

## ADDENDUMS TO BELLEMORE INSPECTION REPORT

The highlighted sections show the new text where changes have been made.

**First two paragraphs underneath Standards Achieved table should now read as follows:**

Pupils' current standards are below average overall at the age of 14 and 16 years. On entering the school, standards are well below average. Pupils' achievement is unsatisfactory overall **because they do not progress fast enough**. Pupils' achievement is very good in religious education, history and music; is good in ICT and physical education **and is now satisfactory in mathematics**. Achievement is poor in science and unsatisfactory in English, design and technology, art and design and citizenship and for pupils with special educational needs. This under-achievement is due to weaknesses in teaching, pupils' attitudes and the curriculum. The achievement of pupils who speak English as an additional language is satisfactory because they receive effective support. Pupils from different ethnic groups achieve better than their peers.

**Pupils' personal qualities and their spiritual, moral, social and cultural development are satisfactory**. Attitudes are unsatisfactory but behaviour is satisfactory. Spiritual, social and cultural development is satisfactory but provision to promote moral awareness is unsatisfactory. Attendance is poor: it is well below average. Punctuality is also poor.

**Paragraph 1 to be replaced with the following:**

1. Pupils start life at the school with academic standards which are generally well below average. In Year 9, current standards **in English and science are below average, however, they were well below average in the 2004 Year 9 national tests. In mathematics, standards reached in the 2004 national tests were below average, and inspection findings show that they are still below average**. This indicates that pupils' achievement during their time in Years 7 to 9 is unsatisfactory because improvement is inconsistent. In too many subjects, the rate of pupils' improvement is too slow. In Years 10 and 11, current standards and examination results are below average. This represents unsatisfactory achievement both for this age range and overall.

**Paragraph 3 to be replaced with the following:**

3. The school's results in tests at the end of Year 9 have seen some changes from year to year but, overall, the trend in results up to 2003 is better than the rising national trend. In 2003, English, mathematics and science results were broadly similar to the national average. **However, results in 2004 fell markedly and were well below average in Year 9 tests in English and science. In the 2004 national tests for mathematics standards fell slightly and were below average, and when taking into account the standards pupils started at in Year 7 their achievement is unsatisfactory**. When the 2003 results are compared with these pupils' prior attainment in tests at the end of Year 6, English results were below average and mathematics and science results were well below average. These figures indicate unsatisfactory achievement for this group of pupils over Years 7 to 9. Accurate comparative figures for 2004 are not available.

**Paragraph 62 to be replaced with the following:**

62. Achievement in Years 7 to 9 is unsatisfactory. Pupils enter the school with well below average standards and **whilst they make satisfactory progress, overall achievement is not high enough by the end of Year 9**. However, work seen during the inspection shows that standards in Year 9, for those pupils with a regular teacher, are beginning to improve and are now below average. This is as a result of work which staff have put in place this term to address low standards, particularly the introduction of a detailed scheme of work which adopts the principles of the Key Stage 3 Strategy. Pupils in Years 7 to 9 whose regular teacher is absent achieve less well. Achievement by pupils in Years 10 and 11 is unsatisfactory. Overall, the standard of work seen during the inspection in Year 11 is **below average**.

**4<sup>th</sup> bullet point under main strengths and weaknesses in mathematics to be replaced with:**

- GCSE results in 2004 indicate very good achievement since Year 9 at the A\*-C grades.

**Paragraph 73 to be replaced with the following:**

73. Standards are currently below national averages however, this represents satisfactory achievement for all year groups. Performance in national tests for 14 year olds and at GCSE has varied over the last few years. In 2003, although results were in line with the national average, they represented unsatisfactory progress for pupils based on their attainment on entry to the school. This was due to changes in staffing that slowed the progress of some groups of pupils. In 2003, although overall performance at GCSE was in line with that nationally, the proportion of pupils gaining A\*-C grades was too low. GCSE results in summer 2004 improved with overall performance just above the national average with A\*-C grades in line with the national figure. The new head of department put a lot of effort into supporting this year group through clearly planned work and additional classes outside lessons. However, the good achievement at GCSE in summer 2004 was not reflected in national test results for 14 year olds, for whom additional support was more limited. Performance fell to below the national average. Results have been analysed and some underachievement identified; and clear strategies to improve standards are in place.

**3<sup>rd</sup> bullet point under main strengths and weaknesses in design and technology section to be replaced with:**

- Leadership and management are poor.

# INSPECTION REPORT

## **Belle Moor School**

Shirley, Southampton

LEA area: Southampton City

Unique reference number: 116457

Headteacher: Ms C. Ellins

Lead inspector: John Carnaghan

Dates of inspection: 15<sup>th</sup> - 18<sup>th</sup> November 2004

Inspection number: 269251

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 16
Gender of pupils:	Male
Number on roll:	714
School address:	Belle Moor Road Shirley Southampton
Postcode:	SO15 7QU
Telephone number:	023 8032 5333
Fax number:	023 8077 0318
Appropriate authority:	Local education authority
Name of chair of governors:	Mr John Green
Date of previous inspection:	November 1998

## **CHARACTERISTICS OF THE SCHOOL**

Belle Moor School is a smaller than average 11 to 16 boys' comprehensive school serving a wide area of Southampton. The area it serves has some deprivation and is, overall, below average in background. The standards of pupils as they enter the school are well below average. The number who take free school meals is above average. About a third of pupils are from ethnic minority backgrounds and a higher than average proportion speak English as an additional language, with 16 percent at an early stage of learning English. There are no travellers and a very small number of looked-after children. The school has almost 20 pupils from refugee families. The proportion of pupils with special educational needs is above average, but the numbers of those with Statements of Special Educational Need are below average. The numbers of pupils who join or leave the school at other than the usual time are below average. The school has a new headteacher who took up her post in September 2004 after a year when there were temporary arrangements to ensure the leadership of the school.

## **INFORMATION ABOUT THE INSPECTION TEAM**

Members of the inspection team			Subject responsibilities
1352	John Carnaghan	Lead inspector	
32698	Steven Barker	Lay inspector	
1068	Jan Allcorn	Team inspector	Mathematics
34521	Ruth Westbrook	Team inspector	English Work-related learning
33525	Pamela Fearnley	Team inspector	Science
18542	Gerald Griffin	Team inspector	Information and communication technology
2866	Robert Battey	Team inspector	Art and design Citizenship Special educational needs
32672	Stephen Hammond-Evans	Team inspector	Design and technology
16930	Jeffery Plumb	Team inspector	Geography Religious education English as an additional language
24127	Jim Kidd	Team inspector	History
2218	Philip Dahl	Team inspector	Modern foreign languages
2032	Christopher Polyblank	Team inspector	Music
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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>13</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>20</b>
<b>OTHER SPECIFIED FEATURES – Work-related learning</b>	<b>22</b>
<b>PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES</b>	<b>23</b>
<b>SUBJECTS IN KEY STAGES 3 AND 4</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>38</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides an unacceptable standard of education. Pupils' standards are below average and their achievement is unsatisfactory. Teaching and learning are unsatisfactory. The new headteacher's leadership is good; during her brief tenure she has introduced a wide range of improvements. Expenditure per pupil is similar to most schools but it gives unsatisfactory value for money.

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

- Pupils' standards are too low and their achievement is unsatisfactory. Provision and achievement are unsatisfactory in English, science, art and design, design and technology, citizenship and for pupils with special educational needs.
- Teaching and learning are unsatisfactory, this is largely due to weak management of pupils and the unsatisfactory attitudes that pupils adopt.
- Assessment does not promote learning effectively.
- Leadership and management are unsatisfactory.
- Pupils' attitudes are unsatisfactory and their attendance and punctuality are poor.
- The curriculum is unsuitable for a number of pupils and is unsatisfactory overall. The promotion of literacy skills is unsatisfactory.
- The involvement of pupils in the running of the school is good.
- Provision and achievement are very good in history and religious education and good in information and communication technology (ICT), music and physical education.
- From 1999 to 2003, pupils' results in Year 9 national assessments rose faster than the rising national average. However, Year 11 examination results fell steadily over the same period.
- There are good links with parents and with other schools and colleges.

The school was previously inspected in 1998. Leadership and management of design and technology remain unsatisfactory. Of the other key issues, the school improvement plan is now more effective. There are still problems of poor attitudes and under-achievement. Despite considerable efforts from governors and staff, accommodation for music, art and design and physical education has not improved, although refurbishment of the library is under way. Standards of teaching have declined. While standards in Year 9 test results have risen, those in Year 11 fell. Improvement since the previous inspection is unsatisfactory.

Belle Moor School does not provide an acceptable standard of education. In accordance with section 13(7) of the School Inspections Act 1996 I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

### STANDARDS ACHIEVED

#### Year 11 results

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with:	all schools			similar schools
	2001	2002	2003	2003
	D	D	D	C

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

Pupils' current standards are below average overall at the age of 14 and 16 years. On entering the school, standards are well below average. Pupils' achievement is unsatisfactory overall. Pupils' achievement is very good in religious education, history and music; it is good in ICT and physical education. Achievement is poor in science and unsatisfactory in English, design and technology, art and design and citizenship and for pupils with special educational needs. This under-achievement is due to weaknesses in teaching, pupils' attitudes and the curriculum. The achievement of pupils who



Speak English as an additional language is satisfactory because they receive effective support. Pupils from different ethnic groups achieve better than their peers.

**Pupils' personal qualities and their spiritual, moral, social and cultural development are unsatisfactory.** Attitudes are unsatisfactory but behaviour is satisfactory. Spiritual, social and cultural development is satisfactory but provision to promote moral awareness is unsatisfactory. Attendance is poor: it is well below average. Punctuality is also poor.

## **QUALITY OF EDUCATION**

**The quality of education is unsatisfactory. Teaching and learning are unsatisfactory overall.** Fifty-six percent of the lessons seen were good or better but 15 percent were unsatisfactory or worse. Some lessons are exciting and stimulate pupils' enthusiasm. However, in too many lessons, teachers' expectations are too low and too many do not engage pupils. In these circumstances, pupils lose interest and some start to misbehave. This disruption is not always well managed and the pace of learning is often too slow. Pupils' lack of interest contributes to unsatisfactory learning. Teaching and learning are very good in history, music and religious education; they are good in ICT and physical education. Teaching and learning are poor in science and design technology and are unsatisfactory in English, art and design, citizenship and for pupils with special educational needs.

The curriculum is unsatisfactory; provision for English, art and design, modern foreign languages and citizenship does not promote achievement well and the curriculum for pupils with special educational needs is too limited. The development of literacy in other subjects is unsatisfactory because it is not consistently planned. Guidance to help pupils improve is satisfactory but promotion of good attendance is weak. Assessment provides the school with helpful information but this is insufficiently used to set practical improvement targets for pupils. The involvement of pupils in the running of the school is good. There are good links with parents, the local community and other schools and colleges.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are unsatisfactory.** The new headteacher is a good leader who has a very clear understanding of the school's strengths and weaknesses and has a strong vision for the school's future. The impact of her recent appointment and reforms has yet to be fully felt. Sound financial management has successfully addressed previous deficits. Leadership by a number of other staff is unsatisfactory as it lacks rigour and a sense of purpose. Management of the school is unsatisfactory. It is disorganised and does not effectively promote a climate for improvement. Methods of self-evaluation are inconsistent and a number of subjects have not set appropriate priorities for improvement. Governance is satisfactory. The governing body has a growing knowledge of the school, is supportive and works hard to help rectify the school's weaknesses.

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

Parents are satisfied with the school. Most feel that their children like school and make good progress. In fact, progress and achievement are unsatisfactory. More than a quarter of parents feel that the school does not keep them informed of their child's progress; inspection findings are that information provided for parents is good. Most pupils like school but many are very concerned about behaviour and bullying. Bullying is not a concern but disruptive behaviour disrupts lessons too often. A third of pupils feel that they are not treated fairly, but there is little evidence to support this view. A third of pupils reported that the school is not well run and the inspection finds that leadership and management are unsatisfactory.

## **IMPROVEMENTS NEEDED**

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

- Build on improvements made by the new headteacher to improve leadership and management to build a strong school focus on raising achievement;
- develop effective procedures to improve teaching and learning, particularly to promote effective and consistent behaviour management;
- improve standards and achievement by ensuring all pupils are effectively challenged and enthused by their work;
- ensure that the school's curriculum provides all pupils with equal opportunities to achieve;
- improve pupils' attitudes, attendance and punctuality;
- promote pupils' literacy and numeracy development across all subjects of the curriculum;
- ensure that assessment information is used to promote learning more effectively;
- ensure that there is effective management of ICT across the whole school;
- enact a strong and effective staff recruitment and retention policy;

*and, to meet statutory requirements:*

- ensure that the prospectus and governors' report meet statutory requirements.

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

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

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

- Pupils' standards are below average at the end of Years 9 and 11 and their achievement is unsatisfactory.
- Because of the quality of support, the achievement of pupils who speak English as an additional language is better than that of others.
- Overall, standards in English, mathematics, science, art, design and technology, geography, modern foreign languages and citizenship are below or well below average.
- There are above and well above average standards in religious education and music.

##### **Commentary**

1. Pupils start life at the school with academic standards which are generally well below average. In Year 9, current standards are below average but they were well below average in Year 9 tests in 2003 in English and science. In mathematics, standards are below average. This indicates that pupils' achievement during their time in Years 7 to 9 is unsatisfactory because improvement is inconsistent. In too many subjects, the rate of pupils' improvement is too slow. In Years 10 and 11, current standards and examination results are below average. This represents unsatisfactory achievement both for this age range and overall.
2. There are a number of reasons for underachievement at the school. Teaching is unsatisfactory, it too often lacks in drive, ambition and focus so the pace of learning is too slow. There are too many unsatisfactory or worse lessons. This is exacerbated by pupils' weak learning ethos; lessons are too often disturbed by bad behaviour and pupils are frequently antipathetic to the activities in lessons. High rates of absence and lateness mean that continuity of learning for individual pupils is frequently interrupted, depressing achievement.

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

Standards in:	School results	National results
English	32.8(30.4)	33.4 (33.3)
Mathematics	34.6 (34.7)	35.4 (34.7)
Science	33.2 (32.5)	33.6 (33.3)

There were 160 pupils in the year group. Figures in brackets are for the previous year.

3. The school's results in tests at the end of Year 9 have seen some changes from year to year but, overall, the trend in results up to 2003 is better than the rising national trend. However, results in 2004 fell markedly. In 2003, English, mathematics and science results were broadly similar to the national average. They fell markedly in 2004 in English and science and fell slightly in mathematics. When the 2003 results are compared with these pupils' prior attainment in tests at the end of Year 6, English results were below average and mathematics and science results were well below average. These figures indicate unsatisfactory achievement for this group of pupils over Years 7 to 9. Accurate comparative figures for 2004 are not available.
4. Year 9 pupils' current standards are largely below what is expected nationally, although they are well below expectations in design and technology. Their standards are at expected levels

in physical education and religious education and above expectations in music. In terms of statutory targets for pupils at the end of Year 9 in 2004, the school was well below its targets in English, mathematics and science. This would indicate over-generous assessment of these pupils' abilities in preceding years and arbitrary target-setting.

- Standards in Years 10 and 11 are below average and achievement in Years 10 and 11 is unsatisfactory.

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	35 (43)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	87 (87)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	94 (92)	96 (96)
Average point score per pupil (best eight subjects)	30.2 (31)	34.7 (34.8)

*There were 156 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

- GCSE results lag behind the improving national trend for the five years up to and including 2003. Results in 2003 based on pupils' average points were below average in comparison with all schools nationally, but average when compared with these pupils' Year 9 results. The school was less successful in the proportion of pupils who gained five or more grades at A\* to C at GCSE, where the results were well below average nationally and below average in comparison to their previous standards. Subject GCSE results in 2003 were well above average in music and religious education and above average in physical education. They were average in mathematics, design and technology, history and modern foreign languages. Results were below average in science, art and design and geography. They were well below average in English. No pupils sat ICT examinations. Some of these variations can be explained by variations in the quality of teaching. For example, teaching is good in the music and religious education areas. Conversely, teaching is unsatisfactory in English and in most other subjects with below and well below average results. The percentage of pupils who gained five GCSE A\*-C grades, the percentage of those who gained one or more grade A\*-G and their average points scores fell well short of the school's 2004 targets. Again, this indicates considerable weaknesses in the school's former assessment procedures.
- Year 11 pupils' current standards are generally below expectations. Standards are much better than expected in music and religious education but below what is expected in mathematics, science, art and design, geography, modern foreign languages, design and technology and citizenship. They are well below what is expected in English.
- Achievement of pupils with special educational needs is unsatisfactory both in class and when occasionally withdrawn for specialist help. Here, the help they receive usually successfully focuses on improving their reading competencies but does not deal sufficiently with their overall needs in English, literacy and numeracy, such as the need to communicate with the spoken and written word more effectively and to be numerate.
- Minority ethnic pupils generally do better than their peers. GCSE results in 2004 indicate that 87 percent of Panjabi speakers and 75 percent of Urdu speakers did at least as well as expected and a significant number did better than expected. In GCSE results in 2003, Panjabi

and Urdu speakers did even better; 87 percent of Panjabi speakers and 100 percent of Urdu speakers met or exceeded expectations.

10. Achievement for most pupils who speak English as an additional language is satisfactory. Pupils who speak English as an additional language who join the school after Year 7 but who sit the national tests for 14-year-olds achieve satisfactorily by Year 11. This is because of the good specialist support they receive and the quality of the support from external agencies. The intensive support through homework clubs, run by the linguistic and cultural mediators and managed by the school's English as an additional language teacher, for Somali students and for students who speak Farsi makes a valuable contribution to their learning and achievement.
11. A number of individual refugee and asylum seeker pupils, who join the school having experienced significant trauma in their lives, achieve well. Late entrants have attained A\* grade passes at GCSE in Farsi and Urdu. A number of these students successfully gain access to sixth form colleges.
12. The main barriers to raising achievement are unsatisfactory teaching and pupils' unsatisfactory attitudes and poor attendance. Significant improvement in the quality of teaching would have a very positive effect on pupils' achievement.

### **Pupils' attitudes, values and other personal qualities**

Pupil's attitudes are **unsatisfactory**. Behaviour is **satisfactory** and the overall contribution made by the school to student's personal development is **satisfactory**. The spiritual, social, moral and cultural development of pupils is **satisfactory**. Attendance and punctuality are both **poor**.

### **Main strengths and Weaknesses**

- Too many pupils miss too much school and this has a negative impact on their achievement.
- The school does not effectively promote good attendance or punctuality.
- The attitudes to school and to their learning for a significant number of pupils have a detrimental effect on their own and others' learning and personal development.
- The school does not consistently promote the principles that enable pupils to distinguish right from wrong.

### **Commentary**

13. Too many pupils have indifferent attitudes to school and to their learning. Significant numbers of pupils remain passive in lessons. When, on occasion these pupils choose to contribute, they often do so by shouting out, ignoring other pupils who had put their hands up. The attitudes displayed by a significant minority of pupils in and around the school were at times poor, with foul and abusive language and aggressive unsociable conduct.
14. Inconsistencies in the way in which negative attitudes are confronted and unsatisfactory behaviour challenged give mixed messages to pupils. Too frequently teachers and members of the senior management team choose not to reproach pupils for using abusive language and unacceptable behaviour, so that such behaviour is too commonplace.
15. The contribution made by the school to pupils' personal development is satisfactory overall. However, whilst the promotion of pupils' spiritual, social and cultural development is satisfactory the school's promotion of moral development is unsatisfactory. Inconsistencies in promoting and enforcing the school's management of behaviour policy means that pupils experience different expectations of their behaviour from lesson to lesson, which does not enhance their ability to distinguish right from wrong.

16. Behaviour was satisfactory overall because, despite the unsatisfactory attitudes, those pupils observed misbehaving in some lessons demonstrated that they are capable of acceptable behaviour and of learning when teaching is stimulating and challenging. Most pupils do behave in lessons and are polite to adults in lessons and when moving around the school.
17. There are satisfactory relationships between teachers and pupils who have special educational needs. Pupils from a range of minority ethnic backgrounds and those who speak a range of mother tongue languages are mostly keen to learn and do well because of the high aspirations from their home backgrounds. Consequently they are motivated to succeed and often have a much better attitude to learning than their peers. Good support from the home-school links project worker and the linguistic and cultural mediator (a member of staff who promotes understanding between different ethnic groups) contributes well to building the confidence and self-esteem of these students.

## Attendance

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

Authorised absence		Unauthorised absence	
School data:	7.2	School data:	3.0
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.*

18. Attendance at the school is well below the national average and contributes to the underachievement of pupils. Whilst the school has recently implemented a new attendance monitoring system, the impact of which has yet to be seen, the procedures that the school currently has in place to monitor attendance are not sufficiently rigorous. During the inspection week only 87.2 per cent of pupils were in school. Attendance in Year 7 was broadly in line with national averages but attendance in all other year groups was significantly below attendance figures for other schools.
19. Punctuality is similarly poor. Far too many pupils arrive late to school without just cause. During the inspection more than 10 percent of pupils arrived late. This disrupts the learning of others and is a further barrier to raising achievement at the school.
20. The school does not effectively promote regular attendance or punctuality to pupils and their families. Casual attitudes to attendance are not confronted.
21. There are too many exclusions. This indicates weaknesses in the school's disciplinary policies in the past. Currently, the school is working to reduce this rate, supporting those whose behaviour puts them at risk of being excluded.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	476	60	1
White – Irish	1	0	0
White – any other White background	25	1	0
Mixed – White and Black Caribbean	15	7	0
Mixed – White and Black African	4	1	0
Mixed – White and Asian	9	0	0
Mixed – any other mixed background	3	1	0
Asian or Asian British – Indian	56	3	0
Asian or Asian British – Pakistani	41	5	0
Asian or Asian British – Bangladeshi	40	4	0
Asian or Asian British – any other Asian background	13	0	0
Black or Black British – Caribbean	6	5	0
Black or Black British – African	17	0	0
Black or Black British – any other Black background	2	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	3	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

### Teaching and learning

Teaching and learning are **unsatisfactory**. Pupils' attitudes are **unsatisfactory**. They lack independence so their learning is also **unsatisfactory**. Assessment is **unsatisfactory**.

### Main strengths and weaknesses

- Work is not sufficiently adapted to meet pupils' needs, particularly those with special educational needs and those who speak English as an additional language.
- Ineffective management of pupils' behaviour leads to unsatisfactory learning in too many lessons.
- Pupils are often set tasks which do not meet their learning needs and become disenchanted with lessons.
- While there is effective teaching in a number of subjects, teaching ranges from very good to very poor.
- Pupils are often over-reliant on teachers to help them progress.
- The school gathers assessment information well, but it is not consistently used to promote achievement.

## Commentary

### **Summary of teaching observed during the inspection in 117 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (2%)	22 (19%)	40 (35%)	35 (29%)	15 (13%)	1 (1%)	1 (1%)

*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.*

22. Teaching and learning are unsatisfactory, overall. This is a symptom of weaknesses in school management. While in some subjects teaching is good, there are too many unsatisfactory lessons across the school as a whole. Too many lessons are routine and unstimulating. There are considerable variations in the quality of teaching. As the school has not thoroughly monitored teaching until relatively recently, teachers have largely gone their own way and, while some deliver successful learning experiences, too many lessons are unsatisfactory. The school has not identified the best teaching and used this good work to improve classroom practice. Temporary teachers find difficulty delivering good lessons, they are not always sufficiently prepared and pupils react badly to staff changes.
23. Less effective teaching can consist of too many routine activities conducted at a slow pace. Teachers tend to have low expectations of pupils. In these circumstances, pupils become restless and bad behaviour can break out. This is often only partially checked and can escalate, so that the learning of the whole class is disturbed. Pupils report regular disruption to lessons and the inspection confirms this. Many lessons consist of handing down information from teacher to pupils and teachers tend to dominate by talking for too long. Teaching strategies are limited, questions require simple answers and do little to promote literacy, discussion or independent work so pupils tend to sit passively. Many teachers lack strategies to deal with talkativeness and other disruptive behaviour. Some teachers are too tolerant of rudeness and disruption.
24. Classroom teachers frequently do not have with them in classrooms comprehensive records of pupils' learning needs and make scant reference to them when planning and delivering lessons. In some other effective lessons, teachers lack subject expertise, for example in the promotion of literacy. The way the school has implemented the Key Stage 3 Strategy is inconsistent. While three-part lessons and focused assessment have been adopted by some subjects, in others teachers have ignored these developments.
25. Where teaching is good, lessons are thoroughly planned and there are positive relationships. Pupils are managed with skill and confidence and their behaviour is good-natured and co-



operative. They work well in pairs, promoting good learning. However, pupils remain highly dependent on their teachers, frequently asking unnecessary questions rather than working out the answers themselves. Although much teaching is good or better, the fact that over 40% of lessons were satisfactory or worse means that the range of teaching is unacceptably wide.

26. Teachers too often fail to take account of the different range of abilities in the classroom. In this multi-ethnic school, where many pupils require support to develop their English, many teachers take no account of those requiring help. Too often teachers consider that students who speak English as an additional language are coping because they have reasonable conversational language in English, when in fact they fail to grasp technical terms required for national tests and GCSE examinations. The teaching of these pupils is unsatisfactory. The lack of strategies across subjects to support these students is a weakness. Too few subjects have embraced the responsibility to plan flexibly to meet the needs of pupils who speak English as an additional language when they are included with their peers in mainstream lessons and on too many occasions this results in underachievement. Across subjects, when the teacher who leads English as an additional language and members of her specialist staff are not working with these pupils, teaching and learning are too often unsatisfactory and at times poor. Frequently teachers do not know the needs of these pupils in their classes and sometimes they do not even know who they are.
27. Teaching provided by the specialist teacher of English as an additional language is good. Her targeted support is effective so that pupils achieve satisfactorily. Working in partnership with subject teachers, mainly but not exclusively in English lessons, she enables these pupils to enjoy a measure of success because she provides resources to enable them to access the content of the lesson. High expectations, challenge, effective use of questions and skilful support resulted in students with English as an additional language in a Year 11 English lesson making good gains in their understanding of the mood expressed in a poem and by the end of the lesson they understood the meaning of the term 'anarchy'; a term they had not come across before the lesson. This good work is backed up well by an effective team of bilingual support assistants, a home-school liaison teacher and workers funded by the refugee and asylum seekers vulnerable fund.
28. The teaching and learning of pupils with special educational needs are unsatisfactory. The levels of support they receive from their teachers are insufficiently informed by the results of assessment of pupils' individual needs. Teaching takes too little account of the targets in pupils' individual education plans. Teachers rely too much on the input from the few support staff. These staff give good support to pupils in class and by occasional withdrawal. The two teachers with a responsibility to manage and teach the pupils with special educational needs spend too much of their time teaching small withdrawal groups and in teaching classes. They do not offer teachers effective support about which are the best strategies to use to help pupils with special educational needs learn.
29. The assessment of pupils' work is unsatisfactory. The use of assessment is good in history, religious education, music, ICT, physical education and mathematics. Here it is clearly established with targets that pupils understand and pupils can see how they are progressing over time, which they value. In English, art and design, science, citizenship, design and technology and for pupils with special educational needs the approach to assessment and the marking of work is unsatisfactory as there is inconsistent use of data and setting of targets for pupils. Pupils receive too little feedback on their efforts. As a result, pupils do not know how to improve from one piece of work or activity to the next or how successful they are.
30. A great deal of assessment data is available, but it is inconsistently used across the school and not effectively monitored to gauge its impact on learning in the classroom or to help focus and identify groups of pupils who are underachieving. All pupils effectively review their own targets with their tutors and parents but as these targets are not then re-visited, progress is often difficult to measure and it is unclear to individual pupils how improvements could be made. Staffing instability has meant that the school has not implemented the use of assessment in subjects effectively.

31. Many non-English speaking pupils who join the school have not taken the national tests at age 11. A method of assessment of pupils is presently being developed, but no clear system for identifying their initial attainment exists at the present, making it difficult to measure and track the progress of this group. Assessment of the needs of pupils with English as an additional language is unsatisfactory. The specialist teacher has developed a format for assessment but it has not yet been launched. There is no analysis of the progress for these pupils over time and so the senior leadership team cannot know whether or not their achievement is good enough.

## The curriculum

The curriculum is **unsatisfactory** because it is unsuitable for a number of pupils. It is enriched by a good range of extra-curricular activities. Accommodation is **satisfactory** but resources are **unsatisfactory**.

### Main strengths and weaknesses

- There is unsatisfactory curriculum provision in English, art and design, citizenship and modern foreign languages.
- Participation in sport is very good.
- The curriculum for pupils with special educational needs is too limited.
- The school has been unable to recruit and retain appropriately qualified teachers.
- The curriculum is very good in music and religious education and good in history.
- Pupils do not have equal access to all parts of the curriculum.

## Commentary

32. The new headteacher has ambitious plans for the development of the curriculum, but it is too soon for her plans to have made a significant impact. Curriculum links with primary schools are already being strengthened and work on developing an on-line curriculum is underway.
33. The curriculum in Years 7 to 9 includes all the National Curriculum subjects and religious education. Additional languages, including Latin are taught in Years 8 and 9 to higher-attaining pupils. However this provision is too broad for the available time and, as a result, some work is covered too superficially and achievement is unsatisfactory. The music curriculum is very good and provides a source of real creativity. Religious education provides very good opportunities to explore cultural diversity and use thinking skills. The curriculum in art and design is unsatisfactory as plans fail to take account of pupils' prior knowledge or attainment. In Years 10 and 11 pupils have a satisfactory range of subject choices and a satisfactory range of vocational courses is provided through local colleges.
34. There is satisfactory provision for pupils who do not cope in mainstream education through extended work experience and basic skills classes. These courses ensure that pupils who would otherwise drop out of school maintain full-time education and gain worthwhile qualifications. The lack of a scheme of work in English in Years 10 and 11 is unsatisfactory because pupils' studies are undirected.
35. There is insufficient curriculum time for citizenship and personal and health education, which are taught together as one subject. As a result, the coverage of some aspects of citizenship is superficial and unsatisfactory. The school provides a satisfactory programme of sex and relationships education and clear information about drugs and alcohol misuse. The head of

department regularly surveys pupils to ensure personal, social and health education is meeting their needs. As a result of this, more work on personal hygiene and children's development is now included in lessons.

36. The curriculum for pupils with special educational needs is unsatisfactory. The support they receive is variable across the school. Some are supported satisfactorily with the use of short-term targets in the individual education plans. There are systems in place to record provision but they do not always sufficiently interpret the full range of the pupils needs. In many cases teachers take insufficient account of the targets set in the provision they make. There is only limited monitoring of curriculum provision for pupils with special educational needs. Provision for gifted and talented pupils is unsatisfactory. The school has recently started to identify these pupils and provides some special activities: several teams are entering a local web site design competition. Separate biology, chemistry and physics are offered through a local college and able pupils are entered early for GCSE mathematics. However, teachers do not plan sufficient work to extend the learning of gifted and talented pupils in lessons and overall their achievement is unsatisfactory.
37. Careers education is satisfactory. Careers education is taught from Year 7 and provides satisfactory opportunities for pupils to learn about the world of work. All Year 10 pupils undertake a fortnight's work experience. The support individual pupils receive from the school's Connexions advisor is good because it presents clear advice and guidance on the full range of future opportunities available to them.
38. The curriculum for pupils who speak English as an additional language is unsatisfactory because it is not planned with sufficient flexibility to meet their needs. However, the extra-curricular inputs in the form of homework clubs facilitated by the linguistic and cultural mediators to support Somali pupils and those who speak Farsi are very good and make a valuable contribution to the satisfactory achievement these pupils make. Pupils do have the opportunity to succeed in their community languages but this is on an ad hoc basis.
39. Opportunities to extend pupils' learning through visits, trips and extra-curricular activities are good. Pupils appreciate, participate well in and enjoy the wide range of physical education opportunities. A good range of musical activities are in place and joint productions with the neighbouring girls' school are successful.
40. Able pupils in Years 10 and 11 who have the opportunity to take the three separate sciences through extra tuition at the neighbouring further education college do not all regularly attend the extra classes and this is detrimental to their achievement.
41. The recruitment and retention of well qualified and appropriate staff are unsatisfactory. Where staffing in subjects is good, such as in physical education, history and music, standards tend to be higher. In English and religious education long-term absences have had a negative impact on achievement. The school has been unsuccessful in recruiting and retaining teachers of art and design. Due to weaknesses in management, these issues have not been dealt with in the past but there are indications that this area currently has a higher priority. Where support from the head of department is good, such as in mathematics, new and non-specialist staff generally provide satisfactory teaching. Learning support assistants make a very positive contribution to pupils' learning, but there are not enough to support all pupils who need it in lessons.
42. Accommodation is satisfactory. Improvement since the last inspection has been minimal. Given the poor quality of facilities in physical education, the pupils' very good standards and some outstanding achievements in national competitions reflect the high commitment and resourcefulness of the physical education department in overcoming deficiencies. Books and practical equipment are satisfactory overall but there is a lack of books in modern foreign languages and resources for practical work in science. History is the only department to benefit from an interactive white board, where it has a motivating and positive impact on pupils' learning.

43. The quality of the English as an additional language support team is good, but there are not enough teachers, bilingual assistants and project workers to support the increasing number of pupils with English as an additional language in the school. This is becoming increasingly critical in supporting very vulnerable pupils who have experienced significant traumas in their lives. The school is over-dependant on the grant money that supports the most vulnerable pupils and has no contingency to continue the high quality work provided by the linguistic and cultural mediators should this funding come to an end. The room allocated for English as an additional language is too small to teach a small group of pupils and is also somewhat isolated from the main school building. However, it is a stimulating learning environment. There are insufficient resources to support pupils with English as an additional language. Departments across the school, including the English department, do not have sufficient bilingual dictionaries.

### Care, guidance and support

The school's procedures to ensure pupils' care, welfare and safety are **good**, as are the steps taken to involve pupils in the work and development of the school. The provision of support, advice and guidance for pupils is **satisfactory**.

### Main strengths and Weaknesses

- The school knows all pupils well and has their care as its main concern.
- Pupils receive consistently good support and guidance from the school's careers and Connexions advisor.
- The school council provides pupils with a strong and improving voice.
- Care for pupils for whom English is not their first language is very good.
- Inconsistencies in monitoring pupils' academic progress mean they do not always receive effective guidance on how to improve their learning.
- Health and safety procedures are very good.

### Commentary

44. Comprehensive induction procedures ensure that all pupils are well known to year heads and form tutors and this provides a strong foundation for the school's provision of pastoral care. Pupils for whom English is not their home language are very well cared for by the school. Their induction, which includes the formation of strong links with parents and carers, provide the staff with a thorough understanding of pupils' needs and the ability to plan effectively to meet them. The school has very effective links with a variety of outside agencies that, with the school's own staff, provide individual care and support programmes for pupils from ethnic minorities. The school engages with parents and carers of these pupils very effectively so as to ensure that they are well supported in their learning and personal development. The school has recently appointed a member of the learning staff to liaise about pupils' special educational needs with primary schools. Good contacts are made with the available supportive agencies. These provide a satisfactory means of ensuring that each such pupil has a trusting relationship with one or more adult in the school.
45. Comprehensive child protection procedures are in place and are well understood and adhered to. Both health and safety and risk assessment are highly promoted and rigorously monitored by the school. This ensures that procedures and practice for both are highly effective and that pupils are able to learn in a safe and secure environment. Parents are provided with Internet safety leaflets and guidance on road safety for cyclists.
46. The work of the school's Connexions and careers advisor plays a significant part in providing support, guidance and advice to pupils. 'Industry Day' provides pupils with the opportunity to consider the wide variety of potential choices they will face when they leave school. The school has successfully enlisted members of the business community, industry and public

sector organisations as well as further and higher education sectors to come into school and talk to pupils and their parents about the options they will face. Pupils are able to take part in mock interviews with employers and training and education providers. The school works closely with external agencies to make pupils aware of the benefits of further and higher education. Although pupils receive good advice and guidance on the choices that are open to them once they leave school, because of inconsistencies between departments in the monitoring of academic progress, they do not always receive effective guidance on how to improve their work and progress their learning and this is another factor which is detrimental to their achievement.

47. Pupils genuinely and rightly feel that they have a voice in their school. The school council works in a democratic and open manner so that all pupils are able to bring concerns or raise issues through their form representatives. Most pupils are able to point to changes in the school that have come about because of ideas and recommendations emanating from the school council. The new headteacher is keen to develop the school council's role in the school and has already had an impact in raising its profile in the school. The school has effectively used questionnaires to canvas pupils' opinion on a variety of issues and the format of 'Industry Day' has been changed to reflect what pupils were requesting, in terms of its structure and content.

### **Partnership with parents, other schools and the community**

The school has a **good** partnership with parents. The school's links with the community and those with other schools and colleges are **good**.

### **Main strengths and Weaknesses**

- Parents consistently receive good quality information, but the school does not currently meet all statutory requirements.
- 'Industry Day' capitalises on the strong links the school has forged with private and public sector organisations.
- Parents of pupils from ethnic minority backgrounds are encouraged to play an active role in their children's learning.
- Links with other schools and further education colleges enhance the curriculum and personal development of pupils.

### **Commentary**

48. Parents and carers are kept well informed about the school and their sons' progress. Termly reviews keep them up to date on progress and inform them of effort and behaviour. All written information is clearly and concisely presented and the school ensures that those parents for whom English is not their first language, are able to stay informed and involved in their son's education. The school has effectively used the Southampton Ethnic Minority Advisory Service and the refugee support service to work with families in order to provide parents with support and access to advice and guidance on their son's educational and personal development. Whilst documentation to parents does provide good quality information overall, both the prospectus and governors' annual report to parents do not currently meet statutory requirements. Parents of pupils with special educational needs are supplied with copies of the individual education plans and are asked for their comments when the reviews take place.
49. The school has strong links with the local businesses, industries and public sector organisations which combine to make 'Industry Day' a very successful event and one which makes a valuable contribution to the advice and guidance for pupils when they leave the school. Sporting links also make a significant contribution to what the school offers its pupils. Southampton rugby, football and hockey clubs are all involved in both curricular and extra-curricular enrichment. The school works in partnership with many individual sports coaches and uses the facilities of local organisations to enable it to offer a wide range of sporting activities to pupils.

50. Links with other schools have increased opportunities for pupils to participate in music and the arts. Joint productions and musical events with the partner girls' school make a good contribution to overall personal development. Links with local colleges make it possible for the school to support pupils who may be at risk of disaffection with school by offering individual programmes which involve a mix of school-based learning, vocational studies at college and extended work experience. Strategies to ensure the smooth transfer of pupils to further education are good; the school provides "fairs" and taster days where pupils can research the wide range of opportunities available.
51. A strong partnership with a local infant school involves Year 9 pupils acting as reading buddies to Year 1 pupils. Year 11 pupils take part in a joint project with the community college to design and build a pirate ship for the playground of the infant school. Both projects develop a strong sense of community in pupils and make a real contribution to raising self-esteem in boys.

## LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is **good**. The leadership of other senior staff is **unsatisfactory** overall. Management of the school is **unsatisfactory**. The work of the governors is **satisfactory**.

### Main strengths and weaknesses

- The leadership and vision of the headteacher are good and a convincing plan for development has been established.
- The senior management team is not effective in leading the school forward.
- Although there are some good and very good middle leaders, the quality of leadership and management at this level is not consistent.
- Monitoring and evaluation of teaching and learning are inconsistent.
- Although at an early stage, career and professional development of some staff has already had a positive effect.
- Statutory requirements for the reporting of citizenship and for a daily act of collective worship are currently not met.

### Commentary

52. The new headteacher took up post in September 2004. Prior to this the school had experienced a year under the temporary leadership of the deputy headteacher and a visiting consultant head. Her vision for how the school can develop is perceptive and based upon an accurate evaluation of its strengths and weaknesses. She has, in a very short time, drawn up a detailed improvement plan and her presence and challenge have already had a significant impact on the morale of both staff and pupils. She has gained the respect of the whole school community and has redefined the roles of the senior management team effectively, giving this group a more strategic focus. Moreover, she has identified the career and professional development of staff as essential if the school is to take full advantage of current educational thinking.
53. Senior leaders have yet to provide systematic and robust monitoring and evaluation of departmental performance and their effect on raising achievement is, therefore, not apparent. Furthermore, there are serious staffing problems in several subject areas and the recruitment and retention of staff have been an issue for some time. However, financial management is good and the budget deficit has been removed in less time than was predicted. In addition, staff new to the school, including those who are newly qualified in the profession, now receive sound advice and benefit from the detailed booklets they receive on how the school functions.
54. The quality of middle leadership is inconsistent. Leadership in religious education, mathematics and history is very good and these subjects place great emphasis on planning for pupils' achievement. However, in English, design and technology, art and design, special educational needs and citizenship, leadership and management are ineffective and, because

evaluation of pupils' performance is not systematic, standards have suffered as a result. Staff training began in earnest during the previous academic year and has already been effective in identifying need and supporting a range of areas in their development.

55. Although citizenship is taught in concert with personal, social and health education, the achievement of pupils is not formally assessed and, therefore, the school fails to meet statutory requirements for reporting to parents. In addition, the school does not provide a daily act of collective worship, although some assemblies are well conceived and provide pupils with opportunities to reflect on a range of moral, social and spiritual issues. A good example of these sessions was the visit of a former pupil, a county cricketer, who gave Years 10 and 11 thoughtful advice on how to approach their work and their future careers.
56. The leadership and management of special educational needs are unsatisfactory. The co-ordinator and his deputy have insufficient time and up-to-date knowledge to monitor and evaluate provision or to advise staff on its implementation. As support staff are being redeployed to deal with other areas of need the numbers available are decreasing and this is unsatisfactory. The result is that many pupils with special educational needs do not have the full range of support to meet their individual needs. The governor for special educational needs has established effective links with the school and is aware of the need to improve provision. However, the governors have not reported on the implementation of the policy for pupils with special educational needs and the provision the school makes for disabled pupils in its last annual report to parents.
57. The leadership and management of the provision for English as an additional language are unsatisfactory. There is no strategic vision and no action plan to provide for these pupils and this is poor. However, at middle management level the teacher of English as an additional language is doing a good job, but does not have sufficient time to monitor the quality of teaching and learning across subjects. This is a serious weakness. Funding allocated to support pupils with English as an additional language is appropriately targeted. It is used to fund a teacher on a part-time basis. The school also uses this funding to purchase support from the local authority. Significant support is currently funded from funding for refugees' and asylum seekers' vulnerable children. This funding purchases support for Somali pupils and also pupils with Farsi as their mother tongue.
58. Governance is satisfactory. Governors have developing links with the school and have, in recent months, been closely involved with the new headteacher in setting priorities for the urgent reforms required. They were determined to appoint the best possible headteacher to the school and so deferred the appointment until the right candidate could be appointed. They strongly support the changes that she has started to institute. In recent months governors have begun to develop an understanding of the strengths of the school and where reforms are needed.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	2,884,620	Balance from previous year	-139,462
Total expenditure	2,814,023	Balance carried forward to the next	-68,865
Expenditure per pupil	3,674		

59. The school spends similar amounts per pupil to the national average. Given the unacceptable standard of education it provides, it gives unsatisfactory value for money.

## **OTHER SPECIFIED FEATURES**

### **Work-related learning**

60. Provision for work-related learning is satisfactory. The work experience programme is taken up by all Year 10 pupils and is effectively managed by a member of the non-teaching staff. The same member of staff has organised for 13 pupils to benefit from off-site work-related learning at local colleges and in work places. Such arrangements play an important role in including those who are vulnerable to disaffection from school. There has been no audit of work-related learning across curriculum areas to inform planning of the subject. Some departments have successfully built work-related learning into their Key Stage 4 curriculum but others have not. Insufficient management of the planning of this area of the curriculum means that the experience for pupils is inconsistent.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES**

### **SUBJECTS IN KEY STAGES 3 AND 4**

#### **ENGLISH AND MODERN FOREIGN LANGUAGES**

##### **English**

Provision in English is **unsatisfactory**.

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

- Inadequate arrangements during the absence of key staff are lowering standards.
- Teaching and learning are unsatisfactory. However, the good teaching of experienced staff is having a stabilising effect.
- Lack of detailed planning in schemes of work in Years 10 and 11 means that the department does not address underachievement.
- There is no planned programme to improve literacy skills.
- Inconsistent marking means that, although some pupils receive good guidance, others do not.

##### **Commentary**

61. Results in Year 9 tests in 2003 were in line with the national average, but below average compared with the prior attainment of these pupils at Year 6. Results for 2004, which are unvalidated, show that standards are similar to the well below average results of the three years before 2003. In 2003, GCSE results in English language were well below average. Results for 2004, which are unvalidated, show that there has been a small improvement in these standards. Results for GCSE English literature in 2003 were closer to the national average but are still below. Unvalidated results show that the position worsened in 2004.
62. Achievement in Years 7 to 9 is unsatisfactory. Pupils enter the school with well below average standards and fail to make satisfactory progress by the end of Year 9. However, work seen during the inspection shows that standards in Year 9, for those pupils with a regular teacher, are beginning to improve and are now below average. This is as a result of work which staff have put in place this term to address low standards, particularly the introduction of a detailed scheme of work which adopts the principles of the Key Stage 3 Strategy. Pupils in Years 7 to 9 whose regular teacher is absent achieve less well. Achievement by pupils in Years 10 and 11 is unsatisfactory. Overall, the standard of work seen during the inspection in Year 11 is well below average. The lack of detailed planning in provision for Years 10 and 11 affects the progress of all pupils, but this is particularly the case where a teacher is absent and cover is in



place. The achievement of these pupils is poor. The literacy skills of pupils of all abilities in Years 10 and 11 remain weak. Pupils enter the school with low literacy levels and there is no planned programme in place to address this. Achievement in literacy skills across the years is unsatisfactory. Pupils with special educational needs make satisfactory progress where additional support is available. Teachers and assistants work well together in these situations. In unsupported situations the achievement of pupils with special educational needs is unsatisfactory. There is good support from additional teachers in some English lessons for pupils for whom English is an additional language. The achievement of these pupils is unsatisfactory without that support.

63. Teaching is unsatisfactory. In the best lessons there is good planning, where lessons are well-structured and delivered with pace. In these lessons, teachers are using good strategies to support the development of writing, particularly of lower attaining pupils, but there is little evidence of work to extend the most able. Where teaching is unsatisfactory, this relates to lack of subject expertise affecting the planning and pace of lessons. In Years 10 and 11 the lack of a detailed scheme of work affects the coherence of planning across all lessons. Learning in the department is unsatisfactory overall. In lessons where the teaching is good, pupils' attitudes to their work and learning are good. In these situations pupils are keen and well-motivated to participate, complete homework and value the teaching they receive. In situations where they have been affected by long-term absence and inadequate cover the attitudes of pupils are poor and the standard of their work deteriorates markedly. Behaviour in these situations can be quite challenging for teachers. Core units are assessed in detail every half term and are well-marked with National Curriculum or GCSE levels and targets. Good practice is observed in sharing these targets with pupils, but insufficient use is made of assessment in planning pupils' work. Pupils' work is marked regularly and targets for improvement are set. These targets are sometimes too general and there is little response to them from pupils. Marking of literacy is inconsistent and sometimes there is no response from some teachers to repeated basic errors. There is little involvement of pupils in assessment of their own or other pupils' work. Pupils who are taught by teachers on long-term absence are not receiving regular, good quality feedback on their work and cover teachers do not have information about the individual needs of their pupils.
64. Leadership of the department is poor. The absence of the head of department over a number of years has had a major impact on standards. Inadequate departmental planning has not addressed the issues of underachievement and the Key Stage 3 Strategy has not been implemented fully. Management of the department is unsatisfactory. It has been affected by the same absence. Examination data has not been used effectively to identify priorities for future planning. Schemes of work are not securely in place. Monitoring of teaching and learning has been carried out by senior managers but there has been no schedule which has involved all members of the department in evaluating their work. This term, arrangements have been made which have helped the department make a start on work to address underachievement. A core of experienced staff has worked hard during a period of great upheaval to minimise the impact on standards as much as possible. Long term staff absences are having a significant impact on the quality of provision within the department. This has been the case over a significant period of time. The arrangements for cover during absence are unsatisfactory as the impact of absence affects the same pupils over long periods. Although the department is well-equipped with audio visual and ICT equipment, the supply of text books and reading books is inadequate.
65. Improvement since the last inspection is unsatisfactory. The results of Year 11 pupils have worsened since 1998 and the achievement of all pupils is not as good as it was then.

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

66. Standards of literacy in all years are below average. Although a satisfactory start was made to the introduction of the literacy strategy, its development over the last year and a half has been affected by staff absences. During this time, the school has not given suitable emphasis to raising standards of literacy and literacy has not been adequately supported by senior staff.

Although established initially, the working group has rarely met in this school year or last. Planned training for this term has not taken place because of staff absence and alternative arrangements have not been made. As a result, the contribution to raising literacy standards made by departments and individual members of staff is inconsistent. A number of teachers give good emphasis to key words, technical vocabulary, modelling and extended writing, but elsewhere there is little emphasis on the development of the literacy skills needed to access the curriculum. Overall, the school's implementation of literacy across the curriculum is unsatisfactory.

## **Modern foreign languages**

The provision for modern foreign languages is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils achieve well in French and German in gaining higher GCSE grades.
- All pupils taking GCSE language examinations are successful in securing a grade.
- Standards are below the national average at 14 and 16 years.
- Options for language learning limit attainment in Years 7 to 9 and the curriculum is unsatisfactory.

### **Commentary**

67. Results and standards in languages are below average and similar to those at the time of the previous inspection. Pupils do well from a low starting point to gain GCSE grades which are just below the national average in French and German. Spanish results are well below average. All pupils attempting GCSE in 2003 successfully secured a grade.
68. Standards in Year 9 are below the national average. Pupils' achievement is satisfactory during Years 7 to 9. Because the time is split between two or more languages, many pupils make modest gains. Achievement in speaking and writing is satisfactory. However, the range of activities is too limited for some pupils to overcome barriers to learning.
69. In Years 10 and 11 achievement is satisfactory. Pupils apply themselves conscientiously to understanding what they hear and read, can respond to a range of guided questions on different topics and write competently, usually with support. In Year 11, pupils whose learning has been affected by staffing problems lack confidence in speaking and rely too heavily on notes and reference materials.
70. Teaching and learning are satisfactory. Teachers enthusiastically provide constant encouragement for pupils to extend their achievement, use homework effectively to reinforce and extend learning in lessons and make good use of insufficient resources. However, the range of activities is too limited to help pupils with reading, learning or language difficulties
71. Leadership and managed are satisfactory. Recent difficulties are being overcome, a good sense of team commitment has been built up and sensible priorities have been identified. The current very broad provision of languages in Years 7 to 9 limits attainment and, as a result, the curriculum is unsatisfactory. Options for language learning and accreditation in Years 10 and 11 do not recognise the full range of pupils' achievement and the department is exploring more effective alternatives.

72. Since the previous inspection standards and leadership and management have declined. The curriculum is unsatisfactory and improvement is unsatisfactory.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The best teaching interests and motivates pupils and they are attentive and learn well.
- The head of department provides very good support for both the specialist and non-specialist teachers, which ensures satisfactory or better teaching for most pupils.
- Assessment procedures track pupils' progress effectively and provide good feedback to pupils on how well they are doing.
- GCSE results in 2004 indicate very good achievement since Year 9, although current standards are below national expectations and represent satisfactory achievement.
- The numeracy skills of older pupils in Years 10 and 11 are not as good as those of younger pupils because they are not practised enough.
- There is insufficient use of computers to support pupils' learning.

### **Commentary**

73. Standards are currently below national averages and represent satisfactory achievement for all year groups. However, performance in national tests for 14 year olds and at GCSE has varied over the last few years. In 2003, results represented unsatisfactory progress for pupils based on their attainment on entry to the school. This was due to changes in staffing that slowed the progress of some groups of pupils. GCSE results in summer 2004 improved considerably on those for summer 2003 with a larger proportion of higher A\* to C grades. The new head of department put a lot of effort into supporting this year group through clearly planned work and additional classes outside lessons. However, the good achievement at GCSE in summer 2004 was not reflected in national test results for 14 year olds, for whom additional support was more limited. Performance fell. Results have been analysed and clear strategies to improve standards are in place.
74. Pupils with special educational needs achieve similarly to their peers and in many lessons benefit from the help of learning support assistants. Pupils from ethnic minority groups do as well as other pupils. However, pupils at the earliest stages of learning English are not always well supported in class because teachers are not given guidance on their needs and suitable approaches
75. Teaching and learning are satisfactory. Teaching seen during the inspection ranged from very good to unsatisfactory. The half of the lessons seen that were very good or good were mainly from two full-time members of the department. Other teachers, both full-time and part-time members of the department, are less successful, although their teaching is mostly satisfactory. Nearly all teachers plan lessons well with clear objectives, purposeful activities and a recap at the end that checks learning. They are well supported in this by the head of

department. Where lessons are most successful, activities motivate and interest pupils. For example, in a low ability group in Year 8 the teacher injected a sense of fun at the start. This lively group responded well and worked hard. The use of pair and group work is also effective. It promotes good discussion between pupils about methods of approach and the pupils learn from their errors. Teachers' questioning requires pupils to analyse and think about what they are doing and there is good attention to the meaning and understanding of technical words. These features are less evident in satisfactory lessons. The small amount of unsatisfactory teaching seen did not motivate or retain pupils' attention and, as a consequence, pupils' learning and sometimes their behaviour were unsatisfactory. The use of graphic calculators is developing well but the use of computers to support pupils' learning is under-developed.

76. The leadership of the new head of department is very good and he provides a good role model for and has made improvements in the work of the department. Regular testing tracks pupils' progress in order to identify underachievement. Pupils know their targets and have regular and helpful feedback on how well they are doing. Teachers use test results to identify weaknesses and future learning needs. Homework is regularly set and marked. Improvement since the last inspection is satisfactory because, although the work of the department is now managed well, new developments have yet to have an influence on standards.

### **Mathematics across the curriculum**

77. Pupils' numeracy skills are close to the level expected in Years 7 to 9, being best in Year 7. They are below expectations for pupils in Years 10 and 11 because these pupils do not practise their skills on a regular basis. Pupils do, however, apply basic number skills satisfactorily in most subject areas, because they are only required to do so at a basic rather than a high level; for example data handling in geography, timelines in history and measurement in design and technology. Recent training for all staff by the head of mathematics has raised awareness of how pupils' numeracy skills can be developed through subjects. Some subject areas such as physical education and history have numeracy policies, but there is no coherent whole school approach to numeracy.

### **SCIENCE**

Provision in science is **poor**.

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

- Teaching fails to stimulate the pupils and is poor, resulting in low levels of learning and achievement. Teachers often use ineffective and unsuccessful behaviour management strategies.
- Management of the department is unsatisfactory.
- The use of practical work and resources linked to pupils' individual learning needs are limited and the development of pupils' literacy skills is too slow.
- A dedicated team of technicians is well led and managed.

#### **Commentary**

78. The results in the 2003 national tests are below average when compared to all pupils nationally and well below those with similar prior attainment. Results in Year 9 national tests in 2004 showed a significant decline in the proportion of pupils attaining the expected Level 5 or better. Although pupils' attainment on entry to the school was below average, these results indicate that pupils underachieve in Years 7 to 9.
79. At GCSE, the 2003 results were below the national average with only 39 per cent gaining grades A\* to C compared to 53 per cent of boys nationally. Although standards are below the national average, the results are in line with national expectations compared to pupils with similar prior attainment.

80. Current standards across the school are below the expected national levels. However, there was a wide range in standards of work seen from above to well below the national average. The variation in standards observed resulted from poor planning which led to low expectations. Achievement of pupils across the school is poor. This is a direct result of poor teaching, leading to poor learning and underachievement. Achievement is also poor for pupils with special educational needs. For those who speak English as an additional language it is better, but still unsatisfactory, because these pupils receive effective support.
81. Teaching and learning are poor overall. In nearly a quarter of the lessons seen teaching and learning were unsatisfactory or worse, although some satisfactory and good teaching was also observed. Too many lessons observed involved teachers speaking at length, supported only by worksheets some of which could not be read by pupils with poor literacy skills because they were not modified to cater for these pupils' individual needs. The same worksheets were used for all abilities and across year groups so that many pupils were not effectively challenged. Although a good template is used to plan lessons, very limited use is made of practical work and in particular scientific enquiry which would help pupils to understand the science concepts being taught. However, some good coursework assignments were evident in Year 11. In lessons where inadequate progress was made, the majority of pupils were not engaged and motivated to learn. Questioning techniques did not enhance pupils' learning or develop their literacy skills. One-word responses are readily accepted without the expectation that pupils should construct a sentence. Teachers do not always ask questions to help pupils know how their learning could improve. The lack of progress seen in most unsatisfactory lessons was also due to teachers struggling to manage the behaviour of pupils. For example, half of the science teachers used whistles to manage poor behaviour, which did not work and did little to foster good relationships and resulted in poor attitudes. Frequently teachers do not insist on high standards of behaviour. Learning support assistants and technicians work well alongside teachers and pupils in lessons.
82. The leadership of the newly appointed head of department is satisfactory but management is unsatisfactory because it is not improving standards. The head of science inspires confidence in staff and has put in place systems to enable team work among staff but has failed to implement and monitor policies focused on raising achievement. The management of the curriculum and team is having a limited effect on improving the teaching, and assessment of pupils is unsatisfactory. Efforts to organise and distribute pupils' attainment data have taken place but assessment information is used ineffectively by teachers to track pupils' performance which means that too many pupils are underachieving. A marking policy is in place but is used inconsistently. Currently, monitoring of teaching takes place but it lacks structure and focus and the findings are not used by the department to evaluate its own performance.
83. Since the last inspection, improvement has been poor. Standards, achievement, teaching and management of the department have deteriorated. Pupils in Years 7 to 9 still underachieve and the quality of the department's developmental plan remains unsatisfactory. A significant number of teachers continue to have poor relationships with pupils and the department is still not addressing the needs of special educational needs pupils or more able pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils achieve well as a result of good teaching.
- Co-ordination of the use of computers across the curriculum is unsatisfactory.
- Very good assessment helps learning.
- Pupils enjoy ICT and work hard.

## Commentary

84. There have been no recent examination entries in ICT.
85. For current Year 11 pupils following a GCSE course, standards are average. Pupils select the correct software successfully for a given task. Word-processing and desk top publishing skills are above average. Pupils' skills using spreadsheets and databases are below average because they are not able to use the software's advanced features. Achievement is good because pupils start the course with below average skills. Standards for the minority of Year 11 pupils who do not take an ICT GCSE are below average. They use a satisfactory range of software in their GCSE lessons to practice and develop their computer skills. Their achievement is satisfactory.
86. In Year 9 standards are below average. Pupils successfully use software to control a model central heating system. When designing a slide show they select appropriate text and colour. Higher attaining pupils can create inter-active links between slides. Pupils have average standards when using a spreadsheet to generate graphs, but skills in entering formulas are below average. Pupils have only a basic understanding of databases. As pupils enter the school with well below average standards this represents good achievement. Achievement for those with special educational needs, pupils who speak English as an additional language and gifted and talented pupils is good in all years because different work is planned for them, meeting their needs well.
87. Teaching and learning are good. Pupils find work challenging and work hard to solve the problems they are given. They enjoy the work because it is set in an industrial context making it relevant and interesting. Attitudes are positive and behaviour good as a result of teachers' good class management and engaging presentations. Pupils cover a lot of work in lessons because expectations are high and clear time limits are set. Marking is thorough and pupils have a good understanding of how they can improve but written targets do not appear on work.
88. Leadership is satisfactory. The team of teachers are committed to raising standards. The leadership of curriculum change is good with the Key Stage 3 Strategy well established. However, there is no leadership of ICT across other subjects. Management is good. The work of teachers is regularly monitored and the results of the monitoring are used well to improve provision. Assessment is very well planned and used to raise standards by providing regular feedback to pupils on their standards and how they can improve. Assessment is also well used to follow pupils' progress, leading to good corrective action where standards fall.
89. Improvement since the last inspection is good. Standards in control and modelling are now average, the curriculum meets the requirements of the National Curriculum and cross-curricular ICT provision is now satisfactory.

## Information and communication technology across the curriculum

90. Provision is satisfactory. Pupils can practice the satisfactory range of skills which they have learned in their ICT lessons in other subjects. This is a feature of design and technology and of history. In music, provision is very good because pupils make very good use of keyboards and specialist software for composing. In art and design and mathematics there are insufficient opportunities for using ICT in lessons. The leadership of ICT across the curriculum is unsatisfactory because the school does not have a coherent plan for its delivery.

## HUMANITIES

### History

Provision in history is **very good**.

### **Main strengths and weaknesses**

- Leadership is very good and has rapidly established very effective strategies for improvement.
- Teaching is very good and pupils benefit from a wide range of methods to meet their individual learning needs.
- Pupils in all years achieve very well in acquiring historical skills.
- History is a popular subject, pupils show great interest in it and behave very well.
- Teachers use ICT very effectively as a teaching and learning tool.

### **Commentary**

91. At age 14, standards are average and pupils see the value of history to their everyday lives. GCSE results in 2004 were a considerable improvement on the below average results of 2003. Work seen during the inspection mirrors this trend and standards at the end of Year 11 reach expectations.
92. From well below average standards on entry to the school, pupils achieve very well in their first three years and have a good understanding of the nature of evidence. They detect bias effectively and are beginning to use historical terminology accurately and in context. Similarly, the achievement of pupils in the GCSE years, including those from ethnic minority groups, is very good. Pupils evaluate source material of different kinds very effectively, on the causes of the Cuban Missile Crisis, for example. Moreover, they make perceptive comments about the reliability and usefulness of evidence.
93. Teaching and learning are very good. Pupils opt for history in large numbers, speak highly of their teachers and look forward to their lessons. They benefit from sophisticated questioning and a range of methods which are effective in meeting the learning needs of all, including those who find some of the work difficult. Pupils engage very well with the subject-matter, enjoy making models of trench systems and castles, and Year 7 presentations on the Tennis Court Oath, for example, demonstrate the positive effect of relentless yet realistic challenge from their teachers. Furthermore, teachers use the electronic whiteboard extensively for PowerPoint presentations, on the background to the building of the Berlin Wall, for example, and, in turn, pupils produce a range of assignments using computers.
94. Leadership is very good and has produced a detailed action plan for improvement, which has already had a significant effect on standards. Management is very good and evaluates departmental performance closely. It has established a new scheme of work and also assessment practice, which has pupils' achievement and target-setting at its heart: pupils are fully aware of their progress and of just how they may reach the next level or grade.
95. Improvement since the last inspection is very good. Standards, achievement and teaching are better and pupils now benefit from many more opportunities to learn independently. The department is well placed for development and further success.

### **Geography**

The provision for geography is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching is not planned with sufficient flexibility to meet the needs of pupils with special educational needs, and strategies to support pupils with English as an additional language are sometimes weak.
- Teachers' subject knowledge is good but the absence of a specialist teacher for most of a term has been a barrier to learning.
- Most pupils enjoy the subject.

- The use made of computers to support teaching and learning is unsatisfactory.

## Commentary

96. Teachers' assessment in 2003 showed that standards by Year 9 were below expectations. In 2004 teacher assessments for Year 9 were even lower. However, given that attainment on entry in Year 7 is well below expectations, achievement is satisfactory. In 2003, GCSE results were average; in 2004 they fell. Measured against pupils' prior attainment these results demonstrate satisfactory achievement. GCSE results have fallen each year since 2002.
97. The long-term absence of a specialist teacher has had an adverse impact on achievement but this problem has very recently been resolved. Too few pupils in Years 7 to 9 have the skills required to extract relevant information from a range of sources such as textbooks and worksheets to produce quality enquiry work. Higher attaining pupils in Year 9 produce well-written notes but the literacy skills of many in the year group are weak. Although speaking and listening skills are satisfactory, pupils with English as an additional language sometimes struggle with the use of technical terms and they are not provided with bi-lingual dictionaries to support them.
98. Current Year 11 pupils' standards are very variable. Far too many pupils in Year 11 do not take pride in their presentation. This is seen in the context of the long-term absence of a specialist teacher resulting in the work of the lower attaining set not being regularly marked with the outcome that pupils are not sufficiently clear of exactly what they need to do to improve their work. Although pupils have had fieldwork experience their analysis of data to test hypotheses is often weak.
99. Teaching is satisfactory. In Years 7 to 9 it ranges from unsatisfactory to good. In Years 10 and 11 it is always at least satisfactory, but a significant number of pupils in Year 11 have much ground to catch up because of the lack of specialist teaching over most of the autumn term. The best teaching is characterised by good subject knowledge, interesting activities, a punchy pace and effective use of questions. These qualities were seen in a Year 9 lesson on natural hazards. Where teaching is unsatisfactory the needs of pupils with special educational needs and those with English as an additional language are not met. The lack of flexibility in planning results in the absence of strategies to support the pupils in these classes with their writing and so they flounder and go off task. Behaviour is also not managed well and this has an adverse effect on the learning of the whole class. Assessment is satisfactory and is used well to set targets for pupils. But assessments are not made soon enough in Year 7 to provide a baseline against which to measure progress over time.
100. Leadership is satisfactory. Management is also satisfactory. Monitoring of teaching and learning takes place but it is not sufficiently sharp to ensure consistency in teaching. A satisfactory effort has been made to embrace the Key Stage 3 Strategy but it is not consistently implemented across the department. There are very few opportunities for pupils to use ICT. Some of the weaknesses identified at the time of the last inspection have been addressed. Resources are better. Assessment in Years 7 to 9 is improved. But weaknesses remain in the teaching in Years 7 to 9 and improvement has been unsatisfactory.

## Religious education

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

### Main strengths and weaknesses

- Enthusiastic teaching based on very good subject knowledge and delivered at a good pace results in very good achievement.
- GCSE results are well above average.
- Insufficient use is made of computers.



- The subject's contribution to promoting pupils' spiritual development and raising their awareness of cultural diversity is good.

## Commentary

101. Year 9 assessments in 2004 showed that attainment was in line with that expected of the locally agreed syllabus. Because attainment on entry in Year 7 is well below that expected this represents very good achievement. GCSE full course results were well above the national average in 2003 and remained high in 2004. Based on pupils' starting point on the GCSE course this demonstrates very good achievement. There is no national comparative data for the GCSE short course for boys' schools. However, pupils who follow this course achieve well.
102. Current Year 9 standards are in line with the expectations of the locally agreed syllabus. Pupils have a secure knowledge and understanding of Islam, Christianity and Buddhism. Their thinking skills are well developed and they give good explanations of key religious concepts. Standards of current Year 11 pupils are well above average as demonstrated in a very good lesson when they explored a number of dilemmas within the context of medical ethics from different religious points of view. Pupils' evaluation skills are particularly strong.
103. Teaching is very good. It ranges from good to excellent. Very good subject knowledge, strong pace, skilful behaviour management and very effective use of questions results in very good learning as seen in a Year 9 lesson on how Buddhists use the *'Wheel of Life'*. Because resources and activities are skilfully matched to pupils' needs, pupils with special educational needs achieve very well. Very effective use of culturally sensitive visual cues and very good demonstrations of writing by the teacher enable those with English as an additional language to achieve well. Learning is fun and so pupils are always focused and keen to do well. Assessment is used well to raise pupils' achievement. Teaching promotes pupils' spiritual awareness well. The subject content makes a valuable contribution to raising pupils' awareness of cultural diversity.
104. Leadership is very good and makes a valuable contribution to pupils' achievement as it has assured the quality of teaching and learning. Management is very good. Robust self-evaluation and very good monitoring informs planning for improvement. The head of department recognises the need to develop the use of ICT to support pupils' learning. He has managed the long term absence of a specialist teacher well and prevented it from becoming a barrier to achievement. Improvement since the last inspection has been good.

## TECHNOLOGY

### Design and technology

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

#### Main strengths and weaknesses

- Teaching and learning are poor and, as a result, pupils' achievement is poor.
- Standards are too low.
- Leadership and management are poor.
- Design and make tasks in Years 7 to 9 do not provide enough opportunities for higher order skills and challenge for the higher attainers.
- Designing and the development of ideas are poor.

## Commentary

105. Pupils enter the school with standards in design and technology which are well below average and below that in other subjects. Standards in Year 9 are well below average. Achievement in Years 7 to 9 is poor, as a result of poor teaching. The 2003 GCSE results were average and

those in 2004 were similar. Standards seen in Year 11 are below average. Achievement in Years 10 and 11 is unsatisfactory, but better than in Years 7 to 9 as the pupils are more motivated as they have chosen this option. Standards seen in graphics products are well above average and the only area where the teaching was very good.

106. Teaching and learning are poor overall. The majority of lessons seen across the school were unsatisfactory and activities did not engage the interest of the pupils. Lessons lacked pace, challenge and variety of designing and making activities and very often were a poor match to the needs and interests of the pupils. There is little opportunity for pupils to develop their own ideas and the result is a poor development of designing skills. Design and make activities do not provide enough opportunity for linking the skills of each material in Years 7 to 9 and do not provide the challenge for extending higher order skills of higher attainers. In many lessons, pupils are not interested in the activities, lose concentration and poor attitudes and time wasting occurs. Folders and projects confirm these poor standards, with a great deal of uninteresting worksheets and poorly organised coursework that demonstrated little challenge. In GCSE graphic products, teaching and learning are very good with very well organised teaching, well planned lessons, an atmosphere of supportive learning and success that helps encourage pupils to be articulate and mature in their attitude.
107. Leadership and management are both unsatisfactory. The new post holder, who has only recently taken up the post, has a good vision and good organisational skills. However, few strategies are being implemented to bring about changes in the quality of teaching and learning. The environment for learning within the six rooms is presently un-stimulating and lacks collections of objects, products, celebration of pupils' ideas and products and examples of excellence to stimulate and set an atmosphere of high standards and achievement. Improvement since the last inspection is poor. The achievement of most pupils is not high enough and the teaching and learning are worse than at the last inspection.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

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

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

- Standards, pupils' achievements and the quality of teaching and learning are unsatisfactory and are falling.
- There are too few qualified teachers to staff the subject.
- The use of assessment is unsatisfactory.

#### **Commentary**

108. On entry to the school pupils' standards are well below average. By the end of Year 9 their standards are below average and achievement is satisfactory. In 2003 GCSE pupils attained broadly average standards. In 2004, results fell. Current Year 11 standards are below average and these pupils' achievement is unsatisfactory. Samples of pupils' art show work that is hurried and incomplete. Little thought is given to its quality and presentation. Inadequate attention is given to its composition and design, justification and evaluation. Pupils rarely use their literacy skills to refer to the artists they are studying, suggesting how their own style has been influenced. Overall, standards have fallen since the last inspection.
109. Teaching and learning are unsatisfactory. During the inspection, teaching and learning varied from good to unsatisfactory. Lessons were suitably prepared and their objectives shared with the pupils. Expectation and challenge during lessons were unsatisfactory. Too frequently, resources and the input from the teachers are not matched to the individual needs of the pupils. The use of assessment to share with pupils the skills they need to develop is

unsatisfactory. Most pupils do not know the target grade they are trying to achieve and what to do to achieve this. Samples of pupils' previous work show that little is done to advance their learning, their acquisition of skills, knowledge and understanding. Marking is poor and incomplete and very infrequently indicates what pupils need to do next to improve. There is insufficient attention given to use the wide range of cultural experiences of the pupils and cultural provision is unsatisfactory. The use of literacy, numeracy and the provision for citizenship is also unsatisfactory.

110. There is a lack of clarity and sense of purpose in the department and leadership and management are unsatisfactory. The number of teachers teaching the subject has fallen from three last year to two this term and one of the teachers is temporary and unqualified. The school is re-advertising the head of department post and there has been an acting teacher in charge until such an appointment can be made. Accommodation is unsatisfactory. There is insufficient storage space and it is cluttered and untidy. The use of display to celebrate pupils' work in the art rooms and around the school is limited.
111. There has been unsatisfactory improvement since the last inspection. Standards by the end of Year 9 and Year 11 have fallen and assessment is still under-developed. There is still considerable turnover of staff and this depresses pupils' standards, and the quality of teaching and learning has fallen.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Teachers' very good subject knowledge and well-planned and delivered lessons promote very good achievement.
- Very good provision for music technology enhances pupils' skills in composing.
- Enrichment activities in music are very good and contribute to pupils' musical development.
- There are still deficiencies in resources and the accommodation, especially in its soundproofing.

## **Commentary**

107. Current standards in Year 9 are above expectations and indicate an improving trend. Achievement in Years 7 to 9 is very good. Pupils understand key music vocabulary, which increases in difficulty towards the end of Year 9. Performing and improvising skills are developing well.
108. 2003 GCSE results were below average but improved markedly in 2004. Current standards are well above average, indicating very good achievement. Composing work with music technology in Years 10 and 11 is very good, with many completing compositions that are imaginative and very competent in their use of software. The very good relationships between teacher and pupils create a good climate for the development of individual and ensemble performance skills. Instrumental performances in the school band and in brass, cello and violin playing are very good. The achievement of pupils with special educational needs and those with English as an additional language is very good.
109. Teaching is very good throughout Years 7 to 11. Teaching is characterised by very good subject knowledge, including the use of music technology. Very good planning and delivery of lessons, with particularly good use of challenging starter and closing activities that succinctly review pupils' progress, promote very good learning. Teachers' high expectations and insistence on very good behaviour promote a very good working atmosphere and learning music is an enjoyable experience. Pupils are very enthusiastic and praise the teaching methods used. As a result of the teachers' very good use of assessment, pupils are clear about what they can do and what they need to do in order to improve. The hard work of the

teacher in charge of music, after only one year in post, is beginning to bear fruit and this has made pupils change their attitudes to the subject because they are now making real progress in the development of their composing and performing skills and in their critical faculties as listeners.

110. Leadership is good and has a clear vision for the future. Management is very good with maximum use being made of the limited resources available. There is good and growing support for instrumental tuition, with over 10 percent of the school population currently receiving lessons. However, these sessions are not monitored. Extra-curricular activities are well supported, with the school band making a strong contribution to the social and cultural activities of the school and its wider community.
111. Improvement since the last inspection has been good. Standards and the attitudes of the pupils have improved. High quality teaching has been maintained and the new provision of a well-equipped computer room for music has had a positive effect on standards. Accommodation is still unsatisfactory, with poor soundproofing making concentration difficult in many lessons. The department is still under-resourced in relation to pitched percussion and up-to-date recording and playback facilities.

## **PHYSICAL EDUCATION**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Teaching is good and makes effective use of limited indoor facilities
- Standards are above average.
- Pupils' very good attitudes result in very good achievement.
- A wide range of extra curricular opportunities is offered.

### **Commentary**

112. Standards are above average in Year 9. In basketball all pupils are successful in shooting practice. The less able have difficulty scoring regularly in practice, but understand the basic principles of body position and where to rebound the ball off the backboard. In health-related exercise all pupils work hard, interact well with partners and have knowledge of muscle groups, strength and muscular endurance.
113. GCSE results in 2003 were above average. This represented good achievement as pupils do well in physical education compared to the other subjects they take. In Year 11 GCSE practical lessons, pupils show good skills in football, to control, run with and cross the ball with a high degree of accuracy. Pupils are regularly praised and they constantly strive to achieve and find lessons challenging. Pupils' GCSE theory books show conscientious attitudes to their work and they are regularly marked, but teachers do not give enough guidance to help pupils know how to improve. In Years 10 and 11 in the course all pupils take, the standards are above average. In Year 10 pupils show good skills in passing and controlling a football and understand how to create space in a game situation. In most lessons pupils are asked to analyse and evaluate both their own and others' performances. Achievement for all groups by Year 9 and Year 11 is good.
114. Pupils with special educational needs are fully integrated into lessons and achieve well. Pupils with English as an additional language are supported well by their peers and also achieve well. Learning support takes place in Year 10 GCSE and this enhances all the pupils opportunities by using a specialist physical education teacher to support the lead teacher. Physically talented pupils achieve well in the subject and all have further opportunities with an extensive extra-curricular provision.

115. Teaching and learning are good. All lessons are well structured, have pace and the tasks set are challenging for all, creating a very good learning environment so learning is also good across the school. Pupils participate fully and this is a major factor in their very good achievement. The attitudes and behaviour of pupils in lessons and extra-curricular activities are very good. Very few pupils do not participate in lessons and these pupils usually complete an observation task sheet and are expected to contribute to the analysis and evaluation. There are regular practices and fixtures in basketball, cricket, football, hockey, rugby, table tennis, athletics and cross country, and fitness and weight training sessions. Approximately 10 percent of the pupils participate in extra-curricular activities each day. Assessment is regularly carried out at the end of each course of activity, identifying both their ability and attitude. Assessment is organised well, but there is limited use of technology to organise the information gathered.
116. Leadership is good. The department has a very positive ethos and a good team spirit. The curriculum is broad and helps to sustain the pupils' positive attitudes to exercise. Management is good. Day-to-day management of teaching groups and extra-curricular activities is very good and the department is very successful with limited facilities. The changing rooms have adequate space for two classes, but have no toilet facilities and only nine showers. Improvement since the previous inspection has been good.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

No lessons were observed in this area.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Citizenship**

Provision in citizenship is **unsatisfactory**.

### **Main strengths and weaknesses**

- The subject is only just starting to be addressed. It is not monitored and evaluated.
- Insufficient time is given to cover the requirements of the National Curriculum.
- Citizenship is not reported on in the annual reports to parents and there is insufficient recording and analysis of the pupils' progress and achievement.
- An outline scheme of work and some resources have been purchased to support the subject.

### **Commentary**

117. Standards are below expectations in both Year 9 and Year 11. Citizenship is taught alongside personal, social and health education and this arrangement is unsatisfactory. Teachers also include careers guidance in the time available. For example, during the week of inspection two lessons allocated to Year 11 for citizenship were used for pupils to fill in application forms. Samples of previous work and planned lessons show that, in the time available, insufficient attention is given to the teaching of citizenship. As a result, standards and achievement are unsatisfactory. There is a very limited progression and development of learning throughout the course and achievement is unsatisfactory throughout the school. Pupils are given insufficient opportunities to use their literacy skills and to research the subject. Limited opportunities are given for them to write about what they have learnt with many lessons having worksheets for them to complete. Here, after the teacher introduction they are asked to supply words or a few sentences in response.
118. Teaching and learning in all years are unsatisfactory. There is a very limited range and progression of learning opportunities. Teachers are left to decide too freely what they will teach, both in timetabled citizenship lessons and in their subjects. Assessment to identify the levels of understanding of individual pupils is not developed and is poor. Pupils' understanding

of what to do to improve is not recorded and it is not reported on in the annual report to parents.

119. There is a satisfactory range of opportunities for pupils to become involved in active citizenship within the school, including the school council and fund raising days, supported by visitors who talk about their work. The majority of subjects do not plan or deliver aspects of citizenship as part of their programme of work. The curriculum is taught in insufficient depth and sometimes at random. For example, pupils can be studying contraception in one lesson as part of their personal, social and health education programme of study and the next week law, as part of their work in citizenship, neither being given sufficient time.
120. Leadership and management are unsatisfactory. Very recently a suitable outline scheme had been written but the subject leader has not had sufficient time to indicate to teachers how this should be taught and resourced and to monitor and evaluate its implementation. Improvement cannot be reported as citizenship was not reported on in the previous inspection.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5

<b>Pupils' attitudes, values and personal qualities (ethos)</b>	<b>5</b>
Attendance	6
Attitudes	5
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

<b>The quality of education provided by the school</b>	<b>5</b>
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4

How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	5

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