

INSPECTION REPORT

BOSTON GRAMMAR SCHOOL

Boston

LEA area: Lincolnshire

Unique reference number: 120720

Headteacher: Mr John Neal

Lead inspector: Dr David Benstock

Dates of inspection: 11th – 14th October 2004

Inspection number: 268953

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Grammar (Selective)
School category:	Foundation
Age range of students:	11 – 18
Gender of students:	Male
Number on roll:	652
School address:	South End Boston Lincolnshire
Postcode:	PE21 6JY
Telephone number:	01205 366444
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Appropriate authority:	The Governing Body
Name of chair of governors:	Peter J Jordan OBE
Date of previous inspection:	17 th May 1999

CHARACTERISTICS OF THE SCHOOL

Boston Grammar School is an 11-18 boys' selective school, although girls are admitted into the sixth form. It is below average size. The number on roll is around 650, of which 160 are in the sixth form. The number of students who leave or join the school at other than the usual time is about average. It is situated centrally in the town of Boston, in Lincolnshire, and the school draws students mainly from Boston itself and surrounding villages. Entry to the school is on the basis of success in an 11+ test but also a significant number are admitted on the recommendation of the primary school. It has been awarded the status of Specialist Technology College, jointly with a partner secondary school, Sportsmark in 2003 and the School Achievement Award in 2002. The socio-economic background of students reflects quite a mixed range of family circumstances in a town that suffers from cultural and rural deprivation but low unemployment. The proportion of families having experience of higher education is below average and conversely there is little by way of social deprivation through overcrowding. The intake is much broader than it is for most grammar schools. Approximately 80 per cent of students have White British heritage, 4 per cent are known to be of Asian, Black or mixed heritage and the remainder are of mixed heritage or information about them is not known. The number of students whose home language is not English is a bit higher than in most schools. There are no students at the early stages of English. The main languages other than English spoken by students in the school are Urdu, Chinese and Arabic, with small numbers speaking other languages. The percentage of students eligible for free school meals is well below average.

The percentages of students identified as having special educational needs and of those with statements of special educational need are well below the national averages. Standards on entry to the school are well above average in English, mathematics and science and above average overall, reflecting a wider spread of ability than found in most grammar schools. Attainment on entry to the sixth form is broadly average. The school offers a traditional curriculum and a good range of academic A-level courses in the sixth form.

INFORMATION ABOUT THE INSPECTION TEAM

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23188	Jenny Maunder	Team inspector	Science
22985	Jackie Sparkes	Team inspector	Biology (sixth form) Chemistry (sixth form)
10941	Renee Robinson	Team inspector	Information and communication technology (ICT) Business studies (sixth form)
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15051	Lynne Kauffman	Team inspector	Art and design Special educational needs
23308	John Morrell	Team inspector	Music
27226	Richard Cribb	Team inspector	Physical education Religious education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with a good sixth form. It gives very good value for money.

Students achieve well. The school provides a good quality of education. Teaching and learning are good in the main school and sixth form. The school offers a broad academic curriculum that meets the needs of most students. The provision for care and welfare of students is very good; support and guidance are satisfactory. Links with parents, the community and other schools are very good. Governance is very good and the school is very well led and well managed.

The school's main strengths and weaknesses are:

- Achievement of students is good across most subjects due to good teaching; it is very good in art and design and physical education. It is also very good in history, geography and modern languages in Years 10 and 11.
- Achievement in science in Years 10 and 11 is not as high as it could be for higher attaining students because work is not always sufficiently challenging.
- Overall leadership of the school by the headteacher is very good, is decisive and reflects high aspirations for future development.
- The governing body shows exceptional commitment to the support of the school and strategic planning for the future.
- Students' attitudes to learning are very good as a result of good humoured and friendly relationships with teachers and high expectations of exemplary behaviour that are developed throughout the school.
- Provision for gifted and talented students is not fully exploited in all departments.
- Information and communication technology (ICT) is not used well enough across all subjects of the curriculum to enhance the learning.
- Opportunities for participation in extra-curricular sporting activities are excellent.

Since the last inspection the school has improved well. The school has gained Specialist Technology College status. Accommodation has been greatly improved. Results in GCSE examinations are rising at a rate in line with the national trends although the overall trend in the average point score in Year 9 National Curriculum tests since last inspection has been below the national trend. Standards in the sixth form have risen steadily despite year-to-year variations. The quality of teaching has improved well. Heads of department are more active in leadership than previously. Partnerships with parents and the community have been greatly extended. Most issues from the last inspection have been addressed. The quality of work in art and design and in music has greatly improved. Marking of students' work gives more feedback to students. School development planning is now linked to the very good departmental reviews. ICT in learning has improved but it is not used as much as it might be in some departments. Satisfactory improvement has been made in the monitoring of teaching and use of performance data in departments. The school still does not fulfil the statutory requirement of a daily act of collective worship.

STANDARDS ACHIEVED

The achievement of students overall from entry into the school is good. It is good in most subjects throughout the school including the sixth form; it is very good in art and

design, physical education and history and geography in Years 10 and 11. Achievement in science is satisfactory. In 2003, results in the GCSE examinations were well above the national average but well below the average compared with schools, including most grammar schools, where the attainment at the end of Year 9 is similarly very high. However, in this school there is a far broader range of attainment than is found in most schools in this highest band of prior attainment. Standards observed in lessons and students' written work are well above average in Years 9 and 11, and above average in the sixth form. Little variation is currently noted in the achievement in different year groups, although tests and examinations in 2003 indicated progress was better in Years 7 to 9 than in Years 10 and 11. The achievement of students with special educational needs and those whose home language is not English is the same as other students. Students who are gifted and talented overall achieve satisfactorily, but in some subjects their progress is limited by the lack of opportunities.

Performance compared with:		all schools			similar schools
		2001	2002	2003	2003
Year 11	GCSE/GNVQ examinations	-	A	A	#E
Year 13	A/AS level and VCE examinations	A	A	A*	

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

For Year 11, similar schools are those whose students attained similarly at the end of Year 9. #Caution: This school has a broader range of attainment, including an absence of the very highly attaining students, than most schools in this the highest band of similar prior attainment, making the similar schools grade comparison of limited relevance.

The ethos for learning in the school is very good. Overall, spiritual, moral, social and cultural development is good and it contributes significantly to the quality of personal development. Attitudes and behaviour are very good. Attendance is very good and students are punctual in arriving at school. Students' involvement in school life and willingness to take responsibility are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall in both the main school and the sixth form. They are very good in art and design and physical education, and in business studies in the sixth form. They are also very good in history, geography and modern languages in Years 10 and 11. Teaching in science in Years 10 and 11 is satisfactory overall but it does not always ensure work is matched to the needs of more able students. Assessment is good overall. The curriculum is broad and balanced academically although vocational options are not yet offered. Provision for extra-curricular activities is good overall and excellent for sport. Arrangements for the care of students are very good. Links with parents, the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Leadership of the school overall is very good and that by other key staff is good. The leadership team has a clear vision and high aspirations. Overall management is good. Performance data is carefully analysed and very good procedures for departmental review are in place. Monitoring of teaching by heads of

department is satisfactory overall but there are inconsistencies in the rigour of practice. The governing body provides very good support and shows great commitment to the school. Support for newly qualified teachers is satisfactory but that for other new teachers is not well enough co-ordinated.

PARENTS' AND STUDENTS' VIEWS OF THE SCHOOL

Parents are very supportive of the school. They feel that teaching is good, that their children have to work hard and are encouraged to become mature, and that the induction process is good. Whilst the majority are very comfortable to approach the school with any concerns a very small minority are not satisfied with the school's response. There are some concerns about reports and the amount of consultation on the changes to the school day. Information provided for parents on their child's progress is good overall and the school has followed the required procedures on changes to the day. Students enjoy being at the school and say they are well taught.

IMPROVEMENTS NEEDED

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

- Increase the use of ICT to enhance learning consistently across all subjects.
- Improve the achievement of higher attaining students in science by ensuring the tasks provide sufficient challenge.
- Ensure that more effective provision is made for gifted and talented students.

and, to meet statutory requirements:

- Ensure that the school provides a daily act of collective worship.
- Ensure that a full audit of provision of work-related learning (WRL) is carried out.

THE SIXTH FORM AT BOSTON GRAMMAR SCHOOL

An established and popular sixth form for boys and girls on the same campus as the 11-16 school. It offers a good range of A-level courses.

OVERALL EVALUATION

The sixth form is good and is cost effective. It is a smaller than an average sixth form although the number of students has been increasing over recent years as the range of courses increases and its reputation spreads. An increasing number of students from other schools, both boys and girls, join the sixth form because of the facilities and course options. Teaching in the sixth form is good. Results over the past few years have shown a gradual increase with the 2003 results being exceptionally high. The value added is slightly higher than the average of other Lincolnshire schools.

The main strengths and weaknesses are:

- There has been a steady improvement in results and above average added value.
- Excellent behaviour and good attitudes to learning result in a very good learning environment.
- Consistently good teaching leads to good learning.
- The accommodation provides insufficient social areas and rooms for group bases now that the size of the sixth form has increased.
- A very well planned mentoring system has just been introduced although there has been insufficient time for it to become fully developed.
- There are very good links with the community and with other establishments which enhance the opportunities available to students.

QUALITY AND STANDARDS IN SUBJECTS AND COURSES OF THE CURRICULUM

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

Curriculum area	Evaluation
English, languages and communication	Provision in English literature is good . Teaching is good overall. Achievement is satisfactory but is impeded by a lack of students' willingness to participate in discussion. Provision in German is good . Standards are above average in Year 12 and achievement is good. They are below average in Year 13 and achievement is satisfactory. Teaching and learning are good. Students have very good attitudes to learning, but those in Year 13 lack confidence with speaking. French was sampled and achievement found to be satisfactory.
Mathematics	Provision in mathematics is good . Students achieve well because they are well taught and display very mature attitudes to their work.
Science	Provision in chemistry is good . Teaching and learning are good and results are improving. Provision in biology is good . Standards are above average and examination results continue to improve.
Humanities	Provision in history is very good . Geography was sampled. Results in geography and history in 2003 were well above average. Students achieve very well because of consistently strong teaching.

Engineering, design and manufacturing	Provision in design and technology (product design) is good . Teaching and learning are good. Students make good progress especially in Year 13 as they acquire the skills. Leadership of the subject is good.
Visual and performing arts, and media studies	Art and design, drama and music were sampled. Achievement is very good in art as a result of very good teaching, good in drama and satisfactory in music.
Business	Provision in business studies is very good . Standards are well above average. Students achieve very well due to consistently very good teaching and assessment.

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.

ADVICE, GUIDANCE AND SUPPORT

The student care and welfare are very good. Teachers and students have very good relationships in the sixth form. Support, advice and guidance are satisfactory and the role of the mentors is developing.

LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

The leadership and management in the sixth form are good. The students' interests are central to the aims of the sixth form, where they are encouraged to work hard. The management team has been expanded to reflect the increasing student numbers and to develop the mentoring process. Attendance monitoring and administrative matters are well handled. The current accommodation is unsatisfactory for the increased numbers, and the lack of adequate social space and dedicated group base rooms is limiting the students' personal development in preparation for university life. Finances are well managed and as a result the sixth form is cost effective.

STUDENTS' VIEWS OF THE SIXTH FORM

Students are generally very supportive of the sixth form and the opportunities it is able to offer. They enjoy being in the sixth form where teaching is challenging and demanding. They think teachers are experts in their subjects but are also accessible and helpful. The questionnaires indicated that students did not get on well together but this appears not to be within a year group but due to the lack of opportunities for the two year groups to integrate. Students are consulted but many do not think that they are listened to. A number of students thought that the descriptions of courses given to them before entry to the sixth form were insufficient and that they would not have chosen them if they had been better informed.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY STUDENTS

Standards achieved in subjects and courses

Overall, standards are well above average in Year 9 and in Year 11. They are above average in the sixth form. Students achieve well throughout the school.

Main strengths and weaknesses

- Standards at GCSE are well above average in the majority of subjects. Results improved in 2004.
- The overall performance of students in the 2003 National Curriculum tests was very high.
- Very good achievement, found in art and design, physical education, history and geography results from very good teaching in these subjects.
- The achievement of students is good in the majority of subjects. It is satisfactory overall in science but progress of higher attaining students in Years 10 and 11 is impeded because work is not always matched well enough to their needs.
- Achievement in the sixth form is good overall but in the focus subjects for the inspection there is some variability in how well students do.
- Students with special educational needs achieve well but those who are gifted and talented do not always achieve as well as they might because the school has yet to establish effectively co-ordinated provision.
- The upward trend in A-level results has been significant.

Commentary

1. In the National Curriculum tests for Year 9 in 2003, the overall performance of students, as measured by their average point score, was very high compared with the national average. Results in English, mathematics and science were all very high compared with the national averages in 2003. The percentage of students gaining Level 5 or higher was well above average in English and very high in mathematics and science. Students enter the school with above average standards in most subjects and attainment that is well above average in the core subjects of English, mathematics and science. Progress from Year 7 to 9 has been good.
2. The overall performance of Year 9 students in 2003 in English, mathematics and science was average compared with the results in schools where the attainment in national tests taken in Year 6 was within a similar band of prior attainment, and below average compared with other grammar schools. This reflects the broader ability profile of the intake at Boston compared with other schools in this highest prior attainment band and grammar schools generally. In English and science the results of students were average compared with the results in similar schools but in mathematics they were below.

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

Standards in:	School results	National results
English	40.9 (38.0)	33.4 (33.3)
Mathematics	45.1 (45.2)	35.4 (34.7)
Science	41.7 (40.9)	33.6 (33.3)

There were 112 students in the year group. Figures in brackets are for the previous year.

- In 2004, the overall performance measured by the average point score was a little lower than it was in 2003. English results in 2004 were notably lower than in 2003. The average point scores in both mathematics and science in 2004 are again very high compared with recently published national averages. The overall trend in the national tests for Year 9 average point scores has been below the national trend. However, attainment in mathematics and science has risen at a rate broadly in line with the national figure. In English it had fallen over three years up to 2002, improved in 2003, and fallen again slightly in 2004. The school has requested fresh evaluation of the English results, and national comparisons for English are not yet available at the time of inspection.
- In the GCSE examinations in 2003, the average point score per student (counting the best eight subjects) and the percentage of students gaining five or more A*-C grades, were well above the national averages but well below average compared with those in schools where the prior attainment at Year 9 is in the highest prior attainment band. In 2003, progress made by students in Years 10 and 11 was not as good as that in Years 7 to 9 but overall progress from Year 7 to Year 11 was good.
- Results in GCSE have risen steadily over recent years and at a rate in line with the national trend. However, there was a significant increase this year in the percentage of students gaining five or more grades A*-C, from 93 per cent in 2003 to 98 per cent in 2004 after a slight decline over the previous two years. In 2004, the school evaluated the performance of a small minority ethnic group of students to be marginally better than the average in the school.
- In GCSE in 2003, above or well above average attainment was reached in all subjects. Results were particularly strong in mathematics, English, French, geography and history. Performance in science was about average. In 2004 results have shown improvement in the sciences and religious education, but were not quite so good in art and design, English, German and music.

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

	School results	National results
Percentage of students gaining 5 or more A*-C grades	93 (93)	52 (50)
Percentage of students gaining 5 or more A*-G grades	100 (94)	91 (91)
Percentage of students gaining 1 or more A*-G grades	100 (97)	96 (96)
Average point score per student (best eight subjects)	47.6 (47.0)	34.7 (34.8)

There were 87 students in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

7. In the work seen in lessons and in the evidence of students' writing, standards overall are well above average in Years 7 to 9 and in Years 10 and 11 reflecting the performance in the most recent validated tests and examinations. Achievement overall from entry in Year 7 is good. It is good in most subjects. Achievement is very good in art and design and physical education, where the teaching is particularly stimulating and leadership is very strong. Achievement is very good also in geography and history in Years 10 and 11. In science achievement is satisfactory but higher attaining students do not achieve as well as they could because they are not always challenged with sufficiently demanding work.
8. Overall, students have very good literacy skills and use these to great effect in their extended writing or analysis. They also have very good levels of numerical skill. Competence in ICT is good, with most students able to use computers to enhance their work or provide information via the Internet.
9. Achievement of students formally identified with special educational needs is good because procedures for identifying and supporting students are effective. Links to departments through individual education plans and feedback from teachers ensure good teaching and specialist support and guidance. However, students identified through the whole school 'Help and Monitoring' procedures have less support because of the lack of time for the special educational needs co-ordinator (SENCO) to monitor and the limited number of learning support assistants. Sixth form students are very well supported and examination results verify the impact of that support.
10. Achievement of gifted and talented students is satisfactory, but opportunities for enhancement of learning are missed. The school identifies potentially gifted and talented students through data available. Departments add further names to the list where a student demonstrates a particular gift or talent in a specific subject such as art, physical education and music. This identification highlights under-performing students and those with exceptional gifts, but there is no time for the SENCO to introduce action to promote further challenge for these students.
11. The achievement of students whose home language is not English is the same as that of other students, as none are at an early stage of language acquisition and therefore language is not a significant barrier to the learning. Those from minority ethnic groups achieve as well as, or sometimes better than, other students.

Sixth form

12. In the GCE advanced level examinations in 2003, the average point score per student was very high compared with all schools. The progress made in the sixth form as indicated by the 'value added' local education authority (LEA) data indicates Boston students in 2003 achieved beyond their expected scores. In 2004 the average point score has fallen somewhat from the exceptional figure in 2003, but is still significantly higher than it was in 2002.
13. Overall attainment in A-level and AS-level has risen steadily year on year since the last inspection. The percentage of students gaining high grades (A/B) has also risen

over the past six years although year-to-year variations are apparent depending on individual capability. The best performing subjects in 2003 were art and design, English literature, geography, history, social sciences and biology. The lower performing were theatre studies, economics and mathematics. Results were similar in 2004 but some groups are small in size and statistical comparisons are not always meaningful. In 2004, results in business studies were significantly higher than the previous year and success in mathematics and further mathematics was notable with the majority of the groups gaining grade A. Physics also was a strong subject. Many students take advanced level general studies and in both 2003 and 2004 results were very good. There are very few female students in the sixth form and there were no results reported for 2003.

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

	School results	National results
Percentage of entries gaining A-E grades	98.5 (99.8)	89.4 (92.6)
Percentage of entries gaining A-B grades	46.6 (31.2)	32.6 (35.3)
Average point score per student	396.1 (326.2)	258.2 (263.3)

There were 61 students in the year group. Figures in brackets are for the previous year.

14. Standards of work in the sixth form seen during the inspection in the eight focus subjects are above average overall but quite variable depending on the particular subject. They are well above average in mathematics, history and business studies, above average in biology and chemistry and average in English and design and technology (product design). Overall, students in the sixth form achieve well. Achievement is very good in history and business studies. It is good in mathematics, biology and chemistry, design and technology (product design) and satisfactory in English literature. In German, standards are above average in Year 12 and achievement of students, who were broadly average on entry to the course, is good. In Year 13, standards are below average, although since Year 13 students were below average on entry to the course their achievement has been satisfactory. Their lack of confidence with speaking has impeded achievement.
15. The very few female students achieve as well as male students. Those students whose home language is not English or are from minority ethnic groups have no difficulty with the language and achieve as well as their peers. Those who are gifted and talented achieve well but opportunities are not readily made available to enhance the learning beyond the extension work or high-level work for higher attaining students, for example in further mathematics. They do not always achieve as much as they might do given the greater opportunity.
16. Most students in the sixth form have been in the school from Year 7. A small minority including girls join from other schools. Most students continue with their studies throughout the sixth form and the retention of students on courses is high. Class sizes vary, with several that have just a few students. Most students aspire to go on to higher education and the school responds to this need.

Students' attitudes, values and other personal qualities

Attendance and punctuality are very good. Behaviour is very good throughout the school. Students' attitudes to learning and relationships with each other and with adults are very good. The number of fixed term exclusions is very low. The spiritual, moral, social and cultural development of students is good.

Main strengths and weaknesses

- There are consistently very good attitudes to learning and very good behaviour within the school.
- Students are very willing to join in activities available to them and to take on responsibilities. The school jazz band makes an exceptionally strong contribution to the spiritual experiences of students.
- The school's high expectations of behaviour and relationships results in a harmonious community where bullying, which is well dealt with, is rare. Behaviour in the sixth form is excellent.
- There is a very good learning environment, free from any form of harassment.
- Students have a very strong understanding of right and wrong, but because spiritual development is not co-ordinated opportunities for reflection and other aspects of this area of personal development in lessons are often missed.
- Preparation of students for a multicultural society is inconsistent and limited use is made of the local community to develop an understanding of different cultures.
- A minority of mainly under-performing students lack personal motivation and have insufficient learning support to raise enthusiasm.
- The limited opportunities and practice for sixth form students in Year 12 and Year 13 to mix restrict the opportunity for informal preparation for the next stage of their education.

Commentary

17. Students are very supportive of the school and are keen to attend. Attendance is well above the national average and the school works hard to maintain this high level. Monitoring of attendance and punctuality is efficiently carried out. Whilst there is significant lateness on some days this is due to the buses being delayed in the traffic and is outside the control of the school and the students. Monitoring and analysis of attendance records are very good and systems are in place for parents of any student who does not arrive at school to be contacted on the first day of absence if a reason is not received.
18. Behaviour both in lessons and around the school is very good. Only very occasionally are lessons affected by lower standards of behaviour and this is when the teaching is less demanding or the lesson follows a very 'active' lesson. There are very good rewards and sanctions in place to help improve behaviour still further. Exclusions are well below the national average and are only used when it is clearly the appropriate sanction. Most students are not aware of any bullying in the school but those who are say it is not common and is always well dealt with.
19. Within lessons students have at least good attitudes to learning which, supported by the very good relationships, result in a good learning environment where they participate fully and achieve well. Students enjoy being at the school and take an active part in the opportunities available to them. As well as helping within the classroom there are whole-school responsibilities such as being a member of the upper or lower school forum.
20. Students formally identified with special educational needs generally demonstrate a positive attitude to school. They work together with their peers without problems. Where group work is used in class they are well integrated, but in English and mathematics where group and paired work is limited they have more problems fitting in to the class. Motivation is reduced and very occasionally some disruption occurs in classes where the work presents too much challenge for a few students and the absence of assistants means teachers have no help in giving the support needed. Gifted and talented students are offered extension work, which adds to the motivation in most subjects, but opportunities are not extensively provided across the school to inspire learning of these students or heighten their enthusiasm.
21. Overall, the school provides a good number of personal development opportunities for students. The school ensures that the provision for spiritual development through its assembly programme is good. Whilst the overall provision for spiritual development is good, provision in English, history, geography and religious education is very good. Students are very willing to take on and share responsibilities and in this respect the school jazz band makes a strong contribution to spiritual as well as social experience. It is relatively weak in mathematics and science. Because provision is not co-ordinated, opportunities for reflection and exploration of the spiritual dimensions of life are often missed in lessons.
22. The school provides a very good moral framework, placing a strong emphasis on community. Students respond well, developing a very mature and thoughtful approach to their responsibility of treating all members of the school community with

respect. Students' relationships reflect this in class and around the school. There is a growing maturity and sensitivity as they progress through the school.

23. Planning and provision for social development are very good. Students work harmoniously in class where group work and peer support are used in lesson planning. Social interaction at break and lunch time is harmonious, especially where clubs meet giving different age groups opportunities to form friendships.
24. Provision for cultural development is satisfactory. Knowledge and understanding of different cultures are starting to be developed within citizenship but the whole-school approach to preparing students for a multicultural society is inconsistent. Limited use is made of the local community to develop an understanding of local cultures. Students whose home language is not English have very good attitudes to learning and are well integrated into the school community.
25. The extra-curricular provision contributes well to students' personal development. The co-ordinator organises sporting events, which enable students to join teams that participate in national events with considerable success. He also motivates the students to arrange charity events, which raise nearly £3000 per year, the proceeds from the last academic year going to leukaemia.

Sixth form

26. Students in the sixth form have to register twice daily. Both attendance and punctuality are very good. Student attitudes to learning are good. Behaviour in the sixth form is excellent. Students have responsibilities as head of school, deputy heads of school and prefects. They also take seriously responsibilities such as supporting the tutors in tutor period for the younger boys. The limited social facilities and the similarity of many procedures to those of the main school, whilst supporting academic progress well, do restrict the preparation of students for the next stage of their education. The programme of study undertaken by all students in the GCE general studies course provides very well for their spiritual and moral development.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.1
National data	7.2	National data	1.1

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

Ethnic background of students

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background

Exclusions in the last school year

No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
497	9	
1		
8		

Mixed – White and Black Caribbean	2		
Mixed – Any other mixed background	3		
Asian or Asian British – Indian	5		
Asian or Asian British – Pakistani	8		
Black or Black British – African	3		
Black or Black British – any other Black background	1		
Chinese	3		
Information not obtained	121	5	

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education at Boston Grammar School is good. Good teaching is leading to good learning. The quality and range of traditional courses in the curriculum are satisfactory but lack choice of vocational options. Extra-curricular activities and opportunities for enrichment are good, and in sport they are excellent. There are very good arrangements for the care and welfare of students. Support and guidance are satisfactory. Links with parents, the community and other schools are very good.

Teaching and learning

The overall quality of teaching and learning is good. Assessment is good and well established. It is used well to support learning in Years 7 to 11 and in the sixth form.

Main strengths and weaknesses

- Teaching and learning are good overall in both the main school and the sixth form. They are very good in art and design and physical education and in business studies in the sixth form. They are also very good in history, geography and modern languages in Years 10 and 11.
- Teaching and learning are consistently good in the majority of subjects with the exception of science where some teachers do not provide sufficient challenge to extend the higher attaining students in Years 10 and 11.
- Teachers' good humour and friendly relationships with students encourage good behaviour and learning.
- The pace of learning is brisk with many opportunities taken to explore issues, to discuss and to encourage students.
- ICT is not used well enough across all subjects to enhance learning, partly because some computers are in poor condition.
- Teaching is focused on raising achievement, but the range of learning styles is often limited and leads on occasions to depressed enthusiasm.
- In the marking of students' work, few teachers disclose to them the National Curriculum level at which they are working, nor do they explain sufficiently the requirements to reach the next level.
- Procedures for tracking achievement are good.
- Provision for students who are gifted and talented is not yet embedded in all departments.

- Mentoring has started well in Years10-11 to support students experiencing problems with examination courses and with all students in the sixth form.

Commentary

27. The overall quality of teaching and learning is good. Teachers make a positive commitment to inclusion, supporting all students irrespective of their ability or background.
28. During the inspection, 129 lessons were observed. Approximately four-fifths were good or better and one third was very good or excellent. Two lessons were excellent and five lessons were unsatisfactory. Excellent lessons provided stimulating and demanding tasks. Weak planning, or lack of challenge for higher attaining students, were the main reasons for the few lessons being unsatisfactory.

Summary of teaching observed during the inspection in 129 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (2%)	42 (34%)	60 (46%)	20 (15%)	5 (4%)	0	0

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

29. Teaching and learning in English, history and physical education are very good. Teachers in these subjects have a high level of expertise, plan the lessons with great care and engage students in interesting activities so that they thoroughly enjoy the experience. Resources are used extremely well in these subjects. In many lessons, in a range of subjects, the pace of work is quick and thorough so that students maintain their interest, but in some, for example in science and modern languages, the variety of style is limited, with excessive use of worksheets and textbooks, and learning becomes unexciting.
30. In the majority of subjects, the teaching method supports the needs of all students well, so that achievement is good overall, irrespective of ability or background. Teaching and learning have been less successful in science, mainly in Years 10 and 11, when, too often, tasks for the class are aimed at middle attaining students and insufficient challenge is presented to the more able. The use of homework is good in most subjects and promotes independence in learning and extended tasks.
31. Relationships with students are good and contribute to the good achievement and progress made. Good humour is used well to establish a supportive and encouraging environment. In most subjects, the management of students' behaviour in lessons is at least good and often very good.
32. ICT is used well in some subjects such as art and design, and design and technology to enhance the learning, but in others such as music and science opportunities are missed. There is considerable inconsistency in the extent to which ICT is used and the school recognises the need to address this weakness. Many of the computers in departments are in need of repair or there is a shortage of peripherals. In the subject of ICT itself, however, the learning is effective and skills gained are utilised well in many other subjects.
33. Both literacy and numeracy are practised very well in subjects, supporting the work done in the English and mathematics departments. Good opportunities are also provided to ensure active participation by students in discussion or to demand greater independence in learning. Use has been made of recommendations in the national strategies for learning in Years 7 to 9, although the extent of implementation is variable between departments.
34. Teaching for students formally identified with special educational needs is good because they have good individual education plans and in certain cases are supported by liaison with external agencies. Subject links with the SENCO are strong. However, the 64 students presently identified as being of some concern, and who are on the 'Help and Monitoring programme', do not have a detailed individual education plan or any specific learning support

assistant to guide and monitor their progress. Mentoring has started in the upper school to support students experiencing problems with examination courses.

35. The school has established satisfactory procedures for identifying students who are gifted and talented. Some subjects ensure that teaching methods and tasks are appropriate for these students and provision is good, for example in English and physical education. The provision is not consistent and opportunities are lost in other areas, such as modern languages or in the school as a whole in terms of visits or special activities.
36. Overall, the assessment of students' work and progress is good. Information about assessment is held centrally on a computerised system. Heads of year and other staff can check progress quickly, evaluate individual performances and identify underachieving students. Some subjects are making increasingly effective use of assessment to encourage students, to indicate to them how well they are doing, and to set suitable targets for improvement. However, it is not always used to the same good effect within and across subjects. For example, it is insufficiently thorough in mathematics, science and music.
37. Teachers mark work regularly. Much of the marking is good and comments, both oral and written, show students how they can improve. Whilst marking has improved since the last inspection, it is still not consistent in some departments. Students know how well they are doing in Years 10 and 11 and in the sixth form, as they are aware of progress towards targeted examination grades. Departments report National Curriculum levels to parents at the end of Year 9, as required. However, in the normal course of marking, few teachers disclose to students the National Curriculum level at which they are working, nor the requirements to reach the next level. Opportunities are missed for students to make good use of the information.

Sixth form

38. The quality of teaching and learning is good overall in the sixth form. In some subjects, such as business studies and history, students are very well motivated and these positive attitudes raise the effectiveness of the teaching. Teachers have a high level of expertise and are able, therefore, to stimulate the learning of higher attaining students.
39. Eight subjects were inspected in full as a focus in the sixth form. Teaching and learning in business studies are very good and in the other focus subjects they are good. The level of challenge and involvement of students in business studies is excellent. A common feature is the very good opportunity for discussion and independent learning. As in the main school, relationships are very positive and contribute very well to the learning and achievement of all students. They are treated equally and the inclusion of a small number of female students into the sixth form of an otherwise all-boys school has been successful. Students from minority ethnic groups are integrated completely into the classes. ICT is not used as extensively as it might. Several subjects are taught in small groups, which ensures that questions can be readily answered and support provided to raise the achievement.
40. Assessment in the sixth form is good, overall. Very good use is made of performance data to track students' progress and set targets in history and business studies. Of the

eight focus subjects, the quality of assessment is very good in history and business studies, good in English, mathematics, design and technology and German. It is satisfactory in biology and chemistry.

The curriculum

The curriculum is satisfactory in the main school and in the sixth form. Enrichment through extra-curricular activities is good, with participation in sport an excellent feature. The match of teaching staff to the needs of the curriculum is good, but there are insufficient numbers of technician support staff and a minimal number of learning support assistants for special educational needs. Accommodation and resources are satisfactory overall, but in the sixth form accommodation is unsatisfactory.

Main strengths and weaknesses

- Progress has been made in widening the curriculum at GCSE level and in the sixth form.
- There is a lack of vocational courses for students in the main school and students in the sixth form who wish to pursue this path.
- Provision for students with special educational needs is good but systems to support and extend students identified as gifted and talented are in need of development.
- A good range of extra-curricular activities enriches the curriculum.
- The size of sixth form groups varies widely, which creates some inequality in provision.
- Accommodation in the sixth form is unsatisfactory.
- The school does not currently comply with the statutory requirement for a daily act of collective worship.

Commentary

41. There have been some improvements in the curriculum since the last inspection although overall it remains satisfactory. The school has been designated as a Specialist Technology College jointly with a neighbouring secondary modern school and in 2002 received a Schools Achievement award. It takes part in the Young Enterprise scheme and in 2003 received a Sportsmark award in recognition of the very good quality of provision in physical education. The specialist status has positively enhanced the ICT resources, continuity in the curriculum through increased links with the primary schools and the curriculum development links with other schools in the town.
42. The school describes its curriculum as traditional. In Years 7 to 9, all National Curriculum subjects are taught and all students learn a second foreign language. There is, however, no separate dance or drama, so denying these areas of opportunity to the students who might be interested. In Years 10 and 11, all students take GCSEs in design and technology and information technology (ICT) in addition to the usual core subjects. The curriculum has recently been expanded by GCSE option courses in physical education and business studies, but there are currently no vocational courses available. Students as a result have neither the breadth of experience nor the contribution that these courses can make to a work-related

curriculum. The school is committed to enhancing its provision in vocational areas of the curriculum. In science there is good provision as students can opt for three separate subjects, or double or single award. In modern languages extensive extra-curricular activities and the range of 'home' languages available enhance opportunities very well. As at the time of the last inspection there are still some shortcomings in the extent of opportunities to use computers in some subjects such as science, geography, history and music.

43. The recently appointed deputy headteacher with responsibility for the curriculum has carried out a review, including canvassing the views of students in Years 9 and 10. The results from this survey indicated a broad degree of satisfaction with what was on offer, but indicated that approximately 10 per cent of students would welcome some vocational options. Some progress has been made in researching the prospects for curriculum links with other providers but these have yet to bear fruit.
44. Provision for work-related learning (WRL) is satisfactory. It is provided through careers and work experience. The contribution by subjects in providing students with background knowledge of work and employment has yet to be audited, although the contribution of some subjects is recognised. Until the audit is completed, the assessment of students' knowledge and understanding is insufficient. Links to the Education Business Partnership and Connexions are utilised well in the delivery of WRL, the organisation of work experience and the advice to students who are planning to move into work on leaving school.
45. The preparation of students for later stages of their education is satisfactory. While careers guidance is established in the curriculum from Year 7, there is a lack of significant vocational courses in Years 10 and 11. The school does allow for this with advice about the full range of post-16 establishments available should students wish to follow a vocational route after the age of 16. While the careers advice in the sixth form is good, students are not well prepared for subsequent education establishments or the working environment outside school with the accommodation that does not give adequate social space. Nor are they well prepared when they are expected to sit on the floor during assemblies.
46. Many students take advantage of the good range of enrichment activities that the school provides, and achieve high standards. Opportunities for students to experience participation in the arts are good with good contributions through art, music, and drama productions. Art activities include visits to the Tate Modern and Holland, whilst the music department has received acclaim through external concerts, some given by the jazz band, which has been in existence for several years. Sporting activities are a very strong feature of the extra-curricular programme with more than half of the school being involved. Some of these activities are designed to extend the gifted and talented students and include involvement with Boston United and Boston Town football clubs. The extra-curricular co-ordinator organises further sporting events, which enable students to participate in national events with considerable success. Very good opportunities are also organised by the English, modern languages, geography and science departments. However, a restricted number of contributions were noted from mathematics, design and technology, ICT, history and religious education. Achievement assemblies take place each term in which commendations for students' excellence are celebrated and encouragement is given to others to follow suit. A significant number of staff are prepared to give up time after school, at

weekends, and during the holidays, to enable students to benefit from the various activities available.

47. Students with special educational needs have good access to the whole curriculum because all teachers have students' individual education plans and written strategies for assisting this limited number of students. These students are well provided for and the school complies with the Code of Practice while supplementing it with its own additional 'Help and Monitoring' (H&M) procedures. The effective H&M gives all teachers the opportunity to raise concerns about students who have not been identified as needing special help, but are struggling in their subject. There is only one teaching assistant who supports a student with a statement of need. This shortfall of support staff impedes students' achievement. Systems to support and extend students identified as gifted and talented are at a fledgling stage of development.
48. Accommodation is mainly satisfactory with some improvements made since the last inspection. A new science block has been built; interactive whiteboards are installed in many subject areas as a result of the award of specialist status. A medical room has been provided. There are cramped conditions in some areas such as English, mathematics and history, which limit group work and restrict teaching styles. The school hall used for some physical education lessons does limit the activities which can be undertaken to some extent, but not significantly. The mix of traditional and new buildings is well maintained and decorated. The sixteenth-century library is a listed building and provides a good learning support, which is used regularly by students.
49. Resources in the school are satisfactory. With Specialist Technology College status there has been a significant improvement in ICT resources such as computers. However, a number of departments, for example history, music and science, have insufficient equipment that is in a satisfactory condition and this means that the ICT requirements for those subjects are not fully met. There are no multi-ethnic instruments for use in music. The library is welcoming and interesting, but as at the last inspection, contains many older books that are little used. The teaching staff are well qualified and matched well to the curriculum. Support staff are very effectively deployed in some areas, such as science, but there are inadequacies in ICT, modern languages and art. The number of support assistants for students with special educational needs or English as an additional language is meagre.

Sixth form

50. The curriculum in the sixth form is satisfactory. It provides well for students wishing to take a range of AS and A-level subjects, which has been expanded in recent years to include business studies, theatre studies and physical education. Small but increasing numbers of girls are joining the sixth form. There is, however, currently no provision for students who wish to pursue a vocational path. There is considerable disparity in the size of teaching groups between subjects, particularly in Year 13, which results in some inequalities in provision for both teachers and students. For example, there are small groups in music, French, religious education and geography, but particularly significantly, bearing in mind the school's Specialist Technology status, in design and technology and information technology. Sixth form students, including those with special educational needs, have full access to a programme of external examinations.
51. Sixth form students' academic programme is supplemented by a good range of enrichment opportunities to which all students have open access. Many students participate in the extra-curricular music, drama and sporting activities on offer and readily join in the various trips organised by the different departments. However, provision for gifted and talented students is not as well established as it could be. There is insufficient enrichment, for example to enhance work in modern languages or design and technology. There are few visits organised by the history or biology departments. Students are encouraged to be involved in the management of the school through participating in the school council, acting as prefects or as officers for junior clubs and showing visitors and new parents around the school. The general studies programme further enhances enrichment activities. Organised by the recently appointed head of department, there is a series of taught modules on a wide range of issues supplemented by a programme of talks from guest speakers. In addition, Millennium Volunteering has been introduced to the sixth form and students continue to participate in the Young Enterprise programme. Weekly sixth form assemblies cover a range of issues.
52. Accommodation for the sixth form is unsatisfactory. It is inadequate for the increased numbers of students. The lack of a common room for Year 12 students, together with restricted opportunities for interaction between students in Years 12 and 13, results in unsatisfactory social development for future stages of education. This is further compounded by the lack of suitable base rooms for all post-16 students. Some music lessons need to be taught in non-specialist rooms, which impacts adversely on standards. Resources are satisfactory and especially those in ICT have been increased with the award of specialist status. Staff are very well qualified and match the needs of the sixth form students very well.

Care, guidance and support

The school takes very good care of its students throughout the school. The provision of support, advice and guidance based on monitoring is satisfactory. Systems to involve students through seeking, valuing and acting on their views are satisfactory.

Main strengths and weaknesses

- A high priority is given to health and safety to ensure the well-being of students.
- The caring pastoral staff provide very good care and welfare of the students.
- Students settle quickly into school as a result of good induction processes.
- The very well planned introduction of a mentoring system into the school is not sufficiently established to see the full benefits.
- Although reports for students in Years 10 and 11 include clear targets linked to GCSE grades, the clarity of targets for students in Years 7 to 9 are inconsistent between departments.
- Care and personal development of students with special educational needs are good.

Commentary

53. The school has very good procedures for child protection in place and ensures that all staff are aware of requirements. The child protection officer is experienced and named in procedures. The school works well with external agencies. The school has systems in place to support such children. The care for students is demonstrated by the school's policy of contacting parents when a student does not arrive at school, without notification, to confirm the student's safety. The health and safety policy is comprehensive and gives very good attention to risk assessments.
54. Welfare provision in the school is very good and there is adequate supervision at all times. There is now a well-equipped medical room and three fully trained first aid staff as well as all staff being trained in 'emergency aid'. The school has reacted well to the additional needs for medical care with girls joining the sixth form. The school has good links with external agencies to support the pastoral staff.
55. The academic and personal progress of students is well monitored by the school; as a result of regular meetings with tutors, heads of year identify students who have learning or behavioural difficulties and inform class teachers of their needs. Reports provide clear information on students' contributions to school life and their progress in subjects. However, although reports for students in Years 10 and 11 include clear targets linked to GCSE grades, the targets for students in Years 7 to 9 are often unclear, and inconsistent between departments.
56. Students join the school from a very large number of primary schools and because of the selection process there are a significant number from schools outside the Boston area. The large number of feeder schools has prevented significant curriculum links and the introduction of transition projects. Information available to parents and prospective students is, however, very good. Students who secure a place at the school have very good opportunities to visit the school and sample grammar school life. Overall the induction processes are good and students in Year 7, interviewed during the inspection, which took place during their first term, were very happy with the welcome and the help they had received.
57. Careers education now forms part of the citizenship programme from Year 7, but is limited in scope in the early years. Students receive good careers advice and guidance

in Years 10 and 11 from careers education lessons, work experience, and effective support from the Connexions advisory service.

58. As well as informal feedback to the staff the students can express their views about school issues through the upper and lower school forums. Whilst this is a good facility and encourages students to discuss matters of interest, they do not all consider that it is very effective in bringing about changes.
59. Care and personal development of students with special educational needs is good. Their individual education plans contain suitable academic and personal targets to help them progress in their learning. These plans are regularly reviewed to ensure targets reflect progress and introduce new challenges. There are good systems for communicating with the SENCO but limited time for the SENCO to give individual support to teachers on areas such as modifying work to meet need. The SENCO, however, strives to ensure students with learning difficulties have good self-esteem and are confident in their studies. The limited number of learning support assistants constrains the possible support for students identified by the school's H&M procedures. Mentoring for senior students has been recently established and is giving good support to students on examination techniques.

Sixth form

60. The welfare systems available to the sixth form are common to the main school. Year 12 students have satisfactory access to support and guidance from tutors and teachers. Students in Year 12 and 13 are very well supported by the new mentoring system in which their academic and personal progress is systematically monitored and recorded by a personal mentor, and appropriate guidance given as necessary. There has been insufficient time for the system to become fully effective. By contrast, reports do not consistently provide precise information to students, and targets for improvement are not directly linked to AS and A-level examinations.
61. Students receive good careers advice in general studies lessons throughout Years 12 and 13, through the Connexions advisory service and as part of the new mentoring system in Year 12 and 13.
62. Students are consulted but many do not think that they are listened to. A number of students think that the descriptions of courses given to them before entry to the sixth form were insufficient and that they would not have made the same choice if they had been better informed.

Partnership with parents, other schools and the community

The school has very good links with parents, the community and other educational establishments.

Main strengths and weaknesses

- Partnerships with other schools have been developed to benefit both students at the grammar school and others in Boston at primary and secondary levels.

- The Specialist Technology College status, held jointly with another local school, provides numerous opportunities for the community to benefit from the provision of educational and social facilities.
- The joint Specialist Technology College status arrangements have resulted in an excellent partnership between the two schools.
- Parents receive very good information about the school in general but the annual reports, whilst very good in format, lack sufficient detail about students' achievement and targets in some subjects.

Commentary

63. Responses to the parents' questionnaires and from the parents' meeting indicate that parents are pleased with the good teaching at the school and the achievement of students. They are also pleased with the ease with which students settle into school. A minority of parents are concerned about the quality of reports, the range of extra-curricular activities, the behaviour of some boys, the advice and guidance they are given and the sixth form accommodation.
64. The information provided for parents about progress is good, as it comprises of three interim reports and an end of year report supported by at least one parents' evening. The information is well presented and addresses both academic and personal development issues. The reports enable both parents and tutors to track progress and to quickly identify any areas of concern for discussion at the meetings. Whilst the format is very good the clarity of information about what has been studied, the achievement and the helpfulness of targets is inconsistent between subjects.
65. The information received by parents about the school is very good. The prospectus and the governors' annual report are well presented and comprehensive, both fully meeting requirements. Newsletters to the community and to parents are of very high quality, being well presented and informative. The school has a very good website, which is both informative and easy to use. The school uses student planners to allow parents to monitor work and to communicate with the school; the tutors check these regularly and consistently. There is a parents' association, which although having limited support, helps the school well through fund raising and supporting events. All parents are invited to support the school financially through a donation scheme. Consultation with parents is in general very good but a significant number of parents are unhappy about the change to the lunch break; the school has, however, followed the required procedures.
66. Parents of students with special educational needs support the school systems well and generally attend annual reviews and specific meetings, or comment if required. Letters and comments from parents illustrate how pleased they are with the outcomes at examination level from the support given by the school. However, parents have no role in the identification of gifted and talented students within school and as a result parents have minimal involvement in their support.
67. The school has been awarded Specialist Technology College Status jointly with a local secondary modern school and has built up very good partnerships with other schools to their mutual benefit. The joint status has resulted in an excellent partnership between the two schools, which is helping to reduce differences in perception of

grammar and secondary modern education. The schools work closely with the local primary schools to help raise standards as well as to help with a smooth transition. This is achieved through a series of workshops at both schools and the provision of training days for staff and an equipment loan scheme to enable the primary schools to use equipment to which they would not normally have access. ICT support is also provided well through the partnership.

68. The partnership with the community is very good. As well as developing partnership with the four main schools in the area to co-ordinate opportunities for students, the Specialist Technology College Status is developing other community links such as introducing ICT facilities into sheltered housing to facilitate communications. The school has a strong link to the community through its jazz band, which is well known in the area. Students benefit from a range of visiting speakers and there is a strong link to the Borough Council as well as to many of the small businesses in the area. Industrial links are limited as there are no large industrial facilities in the area.

Sixth form

69. Students benefit from very good links with other educational establishments and the community who support curriculum opportunities for them. The partnerships have resulted in a number of students, both male and female, joining the sixth form from other local schools. Opportunities for students include the Young Enterprise scheme available to them within school as well as the opportunity to study more vocational type courses at partner schools.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are good. The leadership of the headteacher is very good. He has a very clear understanding of the needs of the school. Leadership by all key staff including heads of department is good and is focused on raising students' achievement. Overall management of the school is good. Governors are very committed, have a very good understanding of the strengths and weaknesses of the school and provide a very good level of support.

Main strengths and weaknesses

- The very good leadership of the headteacher reflects a very clear vision and high aspirations for the future development of the school.
- The excellently-led governing body has been very much involved in the work of the school and shown exceptional commitment to support and strategic planning.
- Leadership group members are high profile and provide very good role models for staff and students.
- Departmental reviews are carried out very effectively although outcomes are not always communicated and shared with staff.
- Leadership and management of departments are good overall but variable in effectiveness, monitoring and use of assessment data.
- Newly qualified teachers are satisfactorily supported, but arrangements for support of other new teachers are inadequate.

- Governors have not ensured that the school provides a daily act of collective worship and are also in breach of their statutory responsibility to ensure that an audit of WRL is carried out.

Commentary

70. The leadership of the headteacher is very good. He has a clear vision and high aspirations for the school. The move towards Specialist Technology College status has been well managed. He has a very clear perspective on the needs and future of the school. The senior staff support the headteacher effectively and their work as a team is acknowledged by other staff. They have clearly delegated responsibilities and discharge these effectively. The leadership of heads of department is good overall but variable in quality. Leadership in art and design is excellent and very good in music, history, physical education and religious education.
71. The Specialist Technology College award is held jointly with another school, and has an assistant headteacher appointed to the management teams of both schools and this further cements the relationship and capacity for future development. The joint status contributes greatly to curriculum development, shared resources and links between the two partner schools. It adds to the opportunities to develop further links with primary schools and colleges.
72. Governance of the school is very good. Governors are very well organised and highly committed. Governors, as a group, have a very good understanding of the strengths and weaknesses of the school and provide very good support to the senior staff. The premises committee has been very active in establishing improvements in the accommodation. The governing body is well informed about the provision for students with special educational needs by a link governor who visits the school regularly. Some governors visit lessons. Governors bring a good level of expertise that is extremely helpful to the school, and the chair is exemplary in his leadership. However, governors have not ensured that all students undertake a daily act of collective worship and the requirement to audit the provision for WRL is not yet fulfilled.
73. Management of the school is good. The school has a very good whole-school and departmental system of review with a strong focus on learning. This is informed by the observation of lessons by senior leaders although the frequency of observation is low. Data analysis is good overall and used to monitor department successes. Monitoring of teaching by heads of department is inconsistent. The extent to which they rigorously monitor the teaching quality and use performance data to track students' achievement varies. The school has introduced a teaching and learning group to increase the sharing of good practice.
74. The performance management of teachers is very well established. It is used to identify strengths and weaknesses of individuals' teaching and the impact on learning. Clear targets are agreed with teachers and progress with performance is expected. The review cycle is linked effectively into the school improvement plan.
75. Teachers' training needs are identified through performance management and satisfactory procedures are in place to develop staff and allow them to access

courses. Newly qualified teachers are satisfactorily supported with the requisite induction programme and benefit from a good staff handbook. New teachers to the school are given minimal support or induction and there is no established co-ordination. Induction is left to the heads of department and is variable in quality.

76. The school contributes satisfactorily to initial teacher training through its links with higher education. The senior leaders work hard on recruitment and retention of staff and have successfully appointed well-qualified and enthusiastic staff into the school.
77. Workforce reform is being implemented. Formal arrangements to distribute the 24 tasks from teachers to support staff have been put in place, but some staff are not sufficiently clear about their roles. Performance management of administration staff is being developed.
78. Leadership of special educational needs is good. The SENCO ensures the students with special needs have good support enhanced by written links to subjects across the school. Visionary planning has introduced the H&M procedures to assist the identification of a wider range of students experiencing problems with learning. However, the actions taken to support this initiative are restricted by the limited number of learning support assistants to monitor progress of these students and give support.
79. The school's finances are very well linked to planned developments. A highly capable team draws up the budget. Governors who include skilled financial professionals then probe this in detail. Expenditure is closely monitored. The most recent audit proved the school's finances to be properly managed. The school is currently carrying a substantial surplus. However, this has been given external approval as the school is aware of coming demographic changes which will considerably reduce income. Good use is made of comparative data when evaluating the school's patterns of expenditure. Careful research ensures that purchases are made at the most favourable price whilst obtaining the desired quality. The school sought the views of the community served when applying for specialist college status but does not generally consult extensively. It complies well with the principles of 'best value'.
80. The school receives less money per student than the national average and so provides very good value for money. The sixth form is cost effective because teaching costs are met entirely out of income in respect of the sixth form.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	2236089
Total expenditure	2114948
Expenditure per student	3364

Balances (£)	
Balance from previous year	73779
Balance carried forward to the next year	194920

Sixth form

81. The good leadership and management of the main school extend into the sixth form. Leadership of the sixth form is good. There is a strong commitment from all senior staff to the development and improvement of support and facilities for students. The number in the sixth form is nearly one third of the total on roll and this ensures that the sixth form forms a significant part of the school. Teachers contribute greatly to the overall leadership and most departments place a great emphasis on the work at this end of the school. The same commitment to inclusion in the main school is found in the sixth form and all students are valued.
82. Induction into the sixth form is well managed. Good monitoring of the progress of students is carried out and performance is evaluated against the targets based on prior attainment at GCSE. Access to tutor support is very good. The new mentoring system for students has been introduced very recently but already is contributing well towards support for students.
83. The head of sixth has recently been given responsibility for whole-school careers and a very good careers programme in the sixth form has been established. This additional responsibility reduces the time available for sixth form monitoring, discussion with students and other work. A new assistant head of sixth has been appointed to share responsibilities. Links with other establishments are increasing.
84. The accommodation for the sixth form is such that the social space is very limited for the number of students. However, the leadership team and governors are working to improve the facilities and, for example, have introduced new changing facilities specifically for female students. The school identifies that a barrier to improvement is the turbulence in student numbers and funding year to year. The governors are determining a clear strategic plan to combat these fluctuations. The specialist status has been, and continues to be, a major aid to the school development.

OTHER SPECIFIED FEATURES

WORK-RELATED LEARNING (WRL)

Provision for WRL is **satisfactory**.

Main strengths and weaknesses

- All students receive a one-week work experience placement in Year 10 and in Year 12 that provides a good insight into the working environment that is not readily available in the largely academic nature of the school.
- Although aspects of WRL in subjects are often included, the contributions in departments have yet to be audited.
- Good careers guidance is effective in developing understanding of the working environment.
- Opportunities for understanding work-related aspects of the curriculum are reduced by the lack of vocational options.

Commentary

85. The school has offered a traditional academic curriculum and continues to do so. The intention is to offer more vocational courses. GCSE physical education has been introduced as an option into Year 10 this year to provide a more applied course. All students take part in well-planned work experience during Year 10 and again in Year 12. The preparation for this experience is included with careers education and done well, particularly in these years. Work experience is arranged in conjunction with the local Education Business Partnership, although the quality of the experience has been mixed in effectiveness. Preparation and debriefing are done well within careers and citizenship education courses. A very helpful 'Understanding Industry' two-day course is organised for the sixth form.
86. A variety of departments contribute curriculum activities that explore the way that businesses operate. Health and safety in the workplace is explored well in science and in a design and technology visit to a recycling plant. Through geography and personal, social and health education (PSHE), students are able to look at employment and the labour market locally, regionally and at national and global levels. This work in subjects has, however, not been audited and the provision is limited to aspects covered through the PSHE programme when students do not follow subjects that make a contribution in Years 10 and 11.
87. Students receive careers education throughout Years 7, 8 and 9 within the citizenship and PSHE carousel. This is extended in Years 10 and 11 in a defined course. This work is supported with commercial packages that develop students' awareness of the working environment and practices. Their understanding of key roles at work and life-related activities are developed well through role-play and work-related activities.
88. Students have good careers guidance, including individual interviews through the Connexions service. Year 11 students were happy with the support they receive. They are well guided about progression to post-16, university and about future careers. The careers section of the school library is supportive and has been recognised by the Connexions service with an excellence certificate.
89. The leadership and management of WRL are satisfactory. The leader has been in post for one year and progress has been made in identifying where the school is already making provision through work experience and careers education. The contribution by subjects has yet to be determined through a rigorous audit. Progress on this aspect is slow. The assessment of students' knowledge and understanding has not been fully evaluated.

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 **good**.

Main strengths and weaknesses

- Standards at the end of Year 9 and at GCSE are well above average.
- High levels of motivation, together with good teaching, enable students to achieve well.
- Monitoring of teaching and learning is not always sufficiently rigorous.
- There is no coherent system for recording and tracking students' progress.

Commentary

90. Results in the 2003 tests at the end of Year 9 were very high in national terms, although average compared with similar schools. They halted a decline from 1999, which was in part a result of staffing difficulties. Results over the last three years have been well above average, though students' performance has not been as good as in mathematics or science. The 2004 results showed a slight decrease. Results in GCSE English have been well above average, although they have fluctuated. Students performed well in English in 2003 in relation to other subjects, but the 2004 results have seen a fall in the proportion achieving the highest grades. Results in GCSE English literature have been well above average, with a peak in 2001. The 2004 results, which showed an atypical and unexpected decline, are under review.
91. Current standards in the work seen are well above national expectations, both in Years 7 to 9 and in Years 10 and 11. Students are very articulate and are often willing to talk at length. Reading and writing skills are of a high order, as exemplified by some excellent Year 8 research projects in which students made very competent use of ICT to present their findings, structuring their writing carefully and reviewing and evaluating their research. GCSE students produce mature, sophisticated, well-expressed essays, showing perceptive literary analysis. Weaker students in Years 7 to 9 occasionally have untidy presentation and make careless errors, while some writing in Years 10 and 11 still lacks refinement of expression.
92. Overall achievement from Year 7 to Year 11 is good. Although there are relatively few students with special educational needs, teachers show a sensitive understanding of their needs, and they achieve well. Students with English as an additional language achieve as well as, and sometimes better than, their peers. Gifted and talented students achieve well because teachers' planning now includes more challenging tasks.

93. The quality of teaching and learning is good overall. Students achieve well because all teachers have a good command of their subject and expect high standards of work and behaviour. Incisive and challenging questioning ensures that students clarify their ideas and develop their understanding in considerable depth. A majority of lessons are well paced, use humour to appeal to the boys' sense of fun and create very good classroom relations. Students enjoy English and are well motivated. Work is provided to extend the higher attainers and expectations are high but there is insufficient match of tasks to the needs of students of different abilities. Most teachers use assessment well, promoting improvement by ensuring students understand the criteria. Marking is generally thorough, although not all is of the same high quality.
94. Leadership is good and management satisfactory. The head of department provides a very good role model, leading by example and enthusiasm. There is an open ethos, and a capacity for honest review and evaluation. Development planning is good, with appropriate priorities identified. Monitoring of teaching and standards is satisfactory but is not sufficiently rigorous to ensure consistency across the department. Teachers' records are well maintained on an individual basis, and performance data is used well to help short and long-term planning. However, there is no coherent central system for tracking individual students' progress and so actions taken to support students are not as informed or effective as they might be.
95. Improvement since the last inspection has been satisfactory. Successful strategies to meet the needs of high attaining students have been introduced; the Key Stage 3 Strategy has been largely implemented and is linked to very recent improvement in results in Year 9; the proportion of high grades at GCSE has shown some increase, while there have been encouraging developments in the use of ICT.

Language and literacy across the curriculum

96. Standards of literacy are well above national expectations. There are high standards of speaking and listening in all subjects. Very good information retrieval skills are seen in mathematics, ICT, geography, physical education, religious education, art and English. Other higher order reading skills are also well developed. Very good standards of extended writing in different genres are seen in English, history and geography. Most departments, apart from mathematics and science, plan to promote literacy in their schemes of work, and marking is usually rigorous.

Modern foreign languages

Provision in modern foreign languages, French and German, is **good**.

Main strengths and weaknesses

- GCSE results in French and German are well above average.
- Students have very good attitudes to learning languages, and warmly appreciate the German culture.
- The ablest students make less progress than they could in French in Years 7 to 9.
- The department provides a wide range of extra-curricular activities that results in enthusiastic learning of the language.

- Extended writing is insufficiently developed in Years 7 to 9 and some students lack confidence in speaking French.
- Resources need updating and insufficient use is made of ICT in the teaching and learning method.

Commentary

97. In 2003, GCSE results in modern languages were well above average; although A grades were above average overall, the percentage of A* grades were below average. When compared to the national average for boys, overall results in French and German were excellent and students performed better in German than in all other subjects.
98. All students study French and German in Years 7 to 9. In Year 9, standards are above average and students' achievement is good overall. In the German course, most students achieve very well. In both languages, students make very good progress in reading and listening, and good progress in speaking. Many students have very good German accents; in French, although some students speak confidently, others have very poor accents and speak hesitantly. In writing, students have a good grasp of grammar, but make insufficient progress in expressing themselves at length, for example in descriptions and accounts. The ablest students, including gifted and talented students, make less progress than they might in French because of few opportunities to fully extend and explore language through appropriate homework tasks and independent learning. By Year 11, standards are well above average and achievement is very good overall as students gain knowledge and understanding at a greater pace, particularly in German, and extended writing is developed very well in both languages. Students with special educational needs, those whose home language is not English, and students from minority ethnic groups all achieve well. Students learn languages enthusiastically, as a result of the teachers' enthusiasm in organising a wide range of extra-curricular clubs and events; students especially appreciate the German language and culture. Students' use of ICT in learning is not well developed.
99. Teaching and learning are good overall. They are good, overall, in Years 7 to 9 but in Years 10 and 11 they are very good, especially in German. Teachers have very good subject knowledge, several being fluent in one or both languages; their mainly consistent use of the foreign language in lessons develops students' listening skills well. Imaginative teaching methods were sometimes seen; for example, in a Year 11 German lesson, the teacher's excellent use of the interactive whiteboard enthused and inspired students. However, lesson objectives, an issue in the last report, are still not clear enough; consequently students' awareness of their learning is limited. In Years 7 to 9, some teachers' over-use of textbooks tends to limit many students' instinctive and creative use of language. This particularly affects French, where textbooks often lack motivating topics for boys. Opportunities to extend higher attainers through independent learning in class and in French homework are missed. Assessment is good overall; marking is detailed, with supportive comments; however, students do not measure their short and long-term progress against clearly explained levels of competence.

100. Leadership and management are both good, overall. The dedicated heads of department sets very high professional standards; the teachers are extremely committed to their work. Languages are strongly promoted in the curriculum with much evidence around the school. A wide range of extra-curricular opportunities is offered. Schemes of work in Years 7 to 9 are satisfactory but need adapting to the specific requirements of students. Teaching and learning are well monitored with formal twice-yearly lesson observation but good practice is not shared widely enough. Resources are in need of refreshment. Overall improvement since the last report is good. GCSE standards, teaching, and achievement in French in Years 10 and 11 have all improved; however, able students still do not achieve their personal best.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Achievement is good because students are well taught.
- Very good attitudes contribute significantly to students' learning.
- Students do not readily seek to apply their knowledge of mathematics to unfamiliar situation and problems.
- Teachers' helpful comments in the marking of work show students how to improve.
- The targets set for students are too imprecise.

Commentary

101. In 2003, in national tests taken in Year 9, students' results were very high when compared to all schools but below average for similar schools. Recently, the trend in these results for the school has been broadly in line with the national trend. Results were higher in 2004 than the previous year. GCSE results in 2003 were well above the national average but well below the average for similar schools. GCSE results in 2004 were higher than those for the previous year.
102. Although students enter the school having attainment which is well above the national average, they achieve well, continuing to consolidate their knowledge and application of mathematics. The standards of work seen generally during the inspection are well above national expectations for this stage in the course. However, the standard of work seen from students in Year 9 is not as high as that reflected in national tests taken in 2003, because these students entered the school with lower standards than other year groups. The few students with special educational needs achieve as well as other students because teachers provide work which meets their needs. Students from minority ethnic groups achieve well because they are fully involved in all activities. Students with special gifts and talents achieve well because they are given additional work at a higher level.
103. Students achieve well because they learn well as a result of good teaching. The best teaching does not waste time on unnecessary repetition. Teachers make it very clear to students what they are expected to learn in each lesson and students respond well to the challenge. Year 9 students learnt to improve the accuracy of estimations working in pairs playing a game based on cricket. Homework is used well to develop the work undertaken in class or to prepare for the next lesson. Students display very good attitudes to their work. They frequently ask questions to clarify their understanding and accept critical comment from other students in a most adult manner. These positive attitudes make a very significant contribution to students' learning. Students readily apply their mathematics when they recognise the situation. However, they are far more hesitant to use mathematics to explore a new situation. Should a student make a mistake, they are helped to understand where they went wrong by the helpful comments written when teachers mark work. Students are set targets of what they should achieve but these targets would be more helpful if they were more precise.
104. The new head of department provides her team with good leadership and management. She is establishing a good team approach. Students' achievement is carefully monitored through regular tests but results from these tests to monitor the effectiveness of the teaching of each topic are not used sufficiently. She has identified where further improvement can be made and is undertaking action to this effect. There has been good improvement since the previous inspection because achievement is higher, expectations are more challenging and the quality of teaching has improved.

Mathematics across the curriculum

105. Students display a level of mathematical competence well above that generally found. They confidently apply their mathematics wherever required. In English, students adapted graphical techniques to assess the levels of emotion in a play. In geography, Year 9 students applied a new statistical test very confidently when studying earthquakes. Very little teaching time was lost in introducing this new piece of mathematics because the students very quickly grasped the technique.
106. Although the use of mathematics across the curriculum is not planned, recorded or co-ordinated, this does not impede learning, because of the boys' high levels of competence and confidence when applying their mathematical knowledge.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are well above average in Year 11 and very high in Year 9.
- Achievement of higher attaining students in Years 10 and 11 is not as high as it could be because the level of challenge in the teaching is not always sufficient.
- Good leadership of the department contributes well to rising standards.
- Investigative skills are not as good as boys' scientific knowledge and understanding.
- Many lessons are well structured and have stimulating activities, but in a minority the pace of learning is too slow and fails to challenge the higher attaining students.
- Assessment, including marking, is not developed sufficiently as a tool to support students' learning and progress.
- Resources are in need of updating.

Commentary

107. Results in the 2003 Year 9 tests were very high compared to the national average, but were in line with those of similar schools based on attainment. Results were better than those for English but not as good as those in mathematics. There was a slight drop in the unconfirmed results in 2004. GCSE results in 2003 were well above the national average. Unconfirmed results for 2004 show a significant improvement in the number of students achieving grades A*-C. Results for the triple sciences indicate a higher average point score per student than for the double award science course.
108. Current standards in Year 9 are very high reflecting the results of 2003 tests. Achievement is satisfactory in Years 7 to 9, and not as good as it is in English or mathematics, although students' attainment on entry to the school is not quite as high as in the other core subjects. Standards seen in Year 11 are slightly better than those indicated by examination results in 2003. Overall standards seen in Year 11 are well above average. Overall, achievement in Years 10 and 11 is satisfactory, but achievement of higher attaining students is unsatisfactory. Where teaching is good or better, the majority of students acquire scientific knowledge and understanding at a good rate and can apply it well, so that their achievement is good. However, higher attaining students are too frequently underachieving because teachers pitch the work to suit the needs of middle and lower attainers in the class and do not provide work

of sufficient challenge and difficulty for all students. There are too few opportunities for students to research appropriate information, think critically about it and produce original extended writing. Consequently, students frequently give answers which lack depth and understanding and do not apply their knowledge sufficiently well. Overall, students' practical and individual investigative skills are not as strong as the knowledge-based areas of science. Students have too few opportunities to make their own predictions or define problems based on their scientific knowledge and understanding. They seldom plan their own experiments from which they can evaluate the results and draw conclusions. Progress and achievements of students with special educational needs and English as an additional language match those of other students, overall.

109. Teaching and learning are satisfactory, overall. Teaching ranges from excellent to unsatisfactory. Where teaching was most effective, it demanded much of the students. Lessons had a well-planned and structured range of stimulating and challenging activities that engrossed students in their work and motivated them to work very productively. A very good atmosphere is created within which high expectations were shared with students. Relationships were also good. As a result, students responded well, and developed a sense of curiosity and a thirst for knowledge, asking as well as answering questions. In many lessons, learning is satisfactory but the range of tasks is too narrow, and teaching is too formal and uninspiring. These lessons fail to stimulate students' enthusiasm and do not encourage them to enjoy science. A minority of lessons seen during inspection were unsatisfactory and in these the pace was often slow and ponderous, and insufficient learning occurred.
110. Leadership of the science department is now good and management satisfactory. A recently appointed head of department provides new and effective leadership and has already introduced a number of initiatives that have led to an improvement in standards, particularly in Years 10 and 11. Overall improvement since the last inspection has been satisfactory. The average point score in Year 9 tests has fluctuated from year to year but overall has risen since the last inspection broadly in line with the national average. Results at GCSE have improved well over the years and increased substantially in 2004 compared with the previous year. Achievement of students with special educational needs has improved. The curriculum is becoming better organised through the introduction of new courses in Years 7 to 9 and in Years 10 and 11, although further changes are necessary to the course in Years 7 to 9, to enable students to progress more rapidly from the science they were taught at primary school. At present, students have insufficient opportunity for investigative work to develop their skills of enquiry and scientific understanding, but this is now under review. Schemes of work have been insufficiently linked to opportunities for higher attaining students and for ICT. A good start has been made in compiling computerised student performance data as a means of establishing targets for raising standards. Marking of students' work has improved in terms of feedback given to students but remains inconsistent. Accommodation is much improved with a new science wing having been constructed. Resources, however, including books, computers and general equipment, are still inadequate and in need of updating.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good teaching is raising students' skill levels in ICT.
- Students' excellent behaviour and attitudes towards the subject encourage good standards.
- Good inclusion of all students in lesson activities ensures that all needs are met.
- Insufficient opportunities are provided in several subjects across the curriculum for students to use ICT.
- Although students' work is assessed well in lessons, a system of assessment is only recently in place to track students' achievement.
- Curriculum time in Years 10 and 11 is insufficient.

Commentary

111. The GCSE results for 2003 in ICT were above the national average. 2004 results show a similar pattern. In work seen, students in Year 11 have skills that are above average and their achievement is good.

112. In Years 7 to 9 standards are above average. Students show well-developed ICT skills related to presentation of different forms of information. Students use word processing and multi-media software packages to present work, and are confident users of the Internet to research topics. Their work generally has a good visual impact on the intended audience. Higher attaining students work quickly and accurately on work, with much independence. Students of all backgrounds and levels of attainment, achieve well in Years 7 to 9 and in Years 10 and 11. Numeracy and literacy skills are good. In the GCSE classes students have good ICT skills and work confidently and independently, using a range of software including desktop publishing, and can use database and spreadsheets to simulate business practice. The higher attaining students in particular are able to explain the development of their work well. All students have good language skills that are used with imaginative ICT to produce a good quality and quantity of work. Students with special educational needs, or have English as an additional language, achieve as well as others because of the good individual support from the teachers. Students who are gifted and talented also achieve well because work is often challenging and relates to problems of an interesting nature.

113. Teaching and learning are good, overall. There is little variation in the quality of teaching and learning. The use of ICT by teachers in the form of data projector and computer screens has a very good effect on students' learning because basic skills are taught quickly and efficiently to the whole class. Consequently, all students are very clear about what they have to do and its purpose. Teachers have good subject knowledge and work is introduced clearly, with detailed explanations, which is effective in encouraging a similar response from students. The pace of learning is brisk because teachers set specific time limits for tasks. Effective class management and good relationships create an ethos that encourages learning. Teachers make regular checks on students' progress in lessons and provide good support and

guidance. All students are included very well by ensuring individual needs are met, including those whose home language is not English. This ensures that all students make progress. Students respond well to working independently. While students' work is assessed well in lessons, a system of assessment and recording has only recently been put in place and tracking of students' achievement is not yet established. Students have excellent attitudes to learning, are keen to do well and collaborate well with one another.

114. Provision in the separate subject of ICT benefits from good leadership and management. The good improvement achieved since the last inspection has been brought about partly by the significant increase in the number of up-to-date computers that are available in the ICT suites. The curriculum has improved significantly, although there are still weaknesses with ICT across the subjects. Curriculum time in Years 10 and 11 is insufficient. This means students do not have enough time to refine their skills and are not rigorously challenged to make maximum progress. There is insufficient technical support for the number of computers in the school.

Information and communication technology across the curriculum

115. Overall, standards of competence in the use of ICT across the curriculum are above average. There is about one computer for every three students and this is above the national average ratio. However, a significant number of computers are in need of repair, which affects their reliability with which students can use them. The school's arrangements for the use of ICT across all subjects are satisfactory but not co-ordinated in relation to the National Curriculum requirements. For example, there is very little tracking of the contribution of other subjects to develop students' ICT skills. The lack of a specific policy for ICT across the curriculum is holding development back. Few teachers are consistently using ICT to improve the quality of learning. A number of subjects are not using ICT sufficiently, for example science, modern languages, history, geography and music, mainly because many computers are in an unsatisfactory state for students to use. Despite this, there are examples of good practice. ICT is used effectively for presenting information to the whole class in ICT lessons. The school has identified further integration of ICT into the classroom as an area for development.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Good planning and preparation of teaching lead to overall good learning and interesting lessons.
- The use of ICT as a tool to support independent learning is insufficient.
- The quality of teaching and learning is very good in Years 10 and 11.

- Good leadership and very good management of the department contribute significantly to the overall good achievement.

Commentary

116. The attainment of boys entering the school in Year 7 is above average. The boys are literate and numerate and have good general knowledge. Their experience of geography is varied and limited. Before the end of Year 7 they have made good progress and assessments at the end of units of study show they are working well above national averages. They maintain these standards and level of achievement through to the end of Year 9. They use their literacy and numeracy well in developing their geographical understanding, and enjoy doing so. Year 7 boys followed complex written instructions in learning and applying map-work skills. Year 9 boys were testing the correlation statistically between the power of an earthquake and the devastation caused.
117. Although the subject is a popular option with over half of the cohort choosing to follow the subject to GCSE, many of the highest attaining students from Year 9 do not opt to follow the subject. At the start of Year 10 the attainment of the boys following the GCSE course is above average. They achieve very well and by the end of Year 11 their attainment is again well above national averages.
118. Students with special educational needs or who are gifted achieve well because the tasks are appropriately matched to their needs.
119. Teaching and learning are good overall and very good in Years 10 and 11. Lessons are well planned, teachers ensure there is good pace to learning and lessons are organised to develop boys' spiritual, moral and cultural education. For example, in Year 11 students were studying economic migration. The teacher provided a good variety of interesting and relevant resources to deal with migration from Mexico to the USA. Teachers give students clear explanation of their expectations. In the discussion that followed, the teacher identified similarities in the local area and addressed issues relating to perceptions about economic migrants. Group work is used to good effect in building broadly based case studies. For example, in Year 9, groups of students used a variety of sources including the Internet to build a bank of case studies for their work on earthquakes. Assessment is very thorough and is used to track boys' progress.
120. The subject is well led and managed. The head of department has led the development of aspects such as citizenship and moral or social awareness through the subject, and ensured the provision of revision tasks and assessments are available on the school intranet to support individual study by older boys. He has a clear vision of how to continue to make improvements. There is regular monitoring of teaching and learning. Regular monitoring of marking and of the work done in different classes supports this. Since the last inspection there has been good improvement. ICT is used to support learning, but a shortage of equipment limits this and the small number of computers available prevents use by whole classes. Standards have been maintained despite difficulties in recruiting a new teacher. The number of students following the GCSE had fallen, but not below the number at the previous inspection.

History

Provision In history is **very good**.

Main strengths and weaknesses

- Percentage of GCSE A*-C grades have consistently been well above national averages in recent years.
- Very good teaching enables students to learn very well.
- Very good classroom relationships, attitudes and behaviour make a significant contribution to achievement in many classes.
- Very good leadership and management underpin the subject's successful recruitment at GCSE.
- There are too few opportunities for computer-based lessons.

Commentary

121. In the 2003 GCSE examinations, 90 per cent of candidates gained A*-C grades which was very high compared to the national average. In 2004, overall results were a few percent lower but in both years one third of candidates gained the higher grades, reflecting very good achievement.
122. Students enter the school with above average attainment and achieve well to reach standards well above expectations by the end of Year 9. The majority complete good quality extended writing in technically accurate English, for example, in conveying an accurate understanding and explanation of some of the failings of the mediaeval Roman Catholic Church. However, they do not always use dates as often as they should in referring to historical events such as the dissolution of the monasteries.
123. At GCSE level, history is a very popular option and students of all attainment levels, including those with special educational needs, achieve very well. In Year 11 standards are well above average. Students carry out in-depth research and make very good use of sources in acquiring a sophisticated understanding of the failure of the Tet offensive and the My Lai massacre. There are clear strengths in extended writing, higher order thinking and verbal reasoning skills, although students do not instinctively refer to the provenance of a source in evaluating its usefulness or reliability.
124. The quality of teaching and learning is good in Years 7 to 9 and very good in Years 10 and 11. Much use is made of discussion, and on occasion formal debate, which underlines the considerable progress students make in cogently and coherently expressing their views. This is also evident in the high quality of their extended writing. Teachers have high expectations, plan thoroughly and conduct lessons at a brisk pace so students learn very well. The obsolete or non-functioning computers in the department restrict teachers' ability to offer computer-based lessons. As a result students have insufficient opportunity to develop their knowledge of history using computers and some lessons are taught in cramped accommodation, which restricts the range of teaching styles which can be practised.

125. History is very well managed and led. The head of department has sustained the subject through a period of considerable change in staffing, avoiding any adverse impact on either recruitment or examination success at GCSE. Standards have risen in the main school and achievement at GCSE is now very good, so improvement since the last inspection has been good.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Leadership and management are very good and students are benefiting from the opportunities to explore many issues that are highly relevant to their own lives.
- Good learning and achievement result from well-planned lessons and very knowledgeable teaching.
- Students clearly enjoy the challenge of the teachers' skilled questioning and the opportunities to engage in debate.
- A very small number of students do not see the relevance of religion in their lives and then disrupt the learning of others.
- Assessment procedures are well developed.

Commentary

126. GCSE results in 2003 were well above average. Standards of work seen in Years 7, 8 and 9 are well above expectation for their age. Students achieve well. Overall standards of Years 10 and 11 students' work are well above expectation. They achieve well in their short course GCSE programme. Students taking the GCSE full course attain at a high level and achieve very well.

127. Teaching and learning are good. Teachers use their considerable knowledge of the subject to plan and deliver lessons that challenge the students to think about and discuss ideas that relate closely to their lives. They work very hard to develop students' religious vocabulary and provide very good opportunities for extended writing and oral work. This ensures that the majority enjoy the work and are very well challenged. Year 7 students' understanding of prayer was well developed in a reflection on the wonders of nature. Challenging questioning by the teacher helped them compare their own and religious ideas of prayer well. In Years 10 and 11, the work builds very appropriately on the students' prior knowledge and understanding. Students showed a very good grasp of the purposes of punishment for crime and made very clear reference to a wealth of personally researched data from religious scriptures and secular sources. However, less successful learning on a couple of occasions resulted from teachers failing to interest some students whose resulting unsatisfactory attitudes had an adverse affect on the learning opportunities of the rest of the class.

128. Students who are gifted are very well challenged and can attend extra sessions to develop higher skills and thrive on the challenge of debate, stimulated in class by the

searching questioning. Those with special educational needs are given very good support, particularly by their classmates.

129. Attitudes towards religious education are generally very good. There are very good opportunities to develop spiritually, morally, culturally and socially. There is great sensitivity in relationships between the teachers and students in most classes. The teachers' knowledge of the needs of individual boys is good and work is well matched to these needs.
130. Assessment procedures are well developed. They give students clear information about their attainment and clear guidance on how to improve their work. The GCSE assessment is very thorough and provides systematic information to show whether individuals are on target or not.
131. The leadership and management of the department are very good. Very clear ideas for further development are very clearly laid out and prioritised. Monitoring of the work of the department is thorough and the sharing of good practice has had a beneficial influence on students. Schemes of work are very detailed and meet the Lincolnshire Agreed Syllabus requirements well.
132. The overall improvement since the last inspection has been good. Standards at the last inspection were well above expectations of the agreed syllabus in the compulsory religious education course for Years 7 to 9 and above expectations in Years 10 and 11. They were well above in GCSE results. Standards overall in Years 10 and 11 have improved and the well above average standards in Year 7 to 9 and performance at GCSE continued. Teaching continues to be good, but a marked improvement in assessment has been established. Leadership and management of the department have become more focused on achievement, use of assessment data and monitoring of teaching.

TECHNOLOGY

Design and technology

Provision for design technology is **good**.

Main strengths and weaknesses

- Standards of work in Years 7 to 11 are well above average.
- Very good relationships contribute to very good student response.
- Good teaching leads to good learning.
- Students achieve very good standards of graphical presentation.
- Teaching and learning are not monitored with enough rigour.
- Assessment procedures in Years 7 to 9 do not contribute sufficiently to students' learning.

Commentary

133. In 2003, the GCSE results were well above average overall, and well above average for A* and A grades. Over recent years results have been well above average. In 2004, results were well above average in resistant materials, graphics and systems and control.
134. Current standards in Year 9 are well above average. Students' achievement from entry in Year 7 to the end of Year 9 is good. Attainment on entry is above average overall but can at times be average in design and technology experience. Students make good use of technical language when explaining ideas, can analyse design problems and suggest improvements with good reasons, including the constraints of materials. The robot project in Year 9 was particularly well presented. Where the work is not as good, it is mainly due to design ideas not being developed in sufficient depth, weaker presentational skills including graphical and written work, or where work is not complete. Homework is regularly set and marked.
135. Current standards in Year 11 are well above average. Achievement of students is good. Work seen supports the high, predicted grades for all groups in the specialist areas. In graphics the work is of a very high standard. Very good work is seen in resistant materials where a good range of ideas is developed in depth, and high standards of freehand sketching are seen. Good use of colour and annotated drawings was also seen in this project. Weaker work shows drawings out of proportion, often in pen and not pencil, solutions not given in sufficient depth, and generally poorer standards of presentation. Literacy skills are good. Students use technical language correctly and make good oral contributions to lessons. Written work can vary in quality. Numeracy skills are good and students manage well the requirements needed. ICT is of a good standard, including the use of computer-aided design in students' work. Students with special educational needs achieve in line with others because tasks are matched well to the individuals and teachers give good individual support. Those who are gifted and talented achieve very well because challenging extension tasks are provided in each project.
136. The quality of teaching and learning is good overall. In many lessons learning is increased because of the teaching styles used. Teachers have good subject knowledge and lessons engage students' interest well. Resources are used effectively. Good assessment, particularly in Years 10 and 11, supports the learning. Computer-aided design is used well in all years. Students normally show good standards of presentation in their folders when researching design solutions. In a minority of lessons the teaching lacks appropriate challenge and students are not always on task. In most lessons teachers use good questioning skills to include students in the lesson and reinforce learning. Marking is supportive and helpful particularly in Years 10 and 11. Assessment is good in Years 10 and 11, but it is not used sufficiently to support students' learning in Years 7 to 9.
137. Leadership is good. A new head of department has been appointed since the last inspection. He has high expectations and is providing good direction for the subject.
138. Management is satisfactory. Procedures for monitoring teaching and learning are not yet sufficiently rigorous and records of assessment do not allow students' progress to

be tracked easily. A number of issues have been addressed from the last inspection and higher attainers are now more appropriately challenged.

139. Staffing difficulties have been managed well and a good start has been made in addressing the new technologies. Staff work well as a team and support each other. Schemes of work are being reviewed and the course booklets support students' learning. A full-time technician provides invaluable support to the department. Accommodation is good with some rooms recently modernised. Resources are used well and appropriately. The display of students' work is of a very good standard and there is a positive ethos for learning. Relationships are very good in all areas of the department and students respond very positively to the subject.
140. Improvement since the last inspection has been good. Standards were above average and are now well above average. Higher attainers are now appropriately challenged and there are sufficient resources for whole classes to complete projects. Teaching in Years 10 and 11 was previously satisfactory and is now good. The award of Specialist Technology Status has had a marked impact on the resources in the department including ICT. Equipment for computer-aided design and manufacture has been installed and used well. Marking has improved well and shows students how to improve their work, particularly in Years 10 and 11. Students' design folders in Years 7 to 9 are not well organised and can be untidy, as at the last inspection.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- Very thorough assessment and tracking are raising standards and involve all students in evaluating their own and their peers' work.
- The use of ICT is flexible and thoroughly embedded in students' experience but access to computers and specific software is difficult to organise.
- The overall teaching and learning in the department are very good; carefully structured planning enables students to achieve very well.
- The lack of technical support is having a negative impact on students' breadth of opportunity.
- Lack of opportunities, such as visits or summer school, inhibits the experience of gifted and talented students to enhance their experience further.

Commentary

141. GCSE results were well above average in 2003 with the majority of students achieving better in art than in their other examination subjects, matching or exceeding their target. Owing to staffing problems the trend has been erratic but is improving.
142. Students' attainment on entry to the school is below average. By Year 9, standards are well above national expectations and achievement is very good. Students have

well-developed techniques and enjoy using a wide range of media, which is a very good improvement on the previous inspection. Another successful improvement is the use of sketchbooks; they are full of useful and clearly improving research. Teacher annotation and personal evaluation challenge students to make modifications to their final pieces. Very effective display throughout the department spills into the corridors and inspires thinking and learning. Year 7 students working on their outline sketches of a chocolate bar made reference to exceptional artwork display. Walls are full of students' high quality work, balanced with posters and information about artists such as Chuck Close and Picasso. All students have their work on display.

143. By Year 11, students are achieving very well and results have been above average. However, negative attitudes of a minority of students and lack of time management skills had a negative impact on 2004 GCSE results. The pilot strategy to complete final examination pieces early allows time for modification and refining work. This is required because students do not experience a full mock examination as school organisation minimises the 10 hours expected to four hours. This restricts outcomes and constrains students' experience. Year 10 students have well-developed practical skills although their maturity and understanding of specific artists' styles and techniques are less secure.
144. Students with special educational needs and lower ability students see their work equally valued alongside other students although they have more problems with literacy when recording and researching. They achieve as well as other students because individual help from teachers and peer evaluation are very effective. Gifted and talented students also achieve very well because they are given space and opportunity to extend their potential. However, there is a lack of visits or summer school to enhance their experience further. Assessment is very good and makes a big impact on improvement. The department uses self-evaluation, peer evaluation as well as teacher evaluation and excellent marking. Students understand how to improve; this was particularly noticeable when homework was returned and students rushed to read comments and share their success and constructive criticism with their friends.
145. Teaching and learning are very good overall. They are consistently very good in Years 7 to 9. In Years 10 and 11 they are very good also, but there is more variation between classes. Year 10 students are often less well motivated. Teachers plan very well for individual capability. Assessment is used very well to track achievement of students. The best lessons involve students as partners in their learning through active participation in lessons. Questioning is highly probing. ICT is not used sufficiently in the teaching to enhance the learning because access to functioning computers is inadequate. Expectations are high and students enjoy stretching their capability, with gifted and talented students getting the chance to 'think outside the box'. There is insufficient technical support in art and design to prepare resources for lessons such as clay and silk screens and this affects the breadth of opportunity for learning.
146. Leadership of the department is outstanding. The energy to tackle the issues from the previous inspection has been boundless. The department is ambitious in its drive to challenge students' imagination. Very good teamwork has established an action plan that raises the profile of creativity across the school. Management is very good and is

establishing an effective use of data to inform development. Improvement from the previous inspection has been very good.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Students achieve well as a result of very positive attitudes of students towards the subject as well as good teaching.
- Assessment is good and is now more effective in raising standards than at the last inspection.
- Good relationships between teachers and students help to promote a good climate for learning.
- The department has outgrown its present accommodation and additional resources are needed.
- There is sometimes insufficient practical activity to give students the opportunity to develop their involvement in the learning.

Commentary

147. The proportion of students attaining A*-C grades in the 2003 GCSE examinations was well above average. GCSE results in 2004 were still well above the 2003 national average. In comparison with other subjects, these candidates achieved a high average point score in music. Their results also represent very good achievement in the GCSE course.

148. Students enter the school with average attainment in music. Standards in Year 9 are above expectations for the ages of the students and they achieve well. For example, students in a Year 9 lesson were seen to have gained a good detailed knowledge of techniques in music in different countries. They have developed very positive attitudes and the confidence to experiment with their own and shared ideas in composition. Because of the good encouragement students are always willing to be creative in their approach to music. Standards in Years 10 are above expectation for the stage in the course and students are continuing to achieve well. Good use is made of video equipment by students to evaluate and analyse individual performance. It was not possible to see Year 11 lessons during the inspection, but work scrutinised shows that standards are above average. Students with special educational needs achieve at the same rate as other students because of the very supportive environment that is created in lessons. No difference was noted in the achievement of students from different ethnic backgrounds.

149. Teaching and learning are good. All students enjoy the practical nature of lessons because tasks are well chosen. Day-to-day assessment is good and marking is regular, informing students how to improve. Enhancement activities are set for the more musically able students, but the results of their labours are not always celebrated. Students' learning is also enhanced by teachers' good lesson planning, clear explanations and the appropriate allocation of time for the completion of tasks.

Occasionally students' demonstrations are effectively used to inspire others in the class. In some lessons the lack of variety of practical activity prevents the students having more opportunity to grasp the object of the lesson, for example the difference between pulse and rhythmic patterns in Year 7. Not enough advantage is taken to use homework for written exercises and therefore create more time for the practical tasks. Good relationships exist between students and staff.

150. Leadership of the subject is very good. The department has been built up substantially over the past few years. Many students have been inspired to enthusiastically pursue musical activity. Management is good. Since the last inspection, a new head of department has been appointed and the issues raised in the last report have been thoroughly tackled where possible. A new curriculum has been devised and this is already being revised in the light of experience and assessment. However, there is insufficient emphasis on implementing the use of ICT in music and insufficient reference to spiritual or social development through the subject. The connection between teaching and learning is now evident in lesson planning and the extra-curricular activities have increased and improved. Assessment procedures have improved and are being effectively used to raise standards. Target setting is not thorough enough, especially in Years 7 to 9. Improvement has been very good over recent years and the standing of the subject raised. However, the department has a shortage of resources, especially ICT and percussion instruments. It has outgrown the present accommodation and consequently some lessons are held in non-specialist classrooms. This is having an adverse effect on teaching and learning. Both music teachers are involved in other areas of the school with a result that the extra-curricular activities are limited. Both standards and numbers of students taking the subject at GCSE have risen since the last inspection.

PHYSICAL EDUCATION

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

Main strengths and weaknesses

- Students achieve very well as a result of very good planning, challenge and encouragement of independent learning.
- Students who are gifted and talented make excellent progress in GCSE group practical work.
- The excellent extra-curricular programme involves nearly all students in high quality activities and competitions.
- Very good monitoring ensures programmes of study are very well taught.
- The teachers make a high commitment to develop all students' skills, knowledge and understanding of sport and health-related fitness.
- There are excellent relationships between teachers and the students, who support one another very well in their lessons and extra-curricular work.

Commentary

151. There were no GCSE results in 2003 or 2004.

152. By the end of Year 9, students' knowledge and understanding of physical education performance are above average. The standards in skills are well above average. Their achievement is very good from when they started at the school. Standards of students in Years 10 and 11 are well above average skills and they achieve very well. A very good understanding of health-related fitness and sports is established. The GCSE students have very high standards in sport with well above average knowledge and understanding as well as skills. Their achievement is very good. Students with special educational needs are fully included and make the same progress as their peers. Those who are gifted and talented make very good progress because the tasks are carefully planned appropriate to the need. In GCSE studies such students make excellent progress.
153. Teaching and learning are very good. Teachers use their very good subject knowledge to plan activities that are appropriate to the needs of all students. They encourage students to lead warm-up exercises, develop students' sports vocabulary very well and explore game tactics. In a Year 10 GCSE football lesson, students achieved well above expectation by planning for themselves how they would re-organise their side when facing a 2-0 deficit in a cup game. Students learn very well because lessons are based on clear learning targets and teachers create a vibrant learning environment in which students clearly strive hard. Students often coach one another. In a very good Year 8 swimming lesson, considerable improvement in front crawl was seen, because students were able to use the very clear coaching cards to help one another. Teachers select students very effectively to demonstrate complex skills. The excellent relationships between teachers and students and the manner in which the boys supported one another were highly impressive features of lessons and competitive activities.
154. There is a good system, newly in operation, for recording students' attainment in Years 7 to 9. GCSE work is thoroughly marked and students have a very clear idea of their progress in practical skills work. Students know very clearly how to improve.
155. Leadership and management are very good. A small but very well qualified team work together very well. The teachers are very good role models and have a high level of commitment to providing an outstanding extra-curricular programme. The introduction of GCSE in Year 10 is a very positive move forward. Day-to-day management of the many activities is very good.
156. Extra-curricular sports activities are excellent. The numbers taking part are high and there is considerable commitment by staff to these activities. Representation at county level is good and many students identified as talented sports players develop their skills further through work at centres of excellence and local sports clubs. Extra-curricular sports clubs are fully open to all students irrespective of ability. The growing links with sports clubs and centres of excellence are impressive.
157. Improvement since the previous inspection has been good. Standards were above average previously and are now well above average in Years 10 and 11. The quality of teaching and learning has risen and development in the extra-curricular provision is particularly commendable.

BUSINESS AND OTHER VOCATIONAL COURSES

There was no focus on subjects in this curriculum area in Years 7 to 11.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Personal, social and health education

158. All students follow a course of PSHE. This is planned well and co-ordinated by the teacher who is responsible for the course. It is taught by dedicated and knowledgeable teachers. Careers education is included in the course. Good provision is made for education about sex and relationships and the abuse of drugs and alcohol. Education for citizenship is provided along with the PSHE course.

Citizenship

Provision in citizenship is **good**.

Citizenship is delivered through subjects across the curriculum and in extra-curricular activities. Any gaps in this provision are covered through a specific course taught within the PSHE carousel.

Main strengths and weaknesses

- Good management has ensured the introduction, delivery and assessment of the programme,
- Careful planning ensures maximum coverage of requirements within subjects and caters for other aspects within a special course.
- Delivery is planned and documented in schemes of work for many subjects.
- Students' development through extra-curricular activity is well planned.

Commentary

159. Students have met the requirements of the statutory programmes of study before the end of Year 9 and before the end of Year 11. Some topics such as work on democracy are carefully integrated into the history schemes of work, whereas employment is covered through specific citizenship lessons. All elements are clearly identified and organised. Students' attainment is above average and their achievement is good.
160. Teaching of the citizenship elements within the timetabled PSHE course is good in lessons seen. The scrutiny of work confirms this quality of teaching and learning over time. Careful preparation ensures that students enjoy the lessons and this contributes to their learning. Teachers use a wide range of teaching strategies, including role-play and drama. Lessons are well planned and taught in a lively way.
161. Citizenship is taught within subjects across the curriculum. In most subjects it is well planned and documented in the schemes of work and in lesson plans. Subject teachers record students' attainment and record it in reports to students. Form tutors also record attainment that results from students' participation in extra-curricular activities.
162. Assessment of citizenship is well co-ordinated. Information collected from studies within subjects across the curriculum is added to assessment information from form tutors and from discrete lessons to give a complete picture of students' progress. Assessment criteria are shared with the boys so they benefit from an understanding of what they must do to achieve success.
163. The subject is well led and managed. The leader has organised the planning and teaching within subjects and allocated aspects to different subject departments and has organised a discrete course to cover gaps left in this delivery. In this way it has been possible to organise the introduction of the course with a minimum of disruption to the curriculum and to build upon strengths within the subject departments.

164. The subject leader monitors teaching within the discrete course and has built an effective and committed team of teachers. The monitoring of teaching within subject departments is left to subject leaders. The effectiveness of this monitoring varies. This variation can be linked to the detail in documentation of citizenship in departmental schemes of work and lesson plans. Where this is good, heads of department have the criteria to monitor against. Where these are not yet fully in place, not only is monitoring less successful, but students do not always receive recognition for the citizenship they are developing.

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 2003.

Level 3 GCE A level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and design	5	100	98.6	100	50.2	116.0	87.5
Biology	8	100	96.4	50.0	39.2	95.0	78.6
Business studies	15	100	98.7	46.7	36.8	81.3	80.1
Chemistry	4	100	97.6	50.0	49.0	95.0	84.9
Drama	3	100	99.5	33.3	40.1	86.7	83.6
Economics	4	100.0	98.9	25.0	52.0	70.0	88.3
English literature	22	100	99.5	77.3	46.5	105.5	86.5
French	4	100	98.8	25.0	51.5	80.0	87.6
Design and technology	3	100	97.8	0	35.0	66.7	77.9
General studies	60	98.3	94.7	46.7	31.0	85.7	73.1
Geography	13	100	98.7	69.2	44.5	100.0	84.0
German	8	100	98.4	12.5	47.9	72.5	84.8
History	36	100	99.0	66.7	44.6	99.4	84.6
Mathematics	29	100	96.7	48.3	55.6	86.2	88.8
Music	2	100	98.8	0	38.9	60.0	81.1
Other Social studies	6	100	97.4	83.3	42.7	103.3	81.8
Physics	14	100	96.7	42.9	44.6	85.7	81.7
Religious education	4	100	98.8	0	46.7	65.0	85.6

Level 3 GCE AS level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and design	1	100	80.1	100	23.7	50.0	29.9
Business studies	7	100	76.4	28.6	16.3	35.7	26.2
Chemistry	4	100	72.7	0	13.9	30.0	24.1
Drama	7	85.7	86.5	42.9	19.6	37.1	30.6
Economics	2	100	73.6	50.0	20.1	45.0	26.4
English literature	3	100	85.9	33.3	19.1	43.3	30.2
French	2	100	78.2	0	18.9	30.0	27.6
Design and technology	4	100	74.9	25.0	15.1	35.0	25.3
General studies	7	85.7	73.9	28.6	17.8	31.4	25.7
Geography	5	100	74.3	80.0	19.8	52.0	26.5
German	2	100	81.5	0	19.3	25.0	28.9
History	3	100	80.7	33.3	19.5	40.0	28.6
Information technology	3	100	67.0	33.3	10.9	43.3	21.4
Mathematics	8	87.5	61.9	0	17.1	22.5	22.1
Music	1	100	86.5	0	21.4	20.0	30.7
Other Social studies	9	88.9	69.7	11.1	16.7	32.2	24.1
Physics	8	100	68.6	37.5	14.4	46.3	22.7
Religious studies	3	100	80.2	33.3	22.6	33.3	29.8
Sports/PE studies	9	100	73.2	66.7	11.4	48.9	23.1

ENGLISH, LANGUAGES AND COMMUNICATION

The focus subjects were English literature and German.

Lessons in French were sampled. In French AS and A-level examinations, results in 2003 were below average. Current standards in French are average overall and students' achievement is satisfactory. In the two lessons seen, teaching was good overall.

The English department has recently introduced A-level theatre studies, a course that offers talented students in particular the chance to further their interests. One Year 12 lesson was sampled. Numbers are low, but good teaching enables students to achieve above average standards.

English literature

Provision in English literature is **good**.

Main strengths and weaknesses

- Results in 2003 were very high compared with all schools.
- Teaching is good overall, but students' reluctance to participate in discussions inhibits their progress and their achievement is satisfactory.
- Not all teachers' marking is sufficiently detailed.

Commentary

165. Results at A-level were very high in relation to all schools in 2003. The 2004 results are lower, with a slight fall in the proportion of high grades, but still an improvement on those in 2002, which were just above average. AS results have shown a similar pattern, with those in 2004 representing a lower standard of attainment on entry than the previous year.

166. Standards on entry to the course are broadly average. The standards seen during inspection are average for the point of time in the course and overall achievement is satisfactory. Students give good, well-expressed responses to texts. However, they do not demonstrate particular interest in the subject and are reluctant to participate orally. This affects their progress. Students in Year 12 are coming to terms with the increased demands of an A-level course and achieving well at this early stage. Well-organised files and sound note-taking skills provide a good basis for consolidating learning. Most students are improving in their ability to recognise and use the language of literary criticism when commenting on texts, although this is not yet fully reflected in their writing, where the style is often over-colloquial and students' ideas are not always developed in sufficient detail. Students in Year 13 are able to grasp the complexity of Blake's symbolism and make links with other writers. Many high attaining students' essays show a well-expressed, confident, personal response to literature, but such confidence is not always seen in lessons. Many across the ability range appear passive in class discussion and their reluctance to participate in class sometimes has an inhibiting effect on the dynamics of the lesson. Achievement overall

is satisfactory, with many students successfully re-taking modules to improve their grades. Most are meeting their targets and over half are exceeding them.

167. Teaching and learning are good, overall. Students learn well as a result of most teachers' considerable subject expertise. Skilled questioning helps to check for understanding and promote greater depth of thought. However, students do not respond enough in discussion or show enough initiative to develop their understanding. This reduces their achievement. Some teachers use innovative methods to overcome difficulties, increase participation and help students learn, as in a successful Year 12 revision lesson in the form of a TV quiz show. Students find the detailed comments and oral feedback they are given very helpful, although some marking is too brief, with few pointers given to develop the work. Occasionally the teaching fails to capture students' interest because the style lacks excitement and flair.
168. Leadership is good and management satisfactory. For example, the head of department gets the best from the staff, and has been focused on strategies for raising achievement. There is a lack of a coherent system for tracking students' achievement. Monitoring is not as rigorous as it should be and is not used enough to share the good practice that exists in the department. There has been good improvement overall since the last inspection. The proportion of high grades has increased, recruitment and retention have been good, and students now have a wider choice with the introduction of A-level theatre studies.

Language and literacy across the curriculum

169. Standards of literacy are well above average overall. There are strengths in speaking and listening in biology, chemistry, ICT, mathematics, business studies and history. Students in mathematics make very positive oral contributions, and in biology make good use of technical terminology. High-level reading skills are developed in business studies, ICT, art and biology. The English course makes many demands on students' reading capabilities, but there is little evidence of much independent reading outside the syllabus. Many subjects provide opportunities to write at length in a variety of styles. In history, there is some sophisticated use of language and students show a well-developed ability to sustain a reasoned argument in depth in their writing. There is, however, little evidence of a coherent approach through all subjects.

German

Provision in German is **good**.

Main strengths and weaknesses

- Teachers have excellent linguistic and cultural knowledge.
- In Year 12, standards are above average and achievement is good.
- Results in 2003 were below average.
- Students have very good attitudes to learning, and have excellent working relationships with teachers.

- There are insufficient independent learning opportunities and challenging homework tasks.
- ICT is not used or integrated enough into routine learning.

Commentary

170. In 2003, AS and A-level results were below average, following a recent trend of below average results and few A/B grades. Unvalidated data for 2004 shows that A-level results were lower than the previous year. However, only a few candidates are entered and national comparisons have limited validity. Staffing difficulties contributed in part to these results. Over the past three years, retention of students on the course has been excellent.
171. Current standards in Year 13 are below average overall. However, they were below average on entry to the course after a period of turbulent staffing and students' achievement has been satisfactory. In Year 12, student numbers have substantially increased, standards on entry are average and standards seen are above average. Students in Year 12 are achieving well. Girls are well integrated into the course and achieve as well as the boys. In speaking and listening, Year 13 students are making good progress but they still generally lack confidence in discussions. In Year 12, students are making very good progress in speaking and listening; they express themselves competently with very good German accents, developing communication skills very well in paired conversations and interviews. The lack of a German assistant results in valuable lesson time being used for fully developing this skill. In reading, standards in both years are above average because teachers select challenging texts for study. In writing, Year 13 students write with reasonable accuracy, for example about German reunification, but they are highly dependent on teachers' guidance. In Year 12, students already write confidently with a good grasp of German grammar. Students with special educational needs achieve well. ICT is not integrated enough into routine learning.
172. Teaching and learning are good, overall. Teachers have excellent subject knowledge, consistently delivering lessons in German, and sharing with students their in-depth knowledge and love of the German culture. In a very good Year 13 lesson, the teacher's excellent use of the interactive whiteboard enhanced students' interest in the fall of the Berlin wall. However, some lessons lack pace and opportunities for in-depth language study. Additionally, students generally do not frequently extend their German through independent tasks and challenging homework, including assiduous preparation of texts in order to subsequently enhance discussions in lessons. Teachers mark assignments thoroughly, grading these according to examination criteria; this informs students fully of their progress. Students are highly motivated and have excellent working relationships with their teachers.
173. Leadership is good and management is satisfactory. The dedicated departmental head leads an expert team committed to students' achievement. Teaching quality, standards and student numbers are all improving. However, schemes of work are not specific enough to the needs of each year group. Improvement since the last report has been satisfactory; the percentage of A-B grades are still below average and independent learning remains underdeveloped.

MATHEMATICS

The focus of the inspection was mathematics, but further mathematics was also sampled. In a very good lesson, students achieved very well, not only learning about complex numbers but also improving their examination technique by working in a group to produce a model answer. Standards of students' work in this lesson were well above average.

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teachers have very good mathematical knowledge so that they teach even the most demanding aspects of the course with great confidence.
- Students' very mature attitudes contribute significantly to their achievement.
- Students do not take enough responsibility for their own learning.
- In large classes, the work does not always meet the needs of all the students all of the time.
- Further mathematics allows the intending mathematician to be well prepared for higher education.

Commentary

174. Results in the GCE A-level examinations in 2003 were average. In 2004, the number entered was considerably less than the previous year (11 compared with 29) but the average point score was increased.
175. The standard of work seen during the inspection from students in Year 12 and Year 13 was well above national expectations. As students start the course having achieved above average standards, their achievement in the sixth form is good. The small number of female students achieve as well as male students. Students from minority ethnic groups achieve as well as other students because they are well motivated and enjoy the challenge of their work. Gifted and talented students achieve well because they explore the subject in greater depth by taking further mathematics.
176. Students achieve well because they learn well in lessons as a result of good teaching. Teachers have very good levels of mathematical knowledge so they are very well equipped to teach the most difficult aspects of the course. Teachers set demanding expectations and students rise enthusiastically to the challenge. Year 13 students worked swiftly through a series of questions of increasing difficulty when learning how to apply the binomial theorem. Students are given helpful comments when work is marked and they take full note of the advice. They display very positive attitudes to their work. They work at a very productive rate and have no hesitation in asking questions to explore any issue on which they are unclear. Because of these very positive attitudes, students would learn even more effectively if they were given greater responsibility for their own learning. One such example is that teachers regularly ask students to copy notes when they would be able to make their own and so develop a skill which will advantage them beyond school. In some of the larger teaching groups, the range of attainment is wide. In such groups, teachers do not

always fully consider the needs of all students. In one example seen, a student who had very rapidly grasped the idea of how to derive the formula for the tangent to a circle had to sit passively whilst the teacher explained the concept to others whose understanding was far less developed.

177. The subject is well led and managed. A consistent approach to the teaching of the subject has been established across the team of teachers involved. This means that students do not experience conflicting or confusing approaches to topics and that each teacher knows whether required skills have been covered or not. The subject is popular and retention in the course is high. The head of department is new to the post and has not yet developed a systematic approach to monitoring the quality of teaching. There has been good improvement since the previous inspection. Standards seen in the inspection are higher than those reflected in recent examinations. With the appointment of a new head of department and resolved staffing shortages, students are now achieving more and teaching is improved.

Mathematics across the curriculum

178. Students are very competent in using mathematics wherever the need arises in all subjects. In business studies, students confidently drew upon their statistical and graphical knowledge to interpret data when considering free trade. Chemists experience no difficulties with mole equations. The levels of skills and knowledge are more than adequate for the demands of the curriculum.

SCIENCE

Chemistry and biology were inspected in full.

Chemistry

Provision in chemistry is **good**.

Main strengths and weaknesses

- Achievement is good as a result of good teaching.
- Results have been improving, but the number of higher grades declined in 2004.
- There are very good working relationships during lessons and students are well motivated.
- There is insufficient use of ICT in lessons.
- Resources are becoming depleted due to increasing numbers of students.
- Monitoring of teaching and learning is insufficiently carried out.
- Record keeping in the department is undeveloped.

Commentary

179. The A-level results in 2003 represented good progress of students. They all achieved a pass with half of them gaining the higher grades, although there were only four candidates. These results were an improvement on those of 2002. In 2004, there

were six candidates and the results were not as good. In 2002 and 2003 all students achieved a pass at AS-level although there were only two and four candidates respectively. In 2004, there were several more candidates and the majority achieved a pass with almost half achieving the higher grades. Retention rates are good.

180. Standards of work seen during the inspection are above average and these standards are achieved because of good teaching and the very positive attitudes of the students. In relation to their standards at the start of the sixth form, the achievements of students are good and they make good progress. There is no discernible difference between the achievement of male and female students and no students were seen with special educational needs. The very few students seen for whom English is a second language make similar progress to others. Students display literacy and numeracy skills appropriate to the course and written work is well presented.
181. Teaching in chemistry is good and the motivation of the students enables them to learn well. Teachers have good subject knowledge, which means that difficult concepts are clearly explained. Lessons are well planned, have a brisk pace and include a variety of teaching and learning styles to maintain students' interest. There are very good working relationships during lessons so that students do not feel afraid to ask for help if they need it. Students are encouraged to share ideas and help each other. They work co-operatively together in both theory and practical lessons and help each other in a mature and sensible way. Teachers' expectations are high and students are questioned frequently during lessons to reinforce knowledge and understanding. Students respond well in lessons and rise to challenges as shown during question and answer sessions and are keen to contribute to group discussions. Marking is thorough and appropriately annotated, giving clear guidance to students on areas for improvement, with plenty of praise and encouragement. Assessment is satisfactory and takes place through regular testing and the continuous assessment of practical skills, and students are aware of their progress. Homework is set and marked on a regular basis and is used to reinforce work covered in lessons, often comprising past examination questions. Independent learning skills are fostered by the use of self-learning packages. There is insufficient use of ICT enhancing the learning during lessons due to problems with computers being in various states of disrepair.
182. Leadership and management of the department are satisfactory. There is an expectation that teachers are committed to raising achievement and have a clear focus on direction. The head of department has a dynamic teaching style. There is little formal monitoring of the teaching and learning quality and this inhibits development of teaching skills and shared good practice. There is also a lack of an A-level database to improve the record keeping. Students regularly visit a local university to attend lectures and attend intensive off-site revision courses each year prior to the examinations. This enhances their wider appreciation of the subject at a higher level. Accommodation and resources are good, but the increasing numbers of students means that resources are becoming stretched. The department receives good technical support. There has been good overall improvement since the last inspection.

Biology

Provision in biology is **good**.

Main strengths and weaknesses

- Teaching is good.
- Teachers have high expectations of students.
- Students are well motivated.
- The use of ICT by students is insufficient.
- Available resources limit the amount and extent of practical work undertaken by students.

Commentary

183. The A-level results in 2003 were well above average. Although there were only eight students they all achieved a pass with half of them at the higher grades. These results were an improvement on the results for 2002. In 2004, there were only four candidates but all passed with half achieving higher grades. The AS-level results for 2003 were similar. In 2004 all students achieved a pass, half of which were at the higher grades. Retention rates are very good.

184. Above average standards of work were seen during the inspection and these standards are achieved because of good teaching. In relation to their standards at the start of the sixth form the achievements of students are good and their very positive attitudes mean that the quality of learning is good and they make good progress as they move through the sixth form. Standards of literacy and numeracy are above average and their investigative skills are well developed. Male and female students achieve equally well and the very few students for whom English is a second language make similar progress. No students were seen with special educational needs.

185. Teaching in biology is good overall, enabling students to learn well. Teachers show very good subject knowledge so that they are able to give clear explanations of facts to help learning. Lessons are well planned and have a brisk pace. There are opportunities for students to develop independent learning skills, through mini-research projects. Teachers' expectations are high and they question students frequently during lessons to establish and reinforce knowledge and understanding. Students respond well in lessons, are well motivated and rise to challenging questions. They work co-operatively together in both theory and practical lessons and share ideas in a mature and sensible way. There are very good working relationships during lessons so that students feel able to ask questions if they need to. Extension work is provided for gifted and talented students, three of whom will be sitting the advanced extension paper in Year 13 for which they receive extra lessons. There is insufficient use of ICT in lessons due to problems with the equipment. Students' notes are comprehensive and show good coverage of the examination syllabus. Marking is thorough, annotated with useful guidance and graded appropriately. Assessment takes place through regular testing during and at the end of modules. Homework is set and marked regularly and is used to reinforce work covered in lessons, often comprising past examination questions.

186. The department is well led and managed and the head of department is committed to the continued improvement of examination results. Monitoring of staff takes place informally but there is a lack of co-ordination between the teachers. Assessment and record keeping are satisfactory and the head of department intends to develop these further. Accommodation and resources are satisfactory but the increasing popularity of the subject means that resources are becoming stretched which is limiting the extent of practical work undertaken and there is little opportunity for students to carry out fieldwork. The department receives good technical support from two technicians. Improvement since the last inspection has been good. The results have improved and the subject has a much greater uptake.

INFORMATION AND COMMUNICATION TECHNOLOGY

There were no focus subjects in this area.

Information and communication technology across the curriculum

187. Students in the sixth form make satisfactory use of ICT in some of their courses. While they are not given specific training, they have developed above average levels of competence in ICT and these are adequate to support their course requirements.

HUMANITIES

The focus subject was history.

One lesson in geography was sampled and books were scrutinised. In the work scrutinised and lesson seen it was noted that teaching and learning were good. The quality of work seen indicates students will continue to achieve success above national average.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Consistent and very good quality teaching enables students to learn very well.
- Frequent discussion and debate enable students to acquire well-developed higher order thinking and verbal reasoning skills.
- Enquiry-based methods and frequent research assignments encourage students to accept responsibility for their own learning.
- Very good leadership and management underpin the subject's good recruitment and examination performance.
- Extra-curricular opportunities are limited.

Commentary

188. Results in the A-level examinations in 2003 in terms of average points score were well above average and the best in the school's history. Two-thirds of students gained higher grades, reflecting very good achievement. The 2004, A Level results were not as strong and were much closer to the previous year's national averages.

189. In work seen in the current Year 13, standards are well above expectations and students achieve very well. They debate contentious issues passionately and demonstrate well-developed abilities to sustain reasoned argument both orally and in writing. They co-operate very well in paired and group research and class presentations. Over the course of two years they compile well-organised, highly detailed files in which higher attaining and average attaining students analyse and evaluate evidence well. Lower attaining students' essays contain more description and narrative than is desirable, and are more likely to employ colloquial English.

190. The quality of teaching is consistently very good. Teachers' subject expertise and understanding of how learning takes place are skilfully used to maximise achievement. 'Question and answer' is very effectively targeted in class discussion to probe and extend students' understanding. Candidates are very well prepared for examinations through shared mark schemes, regularly practising past questions and very clear guidance on source evaluation skills. Teachers mark work very thoroughly and offer detailed advice on the scope for improvement, which is greatly appreciated by their students. Some lessons take place in rooms which are rather cramped for the size of the classes and which lack the computers and audio-visual aids which would assist teachers to broaden the range of teaching and learning strategies they employ.
191. The subject is very well managed and led. There have been several changes in the teaching staff since the last inspection but the head of department has been very successful in maintaining the examination standards and popularity of the subject throughout this period. There has, however, been an impact on the availability of enrichment opportunities; for example, visits to the History Guild and other activities to take advantage of external resources have discontinued. There has been good improvement since the last inspection.

ENGINEERING, TECHNOLOGY AND MANUFACTURING

The focus subject was design and technology – product design.

Product design

Provision in product design is **good**.

Main strengths and weaknesses

- Numbers of students currently in Year 12 are higher than in previous years.
- Teaching was consistently good in the lessons seen.
- Good industrial links have been developed.
- Examination results at the higher grades are not achieved.
- Many students do not continue their studies in Year 13.

Commentary

192. In 2003, only three students entered the A-level examination. No passes were gained at A/B grades but all students were successful at A-E grades. In 2004, all achieved success at A-E grades.
193. Achievement is good from a below average standard on entry to this course. Current standards in Year 13 are average. Good preliminary sketching of ideas with good annotation to explain ideas in the home weight-training bench project is presented. Good areas of research are identified including social issues, materials and manufacturing processes. A minority of students' work shows insufficient research and development of ideas. In Year 12, standards are also average for this early stage of the course. Good presentational skills are used including freehand sketching, shading,

annotation and use of colour. Good understanding of injection moulding production methods is achieved with good annotated sketches. A small amount of the work seen is below average because it shows lack of depth in analysis of design proposals, drawings not annotated, and colour not used to improve presentation.

194. The quality of teaching and learning was good in the lessons seen. Teachers have good subject expertise together with some industrial experience, which adds to students' learning. In Year 12, students increased their understanding about offering alternative design solutions to an existing product. Students were engaged in the lesson because the teaching used good questioning skills to encourage participation in their learning. In Year 13, good one-to-one teaching was seen when developing students' understanding of social and environmental issues when addressing a design proposal.
195. Leadership and management are good. The head of department is developing strategies to promote the subject at this level and to increase recruitment and retention rates. A good start has been made with good numbers currently in Year 12. Good industrial links have been developed to support students' learning. Students relate well to adults and can work in group situations or independently. The higher grades at examination level have not been achieved recently, and monitoring procedures to identify strengths and weaknesses in the teaching from lesson observation and analysis of data are undeveloped.
196. Improvement since the last inspection has been satisfactory. Student numbers in Year 12 have increased since the last inspection. Standards have not improved at the higher grades.

BUSINESS

The focus subject was business studies.

Business studies

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

Main strengths and weaknesses

- There is very well informed and effective teaching that helps students to build up their knowledge and understanding in the subject.
- Meticulous planning ensures that students are challenged to give their best and standards are above average.
- Very good use is made of assessment to give students a clear understanding of what they must do in order to improve their work.
- Opportunities for extended oral participation and collaborative working are not widespread in lessons.
- The accommodation in which lessons are taught is small.

Commentary

197. In GCE AS-level and A-level business studies in 2003, the examination results were above average, with a high percentage of students obtaining the higher A and B grades. When account is taken of students' GCSE grades at the start of the course, these results represented good achievement. The standards reached by current Year 13 students, as seen in lessons and written work, are well above average for both male and female students. Their achievement is very good. They have made very good progress in understanding the central concepts of the subject and make good use of the appropriate subject technical language. Using a local company's profit and loss accounts, Year 13 students understand how accounts are used to assess performance. Although Year 12 students are at an early stage in the AS-level course, they are making very good progress in the understanding of business theory.
198. The quality of teaching is very good. Teachers have very good subject knowledge and, by skilful questioning, this is used effectively to challenge and extend students' learning. The pace at which the lessons are conducted, and the activities included, help to ensure students maintain concentration throughout and make clear gains in understanding new theory. Lesson planning is very good and this helps to ensure consistency in teaching and enables students to be presented with increasing demands in lessons. This makes a significant contribution to the strength in students' learning, which is in the gradual accumulation of knowledge over time. However, there is insufficient opportunity for collaborative learning, and oral participation is low. There is adequate access to computers for students and this helps with the very independent learning seen in Year 13 when individual interests are worked on in some depth. Insufficient use is made of ICT as a teaching medium. Very good use is made of local business and industry as a source of first hand information. Assessment is closely linked to the course criteria and students benefit from the support they get from their teachers in lessons and through the rigorous marking of their work.
199. Students are very highly motivated, are keen to do well and, when questioned, express positive views of the subject. They are well prepared to start lessons on time. Relationships are very good and students listen intently to teachers.
200. Leadership and management are very good and provide a clear direction for work in the department. There is a strong commitment to success and continued improvement. Although the department occupies a dedicated teaching room, it is only just large enough to accommodate the number of students in the group. There is little room for movement in the classroom. Overall improvement since the last inspection has been good.

VISUAL AND PERFORMING ARTS AND MEDIA

There were no focus subjects in this area.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

There were no focus subjects in this area.

HEALTH AND SOCIAL CARE

There were no focus subjects in this area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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