of students join the general or vocational business courses. Because they have not studied the subject before, and because the school is in an area with a low range of business types and sizes, the students start with a grasp of the nature, language, and techniques of the subject that is below average. Most enjoy the subject and have a positive attitude. A good number decide to study the subject further after they leave school.
193. Students' achievements are very good. Most students make very good progress during their time on these courses: their quality of learning is very high. They work particularly hard in their lessons and they think well, so they very quickly come to grips with skills such as working with accounts, knowledge of different types of business and understanding how to apply what they learn to new situations. They do not make such good progress, however, with independent learning and in making good clear notes or collaborative learning.
194. Teaching is very good, with all courses taught by the teachers as a team – they also know the subject very well and build excellent relationships with the students. Lessons are fast moving; they have an unusually encouraging, engaging atmosphere, and the teachers make good use of many different resources. However, they do not have easy access to computers, so there is little or no use made of ICT in lessons, while it is almost impossible for formal lessons to take place in a computer room elsewhere. The teachers make good use of the students' own work experience and of the few large firms in the area, bring people in from outside, and contribute to the school's successful Young Enterprise scheme. They do not assess the students frequently enough to allow them to meet students' individual needs.
195. Leadership and management are very good. The teachers form an extremely effective team and work well together, including in the development of the curriculum and in the production of a good range of learning materials. The students' learning is closely watched and discussed, and the department practises what it teaches as regards monitoring customer satisfaction and complaints.

PERSONAL DEVELOPMENT AND GENERAL PROGRAMMES

196. A small group of girls in Year 12 are studying AS **citizenship** over two years as an enrichment activity. In a sampled lesson on the English court system students were

very interested and positive and achieved well. They enjoyed the lesson and learnt well. A good variety of activities made the lesson interesting. Standards are average for AS Level. Teaching is good.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

