

INSPECTION REPORT

ST THOMAS MORE RC SCHOOL

Wood Green, London

LEA area: Haringey

Unique reference number: 102161

Headteacher: Dr Colm Hickey

Lead inspector: Dr David Benstock

Dates of inspection: 21 – 24 February 2005

Inspection number: 268933

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary aided
Age range of pupils:	11 – 18
Gender of pupils:	Mixed
Number on roll:	1173
School address:	Glendale Avenue Wood Green London
Postcode:	N22 5HN
Telephone number:	0208 8887122
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Sheila Berkery-Smith OBE
Date of previous inspection:	8 February 1999

CHARACTERISTICS OF THE SCHOOL

St Thomas More School is an 11-18 mixed Roman Catholic, voluntary aided, comprehensive school. It is slightly above average in size. The number on roll is 1173, of whom 174 are in the sixth form. In all years there are more boys than girls. The number of pupils who leave or join the school at other than the usual time is higher than normal. The school is situated in the Wood Green area of North London within the Haringey borough. It has been awarded the status of Specialist Sports College, has gained 'Sportsmark' Gold award and Football Association 'Chartermark'. It benefits from the 'Excellence in Cities' initiative. The socio-economic background of pupils reflects significant deprivation and as such is well below average. The school draws its pupils from the local area, where the crime rate is high and overcrowding in households is high. Approximately 10 per cent of pupils have White British heritage, and a further 10 per cent have other White backgrounds. 43 per cent are known to be of Black-British African background, 15% are of Black-British Caribbean background, 6 per cent are of Asian background, and the remainder are of mixed heritage or other ethnic heritage. Four per cent are refugees or asylum seekers. Two-thirds of pupils have a home language that is not English; this proportion is higher than in most schools. There are 31 pupils identified as being at the early stages of English acquisition. Many languages are spoken. The percentage of pupils eligible for free school meals is above average. The percentage of pupils identified as having special educational needs is above average. The percentage with statements of special educational need is in line with the national average, mostly relating to social, emotional and behavioural problems and dyslexia. Standards on entry to the school are variable with the year group: they are below average overall in the current Year 7 in English and mathematics. Reflecting the whole school, they are below average. Attainment on entry to the sixth form is well below average

INFORMATION ABOUT THE INSPECTION TEAM

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10782	Henry Moreton	Team inspector	Mathematics
3643	Derek Jones	Team inspector	Mathematics (sixth form)
3958	Maureen Cawdron	Team inspector	English
22780	David Custance	Team inspector	Science Biology (sixth form)
18032	Isobel Randall	Team inspector	Information and communication technology (ICT) Special educational needs (SEN)
12331	Vera Grigg	Team inspector	Design and technology English as an additional language (EAL)
1240	John King	Team inspector	Art and design
12475	Stuart Johnson	Team inspector	Music
8183	Gillian Keevill	Team inspector	Physical education
35060	Keith Robinson	Team inspector	Geography Citizenship
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Thomas More RC School provides a satisfactory standard of education. It has a satisfactory sixth form and value for money is satisfactory. Overall, pupils achieve satisfactorily in Years 7 to 11 and well in the sixth form. The quality of education is satisfactory. Teaching and learning, taking all aspects into account, are unsatisfactory in the main school, and good in the sixth form. Attitudes, values and personal development, including spiritual, moral, social and cultural development, for the majority of pupils are good overall. The curriculum does not meet National Curriculum requirements in design and technology. Leadership and management overall are satisfactory. Governors are supportive and are very committed to the school.

The school has serious weaknesses:

- Management of behaviour is unsatisfactory in a significant proportion of lessons.
- The proportion of unsatisfactory or poor achievement resulting from unsatisfactory teaching in Years 7 to 9 is unacceptably high in English, mathematics and art and design.
- Management of the provision for teaching pupils with SEN is unsatisfactory, resulting in significant underachievement.
- Unsatisfactory attendance and poor punctuality to lessons are seriously affecting the quality of teaching and achievement of many pupils.

THE SCHOOL'S MAIN STRENGTHS AND OTHER WEAKNESSES ARE:

- The leadership of the headteacher is good and having an immediate impact on behaviour, standards, achievement and day-to-day implementation of policies.
- Provision for enrichment of the curriculum, especially in sport, through the school's Specialist Sports College status, and in drama is very good.
- The use of ICT by pupils is inconsistent between departments; it is good in music and modern languages, but unsatisfactory in English, mathematics, art and design and citizenship.
- Overall provision in history, modern languages and drama is very good but is unsatisfactory in mathematics, art and design and design and technology.

Since the last inspection overall improvement has been unsatisfactory but the school has improved in several aspects, and significantly since the appointment of the new headteacher. Some issues have been addressed well, for example in assessment and monitoring of teaching and learning. A wider range of vocational options in the curriculum is offered. Examination results overall in GCSE have risen at a rate above the national trends. The sixth form is more firmly established. Partnerships with other schools are wider through the Specialist Sports College status, and the provision of enrichment opportunities has flourished. However, the fundamental quality of teaching and pupils' behaviour has declined. Punctuality and attendance remain major problems. Provision for SEN has become an issue, and staff leadership in English, mathematics, geography and music has been unsatisfactory for some time because recruitment of staff has been difficult.

STANDARDS ACHIEVED

The achievement of pupils overall in the school is satisfactory. It is satisfactory in Years 7 to 9, satisfactory in Years 10 and 11 and good in the sixth form. In the main school, achievement is very good in drama, and also very good in history and modern languages in Years 10 and 11. Achievement is unsatisfactory in mathematics and in art and design, and was unsatisfactory in a high proportion of lessons seen during the inspection in English, science and ICT, as well as in mathematics and art in Years 7 to 9. Achievement of pupils with SEN is unsatisfactory but that of gifted and talented pupils is good. Pupils with English as an additional language achieve as well as other pupils. Results in national tests for Year 9 and at GCSE for Year 11 were well below average in 2004 but the overall GCSE point score per pupil has risen more than is found nationally. Overall standards seen in the main school are below average, reflecting an improvement over the results last year. In the sixth form results in examinations have been well below average overall for three

years but standards across a selected sample of subjects seen show improvement and, whilst they are mainly below average, they represent good achievement for many of these students.

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

Similar schools grade reflects comparison with schools with pupils with a similar prior attainment in Year 9.

**Based on average point scores (eight best subjects) at GCSE.*

Pupils' attitudes, values and personal qualities overall are good. Pupils' overall spiritual, moral, social and cultural development is good. Behaviour overall is unsatisfactory in the main school but good in the sixth form as students develop in maturity. Pupils and students have satisfactory attitudes to learning. The very good procedures to promote good relationships in school result in a happy and racially harmonious learning environment. Punctuality to school and to lessons is poor and attendance overall is below the national average.

QUALITY OF EDUCATION

The overall quality of education is satisfactory. Teaching and learning in the school as a whole are unsatisfactory. They are unsatisfactory in the main school and good in the sixth form. Subject knowledge and relationships with pupils are strong features of teaching, but management of behaviour, planning to match the ability of pupils, including those with SEN, and pupils' use of ICT to enhance learning are unsatisfactory. The curriculum overall is satisfactory. It is unsatisfactory in that National Curriculum requirements are not met in Years 7 to 9 for design and technology but otherwise, a broad and balanced range of courses is provided. Extra-curricular activities and opportunities for enrichment, especially in sport and drama, are very good. Good opportunities are made available for gifted and talented pupils. There is good provision for care, support and guidance of pupils and for students in the sixth form. Partnership with parents is satisfactory, links with the community are good, and links with other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school overall are satisfactory. The new headteacher demonstrates good leadership and has a very clear vision for improvement. He is well supported by senior leaders. The leadership of other key staff is variable but recruitment for heads of some key subjects has been difficult, although very recently successful appointments have been made. Overall, leaders have the capacity to improve the school. Overall management is satisfactory. Governors are supportive and committed, and well led by an experienced chair. Governance overall is satisfactory. However, national curriculum requirements in design and technology are not met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are broadly satisfied with the school. Parents say that teaching and care for pupils are good. They have concerns about behaviour and the information they receive about their children's progress. The inspectors share concerns about behaviour but feel that reports on pupils' progress are satisfactory. Pupils say they are expected to work hard.

IMPROVEMENTS NEEDED

The most important things the school should improve are:

- The management of behaviour in lessons in the main school.
- Provision for pupils with special educational needs.
- The punctuality to lessons and level of attendance at school.
- The extent of unsatisfactory and poor teaching in Years 7 to 9.

and to meet statutory requirements:

- Ensure that the National Curriculum requirements are met in design and technology.

OVERALL EVALUATION OF THE SIXTH FORM

The sixth form is **satisfactory** and is cost effective. More vocational courses are now being introduced into the established curriculum to recognise the needs of the students. Teaching in the sixth form is good. Most subjects have small group sizes, which makes comparisons unreliable but, in general, results have been well below national averages over the last few years. Standards of work seen during the inspection are mainly below average, close to average in mathematics and history and above average in theatre studies, which indicates that these students achieve well.

The main strengths and weaknesses are:

- Teaching and learning in the sixth form are good and students learn well in lessons, where behaviour is consistently good.
- Good assessment systems, which enable tutors and teachers to provide good support and guidance, ensure that students are well prepared for the next stage of their education or career.
- Attendance and punctuality are poor and restrict the continuity of learning.
- Other responsibilities of the leadership team restrict the time given to sixth form management and development.

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 pupils achieve. Not all subjects in the sixth form were inspected.

Curriculum area	Evaluation
English, languages and communication	Provision in English literature is satisfactory . Students work hard to meet the demands of a challenging course. In sampled lessons, teaching and learning were good in French and very good in Spanish.
Mathematics	Provision in mathematics is satisfactory . Teaching and learning are good and result in good achievement by students from below average standards at the start of the course. The GCSE re-sit course was also inspected. Teaching and learning are satisfactory. The number likely to be successful is above that usually seen on this course, because students have
Science	Provision in biology is satisfactory . Achievement is satisfactory in relation to their prior attainment. Very good student attitudes and the commitment of teachers support
Information communication technology	Provision in information technology is good . Good teaching results in good achievement.
Humanities	Provision in history is very good . Students achieve very highly to reach standards in line with expectations because of very good teaching. One lesson was observed in government and politics. Teaching
Engineering, technology and manufacturing	One lesson was seen in design and technology. Teaching and learning were good but some of the students had poor attitudes to the subject resulting in coursework being behind schedule
Visual and performing arts and media	Provision in drama and theatre studies is very good . Inspiring teaching, an outstanding programme of extra-curricular activities and positive student attitudes ensure that standards are above average and that achievement is very good. One lesson in media studies was observed, where student achieved very well as a result of very good teaching and learning

One lesson was seen in music. Good teaching with good use of resources ensured real progress and good achievement in the lesson.

Curriculum area	Evaluation
Hospitality, sports, leisure and travel	Provision in physical education is satisfactory . There is a good opportunity for academic study to advanced level standard but at present, no opportunity for more vocational courses, which would be more appropriate for the present cohort, who
Business	Provision in business education is good . Students on vocational courses achieve well due to good teaching and have good attitudes to work. Standards are below the national average and could be improved by more links with local
General education	One lesson was seen in general studies where the topic was well delivered. Teaching and learning were good and students'

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

Care and welfare for students are good. Tutors have good relationships with students and provide good support and guidance, although this is often restricted for a large number of students who are absent or late to school. Students' learning skills are developed well as they move through the sixth form and the assessment systems are effective. They receive good advice and are well prepared for their further education or career.

LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

The leadership and management in the sixth form are satisfactory. Whilst the head of sixth form has a good vision for the development of the sixth form, the time he has available to support the sixth form is inadequate. Each year group in the sixth form has a head of year, who provides good support to the students but the structure is unsatisfactory, leads to lack of unity and does not help students make an easy transition from Advanced Subsidiary (AS) to Advanced Level (A2) courses.

STUDENTS' VIEWS OF THE SIXTH FORM

Students are generally supportive of the sixth form and the opportunities available to them. They enjoy being in the sixth form, where they think teaching is challenging and demanding. They also think that the assessment of work is helpful and that they are encouraged to study independently. Most think that they are studying a course that suits them. A large number of students indicated in the questionnaire response that there was not an adult they could talk to. There were also indications of lack of careers advice available but neither of these concerns was substantiated in the inspection evidence. Many students thought their views were not listened to and this appears to be due to a lack of formal feedback to them when they raise issues.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Overall, standards reached by the end of Year 9 are below average but pupils achieve satisfactorily from their below average base on entry into the school. Standards are also currently below average in Year 11 and achievement over Years 10 and 11 continues to be satisfactory. Standards seen across the selected sample of subjects in the sixth form are below average overall but this represents good achievement from well below average attainment on entry.

Main strengths and weaknesses

- Results at GCSE have risen at a rate above the national trend and in 2004 were well above those in schools with a similar prior attainment in Year 9.
- Achievement is very good in drama and also history and modern languages in Years 10 and 11. It is good in history, modern languages and music in Years 7 to 9, and physical education in Years 10 and 11.
- Achievement overall in the sixth form is good as a result of good teaching and greater maturity of students.
- Achievement in mathematics in Years 7 to 11 and in art and design in Years 7 to 9 is unsatisfactory.
- Achievement was unsatisfactory in a high proportion of the lessons seen during the inspection, notably in English, mathematics and art and design in Years 7 – 9, mainly attributed to the ineffective behaviour management skills of a minority of teachers.
- Statutory targets for attainment in English, mathematics and science in Year 9 and in the percentage of pupils gaining five or more A*-C grades at GCSE were not met.
- Achievement of pupils with SEN is unsatisfactory but that of gifted and talented pupils is good.

Commentary

1. In the National Curriculum tests in English, mathematics and science for Year 9 in 2004, the overall performance of pupils, as measured by their average point score, was well below the national average. The attainment on entry for this year group was also well below average and overall progress was satisfactory for these pupils. Compared with the results in schools where the pupils' attainment in national tests in Year 6 was similar, the average point scores were above the national average in English, below average in science and well below average in mathematics. Results indicate that achievement of pupils in English and science was satisfactory but in mathematics from 2001 to 2004 it was unsatisfactory. Since the last inspection the overall performance measured by the average point score has risen at a rate broadly in line with the national trend. Overall results in mathematics declined from 2000 to 2003 but in 2004 they have improved. Results in 2004 have also improved in English and science compared with 2003. Although validated figures are not available for 2004, boys attained better than girls relative to the respective national averages in 2003 and noticeably girls' performance declined more than boys' in 2003 in English and mathematics.

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

Standards in:	School results	National results
English	31.6 (29.4)	33.3 (33.4)
mathematics	31.0 (29.0)	35.5 (35.4)
science	29.5 (28.6)	33.1 (33.6)

There were 205 pupils in the year group. Figures in brackets are for the previous year.

2. In the GCSE examinations in 2004, attainment was well below the national average but results were well above the average of those in schools with a similar prior attainment at the end of Year 9. The percentage of pupils gaining five or more A*-C grades was also well below the national average but well above the figure for similar schools. In 2004 and in 2003 results for girls were much better than for boys. Results in GCSE have risen since the last inspection at a rate above the national trend, although it has varied year to year, and fell somewhat in 2004. Results in 2004 were highest in modern languages, physical education, media studies, history and drama. Lower performance was found in English, mathematics, science, design and technology, geography, business studies and music.
3. The governing body set challenging targets for 2004. These were not met in any of the core subjects in Year 9. Targets for overall attainment in GCSE were also not met.

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	35 (39)	52 (52)
Percentage of pupils gaining 5 or more A*-G grades	85 (80)	89 (88)
Percentage of pupils gaining 1 or more A*-G grades	99 (93)	96 (96)
Average point score per pupil (best eight subjects)	29.2 (29.7)	34.9 (34.7)

There were 186 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

4. In the work seen in lessons and in the evidence of pupils' writing, standards are below average in Years 7 to 9. Achievement overall from Year 7 to 9, where standards on entry to the school were below average, is satisfactory. Achievement is good in history, modern languages, music, ICT and very good in drama. Overall achievement, taking into account pupils' written work, is satisfactory in the core subjects, English and science, but is unsatisfactory overall in mathematics and also in art and design. During the inspection, however, achievement was unsatisfactory in a high proportion of the lessons seen in Years 7 to 9, notably in English, mathematics, science and art and design, mainly as a result of teachers' inability to manage pupils' behaviour.
5. Standards of pupils' work seen in Years 10 and 11 are below average. Achievement overall is satisfactory, considering pupils' standards on entry to Year 10. Achievement is very good in history, modern languages and drama. It is good in core and GCSE physical education, with boys achieving better than girls. Achievement is unsatisfactory in mathematics.
6. Achievement of pupils with special educational needs is unsatisfactory overall. This is a serious weakness. Their achievement is unsatisfactory in English, mathematics, science, design and technology, ICT and business studies. Pupils with SEN achieve well in history and physical education; in other subjects their achievement is satisfactory. Achievement is unsatisfactory overall, mainly as very little additional support or resource material is made available for pupils. There are few records of pupils' achievement in the area of special educational need, indicating that teachers' knowledge of pupils' achievement is unclear.
7. Pupils who have English as an additional language make satisfactory progress overall with the support of the specialist teachers and other teachers. Those who arrive with poor or no communication skills make very rapid progress, and in little more than a year become articulate communicators. This is also due to their determination to succeed. Their progress

slows down later when they reach a higher stage of learning English and there are no specific assistants in lessons to support them. Pupils from all ethnic backgrounds achieve equally well as a result of the highly inclusive nature of the school.

8. Gifted and talented pupils are clearly identified on entry to the school, through local authority testing. Because there are many opportunities for extension work, enrichment and organised activities, their achievement is good. It is very good in drama, where there are strong links to London theatres, and in modern languages, with high levels of extension work offered. Talented pupils in art and design however do not achieve as well as they could, as opportunities are minimal. Talented sports players perform at high levels, within county and district teams, but provision within the lessons is not pronounced, so achievement is limited.
9. Overall, pupils have below average literacy skills, especially in listening and information retrieval. Reading is satisfactory and oral skills are good in history and drama. Pupils have below average levels of competence in numeracy as there has been limited involvement of subject departments in making any planned provision. The use of ICT across the curriculum is insufficient but, where opportunities are provided, pupils show satisfactory competence to meet the task.

Sixth form

10. In 2004 the overall performance of students in GCE AS, A2 and advanced vocational certificate (AVCE) examinations was well below the national average. The results were similar in the previous two years. The results for girls in 2004, whilst still well below average, were considerably higher than for boys. The performance in subjects varied. In Spanish, design and technology, religious studies and media studies, results were above average and they were average in sociology and history. Weaker subjects were business studies, mathematics, English and art and design.

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

	School results	National results
Percentage of entries gaining A-E grades	74 (76)	92.3 (92.3)
Percentage of entries gaining A-B grades	19 (22)	36.2 (35.6)
Average point score per pupil	164.2 (184.2)	265.2 (258.2)

There were 66 students in the year group. Figures in brackets are for the previous year. The number on roll and average point score are provided by the school and as such are not yet validated.

11. Standards of work seen during the inspection in the eight focus subjects are quite variable, depending on the particular subject. They are below average in half of these selected subjects but above average in theatre studies and average in mathematics and history. In ICT standards in Year 12 are below average but in Year 13 are closer to expectation. Standards in Year 12 in physical education are well below expectation for this stage in the course. However, groups are small and standards reflect the individual abilities of students.
12. Overall, students in the sixth form achieve well. From work seen in lessons and students' writing, achievement is good in mathematics, ICT and business studies, and it is very good in history and drama. It is satisfactory in English, biology and physical education.

Pupils' attitudes, values and other personal qualities

Attendance is below the national median in the main school and low in the sixth form. Punctuality throughout the school is poor. Attitudes are satisfactory throughout the school. Behaviour is unsatisfactory in the main school, though good in the sixth form. Spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils' unsatisfactory attendance is having an adverse effect on achievement.
- Most lessons start on time, but far too many pupils arrive late, which causes disruption, wastes time and affects the learning of most pupils in the class.
- Unsatisfactory behaviour in the main school, which is reflected in the high levels of exclusions last term, is rendering a significant proportion of lessons being unsatisfactory or poor.

Commentary

13. Levels of attendance being below national average have hardly changed over the last three years but have improved since the last inspection, when they were well below average. During the first half of the current academic year absence still remains broadly unchanged; the unauthorised proportion has fallen very slightly to 0.7 percent, which is marginally below the national average. Authorised absence, however, is above the national average. There is no evidence of any difference in attendance of different ethnic groups or of boys and girls. The school has put in place steps to improve attendance, for example registers are monitored daily, computer-based systems are utilised and action is taken to follow up unexplained absence. Rewards are given for consistently good attendance. The measures in force to promote good attendance are satisfactory and most parents make an effort to ensure that their children attend regularly. However, parents report that contact with home is not necessarily on the first day of absence and work with parents on this issue is insufficient to improve attendance. Little analysis has been undertaken to establish any patterns of attendance related to the timetable.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	8.5	School data	0.8
National data	6.9	National data	1.1

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

14. Most lessons start on time, but lack of punctuality is a serious problem, both at the start of the day and to individual lessons. The school does not yet do enough to counter this casual approach, which clearly affects achievement. Pupils do not respond readily to the signal for start of lessons after breaks. They delay their transfer between lessons to socialise with friends. Many pupils are then late and on arrival often cause disruption and loss of teaching time. This is a serious weakness in the school that is affecting the achievement of a large number of pupils.
15. Behaviour has deteriorated since the last inspection, when it was satisfactory; both parents and pupils see it as a problem area. It is now a serious weakness that is impacting greatly on achievement in a number of subjects mainly in Years 7 to 9. This view is confirmed by the inspection, with unsatisfactory or poor behaviour being seen in around one in four lessons in Years 7 to 9, and in about one in eight in Years 10 and 11. Although the school has high expectations for pupils' conduct, the overall management of behaviour is unsatisfactory in the school. This leads to inconsistency in the ability of teachers to secure good behaviour, which inevitably leads to a serious reduction in learning and achievement.
16. There were eighty fixed period (but no permanent) exclusions in the last academic year, very broadly in proportion to the numbers in each ethnic group.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	70	2	0
White – Irish	39	3	0
White – any other White background	125	4	0
Mixed – White and Black Caribbean	17	0	0
Mixed – White and Black African	14	3	0
Mixed – White and Asian	8	0	0
Mixed – any other mixed background	18	2	0
Asian or Asian British – Indian	11	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	50	1	0
Black or Black British – Caribbean	179	22	0
Black or Black British – African	512	36	0
Black or Black British – any other Black background	36	7	0
Chinese	6	0	0
Any other ethnic group	83	0	0

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

17. Last term the number of fixed period exclusions rose sharply to well over 150, mainly to counter fighting in the playground. This initiative has been largely successful, and the rate has now dropped markedly. Parents, however, have some concerns that, when bad behaviour occurs, the wrong child is sometimes blamed, and that a few teachers are not always fair. Behaviour around the school is now largely good-natured but noisy, with pupils charging down staircases in between lessons and at the end of the school day.
18. Attitudes have deteriorated since the last inspection, particularly in regard to punctuality: they are now satisfactory, rather than good. However, no evidence of bullying, racism or other harassment was seen during the inspection, and pupils are confident that the school deals immediately with such behaviour, when reported. The school is successful in ensuring that all races and creeds work and mix well together, which leads to generally high quality relationships all round. Staff recruitment and turnover have been a significant problem for the school and inconsistencies in implementation of agreed behaviour policies have existed. The appointment of the new headteacher has already had a positive impact on pupils' attitudes. Pupils' self-esteem is satisfactory and the school tries hard to develop it. Those selected for interview with the inspection team were positive about their lives at school, but some lacked self-confidence.

19. Pupils with special educational needs receive effective help when withdrawn from other lessons and feel well supported by the support teachers. They also feel confident when they are helped in class by special needs assistants or are given work matched to their needs. In classes without such help, support is inadequate and they become discouraged so that their attitudes and behaviour are often unsatisfactory.
20. Pupils with English as an additional language have a very positive attitude to school and to learning. This is shown by their very good attendance. They also show a real determination to become fluent in English. Their rapid early progress reflects not only the support that they have received, but also their total commitment to learning English.
21. Despite the problems with behaviour the school continues successfully to promote a friendly and caring ethos, which stimulates in pupils some enthusiasm to learn and to take part in the extensive range of activities provided both inside and outside the school. Many pupils, particularly those in Years 10 and 11, are enterprising and take their responsibilities seriously.
22. The spiritual, moral, social and cultural aspects of pupils' development are all good. Cultural development has improved since the last inspection. The Catholic ethos permeates the work of the school through regular assemblies, the participation of the school choir in services and celebrations and the work of the chaplaincy team. Carol singing at Victoria Station in December and January raised the sum of £6000 for the Tsunami Appeal.
23. The school's Sports College status also has a significant influence on pupils' personal development through the enhanced opportunities it affords; for example 80 pupils are involved as Junior Sports Leaders, 12 pupils as Community Sports Leaders and 115 are taking part in the Duke of Edinburgh scheme. Some departments, such as religious education, drama and history also make very good contributions to personal development; for example all of Year 9 watched a National Theatre production, which explored the consequences of crime for both victims and perpetrators and used their imaginations to consider other people's experiences and views. The religious education syllabus and its teaching provide very good opportunities for the spiritual development of pupils but this is not equally found across all areas of the curriculum.

Sixth form

24. Attendance in the sixth form is poor, with attendance in Year 12 currently running at 79.6 per cent and in Year 13 at 72.7 per cent. Virtually all of this absence is unauthorised, and students also are very casual about turning up to class on time. These attitudes can only have an extremely serious effect on their examination results, though they are offset by good behaviour and effort in all subjects, particularly mathematics and drama. Students are also enterprising and take responsibility well, particularly in the sporting area. The school's measures for keeping students free from harassment are equally effective in this age group.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education is satisfactory. Teaching and learning are unsatisfactory overall and a high proportion of unsatisfactory teaching was seen in Years 7 to 9 during the inspection. Assessment is satisfactory. The curriculum is satisfactory, but is unsatisfactory insofar that National Curriculum requirements are not met in design and technology, although otherwise a broad and balanced range of courses is offered. Care, support and guidance for pupils are good, partnerships with parents are satisfactory and links with the community are good. Very good links are established with other schools and colleges, especially in relation to the very good enrichment opportunities offered to pupils and work connected with the Specialist Sports College status.

Teaching and learning

Overall, teaching and learning are unsatisfactory in the main school. They are good across the sample of subjects inspected in the sixth form. Teaching and learning are satisfactory in Years 10

and 11 but unsatisfactory in Years 7 to 9. Teaching was unsatisfactory or poor in a high proportion of lessons seen in Years 7 to 9 during the inspection. Provision for pupils with special educational needs is unsatisfactory. Assessment overall is satisfactory. It is satisfactory in Years 7 to 9 and in Years 10 and 11. Assessment for sixth form students is good.

Main strengths and weaknesses

- A high level of unsatisfactory teaching is found in Years 7 to 9 in English, mathematics and science, and in some foundation subjects, mainly because a minority of teachers do not manage behaviour adequately.
- Provision for the teaching of pupils with special educational needs in subjects is unsatisfactory.
- Teaching is very good in drama, history in Years 10 and 11, and sixth form and in modern languages in Years 10 and 11. It is good in design and technology and in history, modern languages and music in Years 7 to 9. It is good also in physical education in Years 10 and 11.
- Relationships with pupils are good and contribute positively to learning.
- Teaching is unsatisfactory in mathematics in all years and art and design in Years 7 to 9.
- A good assessment tracking system for collecting and co-ordinating data is being developed but a central record of assessment data is not fully accessible.
- There is good assessment practice in history, drama, geography and modern languages.
- Marking is uneven across subjects. Not sufficient attention is paid to correcting literacy.

Commentary

25. Teaching and learning overall in the main school are unsatisfactory in spite of some good and very good teaching in some subjects. They are very good in drama and also history and modern languages in Years 10 and 11. They are good in design and technology, history, modern languages and music in Years 7 – 9 and in physical education in Years 10 and 11.
26. A high level of unsatisfactory teaching was seen during the inspection. Overall 149 lessons were observed, 64 in Years 7 – 9, 45 in Years 10 and 11, 40 in the sixth form, and pupils' written work was analysed in detail. Pupils were asked about the quality of teaching. Of the lessons observed, including those in the sixth form, 88 per cent were at least satisfactory. In the main school, 45 per cent were good or better, but 18 per cent were unsatisfactory or poor. Most of the unsatisfactory or poor teaching was in Years 7 – 9 and in particular subjects. In Years 7 – 9, teaching and learning were unsatisfactory or poor in 22 per cent of lessons seen. Five of these lessons were poor.

Summary of teaching observed during the inspection in 149 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (1%)	22 (15%)	54 (36%)	54 (36%)	12 (8%)	6 (4%)	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. Most unsatisfactory teaching was in the core subjects - English, mathematics, science, ICT and also art and design. Isolated unsatisfactory lessons were seen in other subjects. In the main, the unsatisfactory teaching was attributed to teachers' lack of management skills in controlling behaviour. It was also due in several cases to poor planning and inappropriate tasks to match the needs of pupils, including those with SEN. Behaviour is not aggressive or unpleasant; in fact pupils have generally good relationships with teachers. They are however, noisy, disruptive, unco-operative when they choose to be, and do not listen. A minority are deliberately poorly-behaved to ensure that pupils learn little or nothing in some lessons.
28. In some subjects pupils are well motivated and learn well. This is seen in drama, modern languages and history. Teachers set challenging and interesting tasks in these areas. They use resources well, for example interactive whiteboards, and broaden the curriculum with

relevant examples, visits and other stimuli. Pupils' special needs are also catered for well in these good lessons.

29. Learning is hampered by some pupils' poor attendance, poor punctuality to school, and most importantly lateness to lessons. For many there is no sense of urgency to arrive on time. Late arrival often causes disruption and loss of teaching time for all pupils and is having a major impact on achievement.
30. Teaching of pupils with special educational needs is good where they are withdrawn for literacy support. Special needs assistants usually work well in collaboration with teachers to support learning of pupils with statements of special educational needs, but they do not have time or opportunities to help teachers prepare appropriate materials. In history and physical education, teachers plan for the needs of pupils with special educational needs, but in most other subjects they do not match teaching materials or tasks to the pupils' needs or abilities.
31. The quality of teaching for pupils who are at an early stage of learning English as an additional language is very good. Tasks are given that match pupils' competence in English, and are sufficiently challenging to move them on in their learning. Relationships are very good, which encourages pupils to make every effort to improve. Tasks are varied, which results in pupils maintaining their interest. All teaching is by withdrawal, and is only for those pupils who are at a very early stage of learning English, as other support is not available.
32. Procedures for assessing pupils' attainment and achievement are satisfactory. At the start of Year 7, pupils undergo a series of tests that, together with their performance at the end of Year 6, enable targets to be set and provide information for the SEN register. Pupils' progress is monitored against these targets by regular assessment and by tests at the end of each unit of work. Targets are regularly adjusted. The progress of SEN pupils is monitored against Individual Education Plans (IEPs), though these are often not up to date. While good practice occurs in history, drama, geography and modern foreign languages, marking and commentary are uneven, both within and between departments. Insufficient attention is paid to literacy. Pupils know their targets, but are often unable to relate them to National Curriculum or GCSE criteria; they do not know how to improve in subject-specific terms. Self-assessment has been introduced in English, citizenship and drama, enabling pupils to identify areas for improvement more readily.
33. There is variation in the way assessment data are handled. All performance data are held in a central database, but further development is required before the information can become fully accessible and used for analysing pupils' progress. A pilot scheme in Year 11 has shown that individual pupil tracking raises standards and this procedure is to be extended to other years. Some departments, such as science and modern foreign languages, have organised their own database and use the information to identify pupils for booster and revision classes. Though further development is needed, departments are starting to use assessment data to drive up standards and inform their teaching. Good assessment practice is disseminated during school in-service training.

Sixth form

34. Teaching and learning in the sixth form are good across the focus subjects. In the eight subjects inspected, teaching was very good in history and theatre studies, and satisfactory in English literature, biology and physical education. Otherwise they were good. Other subjects were sampled and good, or very good, teaching was seen in French, Spanish, government and politics, design and technology, music, media studies and general studies.
35. In general pupils are well motivated in the sixth form, have good relationships with teachers and respond well to committed experienced teaching. However, attendance and punctuality to lessons are a problem, as they are in the main school.
36. Provision for assessment in the sixth form is good. Because classes are relatively small, pupils receive good individual attention. Marking and commentary are thorough, though insufficient attention is paid to literacy. Teachers know their pupils well; assessment is on a

continuous basis with good feedback. Pupils know how they are progressing and most understand what they have to do to raise standards. Self-assessment in drama and business education enables pupils to concentrate on weak areas of the syllabus, particularly if they have a good understanding of assessment criteria. There is insufficient correction of literacy in subjects other than English. Departments maintain satisfactory records, allowing the tracking of individual performance and enabling Year 12 pupils to be advised on what subjects to study in Year 13. The use of assessment to influence teaching and the curriculum is satisfactory.

The curriculum

Overall the curriculum is satisfactory. It is unsatisfactory insofar as National Curriculum requirements are not met in respect of design and technology in Years 7 to 9. Opportunities for enrichment are very good. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- Very good provision is made for extra-curricular activities in sport and drama and participation is high.
- Provision for pupils with special educational needs is unsatisfactory but that for gifted and talented is good.
- Support for learning outside the school day is very good.
- National Curriculum requirements are not fulfilled in design and technology.
- Preparation for careers and employment is good.
- The Specialist Sports College status is highly valued in the school and enables pupils to participate widely in competition and gain qualifications such as sports leadership.
- Innovative vocational courses are increasingly being introduced to meet the needs and aspirations of all pupils

Commentary

37. The overall breadth and balance in the curriculum are satisfactory. In Years 7 – 9, other than in design and technology, where a statutory component of work in compliant materials is not taught, the National Curriculum is fulfilled. Music is not currently taught in Year 9 but the programmes of study are covered in Year 7 and 8. Science receives less teaching time than other core subjects, which has an effect on practical work.
38. The school offers a good range of options in Year 10, including vocational programmes in applied art and design, performing arts, business studies, ICT, and media production. Preparation for employment is good and pupils have a good programme of careers education within PSHE.
39. The school places considerable emphasis on its Sports College status. Many opportunities are provided for participation in sports and athletics at local and national levels. Qualifications can be obtained in coaching and sports leadership.
40. The wide range of extra-curricular activities and additional learning opportunities, which the school offers, enriches the quality of the curriculum very well. The level of participation in sports is outstanding and there is also good participation in the arts. There are tremendous opportunities in drama and increasingly in music. Very good links are used to widen participation, for example drama performance at the Hackney Empire. Opportunities for learning outside the school day are very good with many homework clubs and booster sessions available in many subjects. Subjects such as history make great use of trips and exhibitions to enhance the curriculum in that area. In addition there is very good support for other activities, examples of which are the very successful Duke of Edinburgh Award programme and the extensive charitable work in which the pupils engage.

41. Provision for pupils who are gifted and talented is good. At a whole-school level it is very good. Many events are organised, for example an architecture workshop for Year 7 and master classes in Year 9 and 10. Gifted pupils have trips arranged to visit universities and take part in extension work. Good support is given for pupils who are gifted or talented. As well as the teacher in charge of this area there is a designated learning mentor who is part-time but attends school regularly to interview pupils. After-school clubs are arranged, for example in ICT. Provision in lessons, however, is more variable with opportunities frequently missed.
42. Provision for special educational needs is unsatisfactory. Withdrawal of pupils with statements of special educational needs from normal lessons for extra literacy or numeracy support does not adequately allow for the impact on the achievement in the subjects that are missed. There are too few special needs assistants to support all of the pupils who need help in normal lessons. As a result, those who do not have a statement of special educational needs are not given such help.
43. The only member of staff with overall responsibility for pupils who have English as an additional language is the head of department. He is also responsible for the large number of pupils who are from 'minority' ethnic groups, therefore his time cannot wholly be targeted to support pupils who are learning to communicate in English. This, with the absence of support assistants, results in overall limited support for these pupils. The curriculum is not always organised well enough to meet the needs of all pupils who are at an early stage of learning to communicate in English. This is because the head of department is not involved in the initial allocation of pupils to groups and subjects.
44. Staff recruitment has been difficult in some major areas of the school. Notably in mathematics, English, music and geography there has not been a substantive head of department for some time. Similar problems have existed in ICT and other subjects. The lack of substantive leadership in particular has restricted curriculum development. New appointments have successfully been made shortly after the inspection.
45. Accommodation is satisfactory overall. Several areas are bright and spacious, giving a good environment for learning. Special educational needs accommodation is good; it is well suited to its purpose. The accommodation for design and technology is unsatisfactory, with inadequate provision for food and textiles technology. Drama is increasingly popular and some lessons have to be taught in non-specialist accommodation. The layout of some ICT rooms is inappropriate, with a central aisle that hinders teachers' access to pupils. Insufficient access to ICT is provided.
46. Resources are very good in music, PE and ICT. Resources are insufficient in DT: there is not enough equipment to teach textiles. In most other subjects they are satisfactory throughout the school. There are interactive whiteboards in every department, which are used well to stimulate interest. The special educational needs area is well resourced with books, equipment and computers to help learning. Resources to support pupils who have English as an additional language are satisfactory. Bilingual dictionaries for each pupil are provided, and they cover the many languages that are spoken in the school. There are also Bibles and translations of prayers, which enable these pupils to participate fully in school activities. Good resources are provided for pupils who are gifted and talented. Very good displays are visible but there is not a large enough designated space where pupils could access resources or gain ideas.

Sixth form

47. The curriculum in the sixth form is satisfactory. A satisfactory range of advanced and vocational courses is offered. Extra-curricular and enrichment opportunities are very good. Time allocation to biology is below that usually provided, which has a negative impact on the extent of practical work possible.

48. The sixth form accommodation is satisfactory and is being improved with the adaptation of the caretaker's house into a pupil common room and small tutorial rooms.
49. Although six pupils are listed as having special educational needs, the school does not provide the information to staff that is available about pupils in the lower school, and no special provision is made except requests for extra time in examinations. Their progress is not monitored in relation to their needs. This is unsatisfactory.

Care, guidance and support

The school cares for its pupils well and ensures their health and safety. It provides high levels of support, advice and guidance, which are securely based on the monitoring of personal progress. So far the school consults pupils only to a limited extent in the main school, but more in the sixth form.

Main strengths and weaknesses

- Child protection measures are effective and the school has close working relations with outside agencies.
- The school is kept clean and proper health and safety procedures are in operation.
- Pupils have a good and trusting relationship with at least one adult.
- The school is inclusive, in that staff provide strong support, advice and guidance to pupils from many diverse backgrounds.

Commentary

50. Proper child protection practices are in place and records are kept up-to-date and in line with standards laid down by the Local Education Authority. The policy is reviewed annually in line with statutory requirements, though the prospectus and website do not yet include a commitment to child protection. Teaching staff and the responsible governor are kept abreast of developments. They have received training and new staff are trained on arrival. Support staff have not been formally trained, though this is about to be rectified. The school's relations with outside agencies are very good, especially the police, who have an office on site.
51. Pupils and staff generally work in a safe and healthy environment. However, the pupils' lavatories are fairly unpleasant by the end of the school day, and the premises are not wholly free of graffiti or litter. That is the fault of the pupils themselves, and the school makes a real effort to keep the site clean. It has a good system for maintaining and reviewing health and safety practices, but at present an external governor does not monitor the work of the health and safety officer. The health and safety officer has received formal training and new staff are made aware of health and safety requirements on arrival. Trained staff has properly assessed all risks. Medical arrangements are appropriate and all equipment is regularly tested. Fire drills are up to date, though the autumn term drill was missed. Access to the Internet is strictly controlled. The school is taking action on one or two minor health and safety points raised, and is introducing improved measures for separating vehicles and pedestrians as part of the current conversion of the caretaker's house.
52. Pupils are highly valued, whatever their background. Pupils and parents appreciate the induction arrangements and the many ways in which the school promotes pupils' personal development. Form tutors and senior pastoral staff know them well. Systems for identifying and supporting those with special educational needs are in place from Year 7 onwards. There is always at least one member of staff with whom pupils can develop a trusting relationship. Pupils consider that teachers help under-performers and those who have difficulty in conforming. Pupils can also obtain confidential help and advice from the school's counsellors and the school is now concentrating on developing mentoring at several levels.

Monitoring of pupils' progress also involves academic review meetings, though one was

missed recently. A system for setting formal personal targets in conjunction with parents is under development.

53. The school provides well for the social, emotional or behavioural needs of pupils with special educational needs through the work of a team of mentors. The co-ordinator of special educational needs does not have an accurate overview of pupils' progress, as pupil assessment is not recorded or analysed well enough to identify problem areas or good progress. Reviews of statements of special educational needs are carried out with the support of external specialists and interested parties including the parents and pupils. The IEPs of pupils with special educational needs are unsatisfactory as they are not kept sufficiently up to date and targets run on from one year to the next. Recently the information available to teachers has been improved as support teachers have summarised for each pupil the areas of need coupled with suggestions for dealing with them.
54. When pupils who have English as an additional language arrive at the school, they are made to feel welcome and are well supported. Pupils appreciate this. They also receive good individual guidance and advice for their further study or career, related to their individual needs. Year 11 ethnic minority pupils have the opportunity to attend revision classes, in order to complete coursework and to assist with their revision.
55. The school does not yet consult pupils as a whole, though it is planning a questionnaire on assessment. The newly introduced school council is starting to be effective, and it, too, is to consult pupils shortly on school uniform. The school has introduced fitness testing for all pupils and is actively engaged in introducing healthy eating training within the school and with some feeder primaries.

Sixth form

56. The school's arrangements for transfer into the sixth form are very good. When students get there, systems for supporting them are of similar strength to the main school. Students do not always understand the expectations and work involved in continuing from AS to A2 level courses. Provision is not sufficient to support students in the decisions about such issues with courses. Students appreciate the good general and careers advice provided, and can take up any concerns with the head boy or girl. Some students believe their views are not sought. The newly established school council is enabling students to raise and discuss issues.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

Links with parents are satisfactory. Those with the local community are good and with other schools and colleges very good.

Main strengths and weaknesses

- Links with other schools and colleges are very effective in the main school and good in the sixth form.
- Links with the local community are generally good and in one or two cases, such as in sport and drama, are very good.
- Information for parents is not produced in the main community languages.
- Parents are not yet involved enough with their children's education.

Commentary

57. The quality of information provided to parents is satisfactory overall. The prospectus and governors' report to parents meet statutory requirements; both are comprehensive, though the governors' report is rather thin. These documents are supported by a newly introduced website, which is good, though not yet fully implemented. The format of the readable, half-

termly newsletter has been improved and keeps many parents in touch with school activities, though it is not produced in the main community languages. Parents also receive other information on key policies affecting them, though not an introductory outline of their child's curriculum. The annual reports on pupils meet statutory requirements; most, but not all, are good in that they set out what pupils know, can do and understand, but some parents consider they come out too late to give time to raise any concerns. Many parents are of the view that the school does not communicate effectively enough with them. Though the school holds an annual parents' meeting and specific information meetings for parents, such as the Year 9 and 11 'raising achievement' evenings, it does not yet consult parents formally as a body, and does not make parents aware clearly enough of their expected role in their children's education. The homework diary is not always used effectively or consistently enough as a means of communication with parents. However, staff are available at short notice for consultation. The school generally deals effectively with concerns and complaints, though this is not always the perception of parents.

58. Parents' contribution to their children's learning at school and at home is generally weak, though many pupils do not have English as their first language. Support for parents' evenings is good initially, but tends to tail off after Year 7. 'Raising achievement' evenings are appreciated in Years 9 and 11. The school is working to develop the role of the longstanding friends' and parents' association, whose activities are currently limited to assistance at parents' evenings. A few parents support the school's sports activities.
59. Parents of pupils with special educational needs have good access to the co-ordinator because of well-publicised times for contact. Parents are well involved in their children's IEPs. The school makes good use of specialist external agencies to help pupils with special educational needs. Parents of pupils who have English as an additional language give very good support at home to assist their learning. They attend the parents' meetings, which shows the value that they place on education.
60. The school benefits considerably from its close co-operation with professionals in the local education authority and the premises are extensively used for the benefit of the community. Around three-quarters of pupils take part in the very strong external sporting programme, and many enjoy the highly successful, external theatrical activities, particularly at the Hackney Empire. Links with local businesses and the press are useful, but not extensive. Pupils' sense of service to others is enhanced by their charitable activities; a significant number of pupils actively participate in community service.
61. Transfer arrangements for pupils moving from the eight main local primary schools are very good and there is strong competition to join the two-week summer school. Information about pupils with special educational needs is sought from the feeder primary schools, the majority of whom respond. The school recognises that there is a need for greater collaboration to acclimatise pupils to the change of school and to identify their specific needs more quickly. The school provides a high level of sports training to its main feeder primaries together with some valuable support in literacy, numeracy and history. Vulnerable Year 6 pupils are identified for additional personal support and the school is training Year 10 pupils to provide mentoring help to children in Year 6. However, these benefits are not available to the new pupils from the many other feeder primary schools, who provide only one or two pupils. Here the school does all that can be reasonably expected. The school is very active in training sports staff throughout the borough and in providing on-site training for trainee teachers. The school prepares Year 11 pupils very well for transfer to the sixth form or to other colleges, and pupils really appreciate its efforts.

Sixth form

62. Sixth form students derive similar benefit as pupils in the main school from the links with the community, and they play a leading part in the charitable and community service work. Outside visits play a considerable part in developing students' understanding of the adult

world. The school gives considerable assistance in preparing their university entrance applications, but also encourages them to take responsibility for briefing themselves. Students find the visits to several universities very useful.

LEADERSHIP AND MANAGEMENT

Leadership overall in the school is satisfactory. Management throughout the school is satisfactory and both leadership and management have been significantly strengthened since the appointment of the new headteacher. His personal leadership is good. Governance is satisfactory. Management of SEN provision is unsatisfactory.

Main strengths and weaknesses

- The clarity of vision, sense of purpose and high aspirations of the headteacher are very good.
- The improvements in management processes and the effectiveness of the school since the arrival of the headteacher have been very good.
- The commitment to inclusion and the strategic planning in the school are very good.
- The well-structured leadership team, who have very significant strengths amongst its members, have had insufficient time for their effectiveness to become fully apparent.
- Staff development has been insufficiently focused on a consistent approach to behaviour management.
- Further development of the sixth form is restricted by the current management structure and responsibilities.

COMMENTARY

63. The experienced chair of governors provides good leadership of the governing body and is well supported by governors who are now providing active support to the school. Until recently they only had limited involvement in financial aspects but have now a finance sub-committee in place. They keep a diligent check on their statutory duties but there is one area of non-compliance in curriculum provision in design and technology, where neither food technology nor textiles is taught to meet National Curriculum requirement. Many governors visit the school to provide support and improve their understanding of school issues but they have limited depth of understanding about strengths and weaknesses in some areas such as special educational needs.
64. The headteacher has only been in post a short time. Through his clear vision and determination to raise the opportunities available to pupils to their highest level, he has already made very significant improvements. This has been achieved by reorganising the leadership team into a larger and more effective group with clear responsibilities. High quality staff have been incorporated into this team through promotion and direct appointment to reflect the school's priorities. The headteacher has developed very good relationships with the local education authority, who are providing good support, and also uses external consultants to help him make the improvements he is determined to carry out. There has, however, been insufficient time for a corporate dynamic and consistent approach to be fully implemented at all levels – this is clearly demonstrated by inconsistencies in the management of behaviour.
65. Self-evaluation by the school is good, reflected by the fact that most of the inspection findings have already started to be addressed, with the required further improvements already identified in the school development plan. School policies and procedures are now in place with regular reviews scheduled – many of these have been produced since the new leadership team was established. Whilst the monitoring of performance data and the performance management system are good they have only recently been fully established and have not yet had time to demonstrate their effectiveness in improvement. Performance management has yet to be extended to cover non-teaching staff.

66. Departmental management is of variable quality and reflects the difficulty in recruitment that has existed as well as a lack of corporate direction. The more determined leadership team and the improved 'image' of the school has enabled several high quality appointments to be made which have already had an impact in some departments. The monitoring of teaching and learning is a high priority in the school and lesson observations are well established. Inclusion is a major part of the school's planning and this is demonstrated by the recent appointment of an inclusion manager.
67. Leadership of the provision for special educational needs is satisfactory. Although the area is not at present well managed, the school has recognised the need to rationalise management of all needs and has appointed an inclusion manager for this purpose. Her detailed analysis of the situation is not yet complete but she and the senior leadership team share a similar vision for development. They recognise the main issues and are planning for their improvement, with good financial provision for these changes. Governors do not receive sufficiently high quality information that would allow them to evaluate the effectiveness of the provision for special educational needs.
68. Unsatisfactory management of special educational needs is related to both deployment of staff and use of information about pupils. The roles of staff within the area are not clearly defined, so that the strengths of support teachers and special needs assistants are not fully exploited. There are too few support assistants, so that only pupils with statements of special educational need can be supported. They do not have strong enough links with departments to be able to help teachers plan to meet learning needs. The system of withdrawal, involving the co-ordinator and two support teachers, cannot be evaluated because assessments are not being efficiently recorded or analysed.
69. Leadership and management of the whole-school provision for gifted and talented pupils are very good. Identified pupils are provided with a very wide range of opportunities and encouraged to participate. All pupils are given IEPs, targets are set, and their progress is tracked by the co-ordinator, and in departments where the provision is significant, such as physical education, many special events are arranged both in school and externally. For example a group of 20 pupils attends Brunel University to be taught sciences and critical thinking. Other university trips are arranged. Management of provision for gifted and talented pupils in departments is more inconsistent. It is good in drama, history and modern languages. It is weakest in mathematics and geography, where opportunities are missed.
70. There is good leadership and management of the department of English as an additional language enabling good support for pupils at an early stage of learning the language. Support for those at a later stage is more diluted. There is a detailed evaluation of past years, and a development plan with clear priorities to make the department more effective. There is good continuing assessment of these pupils to monitor progress with the use of detailed data. Leadership and management of the area of provision for ethnic minorities are very good. Data are detailed and thorough analysis is used as a basis for remedial action.
71. Procedures to introduce and support new teachers to the school are good. Newly qualified teachers are given appropriate guidance and they feel very well supported. During the inspection, however, several of the newly qualified teachers demonstrated insufficient skills at classroom management and were not adequately supported by school systems. The school contributes well to initial teacher training and procedures to support them are all in place
72. The school has made satisfactory progress in introducing work force reforms, although the number of support staff is low, especially in the special educational needs area. Staff development is well managed in that staff can apply for courses, which, as long as they are appropriate, will be approved, and there are good systems for sharing the course content with all staff. Although training can result from performance management, the school is not proactive at targeting staff development towards its priorities such as behaviour management.

After a period of difficulty in recruitment in several subjects, including heads of department, the senior team and governors have been determined to make successful appointments.

73. The school has a good approach to financial management; taking responsibility for all its expenses, notably staff salaries. The governing body has recently established a finance committee in line with audit recommendations. School private funds have not been audited for several years. The surplus in the school's account has been carefully nurtured to pay for much-needed extra sixth form accommodation. A notable feature of the school's management is the establishment of five-year estimates of income and expenditure, enabling very good planning for the future. Best value principles are applied well in the school's approach to managing its resources, purchasing equipment for example. The school provides satisfactory value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	5,454,455	Balance from previous year	687,782
Total expenditure	5,733,442	Balance carried forward to the next	408,795
Expenditure per pupil	4913		

SIXTH FORM

74. Leadership and management of the sixth form are satisfactory overall. Many of the leadership and management systems are shared with the main school. The head of sixth form is actively involved in the curriculum issues for the sixth form and has a good vision for the direction the sixth form must take. Currently, however, as well as leadership responsibilities for the sixth form he has other major responsibilities which restrict his focus on the sixth form – this includes the management of the rapidly growing media studies course. The success of both the sixth form and the media studies courses would be increased by the segregation of these two roles. At present there are two distinct posts of year heads for Year 12 and Year 13 with only limited interaction between the year groups. The school needs to review this structure urgently to help make a more natural progression for pupils to progress from AS courses to A2 courses.
75. As part of the planned development for the sixth form an increased range of vocational courses is being offered for the next academic year and additional accommodation is being made available by modifying the caretaker's house into a sixth form facility.
76. Funding provided for sixth form pupils is used to support the sixth form and there is no subsidising of one part of the school from another. The sixth form is cost effective.

WORK-RELATED LEARNING (WRL)

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

Main strengths and weaknesses

- The school's planning reflects the priority given to developing appropriate courses for pupils.
- The school has carried out a complete audit of departments to confirm work-related content.
- Careers education is provided throughout the school to help pupils prepare effectively for the next stage of education.
- All pupils have the opportunity to carry out a work experience placement.
- There is not a written policy for work-related learning.

COMMENTARY

77. The management of work-related learning is enthusiastically and diligently carried out by the co-ordinator responsible for working with the Connexions service. She has also taken on the careers work in the school, as there is not currently an appointed careers officer. This results in a co-ordinated approach to the programme of careers and work-related learning for which she has received formal training. An audit has been carried out to establish where departments already contribute to work related learning and where opportunities exist for development.
78. All pupils in Year 11 have carried out an effective two-week work experience placement. The target for development is to make all placements appropriate to the Sports College status but many sports shops are reluctant to offer schools any placements. An industry day is planned for Years 7 to 9 based around marketing, which is seen as a valuable early insight into an area of work. Within subjects there are good opportunities to experience the world of work, for example in art through a visiting artist, but there are very few opportunities available within the vocational courses themselves. Whilst the school has a stated aim to increase the range of vocational courses there is not yet a formal policy on work-related learning.
79. The careers advice for pupils fully meets requirements, with all year groups having career guidance. Within Year 7 this is done by collapsing the timetable for one day whilst for other year groups careers education is delivered through the citizenship sessions. The delivery of careers guidance is embedded within the schemes of work for all year groups. Sixth form pupils will also attend a higher education fair.
80. Pupils receive good advice on the next stage of their education through direct guidance from teachers about Year 10 options and interviews with sixth form staff about sixth form courses. External advice is provided by 'Impact Theatre' members who come into school to talk to Years 9 and 11 about their options and by the Connexions service who visit school each week to interview targeted pupils. The Connexions office is also available as a 'drop in centre' at lunch time for pupils in Years 11, 12 and 13 who need information.

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 **satisfactory**.

Main strengths and weaknesses

- Results in the Year 9 statutory tests in 2004 improved, and were above those in similar schools.
- Weaknesses in inexperienced teachers' behaviour management have led to a high level of unsatisfactory lessons.
- Standards in the work seen in Years 10 and 11 are better than the GCSE results suggest.
- The implementation of National Strategy principles is improving teachers' planning and the quality of teaching generally.
- Assessment is not used as well as it could be to drive up standards.

Commentary

81. The 2004 results in the Year 9 statutory tests were below average, an improvement on the previous year's results and above those in similar schools. These results, which have risen in line with the national trend, were better than those in mathematics and science. Standards seen during the inspection confirmed this picture. Pupils show a developing ability to write in a variety of styles, a good understanding of linguistic techniques and, in top sets, produce imaginative interpretations of Shakespeare texts. Many are articulate and forceful speakers in class discussions. In many classes, however, listening skills are poor, and there are inconsistencies in the quality and presentation of written work. There is little evidence of pupils' using ICT to enhance their work in English.
82. GCSE results in English and English literature in 2004 were well below average, lower than in previous years. They reflect a history of interrupted teaching due to staffing difficulties over the past four years. Girls' results were better than boys', but significantly below the average for girls and in relation to their performance in other subjects. Standards seen during the inspection are below average but improving compared with recent results. Some pupils produce high quality narrative and autobiographical writing, with well-controlled handling of stylistic changes. Some note-making is thorough and competent. Many weaker pupils' writing is inaccurate, however, and lacks development in detail.
83. Achievement from below average attainment on entry in Year 7 is satisfactory. Not all pupils with SEN achieve as well as others, mainly because of variability in the quality of teaching and in the quality of support they receive. Not all teachers are successful in matching the work set to pupils' levels of attainment. Most pupils with EAL achieve as well as others, except for those at an early stage of learning English who do not receive the in-class support they need. Gifted and talented pupils achieve in line with their peers. Higher attaining pupils achieve satisfactorily, and pupils from different ethnic groups achieve equally. Although girls perform a little better than boys, there is some underachievement, mainly because many girls are passive learners and reluctant to contribute in class.
84. Teaching and learning are satisfactory overall, taking into account the evidence of pupils' recent work. There is some good and very good teaching, but during the inspection there was a high level of unsatisfactory teaching in the lessons seen. The most successful lessons were characterised by skilled classroom management and a brisk pace, which keeps the momentum of the lesson going. As a result of implementing the National Strategy, pupils know what they should be learning, and lessons are well planned with a variety of activities.

Teachers' enthusiasm and the good classroom relationships fostered by teachers help to motivate pupils. The unsatisfactory lessons are mainly given by inexperienced teachers struggling to manage some very challenging behaviour. Though support for newly qualified teachers is provided, its effect is not always sustained. The quality of marking is inconsistent. Although most is detailed and helpful, targets are not always sufficiently clear, and a significant proportion of pupils in Years 7 and 8 do not know their levels of attainment. Assessment is not being used as well as it should to drive up standards.

85. Pupils' attitudes are satisfactory, but not their behaviour. While most pupils want to do well, a significant minority is poorly motivated. This shows in unfinished work in pupils' books and poor behaviour that frequently disrupts the learning of others. There is an unacceptable level of calling out, of talking while the teacher is talking, and a disregard for the teacher's instructions and procedures.
86. Leadership and management are both satisfactory. The head of department, a relatively recent appointment, has started to create a stable team of staff after four years of considerable staffing turbulence and loss of morale. The departmental improvement plan has appropriate priorities, including the development of ICT in the English curriculum. Management shows a conscientious approach, but there has been little opportunity to exercise any strategic vision up to now. The head of department has been preoccupied for a long time with a demanding 'caretaking' role. The high proportion of inexperienced teachers on the staff and the lack of post-holders with responsibilities in English add to the administrative burden.
87. Improvement since the previous inspection is satisfactory. Successful measures have been put in place to encourage reading for pleasure. Basic errors in spelling and punctuation still occur, but the implementation of the National Strategy has helped to bring about improvement. New schemes of work have been written and are being piloted. Standards have not yet risen to the levels of the previous inspection, but the decline in Years 7 to 9 has been halted.

Language and literacy across the curriculum

88. Standards of literacy are below average overall. Oral skills are good in history and drama, but there are weaknesses, especially in listening, in many other subjects. In most subjects, reading standards are adequate for the curriculum's requirements, although information retrieval is weak in art. Writing is inaccurate in many subjects, but standards are better in history, where pupils write at length and make notes effectively. Standards of presentation are poor in art and English.
89. The extent to which different departments support the development of literacy varies considerably. A strong emphasis on literacy permeates work in history; while there are also strengths in geography, English, religious education and modern languages. At present there is no Literacy Co-ordinator to promote further development across the school, and to manage and monitor the effectiveness of the literacy lessons being given to all pupils in Year 7.

Modern foreign languages

Currently all pupils begin Spanish in Year 7, and will be able to continue with it to the end of Year 11. French has been the first foreign language, but is no longer offered in Year 7.

Spanish and French

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

Main strengths and weaknesses

- Teachers give pupils varied activities in the classroom.
- The head of department has a very clear vision for future developments.
- Teachers take pupils on visits to Spain so that pupils can use the language.
- Some teachers need to use the foreign language more in the classroom.
- Pupils do not check their written work carefully enough to avoid basic errors.

Commentary

90. Attainment based on teachers' assessments at the end of Year 9 was below national average standards in Spanish in 2004. These pupils learned French in Year 7 and only had one lesson per week of Spanish in Year 8; this gave them only half the usual learning time by the end of Year 9. In comparison with national standards, French and Spanish GCSE results were well above average in 2003 and 2004. They were above most other subjects in the school in 2003 and 2004 in both languages.
91. Overall, standards in the lessons seen show pupils working at national average standards in Spanish in Year 9, and above average in Year 11 in French. In both languages, pupils are stronger in listening, writing and reading than in speaking. Overall, there is a satisfactory amount of written exercises and sustained writing in both languages: however, pupils make unnecessary errors in grammar and spelling, preventing them from achieving higher standards. Most pupils, including the higher attainers and those with learning difficulties, achieve well and make good progress in lessons throughout the school.
92. The overall quality of teaching in both Spanish and French is good. It is very good in Years 10 and 11. Teachers are proficient in both foreign languages and have good accents. They use French and Spanish well for parts of the lesson to develop pupils' listening skills. Most use a little English to check understanding or explain grammatical points, but sometimes they use English too much. They plan a well-organised sequence of activities, which involve the pupils in their learning. Teachers manage classes well, and give pupils a variety of experiences in the classroom. They provide challenging tasks for the higher attainers, and give support to those with learning difficulties.
93. The quality of teaching ensures that the vast majority of pupils behave well, although a few pupils find it difficult to concentrate sufficiently. They show interest in their work, sustain their concentration, and develop good study skills. Many pupils show an obvious sense of enjoyment in lessons. They work well in pairs and groups, and sometimes have opportunities to use their initiative in creating role-plays and working independently. Pupils are given National Curriculum grades in Years 7 to 9 and GCSE grades in Years 10 and 11. They know what they need to do to improve.
94. Leadership and management are very good: the head of department is developing a strong team. Teachers take pupils on visits to Spain so that pupils can use the language. All languages rooms need blinds so that equipment can be used effectively. There has been very good progress since the previous report: standards, teaching, learning and departmental management have improved, and extra resources have been provided.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Teaching is unsatisfactory and weak planning results in unsatisfactory achievement.
- Teachers have good knowledge of their subject, which enables good discussion to take place with some well-motivated pupils.

- Provision for pupils with special educational needs is unsatisfactory.
- Poor punctuality and attendance have an adverse impact on some pupils' learning.
- The inability to recruit a subject leader until now has had a negative effect on provision.

Commentary

95. In the 2004 statutory tests for Year 9 pupils, standards were well below national averages and well below those found in similar schools. Results improved on the previous year's figures but the test results for 2004 show that pupils, including the more able, are not attaining the standards of which they are capable. Standards of Year 9 work seen in lessons during the inspection, and in pupils' books, are below national expectations.
96. The GCSE mathematics results for Year 11 pupils in 2004 were well below the national average. Girls performed better than the boys in the school but they are still well below the performance of girls nationally. The proportion of entrants attaining A*-G grades is higher than the national figure. Some of the more able pupils do attain the top GCSE grades (A*/A), but fewer than expected compared to national averages. There is a falling trend in the percentage of pupils attaining A*-C grades.
97. Standards seen in Year 11 are below average. Achievement is unsatisfactory by the end of Year 9, and also by the end of Year 11. A significant proportion of pupils of all abilities are not making the progress of which they are capable. Pupils with special educational needs make unsatisfactory progress in mathematics and are not receiving appropriate support. Pupils who have English as an additional language make unsatisfactory progress because planning is not sufficient for their needs. Those from different ethnic groups achieve in line with others. Achievement of gifted and talented pupils is better than others' because opportunities outside the classroom, such as master classes, are provided.
98. The overall quality of learning and teaching is unsatisfactory. A high proportion of unsatisfactory teaching was seen during the inspection. The best lessons share a sense of purpose, with learning objectives made clear. Some teachers convey their good subject knowledge with enthusiasm. Management is generally secure but class routines are not always well established. Behaviour of pupils is variable and a small minority are easily distracted and cause disruption. Poor punctuality and attendance are impacting adversely on some pupils' learning. The National Strategy is not well established or implemented. There are few examples of collaboration or investigative work. The assessment of pupils' work through marking and testing is generally satisfactory but clear guidance is not always given so that pupils know what they have to do to improve their work. Insufficient use is made of computers by pupils to support their learning. Planning to meet the needs of pupils with special educational and other individual needs is unsatisfactory.
99. Leadership and management of the subject are unsatisfactory. Because of great difficulties in recruitment there has been an acting head of department for over two years. During this substantial period of time not enough has been done to move the subject forward. While some progress has been made, including the deployment of experienced teachers to teach a couple of Year 11 classes, overall there is no robust strategy to raise standards.
100. Improvement since the last inspection is unsatisfactory. Standards were identified as a key issue for the school. They have not risen enough by the age of 14 and have actually fallen by the age of 16. Pupils no longer make 'good' progress. There are still some unsatisfactory aspects in the quality of teaching, including in the use of computers and in paired/group work. Other aspects of provision have worsened, including the accommodation, the response of pupils and the leadership of the subject, although a new head of department is, at last, due to take up post shortly.

Mathematics across the curriculum

101. There is no clear strategy to develop numeracy across the school. The issue has not received appropriate attention. Very little staff training on numeracy across the curriculum has taken place. Some subject teachers are not fully aware of the contribution they can make to the development of pupils' standards of mathematics and numeracy.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Marking and commentary in notebooks are good, allowing pupils to know how well they are progressing
- Teachers have a strong commitment to raise standards, especially those of boys at GCSE.
- Pupils' learning is enhanced by good technical support.
- The ends of some lessons are too rushed, depriving pupils of the opportunity for proper consolidation.
- Limited access to ICT reduces pupils' learning of experimental and recording skills in practical work.
- Lack of extra-curricular opportunities restricts pupils' wider understanding of the subject.
- Pupils' understanding of how and what they need to do to raise their level of achievement is not strong enough.

Commentary

102. Standards on entry are below average. Results in statutory tests in 2004 showed that, by the end of Year 9, standards were well below average overall, but below average in similar schools. Achievement is satisfactory and performance at the end of Year 9 has improved over the last three years, slightly ahead of the national trend. This is due to improvement in pupils' ability to interpret examination questions, a feature criticised in the last report. Standards seen in Year 9 are below average. In a Year 7 class studying cells, the majority of pupils were able to handle microscopes correctly, but were challenged to retain their concentration and apply themselves effectively. By Year 9, higher attaining pupils are able to apply analytical and predictive skills to a study of why the growth of plants is related to the acidity of soil. They are able to present their conclusions in extended pieces of writing. Middle and lower attaining pupils carrying out the same exercise had difficulty in engaging in class discussion due to their poor factual recall and lack of confidence. Gifted and talented pupils often achieve well. Good extension work and challenging problems are often devised. Those with English as an additional language achieve satisfactorily. However, the lack of teaching support means that the achievement of special needs pupils is not as good as it ought to be.

103. Standards at the end of Year 11 are below average both at double award and single award GCSE. Overall, results have deteriorated over the last two years, but this reflects the increasing proportion of pupils sitting the more challenging double award. Achievement is satisfactory overall. Year 11 pupils studying the periodic table were able to make good predictions about atomic structure and reactivity from their prior knowledge, but had difficulty expressing themselves both orally and in writing. Higher attainers show good practical skills in their coursework, but all pupils have difficulty in analysing and evaluating their results. Middle and lower attainers show poor attitudes towards their work through a culture of very poor punctuality at the start of lessons. An above-average level of absenteeism, which lowers any chance to improve standards, compounds this problem.

104. Teaching and learning are satisfactory. Teachers are committed to raising standards, particularly amongst boys at GCSE. Teachers' knowledge is good; they make good use of visual aids, including interactive whiteboards, and drive along the pace of lessons. They know

how their pupils are progressing. Lesson plans, however, are often too ambitious, leaving insufficient time at the end to consolidate the content of the lesson and ensure that pupils' understanding is satisfactory. In some lessons, lack of attention paid to the low concentration spans of middle and lower attaining pupils results in significant disruption from disengaged pupils. Pupils are not enabled to make sufficient use of ICT in their work. This is partly due to a shortage of data-logging equipment. Marking and assessment are good. Teachers' commentary is positive and pupils know how they are progressing. However, more needs to be done to ensure that pupils understand how to improve their subject learning and raise standards. Pupils achieve best when lessons consist of a variety of activities that match ability and do not over-stretch concentration spans.

105. Accommodation is good, with four new laboratories since the last inspection; these provide a particularly good learning environment. Resources are satisfactory, but the head of department is aware that data-logging facilities are inadequate and that much equipment will need replacing. At present, pupils lack the opportunity to explore the subject more widely. While booster and revision classes provide the only extra-curricular activity, there are plans to organise visits and set up a science club involving sixth-formers as assistants. Links with primary schools are poor, but steps are being taken to improve these so that transfer from primary schools is consistent. Science is at a disadvantage compared with mathematics and English in allocation of time in Years 7 to 9, and the current sixty-five minute periods exacerbate class management difficulties. An experienced technician and her assistant provide good support to the teaching.
106. Leadership and management are satisfactory. The head of department is a good role model and is committed to raising standards. He has clear ideas of areas that require developing, and has begun a review of schemes of work. Regular monitoring of teaching takes place and good teaching practice is disseminated through departmental meetings. There are good opportunities for personal development for all members of the department. Records of assessment on the departmental data-base are complete, but further work needs to be done to make efficient analysis and forecasting possible. Improvement since the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Most pupils achieve well in Years 8 and 9 from very low standards on entry to the school and a late start to the course in Year 8.
- Poor behaviour in some classes detracts from learning in Year 7 to 9.
- Pupils are not required to think enough for themselves in their use of computers.
- Very good resources are used well used by ICT teachers.
- Achievement of pupils with special educational needs is unsatisfactory.
- Teachers and the support assistants work well together to help pupils learn.
- ICT is not consistently used in other subjects of the curriculum.

Commentary

107. Results in the GNVQ intermediate IT examination in 2004 were well below national average, but in line with results in the pupils' other subjects. This is, nevertheless, an improvement on previous years, as pupils have now been given opportunities to learn ICT in Years 8 and 9.
108. Standards seen are below expectation in Year 9 and Year 11. Pupils achieve well in Years 8 and 9 in comparison with very low standards on entry to the school, especially as they have had no ICT lessons in Year 7 and so their starting point is Year 8. Achievement in Years 10 and 11 is satisfactory. Achievement of pupils with special educational needs is unsatisfactory,

due to lack of appropriate tasks, although support assistants provide valuable help for the weakest individuals. Those who speak English as an additional language achieve to the same extent as other pupils as a result of good support. Gifted and talented pupils often achieve well because challenging tasks are devised and additional opportunities outside the normal curriculum are provided. There is no difference seen between the achievement of boys and girls.

109. Teaching is satisfactory on the whole, leading to satisfactory learning. In some lessons it is good. Teachers plan well in accordance with relevant objectives and give clear explanations at the start of lessons. They use topics designed to appeal to the pupils' interests. Teachers support individual pupils very well by explaining or asking questions. Unacceptable behaviour is poorly managed in some lessons, however, and this slows learning as it distracts pupils, preventing teachers from explaining key points. Pupils enjoy practical sessions but are not always required to think enough for themselves in explaining their actions. Teachers make good use of high quality equipment but during the inspection could not prevent pupils in almost every class browsing on the Internet rather than following the lesson. Teachers mark work regularly but not all give useful points for improvement. They do, however, run extra sessions to support examination candidates, thus raising their achievement.
110. Leadership and management of ICT in the main school are both satisfactory. The head of department has introduced courses that are increasingly meeting all pupils' needs. Good analysis is carried out to evaluate the impact of the teaching on learning to inform future development. She knows her department well through thorough monitoring of teaching. However in a department where the majority of the teachers are specialists in other subjects, there is not enough sharing of good techniques to improve all teaching to the standard of the best. Nevertheless, improvement since the last inspection has been good overall, with very good recent improvement in equipment and the introduction of courses to meet statutory requirements.

Information and communication technology across the curriculum

111. The use of ICT across the curriculum is unsatisfactory, although there have been improvements since the last inspection in the availability of equipment and the expertise of teachers. The school has trained staff and provided equipment but does not analyse the use of ICT to help learning. Where pupils use ICT in their other subjects they usually have enough capability to meet the needs of the task, with the exception of the use of formulae in spreadsheets during a business studies lesson. Teachers use electronic whiteboards well for demonstration and to organise lessons ICT is used well in music, religious education, Spanish, business studies and history, but opportunities are missed in English, mathematics, science, geography and art. Pupils with special educational needs use specialist software effectively to help their literacy and numeracy.

HUMANITIES

Religious education was inspected under Section 23 of the 1996 Education Act. This was undertaken by the Westminster Diocese.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- GCSE results are below national averages.
- Teachers are making increasing use of the interactive whiteboards.
- Schemes of work are incomplete, which leads to inconsistencies in the teaching and learning.
- Only a small number of pupils choose to study geography at GCSE.

Commentary

112. Although in 2004 the number of pupils achieving grades A*-C improved significantly, the results at GCSE were below national expectations.
113. The attainment of pupils on entry to the school is below average, with many having a limited knowledge of place. The standards seen in lessons throughout the school are still below national averages, which means that achievement overall is satisfactory. There is little difference between the achievement of boys and girls but the higher achieving pupils are not stretched sufficiently and, as a result, their achievement is not as good. Pupils with SEN do not achieve as well as they should because teachers have insufficient knowledge of their needs.
114. Geography was an issue at the last inspection. Teaching and learning are now satisfactory. Schemes of work have been developed for Years 7 to 9 but are not present for the rest of the school. Pupils are able to write in extended passages due to the emphasis placed on developing literacy through geography. Two of the rooms had a very good wall display concerning the Amazon rainforest and, in one lesson, pupils benefited from the teacher's personal experience of farming in the Amazon forest. As a result, they were able to describe and explain well both the rainforest and the process of shifting cultivation. Teaching is often too teacher-directed, with little enquiry or investigative work and there is insufficient differentiation of tasks to challenge the more able or to ensure access by pupils with special needs. In a number of lessons there was a high level of noise, which was not always well managed by teachers.
115. Books are marked well, with constructive comments, some of which provide pupils with targets for improvement; however, there is insufficient use made of the attainment level descriptors or of GCSE grades to inform and to motivate pupils. Although there is good use made by teachers of the interactive whiteboards to support teaching, there are few opportunities for pupils to learn from or to use ICT in lessons.
116. There have been a number of difficulties recruiting teachers and a head of department, and leadership and management are unsatisfactory. This is because some schemes of work are not present and the number of pupils opting to follow the GCSE course is low and falling. Although a start has been made in reviewing the work of the department, there is no coherent programme of work sampling or of lesson observation. Little use is made of pupil data to track progress and the results have not been fully analysed by gender or ethnicity.
117. Improvement since the last inspection is unsatisfactory because results are still below national expectations and there is insufficient use made of either enquiry work or ICT in lessons. Leadership and management are also still unsatisfactory. The staff do, however, work much better as a team, now supporting each other and sharing ideas.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in their GCSE years.
- Pupils' learning is very well supported by the department's work.
- There are insufficient opportunities for pupils to use computers in lessons.
- Pupils respond positively to high expectations.

Commentary

118. The proportion of candidates gaining grades A* to C in the 2004 GCSE examinations was close to average and similar to preceding years. Unusually in 2004 girls' results were significantly above those of their counterparts nationally, whereas boys' results were significantly below.
119. Standards seen in Year 9 were below expectations. However, as pupils enter the school with limited historical knowledge and well below average literacy standards, all pupils make good progress. The department has rightly placed great emphasis upon improving literacy and this is reflected in pupils' work. Pupils select and deploy information well from a range of evidence and many complete good quality extended writing in a variety of genres. Their source-handling and analysis skills are less well developed.
120. In Year 11 standards of work seen during the inspection are in line with expectations. Pupils achieve very well and, as in earlier years, there are no significant variations in the achievement of different ability levels, boys and girls, or pupils with special educational needs and/or English as an additional language. Pupils acquire detailed knowledge and understanding about varied aspects of modern history such as the struggle for Indian independence and the war in Vietnam. They compare and analyse sources well but do not routinely evaluate how provenance affects the reliability or usefulness of a source. Restricted access to computers limits the development of pupils' IT skills in all years.
121. Teaching is very good, so pupils learn very well, especially in the GCSE years. Very skilled and consistent classroom management sets high expectations, so misbehaviour does not interfere with learning. Lessons are very well planned with resources, which are suitably modified to be accessible to all ability groups, although, on occasion, the lack of support staff has an impact on the learning of pupils with special educational needs. A very significant contribution to pupils' achievement is the department's work on supporting literacy through the use of writing frames, comprehensive displays of subject-specific terminology and clear guidance on structuring extended writing. There is also a very clear focus in teaching and learning on the acquisition of the necessary skills to meet examination requirements, which is greatly assisted by the well attended Easter and after-school booster and revision classes. There is scope, however, for greater consistency in the correction of errors in spelling and grammar.
122. The subject benefits from excellent leadership and very good management. The head of department has a clear vision for further improvement and has worked hard to set up an assessment database, which will help to raise attainment. She is supported by a very strong team who collaborate closely but there is scope for more formal monitoring and evaluation of teaching and learning with regard to issues such as the quality and consistency of marking. Improvement since the last inspection has been good. Although the quality of accommodation has improved, pupils' access to computers still remains an issue.

DESIGN AND TECHNOLOGY

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

Main strengths and weaknesses

- Neither food technology nor textiles or other compliant materials is taught sufficiently to meet, the legal requirement of the National Curriculum in Years 7 to 9.
- Good leadership and management result in a forward-looking department and strong teamwork.
- The inadequate time allocated to the subject in Years 7 to 9 affects the standards attained.
- Visits in the good vocational course considerably extend pupils' awareness of the subject in the real world.

COMMENTARY

123. Standards attained in the 2004 GCSE examinations were very low, and had declined since 2003. Standards reached in the 2004 Year 9 teacher assessments were also very low. Standards seen match these results. When pupils enter the school, they have very low standards, as their experience of the subject is very limited. They have no understanding of the design process, and have poor drawing and presentation skills. Only the most able make good progress, and many in Year 11 still have poor presentation skills and produce a minimal quantity of work. There have been severe staffing problems, which have affected all years, and the amount of time available to Years 7 to 9 is less than given nationally. These factors have contributed to the very low standards. However, achievement overall is satisfactory, and this is due to the good teaching. Pupils who have English as an additional language and those with special educational needs do not receive specific in-class support. Although teachers recognise and support these pupils, their progress is less than the progress of other pupils.
124. The quality of teaching is good overall, based on secure subject knowledge. All teachers make the introduction to the lesson fascinating by using relevant resources. This holds pupils' interest. Their total involvement and relevant questioning show this, and pupils therefore learn well. Workshop practices are well established, and this is shown by the confidence with which pupils use equipment and tools safely. Questioning is probing to make pupils think and therefore learn. In a very good lesson, the teacher's enthusiasm for the subject transferred to pupils, who responded with a desire to learn and to achieve well. A poor lesson was the result of poor behaviour management, and this resulted in very little learning. Many pupils, even when they behave well in lessons, have a poor attitude to learning, do not always do homework, and do not take advantage of the willingness of teachers to give their time outside the taught day.
125. Leadership and management are good. The department has had considerable staff problems, and this has put tremendous pressure on the head of department and the other long-standing member of staff. Even with these pressures, a new vocational course, the double award manufacturing, has been successfully introduced. The visits undertaken have been of tremendous benefit to those pupils, and to those who are gifted and talented who joined the group. Assessment is very good in Years 10 and 11, and satisfactory in Years 7 to 9. A very good system has been introduced in Year 7, which has yet to be introduced to other years. Improvement since the time of the last report is unsatisfactory, as the National Curriculum was then fully delivered. However, the delivery of computer-aided design and manufacture, also electronics, has now improved.
126. The provision for design and technology is unsatisfactory because it does not meet National Curriculum statutory requirements for Years 7 to 9. Neither food technology nor textiles is taught, nor is there the accommodation or resources to support these subjects. Although work is carried out in art and design using media such as clay, this is not sufficient to meet the design and technology criteria and requirements for pupils to work with compliant materials.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- Support and guidance for individual pupils in Years 10 and 11 enables them to achieve satisfactorily.

- Teaching in Years 7 to 9 does not always maintain pupils' interest, progress is slow and some misbehaviour occurs.
- Leadership and management are unsatisfactory.
- Gifted and talented pupils are underachieving.

Commentary

127. GCSE results were well below average in 2004; boys' attainment was far lower than girls' and far lower than boys' nationally. GCSE applied art was taken for the first time in 2004; results were also well below average. GCSE results have been below the national average in preceding years.
128. Below average standards are achieved in Year 9. Pupils are familiar with the work of several art movements and artists but their sketchbooks show insufficient evidence of independent research. Pupils with special educational needs and English as an additional language achieve satisfactorily but most pupils, including the gifted and talented, underachieve. Standards are below average in Year 11; this represents satisfactory achievement in relation to pupils' prior attainment and attainment has improved from the disappointing 2003 GCSE results. Most pupils have studied the work of several artists to a reasonable depth. Some thoughtful evaluation work has been undertaken but the standard of literacy is low. Most pupils are too dependent on images they have derived from photographs or reproductions rather than from direct observation. Some applied art pupils have completed insufficient work and their research is weak.
129. Teaching and learning are satisfactory in Years 10 and 11, where individual encouragement and support enable pupils to progress satisfactorily. For example, very attentive and encouraging teaching enabled Year 11 applied art pupils to confidently begin a sculpture based on the work of Francis Bacon. In Years 7 to 9 teaching and learning are unsatisfactory. Pupils sometimes present challenging behaviour which teaching does not effectively manage. Pupils often talk about irrelevant matters as they work; this is not always sufficiently challenged by teachers, the noise level rises, other pupils find it increasingly difficult to concentrate and progress becomes very slow. Eventually, misbehaviour occurs and teachers have to raise their voices to establish order.
130. Leadership and management are unsatisfactory. Under new management, progress has been made but a consistently satisfactory quality of education has not been achieved. The Year 7 to 9 curriculum is broad and balanced and is planned adequately. Year 10 and 11 planning is weak, extended projects have not been sufficiently structured to enable pupils to maintain their involvement; this is particularly so for the applied art course. Marking is unsatisfactory overall; though some informative comments are made in pupils' sketchbooks, some are perfunctory and unhelpful. Year 9 end-of-key-stage teacher assessments are far too generous. Good practice in pupils' self-evaluation has been introduced but insufficient use is made of data analysis to identify and address underachievement. Staff have not attended enough training courses to support GCSE applied art or National Curriculum assessment. Monitoring arrangements have not been effective in ensuring at least satisfactory teaching throughout the department. Improvement since the last inspection has been unsatisfactory.

Drama

Provision in drama is **very good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 11, having been well below on entry to the school.
- Pupils achieve very well as a result of very good teaching and a high level of enjoyment of the subject.

- Speaking and listening skills are developed well in the subject.
- Very good leadership and management have had a major impact on the success of the department.
- Accommodation for drama is inadequate

Commentary

131. Drama is taught to all pupils in Years 7 to 9 and there is a GCSE option and a newly introduced GNVQ course in Year 10. Standards are well below the national average when pupils enter the school. By the end of Year 9, they are average. This very good achievement continues through Years 10 and 11. In 2004, GCSE results were well above the national average and almost all pupils did much better in drama than in their other subjects. Girls' results were very high. Two out of every five pupils took GCSE drama; this is well over twice the national figure.
132. Standards seen in Years 7-9 are average and those in Years 10-11 above average. Overall standards in examination classes are depressed by weak writing skills. Pupils' performance work progresses rapidly because of very good teaching and their own enjoyment of the subject. In Years 7 to 9, all pupils' speaking and listening skills are developed well in their weekly lessons and the subject makes a very significant contribution to their social awareness. Pupils quickly learn that drama is not a recreational subject and have opportunities to develop their skills in communication, team-working, self-discipline, trust, confidence and creativity in all lessons. Generally, girls apply themselves better than boys, are less self-conscious and more strongly motivated. Very good curriculum links with English and history, drama clubs, school performances and theatre visits provide wide enrichment and performance opportunities for all pupils.
133. Overall, teaching is very good. It is well planned and challenging. Teachers regularly share assessment information with pupils and thoroughly involve them in discussing and evaluating their work. They have very good subject knowledge and devote a considerable amount of time outside the classroom to helping their pupils.
134. Leadership and management are very good. The department has just introduced a vocational performing arts course into Year 10 and the large number of pupils choosing this and the GCSE drama course reflects the outstanding popularity of the subject. However, the department has become a victim of its own success. Its recent growth has meant that there is no longer enough suitable specialist accommodation for all classes. Although drama was not inspected in depth on this occasion, there is strong evidence that improvement since the previous inspection is very good.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- ICT is used very effectively to engage the pupils and help them in composing.
- The teachers have very good subject knowledge and musical skills, which they use to illustrate their explanations.
- There is insufficient time allocated to music in Years 7 to 9; this particularly affects notation standards.
- Very few pupils are taking instrumental lessons, which affects GCSE attainment and extra-curricular activities.

Commentary

135. GCSE results for 2004 were well below average, with a high proportion of pupils ungraded. The main reasons for this were not completing coursework and not attending for the examination. In work seen in Years 7 and 8, standards are below average. The pupils sing well but have difficulty in reading musical notation. When composing, they can create effective textures and rhythm patterns, using ICT well to help them, but are unable to create extended melodies. There is no GCSE group in Year 11. In Year 10 standards are below average. Notation skills are weak; the absence of music in the Year 9 curriculum means that the pupils lack the necessary experience, particularly as none of the pupils take instrumental lessons. There is very good use of ICT in the pupils' compositions but a lack of melodic invention.
136. Pupils enter the school with well below average standards and do well to attain below average standards by Year 8. In Year 10 they do as well as can be expected, taking account of their starting level and the absence of music in Year 9. There are no significant differences in the achievement of boys and girls or different ethnic groups. All attainment groups achieve equally well, including pupils with special needs and those for whom English is an additional language. The latter profit from the strong emphasis on practical work.
137. Teaching and learning are good in Years 7 and 8 and satisfactory in Year 10. The teachers have very good subject knowledge and use it well to engage the pupils. Planning is good overall but needs more detailed structuring in Year 10 to ensure progress and good use of time. ICT is very well used and enables all groups to be very well integrated into the activities, as does the good level of individual attention during practical work. Time is not always used effectively and explanations, though clear, sometimes go on for too long. Pupils collaborate well in paired work and work productively. Marking is regular but often cursory and lacking in detail. It is linked to National Curriculum levels. Homework is insufficiently used in Years 7 and 8.
138. Leadership and management are satisfactory. The leadership is new and has done much in a short time in spite of severe staffing problems; however, curriculum planning is still insufficiently structured and operational systems lack consistency. Instrumental teaching is practically nonexistent and this limits the range of extra-curricular activities, although choir and productions flourish. Improvement since the last inspection is satisfactory. Staffing difficulties have hampered improvement and affected results, but progress is now being made and there has been a substantial investment in equipment.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Extra-curricular provision and community links are excellent and this has been recognised by the award of the national 'Sports Mark Gold'.
- Standards in the most recent GCSE examinations were above the national average.
- Pupils' attitudes to learning and their behaviour are good and this is having a positive affect on their learning.
- Pupils are not given enough opportunities to develop their evaluation skills, which are much weaker than their performance in sport.
- The assessment of pupils' learning is not sufficiently secure and assessment information is not well analysed and used to inform teaching and learning.

Commentary

139. In Year 9 the standards seen in lessons are broadly in line with the national average. Year 7 pupils get off to a good start and their good control and co-ordination are well developed in a suitably wide range of activities. The majority of lessons seen in this age group were athletics

lessons and pupils are developing a secure standard of performance in field events. This satisfactory achievement seen in Years 7 to 9 is improved and is good in Years 10 and 11.

140. Standards are above average in Year 10 and average in Year 11 but could be higher and, in the core PE programme, there are not enough opportunities for pupils to plan and evaluate performance. Achievement in both years is good. Older pupils are not sufficiently developing advanced skills and tactics nor are they given enough responsibility to plan games, to coach and to say how games can be improved. A significant exception to this is the Junior Sport Leaders Award, where pupils have the opportunity to coach younger children in the community.
141. Those pupils who undertake the GCSE course make good progress, with the most recent results being above the national average. The present Year 11 GCSE cohort are a much weaker group and standards are below average but they are again well above average in Year 10. Fewer girls choose to take GCSE and the small number who took the exam last year did not do as well as the boys. In previous years their performance has been better than boys' and it is likely to be again in the Year 10 cohort. Sports College status has been most effective in developing community links and the extra-curricular programme, which is excellent. In this programme pupils are given the opportunity to extend what they have learned in lessons and to reach high standards. Many pupils represent their school, county and country in sport. Pupils with special needs are well integrated into lessons and extra-curricular activities and make similar progress to their peers. The extra-curricular programme provides well for the achievement of talented pupils. Pupils' attitudes to learning and behaviour are good and this is having a positive affect on their learning.
142. Teaching and learning are good overall. They are satisfactory in Years 7 to 9 with good teaching in Years 10 and 11 and in girls' lessons. Teachers have very good subject knowledge, most lessons are well organised and pupils respond well, maintaining good levels of physical activity. In most lessons teachers encourage pupils to reflect on what they have learned in the lesson but pupils do this superficially because their evaluation skills have not been sufficiently addressed and their achievement in this element of the National Curriculum is below that expected. Generally these skills were better developed in girls' lessons, for example in triple jump, basketball and trampoline.
143. There are significant weaknesses in the assessment of pupils' learning. In nearly all lessons teachers give a good explanation about the work to be covered but most are not explicit enough about what pupils should achieve by the end of the lesson. Consequently, in many lessons, pupils are not clear about how well they are achieving or what they need to do to improve. New formal assessment procedures have recently been put in place but there are inconsistencies in practice and procedures are not yet embedded to be a useful teaching tool. With the exception of accredited courses such as the GCSE, assessment is mainly subjective. Pupils' fitness is regularly assessed and pupils can monitor and measure their improvements using a computer programme; this is potentially a very positive innovation.
144. Leadership and management overall are good. Both the director of sport and the head of physical education have a clear vision for the involvement of all in sport and are committed to raising standards. The leadership and management of the Sports College initiatives are very good and the leadership and management of the physical education programme are satisfactory. Appropriate areas for development are identified in the Sports College action plan, which has been well evaluated. The department development plan has not identified so well what needs to be improved, particularly in the area of raising standards in teaching and learning. Self-evaluation of the physical education programme is reflective rather than evaluative as there is insufficient attention to the analysis of pupils' attainment and progress and to the formal monitoring of teaching and learning. Since the last inspection satisfactory progress has been made. Generally, strengths have been maintained and the curriculum is in the process of being broadened and made more appropriate.

BUSINESS AND OTHER VOCATIONAL COURSES

Business studies was sampled. Business studies, combined with economics, is a popular GCSE option, and there is a small GNVQ class. Standards in the GCSE course, though well below the national average, show some improvement from poor 2004 results, due to better teaching. The attainment of GNVQ pupils in 2004 was in line with the national average, as half of pupils passed, and achievement was good. Three business lessons were sampled during the inspection. Teaching and learning were satisfactory overall. Good features of teaching included clear lesson objectives, which helped Year 11 pupils produce trading accounts and improve numeracy skills. Teachers' good subject knowledge helps most pupils achieve satisfactorily despite less than adequate accommodation arrangements. Achievement of pupils with SEN was unsatisfactory. One Year 10 lesson was unsatisfactory because pupils in the over-large class could not learn as much as they might as there were insufficient computers.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE) was sampled. Citizenship was inspected in full.

Provision for PSHE within the school is satisfactory. PSHE is well integrated in to the citizenship programme and delivered during dedicated time by tutors and specialist groups from the local community. The arrangements for drugs, sex and relationships education fully meet the statutory requirements and governors review the appropriate policies regularly. Drugs and alcohol misuse education is provided by a specialist team brought in from the local authority, who also provide training on this area for tutors, whilst aspects of sex and relationships education are covered through both the citizenship programme and lessons in science, physical education and religious education. The fitness aspects of health education are also well covered within physical education. In order to support improving relationships, the school has introduced a module of work called 'Conflict Resolution', which deals constructively with the issues of bullying, using the programme of work "Don't suffer in silence". In the more effective lessons, the teacher's commitment and good class management skills mean that the pupils achieve well and attain the expected standards.

Citizenship

Provision in citizenship is **satisfactory**.

Main strengths and weakness

- Leadership is good, leading to the subject's having a high profile in the school.
- Good planning has produced an effective programme of study.
- The involvement of groups from the local community supports learning well.
- There is insufficient monitoring of the teaching and, as a result, some pupils have an inadequate learning experience.

Commentary

145. By the end of Year 9 and Year 11 the standard of work seen is below that expected; however, as pupil attainment on entry is below national expectations, achievement is satisfactory. Pupils have the opportunities to develop a good knowledge and understanding of citizenship and to participate in the running of the school; however, the opportunities for enquiry and communication are less well developed. The higher achieving pupils are not sufficiently stretched; hence their achievement is unsatisfactory.
146. Teams of tutors deliver citizenship, which has led to marked inconsistencies in teaching. A great deal of effort has been put into producing relevant schemes of work, but teaching is varied, with some pupils having an unsatisfactory learning experience. In the better lessons the teachers are committed to citizenship and are able to enthuse their pupils. Where teaching is less successful there is an over-reliance upon worksheets and difficulties in managing pupil behaviour. The procedure for assessing pupils' progress is good: it includes

self-assessment and takes the form of a Citizenship Achievement profile in which pupils' learning is recorded and shared with parents. Teaching and learning overall are therefore satisfactory.

147. There is very good involvement of community agencies to raise awareness of citizenship issues. For example, an active drama production called "One Shot - Guns, Knives and Broken Lives" is delivered to all Year 9 and 10 pupils. Also in Year 10 a significant number of pupils take up the opportunity to be involved in voluntary community service.
148. The school council provides an effective means of encouraging pupils' active participation within the school. Pupils elect members of the council and the council is increasingly being consulted regarding school policies, as well as representing the school, for example during the visit by the Minister of Education for Trinidad and Tobago.
149. Leadership and management of citizenship are good. The implementation of citizenship has been well managed and it has a high profile within the school. There is a clear vision about how citizenship will develop which includes the need for a specialist team of teachers. There is a working party, which is active in developing schemes of work and in reviewing their effectiveness. This represents good practice. A thorough audit of the provision for citizenship has been undertaken which has informed the current programme of study. Although some monitoring takes place, it is insufficient, as it does not include work sampling or lesson observations. Observations during the inspection show that some teachers are not properly delivering the agreed schemes of work. Governors have been fully involved in the development of the citizenship programme and have visited the school to observe lessons. Progress over the last two years has therefore been good.

SUBJECTS AND COURSES IN THE SIXTH FORM

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

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

Level 3 GCE AS level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art & Design	6	50.0	78.3	0	21.6	13.3	28.5
Biology	8	50.0	63.5	0	10.4	12.5	19.8
Business Studies	7	71.4	75.3	0	15.4	20.0	25.7
Chemistry	10	60.0	70.3	10.0	13.2	18.0	23.0
Communication Studies	3	100	87.2	66.7	24.9	50.0	32.8
Drama	3	66.7	86.6	0	19.8	16.7	30.9
English Literature	6	66.7	86.2	0	17.4	16.7	29.7
French	3	66.7	79.8	33.3	19.4	33.3	28.2
Design & Technology	5	60.0	72.6	0	13.9	14.0	24.3
General Studies	5	60.0	73.6	40.0	16.9	28.0	25.5
Geography	3	0	75.5	0	20.4	0	27.0
Mathematics	9	33.3	59.9	0	14.1	8.9	20.5
Music	4	0	79.8	0	16.9	0	27.5
Other Languages	2	100	82.5	0	47.7	25.0	37.8
Other Social Studies	15	33.3	67.8	0	15.1	8.7	23.2
Physics	7	14.3	66.4	0	14.8	4.3	22.4
Religious Studies	2	100	82.2	50.0	26.1	45.0	31.2
Sociology	8	75.0	72.1	12.5	19.6	23.8	25.9
Spanish	6	40.0	26.5	66.7	17.0	40.0	26.5
Sports/PE Studies	2	0	72.2	0	11.8	0	22.8

Level 3 GCE A level and VCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art & Design	7	100	98.3	28.6	50.2	71.4	87.1
Biology	3	66.7	96.6	0	40.0	40.0	79.3
Business Studies	8	62.5	98.9	0	39.4	32.5	81.8
Chemistry	2	100	97.7	0	50.0	40.0	85.7
Media Studies	15	100	99.2	60.0	40.4	92.0	83.5
Drama	10	100	99.6	10.0	42.8	74.0	85.1
English Literature	13	100	99.4	30.8	44.9	75.4	85.5
French	4	100	99.0	25.0	53.1	80.0	88.9

Design and Technology	2	100	97.8	50.0	35.0	90.0	77.9
Geography	1	100	98.8	0	46.4	60.0	85.2
History	10	100	99.0	40.0	45.6	80.0	85.1
ICT	2	100	-	0	-	60.0	-
Mathematics	6	33.3	96.8	0	56.6	20.0	89.5
Other Languages	5	100	97.3	80.0	66.7	108.0	95.6
Other Social Studies	14	100	97.4	21.4	42.5	71.4	81.6
Physics	2	100	96.7	0	45.3	60.0	82.6
Religious Studies	2	100	87.4	100	49.5	100	87.4
Sociology	3	100	98.5	33.3	45.3	86.7	84.6
Sports/PE Studies	1	100	97.8	0	30.9	60.0	75.4
Business VCE	13	15.4	91.6	0	24.1	6.2	67.9
Media: Communication & Prod. VCE	4	75.0	92.5	0	43.0	55.0	79.1
Art & Design VQ	6	83.3	94.8	0	45.3	50.0	82.4
Information Technology VQ	22	72.7	88.3	4.5	26.9	47.7	67.8

ENGLISH, LANGUAGES AND COMMUNICATION

The focus subject was English. Sample lessons were observed in both French and Spanish. The number of students taking modern foreign language courses is small. Teaching and learning were good in French and very good in Spanish.

ENGLISH

Provision in English literature is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Good teaching helps to ensure a good level of recruitment and retention on the course.
- Results at A2 improved in 2004.
- Some students' irregular attendance and unpunctuality affect achievement.
- Many students are reluctant to participate orally.

COMMENTARY

150. Results at A2 level in 2004 were below average, but were an improvement on those in the previous year, which were well below average. There was a much higher proportion of A and B grades. In contrast, the AS level results were well below average, reflecting a lower standard of entry, including some students who had not taken GCSEs in this country. Standards seen during the inspection were below average. Students in Year 12, after initial difficulties coming to terms with the demands of work at this level, are developing their analytical skills well and show a good personal response to literature. Students in Year 13 have a satisfactory level of understanding of key issues in the texts studied. High attaining students are able to explore the subtleties of texts in perceptive detail, but weaker students lack depth of insight. Their essays are not sufficiently detailed and in a few cases show serious weaknesses of expression. Many have a lack of confidence in their own critical judgements, which shows in a marked reluctance to participate orally. As a result, there is a lack of stimulating intellectual discussion at whole-class level.

151. Achievement overall is satisfactory. Entry requirements for the course are low and attainment on entry is below average. Most students improve noticeably as a result of stringent marking

and some challenging teaching. Students with English as an additional language (EAL) are generally not early stage learners and achieve in line with their peers. Even those who fail to attain a pass grade at AS level because of EAL difficulties usually show an improvement in the general standard of their English as a result of diligent application. More girls than boys take the course, so comparisons between them are not statistically valid.

152. The quality of teaching is good, but that of learning is only satisfactory. This is because of the irregular attendance and poor punctuality of some students, which disrupt both the flow of lessons and their continuity. Teachers have a good command of their subject and students benefit from their considerable examination experience. Lessons are well-planned, with effective methodology to help students grasp the key points of the texts being studied. Teachers show a sound understanding of the learning needs of their students and have successfully adapted National Strategy techniques to A2 level teaching. Some very effective lesson openings were observed, with good use made of the interactive whiteboard. Marking varies in both style and quality; the best is very detailed and challenging. Some questioning techniques do not always encourage students to think for themselves, and do not probe for greater depth and precision of thought. In a few lessons, a dull approach fails to stimulate student responses.
153. Leadership and management are satisfactory, as in the main school. Improvement since the last inspection is satisfactory. No issues linked to the sixth form were recorded in the last report. Since then, the department has stabilised after a turbulent few years and results are beginning to improve. Despite all the difficulties, a good level of recruitment and retention of students on the course has been maintained.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

154. Standards of literacy overall are below average and there is uneven development across the curriculum. While students have very good speaking and listening skills in A2 level drama, in many other subjects, such as mathematics, ICT, history, business education and English, limited oral skills inhibit the development of critical thinking. Students develop higher order reading skills in English and reading comprehension is competent in history. Weak basic literacy brings down standards in physical education.

MATHEMATICS

The focus was A level mathematics. The **re-sit GCSE mathematics** course was also inspected. Teaching and learning are satisfactory. The number of students at GCSE grade C is higher than that usually seen on this course.

A level mathematics

Provision in A level mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching is good, so students achieve well.
- Good subject expertise ensures good learning.
- A greater variety of teaching methods is required to improve further students' algebraic skills.
- ICT resources lack appropriate graphical packages.

COMMENTARY

155. Standards were low in the 2004 GCE A2 level examinations. Students who did not earn a grade began their course with too low a level of algebraic skill for success. Results at AS level were well below average in 2004. Standards seen in the inspection in Year 13 are average. Achievement is good, given students' below average levels at the start of their

course. All groups of students achieve equally well. Year 12 students have made a good start to their course.

156. Teaching and learning are good. The strength of the teaching is the good subject expertise of the teachers, providing clear, accurate and precise information from which students learn well. Individual support for students in their learning is very good because student numbers are small and teachers are readily available to support students outside lessons. Teaching methods overall are satisfactory, sometimes lacking the variety required to improve further students' level of algebraic skill, which is a barrier to learning for some students.
157. Leadership and management are satisfactory. The department has been without a permanent key member of staff for two years, inhibiting the development of teaching practices. Some students are accepted on the A2 level course with too low a level of algebraic skill for successful further learning. Resources have improved since the last inspection, although the ICT support for the teaching does not have an appropriate graphical package, restricting the rate of learning. Standards, and the quality of teaching, have been maintained since the last inspection. Improvement overall is satisfactory.

Mathematics across the curriculum

158. The application of mathematics in biology is satisfactory. Standards of mathematics in AS and A2 level ICT are below that normally seen. Key skills are supported satisfactorily but remain a focal point of development for further integration into lessons, in business studies for example.

SCIENCE

The focus subject was biology. One lesson in each of **chemistry** and **physics** was observed. Teaching was satisfactory. Teachers' subject knowledge was good or very good and the excellent relationships between teacher and students promoted satisfactory learning. The pace and structure of both lessons were well matched to students' abilities. Good individual support enhanced students' learning.

Biology

Provision in biology is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Very good staff/student relationships promote effective learning.
- Sound subject knowledge enables teachers to deliver a broad and detailed account of the subject.
- The relatively small amount of laboratory work in the course deprives students of the opportunity to develop basic scientific practical skills.
- The under-developed nature of students' critical faculties and their lack of confidence mean they are unable to engage in effective scientific discussion.
- Students find the transition from GCSE to AS hard.

COMMENTARY

159. Two of the three A2 students achieved satisfactorily in 2004. Achievement and standards were satisfactory in the 2004 AS examination, with over two-thirds of students achieving their target grade in line with national averages. Overall, achievement is satisfactory. The teacher's sound understanding of students' needs resulted in good progress being made in a Year 13 class studying the relationship between the structure and function of chloroplasts. The pace was well adjusted to the ability of the class. Students responded well to the teacher's expectations and every opportunity was taken to test students' understanding of

related topics in preparation for the examination synoptic paper. Students' ability to contribute to class discussion was limited by their lack of confidence and poor command of facts. More practise in the application of knowledge is required if students are to contribute effectively to scientific discussion.

160. Standards of work seen in Year 12 and in Year 13 are in line with students' abilities. Achievement is satisfactory as a result of the commitment of teachers to ensuring that students understand the underlying principles of the subject. This was particularly evident in a class studying DNA and RNA, where students were challenged to predict the relationships between the nucleic acids and protein synthesis. Working with sample examination questions, it was evident that students were finding it hard to complete the detail required at AS level compared with GCSE. Support given to the one EAL student in the class resulted in good achievement. Presentation was satisfactory in samples of work seen, but there were very few examples of ICT use. The amount of practical work is clearly below what would be expected in a sixth form where many students are aiming to study science at higher education.
161. Teaching and learning are satisfactory. Learning is enhanced by the thorough marking and commentary found in students' notebooks and on practice questions. Teaching is effective because student attitudes are very good and teachers are confident in the detail and breadth of their knowledge. This allows the teaching to be relevant and promotes lateral thinking, as was seen in a Year 13 class studying the structure of different carbohydrate molecules. Using their prior knowledge, students were able to suggest links between structure and function of different carbohydrates in living organisms.
162. Satisfactory management and leadership ensure that the department is effective. The school is trying to promote biology by introducing separate GCSE sciences in Year 10. However, teaching is adversely affected by limitations in the timetable, where only two-thirds of lessons represent contact time. While this may provide opportunities to develop independent learning, it severely restricts the amount of practical work that is fundamental to biology in the sixth form. Good technical assistance and adequate resources contribute to satisfactory provision overall. Improvement since the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

AS and A2 level information technology were the focus of the inspection. The school also provides courses in **AVCE**, **GNVQ intermediate**, **GCSE** and **Key Skills information technology**. Attendance at the voluntary key skills course was poor and no students were observed. One lesson was observed of the GNVQ intermediate group in which teaching supported individual students appropriately. Their achievement was satisfactory in relation to their prior attainment. They have good basic skills but their reasoning and expression of ideas is below expected levels. The school provides a GCSE course for sixth form students but no lessons were observed.

Information and communication technology

Provision in information technology is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Achievement is good from a low point of attainment on entry to the course.
- Good teaching based on thorough assessment raises the students' quality of reasoning.
- The school provides a range of courses that meet the needs of all of the students.
- There is a need for more real context for the students' coursework.
- Students' performance in written examinations needs to be improved in line with that of their coursework.

COMMENTARY

163. Results in AS and A2 level in 2003 were below the national average, but a higher proportion passed in the 2004 examinations, although none attained the highest grade. Those who failed A2 level in 2004 were attempting the course in one year. The highest attainers are male, but there is no significant difference between male and female performance.
164. Standards in lessons seen are below expectation in Year 12 but show good achievement by students whose attainment on entry to the course was well below average. Year 13 students' standard is at expected levels and so their achievement is also good. Students with special educational needs achieve very well in relation to their level of literacy; they develop good computer skills although their written descriptions and explanations are weak. Those who speak English as an additional language achieve excellently when compared with their attainment on entry to the course. Males and females achieve equally well with the exception of those whose poor attendance inhibits their progress.
165. This good achievement is the result of good teaching with well-structured explanatory introductions and unit development that prepares students well for independent projects. Teachers give high quality individual guidance based on thorough assessment of standards and needs. Their questions challenge students to work out the way forward for themselves. Students therefore are learning to match their stratagems and outcomes to the requirements of the tasks. They still need to focus on explanation and evaluation rather than description in their written support materials. Staff are trying to improve students' performance in written examinations, which is the main area of weakness. There is a need for more real context for the students' coursework so that they can meet the course criteria more firmly. Students enjoy the subject and work hard.
166. The subject is well led and well managed with forward planning based soundly on very good analysis of strengths and weaknesses. It is well staffed with knowledgeable teachers who work well in collaboration with each other so that the monitoring of performance is a natural part of their planning. The organisation, however, with several courses running in the same class detracts from the time available for each course, as some students are always working without direct teaching.
167. Improvement since the last inspection is good in that the course was introduced and its standards are rising every year.

Information and communication technology across the curriculum

168. Students use information and communication technology independently to support learning in other subjects, with extensive use in business education. They have good access to computers at almost all times to help their research and expression of ideas. Their standards are usually sufficient for the purpose although there is little direct teaching of ICT outside of the subject lessons and business studies lessons.

HUMANITIES

The focus subject was history. One lesson was observed in **government** and **politics** where teaching and learning were very good within a well-managed department.

HISTORY

Provision in history is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Students achieve very well in relation to their attainment on entry.
- Very good teaching underpins students' progress.
- There are too few opportunities for using computers in lessons.
- Students are well supported in their studies.

COMMENTARY

169. In the three most recent years all candidates obtained pass grades at A2 level. There has been some fluctuation in overall results but relatively small numbers magnify variations. Unusually in 2004, overall results were below average, although boys' results were in line with their counterparts nationally and girls' results significantly below. In the previous year overall results were average and boys' were well above.
170. In Year 13 standards of work seen are in line with expectations but, as students' attainment at the start of the course was significantly below the norm, their achievement is very good. They acquire a thorough understanding of the struggle for the leadership of the USSR following Lenin's demise and accurately assess the cost to the people of the Soviet Union of the methods Stalin subsequently employed. Students compile comprehensive notes but their practice of using exercise books, rather than the more usual A4 files, does little to enhance their sense of independence in, and acceptance of responsibility for, their own learning. The reluctance of many in Year 13 to volunteer extended oral contributions to class discussion denies them the opportunity of refining and justifying their opinions and judgements, which are valuable examination skills; Year 12 students are far more forthcoming in this respect. Standards of students are higher in Year 12 than in Year 13 for the stage in the course but these students started with a higher ability level. Achievement is very good.
171. Teaching is very good and enables students to achieve very well. Teachers have very detailed subject knowledge and maintain a clear focus on examination requirements and skills. They share learning objectives which are suitably challenging and lessons are very well planned and structured to meet students' needs. Students' attitudes are clearly positive but too many are somewhat passive and acquiescent and, in some lessons seen, few were energetic and pro-active in furthering their own learning. Classroom relationships, though, are very good and students appreciate the extent and availability of the advice, which teachers have to offer. Work is regularly marked and targets set, and progress is carefully monitored. Access to computers is rarely possible on a class basis, which restricts the opportunities for students to acquire word-processing and research skills.
172. The subject benefits from excellent leadership and very good management. Sixth form teachers work very closely together and support students' learning very well. Students' reluctance to read more widely around the subject could be improved by the provision of more books in the school library. Improvement since the last inspection in many areas has been good, although access to computers remains as an issue.

ENGINEERING, TECHNOLOGY AND MANUFACTURING

There were no focus subjects in this area. One lesson was observed in **design and technology** where teaching and learning were good but some of the students had poor attitudes to the subject, resulting in coursework being behind schedule.

VISUAL AND PERFORMING ARTS AND MEDIA

173. The focus subject was drama and theatre studies. One lesson was seen in **music**, where good teaching with good use of resources ensured real progress as well as good achievement during the lesson. The **A2 level media studies** course is relatively new but recruitment is healthy and results in 2004 were well above average. One Year 12 lesson was sampled. Students responded well to very good, challenging teaching, conducted in a brisk professional manner. Standards were above average.

Drama and theatre studies

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

MAIN STRENGTHS AND WEAKNESSES

- Very good teaching ensures that all students achieve very well.
- High quality drama activities and theatre links provide strong curriculum enrichment.
- Very good leadership and management have brought about very good improvements.
- Unsatisfactory accommodation limits the quality and range of drama activities.

COMMENTARY

174. Standards attained at A2 and AS levels have been below the national average over the past three years but entry numbers have been small. Most students attain higher results in drama than in their other subjects.

175. Overall standards are above average. Writing is average in Year 13: it is above average in Year 12 because these students entered the sixth form with higher GCSE grades. The highest attaining students have good research skills and use the library and the Internet effectively to investigate writers, plays, themes and historical, social and cultural contexts, as well as leading practitioners. Their diaries and notebooks indicate their full awareness of the courses' assessment objectives and, consequently, their writing is usually fluent and carefully analytical, with interpretations fully justified and illustrated. Their planning and story boarding are also very good, as are their devised scripts which display a sound understanding of practitioners such as Artaud, Brecht and Stanislavski. Textual studies and annotation are mature, and discussion and problem-solving skills are very good. Lower attaining students' folders contain insufficient evidence to show their full understanding of the dramatic concepts and conventions which they have studied, or their ability to apply them to their own work. Additionally, they often offer description, rather than careful commentary and analysis properly supported by evidence.

176. Standards of performance are above average in both years. Ensemble, improvisation, creativity and teamwork are very good; and students readily explore concepts and themes together, challenge and support each other, and work quickly and creatively. They use body language, voice, space and levels effectively and can shape and direct performances well. Their ability to evaluate their own and others' performances is assured and brings about immediate improvement. The small size of the all-female Year 13 group sometimes restricts their opportunities for performing, collaborating, interpreting and evaluating a wide range of drama.

177. Students of all abilities and ethnic backgrounds achieve very well because of their strong commitment and enthusiasm, very good teaching and an outstanding programme of enrichment experiences. Achievement is greater in Year 12 than in Year 13 because the former has more secure literacy skills on which to build and also because the larger group collectively produces far more ideas to explore and develop. Students gain valuable practical experience of how the theatre contributes to society through frequent theatre trips, visiting theatre groups, festivals, drama in the community and regular contact with professional actors and directors. Their awareness of citizenship and many social, cultural and spiritual issues is very good, and gained through studying historical and contemporary influences on dramatists and the theatre, and texts which explore moral and ethical issues.
178. Teaching and learning are very good overall. All teachers have very good subject knowledge and high expectations of students. They carefully plan stimulating, challenging and enjoyable lessons and thoroughly involve students in assessment procedures. This high quality teaching inspires and motivates: it promotes confidence, trust, independence and creativity, and also gives students a realistic view of drama. However, there is only one properly equipped drama studio; therefore some lessons are taught in unsuitable rooms. This limits the kinds of activities, which can be practised, and, on occasions, the pace of learning is affected by interruptions and noise from adjoining rooms.
179. Very good leadership and management ensure that this is a dynamic department. Innovation and total commitment, both to high standards and the needs of all students, are at the heart of its success. For example, it plans to introduce a BTEC course to meet the needs of students seeking a course with a vocational emphasis and to build on the newly introduced GNVQ performing arts in Year 10. Development planning is sharp, teaching and students' achievement are well monitored, and communication and teamwork are very strong. Improvement since the previous inspection is very good. Student numbers are rising, the curriculum is expanding and new courses are planned. All teaching is very good, consequently students now achieve very well.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

The focus subject was physical education.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Teachers have good subject knowledge required to teach the advanced courses.
- Poor attendance is having a negative impact on their attainment.
- The course is not suited to the abilities of the present cohort

Commentary

180. In 2004, standards attained in the sport and physical education AS level examinations were low, with only one of four students gaining a pass grade. The one student who was entered for A2 gained a pass grade. Standards are lower than they were at the last inspection. There are no students studying for an A2 at present. Students studying for an AS level show levels of knowledge and understanding, which are well below the national expectations. Poor attendance has an impact on the attainment of students, as does the poor quality of their coursework.
181. Teaching in the lessons seen was satisfactory but lessons were poorly attended and the quality of learning was unsatisfactory in the practical lesson. Students had not developed training programmes to the required standard, which affected the quality of their performance

in the practical lesson. Whilst teaching is satisfactory and teachers have a good knowledge of the subject, they do not always take sufficient account of the low level of the ability of the students and the difficulties they have with independent study. The small number of regular attenders is committed to the course but students are struggling with its demands and working at too low a level. Achievement is unsatisfactory.

182. Leadership and management are satisfactory. Whilst the A2 level course is established, it is not recruiting suitably able students and there is not an appropriate provision for the less academic sixth form student in sport or physical education. During the inspection the school opened a very good quality sports studies section in its library, which should support more independent study. The use of information technology is not well used in the teaching of A2 level in spite of a fitness-testing programme used throughout the school. There is a lack of specialist facilities for the teaching of A2 level.

BUSINESS

The focus was on AVCE and GNVQ (vocational courses) but three **AS/A2** classes were also sampled. Teaching and learning were good and students who attend regularly achieve well. Standards are below course expectations, and well below in Year 12, but are improving.

Business Studies

Provision in business studies is **good**.

Main strengths and weaknesses

- Teaching and learning are well planned, and students who attend regularly achieve well.
- Courses are well led following previous staffing difficulties, which affected examination results.
- Students show good attitudes in lessons and work productively.
- Students are not encouraged to use links with local businesses widely enough to enrich their coursework.

Commentary

183. Standards on GNVQ (intermediate) and AVCE (advanced) business courses are below average overall, but improving from previous poor results. In 2004, A2 and AVCE results were well below the national average, similar to results in 2003. AS level standards improved in 2004 but were below average. Most students achieved satisfactorily when results are compared to their GCSE results on entry. Results in 2004 on the intermediate GNVQ course were below the national average, as students gained mostly pass rather than merit grades, but students achieved well when results are compared to low GCSE results on entry.
184. Improved staffing is helping current students attain higher standards. Though these are below average, students achieve well in lessons and work seen. Year 12 GNVQ students showed a good grasp of the importance of good customer service, but would benefit from links with real businesses to improve inadequate knowledge of business ownership. Year 13 AVCE students were beginning to think critically about leadership styles, and used material from occasional visits to firms well. In Year 12, AVCE students form a Young Enterprise company to market and sell products and learn business principles. There are no timetabled work placements for GNVQ or AVCE students.
185. Teaching and learning are good overall. Lessons featured teachers' good planning and subject expertise, and good relationships with students. Teachers assess students' work regularly, giving constructive feedback, which helps them improve work, achieve well and develop good attitudes. Students of different ethnic groups, male and female, worked well together. Room design did not help all students to participate in group discussion. Several

students found it difficult to explain business concepts clearly because of lower than average levels of literacy. Teachers plan to give students more tasks to develop literacy, numeracy and ICT key skills.

186. The increasing popularity of sixth form business courses is due to good leadership. Several recent staff changes have been managed satisfactorily but current staffing is fully stretched, so some courses do not have enough timetabled lessons. Students' progress is well monitored. Some students' achievement is affected by timetable clashes. The subject was inspected previously and has made satisfactory improvement since. It can improve further with more links with real businesses, including sports businesses, and the use of attainment data to set individual targets for students.

HEALTH AND SOCIAL CARE

No subjects were inspected in this area

PERSONAL DEVELOPMENT AND GENERAL PROGRAMMES

There were no focus subjects in this area. One lesson was seen in **general studies** where the topic was well delivered, teaching and learning were good and students' attitudes were very 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	4	4
How inclusive the school is		4
How the school's effectiveness has changed since its last inspection	4	5
Cost effectiveness of the sixth form / value for money provided by the school	4	4
Overall standards achieved		4
Pupils' achievement	3	4
Pupils' attitudes, values and other personal qualities (ethos)		3
Attendance	6	5
Attitudes	4	4
Behaviour, including the extent of exclusions	3	5
Pupils' spiritual, moral, social and cultural development		3
The quality of education provided by the school		4
The quality of teaching	3	5
How well pupils learn	3	5
The quality of assessment	3	4
How well the curriculum meets pupils needs	4	4
Enrichment of the curriculum, including out-of-school activities		2
Accommodation and resources	4	4
Pupils' care, welfare, health and safety		3
Support, advice and guidance for pupils	3	3
How well the school seeks and acts on pupils' views	3	4
The effectiveness of the school's links with parents		4
The quality of the school's links with the community	3	3
The school's links with other schools and colleges	3	2
The leadership and management of the school		4
The governance of the school	4	4
The leadership of the headteacher		3

The leadership of other key staff	4	4
The effectiveness of management	4	4

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