

# INSPECTION REPORT

## **Farnham Heath End School**

Farnham, Surrey

LEA area: Surrey

Unique reference number: 125248

Headteacher: Mr David Hoggins

Lead inspector: Liz Barthaud

Dates of inspection: 7<sup>th</sup> - 10<sup>th</sup> March 2005

Inspection number: 269289

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

© Crown copyright 2005

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

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

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
Number on roll:	840
School address:	Hale Reeds Farnham Surrey
Postcode:	GU9 9BN
Telephone number:	01252 733371
Fax number:	01252 712999
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Barbara Milam
Date of previous inspection:	October 1999

## **CHARACTERISTICS OF THE SCHOOL**

Farnham Heath End School is a comprehensive school for boys and girls aged 11-16 in Farnham, Surrey. It is a specialist mathematics and computing school. There are 840 students on roll, making it about the same size as other secondary schools nationally. The school is surrounded by pockets of high-quality housing where levels of employment are good, but the full catchment area of the school also includes one electoral ward which is amongst the 25 per cent most deprived wards in England. A high proportion of the students attending the school live locally, but a significant number, approximately 33 per cent, travel to the school from Hampshire. The school has five main feeder primary schools located in Surrey and Hampshire. Attainment of students on entry to the school, as measured by tests at the end of Year 6, is broadly in line with the national average. In 1998, the school was awarded Investors in People status, gained a Sportsmark award in 2000 and received a Department for Education and Skills School Achievement award in 2001. The school is very popular and over-subscribed. The number of students known to be eligible for free school meals is low when compared to the national average at just over 6 per cent and indicates the average socio-economic circumstances of families whose children attend the school. Around 5 per cent of students are from ethnic minority backgrounds, with very few having English as an additional language. The number of students with special educational needs, including those with statements of special educational need, is below the national average. During the last school year, 20 students joined the school and 46 left. In comparison with the national norm for comprehensive schools, this figure is low. At the end of Year 11, around 85 per cent of students continue with their studies with the majority attending Farnham, Alton or Farnborough further education colleges.

## **INFORMATION ABOUT THE INSPECTION TEAM**

Members of the inspection team			Subject responsibilities
30317	Liz Barthaud	Lead inspector	
9052	Helen Barter	Lay inspector	
32305	Peter Bratton	Team inspector	Mathematics
3266	Peter Baker	Team inspector	English
24453	Gordon Jackson	Team inspector	Science
3555	Carol Emery	Team inspector	Information and communication technology Business education
2866	Bob Battey	Team inspector	Art and design Special educational needs English as an additional language
13805	Lynn Lowery	Team inspector	Design and technology
32382	John Bryan-Williams	Team inspector	Geography
33173	Malcolm Doolin	Team inspector	Citizenship History
12110	Roger Bailess	Team inspector	Modern foreign languages Work-related learning
22501	Sue Jones	Team inspector	Music
3162	Philip O'Neill	Team inspector	Physical education Religious education

The inspection contractor was:

ALTECQ INSPECTIONS LTD  
102 Bath Road  
Cheltenham  
Gloucestershire  
GL53 7JX

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

## **REPORT CONTENTS**

<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>8</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>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>OTHER SPECIFIED FEATURES – Work-related learning</b>	<b>18</b>
<b>PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES</b>	<b>20</b>
<b>SUBJECTS IN KEY STAGES 3 AND 4</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>36</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Farnham Heath End is a **good** school with some very good and excellent aspects. Standards are above average because teaching and learning are good with some excellent features. Students achieve well and build on their prior attainment levels as a result of the good teaching and learning they receive. Leadership and management of the school are good and the school gives **good** value for money. The greatest aids to achievement are the very good leadership of the headteacher and governors, the dedication of all staff, who are very good role-models for students, and the very good partnership with parents.

The school's main strengths and weaknesses are:

- The excellent clarity of vision, sense of purpose and aspirations of the headteacher ensure that the quality of what the school provides is very good and constantly improving;
- The achievement of all students is good as a result of the good and stimulating teaching they receive which meets their learning needs;
- The school has developed very good links with parents which contribute to the good achievement of all students;
- The very good attitudes and behaviour of students contribute well to their learning;
- The excellent links developed by the school with the community have extended the range of learning opportunities for all students and their parents;
- The governing body provides a high level of both challenge and support to the school and is fully involved in shaping future developments;
- Inconsistent practice and implementation of whole-school policies leads to variations in standards within and across departments;
- Systems for assessing how well students progress are satisfactory. Specific learning strategies to raise standards for individual students are not yet consistently developed;
- Systems for monitoring the effectiveness of the teaching of the citizenship programme have yet to be fully developed.

Overall, progress since the last inspection has been very good. The school has increased the time allocation to allow students in Years 10 and 11 to cover the requirements of the Surrey Agreed Syllabus for religious education. Schemes of work have been rewritten and meet statutory requirements. Timetable arrangements for physical education and modern foreign languages in Years 7 to 9 have been improved and the personal and social education programme has been given a much higher priority within the school and now includes citizenship and health education. Some progress has been made in developing the multicultural and spiritual aspects of the curriculum across subject areas.

The previous report also identified seven further weaknesses that the school should aim to remedy. Of these, the school has improved the level of technical support in design and technology, has provided training for all middle managers to enable them to formally monitor teaching within their areas of responsibility and has provided heads of department with examination and value-added information to enable them to develop strategies to improve the standards of performance of students. Gaining specialist school status in mathematics and computing has enabled the school to provide more opportunities for the use of information and communication technology in all subjects. The school has partially addressed the inadequacies of accommodation in art, and whilst the school development plan is now fully costed, they are not as detailed as they could be. The school continues to monitor and investigate effective strategies for changing unacceptable behaviour both inside and outside of lessons.

## STANDARDS ACHIEVED

Performance compared with:		all schools			Similar schools
		2002	2003	2004	2004
Year 11	GCSE/GNVQ examinations	B	D	B	B

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

Achievement is **good**. The school builds effectively on the average standards students bring to Year 7. Standards, by the end of Year 9, have improved to above the national average. By the end of Year 11, they are also above average for all schools nationally and for similar schools. They are well above average in business education, information and communication technology, resistant materials, textiles and physical education. The inspection findings point to the success of recent measures to raise standards and, in particular, to the recent measures to address the underachievement of some boys. Standards overall are on a rising trend as a result of the school's imaginative leadership in building on the fruits of specialist status.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good overall. The leadership of the headteacher is **very good** and he is well supported by a hardworking and committed senior leadership team. The leadership team has a very clear vision for the school's future, which is reflected in their work. Some inconsistencies in the application of whole-school policies and practices within some departments have resulted in standards rising at a slower pace than in other areas of the school. Governance of the school is very good with governors fulfilling their roles well, except that they do not ensure that all students take part in a daily act of collective worship. Governors have a very good understanding of the strengths and weaknesses of the school and financial management is very good.

## PARENTS' AND STUDENTS' VIEWS OF THE SCHOOL

Parents think well of the school. They have confidence in the headteacher and staff and feel that their students achieve well as a result of good teaching. As part of the inspection process, some parents said they would like to see more written comments on students' end-of-year reports. Inspection findings were that the communication between school and home is very good and that parents are provided with very good and regular opportunities to meet tutors and subject teachers to discuss their children's progress. Students like their school very much and appreciate the opportunities provided for them both in lessons and in the wide range of extra-curricular activities. They are proud to be members of the school community, enjoy taking responsibility and appreciate the very positive relationships that they have with staff.

## IMPROVEMENTS NEEDED

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

- Enhance the use made of performance data to set individual students challenging targets, with precise strategies, to raise standards;
- Improve the opportunities for sharing the good practice in leadership and management across all curricular areas;
- Continue to support the development of the citizenship programme and ensure it is taught and monitored effectively;

and, to meet statutory requirements:

- provide a daily act of collective worship for all students.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

The achievement of students is **good**. Standards overall by the end of Year 9 and at the end of Year 11 are **above average**. Standards in the tests for Year 9 in 2003 were above average overall. The school fell just short of its most recent targets for students in Year 11. Results in GCSE examinations in 2004 were **above average** overall, representing an improvement on the 2003 results and returning to the above average standards of previous years. Girls do better than boys to a greater extent than nationally in all years.

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

- The acquisition of specialist college status has had a very significant impact on raising standards in most subjects.
- There has been very good progress in raising standards in mathematics.
- Standards in ICT are well above average across the curriculum.
- Students reach well above average standards in GCSE examinations in resistant materials, textiles and physical education.
- There is an element of underachievement in science, and in Years 7 to 9 in music.
- Achievement is good across the majority of subjects by the end of Year 9 and Year 11.

#### **Commentary**

##### **Years 7 – 9**

1. Students enter the school in Year 7 with standards that are average overall. Good support from teachers and other staff ensures that all students make good progress. The achievement of students with special educational needs is good. Achievement by the few students for whom English is not their first language is also good. Good induction arrangements and good support for students in the early stages of English acquisition help these students to make a confident start. Standards in Years 7 to 9 are improving and are above average, representing good achievement. There have been considerable fluctuations in standards over the last four years. The school is beginning to tackle successfully the main barriers to learning and has now got all departments focused more sharply on sustained improvement.
2. In tests taken at the end of Year 9 in 2003, standards overall in the core subjects of English, mathematics and science were above average. They were well above average in English and average in mathematics and science. Based upon the standards they achieved at the end of Year 6, students made very good progress in English. Their progress in mathematics and science was satisfactory. Standards have remained stable overall in these core subjects in Years 7 to 9. In current lessons and work, there are clear signs that steps taken to raise standards, particularly those of the boys, are bearing fruit. There has been an improvement in test results in 2004. Unconfirmed results for the 2004 tests indicate mathematics and science have improved significantly. Students also did better in English than in 2003.
3. Standards in work and in lessons in Year 9 are above average in all subjects, apart from mathematics, science, art and design and citizenship where students' understanding and knowledge are average. It must be said, however, that current standards in mathematics and science show the beginnings of an improving trend. The recent steps taken to address weaknesses in the teaching of mathematics are beginning to show a positive effect in lessons and in much of the students' work. There is more emphasis on working with the needs of all students in mind. There remains some evidence of underachievement in science, art and design and in music in Years 7 to 9, which is acknowledged and is targeted for improvement.

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



Standards in:	School results	National results
English	n/a (36.5)	n/a (33.4)
Mathematics	n/a (36.0)	n/a (35.4)
Science	n/a (34.2)	n/a (33.6)

*There were 199 students in the year group. Figures in brackets are for the previous year.  
At the time of the inspection the figures for 2004 had yet to be validated.*

### **Years 10 - 11**

4. In the 2004 examinations, overall standards were above average, with a well above average proportion of students attaining grades A\* to G. In relation to the standards these students reached at the end of Year 9, this level of attainment represents good achievement. The results reveal a significant improvement on those of the previous year and show the fruits of much good work focused on raising standards through improvements in teaching. In the examinations, the overall above average results conceal a significant gap between the attainment of boys and of girls. The school has mustered all its forces to confront the underachievement of boys. In lessons and in work seen, there are clear signs of success on this front. The initiative by which senior managers give well-defined pastoral and academic support to boys who are more evidently falling behind in their studies is working well. Additionally, the move towards canvassing more support from parents in the effort to raise boys' attainment is also having a positive effect. The school's good work with students with special educational needs continues into these years, with consequent good achievement. There are no students in the current Years 10 and 11 for whom English is not their first language.
  
5. The results of the 2004 examinations show considerable variation across subjects in the standards attained. They ranged from well above average standards in business education, information and communication technology, resistant materials, textiles and physical education to below average standards in art and design and average standards in mathematics and science. Standards in English, design and technology, geography, history, modern foreign languages, music and religious education were above average. The pattern of results generally follows the pattern of the quality of teaching. There is a growing awareness in the school of the need for an even more intense focus on the learning of particular students. Although the school has begun to use assessment information more effectively in this enterprise, more needs to be done on this front. There remain some weaknesses in science and art and design in Years 10 and 11. The work does not always match students' capabilities, with the consequence that students are sometimes inclined to settle for less than their best efforts.

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	57 (48)	52 (52)
Percentage of pupils gaining 5 or more A*-G grades	96 (91)	89 (88)
Percentage of pupils gaining 1 or more A*-G grades	98 (96)	96 (96)
Average point score per pupil (best eight subjects)	44.5 (41.6)	34.9 (34.7)

*There were 183 students in the current year group, 91 boys and 92 girls. The percentages include the equivalent GCSE*

6. Standards in English language and literacy skills are good across the years as teachers are generally careful to make best use of opportunities for discussion, debate and writing. There is a consistent use of the right technical language in subjects. Competence in mathematics is satisfactory, but improving and students usually have enough skill in mathematics to meet the requirements of their courses. A strength of the school is the standards reached in ICT across subjects. This has arisen from the impetus given by a strong focus on teaching. The above average standards demonstrated by the students are the result not just of the quality of teaching, but also of the efficiency with which ICT resources are directed towards students' learning. In this respect, a key factor has been the imaginative response to the acquisition of specialist school status. The school's use of additional resources is increasingly focused on the abiding concern to raise standards of attainment. Achievement of students with special educational needs and for those with English as an additional language is good. The more recent recognition of students who are gifted and talented is leading to their good achievement.
7. The overall trend across the school is that of steady improvement. Standards have improved well since the last inspection as a result of considerable improvements in teaching, particularly in Years 10 and 11.

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

Students have very good attitudes to school and behave very well. Their spiritual, moral, social and cultural development is good. Attendance and punctuality are satisfactory.

### **Main strengths and weaknesses**

- Students participate very well in every aspect of school life.
- Students' very good behaviour contributes to the very positive ethos of the school.
- Students have high levels of social and moral understanding.
- There are insufficient opportunities for students to explore the diversity of different cultures.

### **Commentary**

8. Students' attitudes are very good in everything they do. They are keen to learn, enjoy challenging and interesting activities, are conscientious with their work and want to achieve well. There is very good participation from students of all ages in the very wide range of activities provided during and outside the school day. Good relationships are established with all students, including those who have special educational needs, English as an additional language and those who are gifted and talented. As a result, students like the school very much and praise the opportunities given to them which encourage them to learn and to have aspirations for the future.
9. Students' behaviour is very good because they know what is expected of them. They are very attentive in class and behave responsibly around school. There is some low-level disruption in class, mainly by boys, but students are generally fully engaged in their work and responsive to teachers. Although some younger students dislike name-calling, students say that they have not encountered serious bullying. They have a lot of respect for staff and know that they will deal with any unacceptable behaviour. The school's strategies for supporting students who have challenging behaviour are very good. The reward system set up by the pastoral team in Year 9, for example, has resulted in students encouraging each other to behave well and to attend school regularly.
10. Students' personal qualities are good. They take opportunities for responsibility seriously, such as representation on the school council or as members of the 'Senior Six', and recognise the benefits these bring to them in developing maturity and leadership qualities. Their understanding of moral and social values is very good and demonstrated by their behaviour

and relationships with others. In religious education, for example, students show good awareness and respect for others' views as they explore their personal and moral concerns for the sustainability of the environment. Thought-provoking assemblies also contribute well to their spiritual awareness, although the lack of a daily act of collective worship for all students restricts this element of provision. Students have positive attitudes towards other cultures in their work, for example in art, geography and modern foreign languages. However, overall, there are insufficient planned opportunities across the school for students to learn about and celebrate the wide diversity of British and world-wide cultures.

## Attendance

11. Attendance levels are in line with the national average. The school is developing effective and more stringent guidelines to reduce the level of authorised absences, particularly with regard to term-time holidays. Monitoring of unexplained absence and of those students whose attendance is giving cause for concern is good. Students' punctuality to school and to lessons is satisfactory.

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

Authorised absence		Unauthorised absence	
School data:	8.0	School data:	0.6
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.*

## Exclusions

12. The number of permanent exclusions is very low and reflects the school's very good commitment to supporting and including all students. Students who have fixed-term exclusions receive very good and effective guidance and support to help them meet the targets for improvement set for them when they return to school.

### *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	731	66	2
White – Irish	2	1	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

The quality of education provided by the school is **good**. Teaching and learning are **good**. The curriculum offered is **good** and enrichment activities and opportunities are **very good**.

### Teaching and learning

Teaching and learning are **good** overall. Teaching and learning are **good** in Years 7 to 9, and **very good** in Years 10 and 11. The assessment of students' work and the use made of assessment to set progress targets are **satisfactory**.

### Main strengths and weaknesses

- Teachers' detailed subject knowledge, supported through a wide range of teaching styles, has a very positive effect on learning.
- Good teaching ensures a good working atmosphere in most lessons.
- In some subjects, teachers' marking does not give enough information about how students can improve their work further.
- The use made of assessment data to devise strategies to improve the learning on an individual basis varies between departments.

### Commentary

13. Teaching and learning are good overall. At the time of the last inspection, teaching throughout Years 7 to 11 was judged to be good, with a higher proportion of good and very good teaching in Years 10 and 11. Evidence from students' work and observations during this inspection confirm that teaching and learning are good overall, but there is now more very good and excellent teaching, particularly in Years 10 and 11. There is some excellent teaching in English, mathematics, business studies, physical education and religious education. A small amount of unsatisfactory teaching occurs when teaching fails to challenge students' thinking. Details of the teaching observed during the inspection are given in the table below.

### Summary of teaching observed during the inspection in 98 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5 (6%)	25 (25%)	40 (41%)	26 (26%)	2 (2%)	0 (0%)	0 (0%)

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

14. Learning is more effective in Years 10 and 11 because the proportion of excellent and very good teaching is greater than in Years 7 to 9. Students respond positively to the consistently good teaching they receive and attain above average standards.
15. Teachers have very good subject knowledge, together with a very clear understanding of the requirements of the various examination syllabuses. They appreciate how students' understanding, skills and knowledge can be developed and use an effective and varied range of teaching strategies. As a result, most lessons are well planned to ensure all students progress in their learning. In some of the satisfactory and unsatisfactory lessons, teachers do not explain tasks thoroughly enough to allow students to complete them without seeking further advice. The high level of teachers' expectations is matched by the students' own expectations and those of their parents.
16. The quality of marking of work varies between departments. Best practice includes regular marking of all work completed which provides very clear guidance to the student on how they can improve their current grades. In subjects where marking is unsatisfactory, for example in science, marking is irregular and any comments written on the work do not help students to identify how the grade awarded was arrived at or what they need to do to improve.
17. The teaching of basic numeracy skills is satisfactory, and the general teaching of literacy is good. Students' competence in ICT is good and contributes positively to the progress they are making in this area and other areas of the curriculum.

18. The teaching and learning of students with special educational needs and those who are gifted and talented are good. They usually receive good levels of support from their teachers and teaching assistants. Not all teachers are using assessment to recognise and provide for their individual needs. Some teachers rely far too much on the few teaching assistants to define the targets to meet the students' needs. Other teachers more fully recognise their needs, preparing specific lesson objectives to meet them. Here, the support the students receive is very good. Good support is given when the special educational needs co-ordinators and teaching assistants occasionally withdraw students for extra help. However, teachers and teaching assistants do not sufficiently record the progress of students to inform reviews. Their views are sought verbally as the students progress and when reviews take place. There are insufficient written records on the progress of individual students.

### **Assessment**

19. The assessment and monitoring of students' work are satisfactory, but with significant areas for development. Good policies and procedures are being developed for the dissemination of information, tracking student progress and identifying underachievement, but these policies are not yet consistently applied across the school and even within some departments. The use of data by senior staff is good and the information is shared with heads of department and heads of year, but its use to inform planning and raise standards ranges from very good to unsatisfactory. Assessment and marking to help pupils improve their work are also inconsistent across the school and within some departments and this results in variations in achievement both across the school and within departments. In history and physical education, and in ICT and design and technology at GCSE, the use of assessment for learning is very good and students are clear about levels and grades and how to improve their work. This is less effective in other subjects and the implementation of assessment is unsatisfactory in art.

### **The curriculum**

The quality of the curriculum is **good**. The opportunities for enrichment are **very good**. The quality of accommodation and resources is **good**.

### **Main strengths and weakness**

- The range of opportunities and the level of support provided to improve learning outside the normal school day are very good.
- Insufficient time is made available for the teaching of citizenship to ensure good coverage of all the topics included within the programme.
- Access to ICT in lessons is very good and extends the range of teaching styles in most subjects.
- The range of GCSE courses that students can choose to study from Year 10 onwards is very good.

### **Commentary**

20. Overall, the curriculum successfully meets the needs and aspirations of the students. Students with special educational needs are given full access to the curriculum and as a result their achievement is good. The curriculum is very good in the range and quality of provision in history, physical education, modern foreign languages and business studies in Years 10 and 11. It is satisfactory in music, art and design and citizenship, and in science and ICT in Years 7 to 9. In all other areas, provision for the curriculum is good.
21. Courses leading to vocational qualifications have been incorporated into the curriculum since the time of the previous inspection and additional GNVQ subjects have been offered to current Year 9 students for study from September 2005. The school has increased the time available for teaching religious education in Years 10 and 11 and the scheme of work has been re-written to meet the requirements of the locally agreed syllabus. The timetable arrangements for the teaching of physical education, personal and social education and modern foreign languages have also improved. Opportunities for students to use ICT in science, geography

and history have been increased. Some inadequacies in the accommodation in the art and design area still exist. The school does not meet its statutory requirements for a daily act of collective worship, as was noted in the previous inspection.

22. The school offers a wide variety of traditional GCSE courses and a small number of vocational courses. Students are encouraged to be flexible when making their selections. Teachers provide good advice and work hard to match courses to students' interests. Vocational and work-related learning opportunities provided on the school site are currently satisfactory and growing. In Years 10 and 11, some students follow an alternative curriculum course and as part of this provision they can follow courses which can improve their employment opportunities in such areas as hairdressing, catering and construction.
23. There are very good opportunities for enrichment. The school provides a very good range of enrichment activities. The number of students taking part is high and the activities offered make a significant contribution to improving students' confidence and developing their social skills. The very good range of activities includes earth watch club, chess, language clubs, Duke of Edinburgh Award Scheme, theatre trips, visits to art galleries, book club, and trips abroad such as the drama trip to New York. Most subjects contribute, but the number and range of activities provided by the languages, music and physical education departments are particularly wide. During 'Activities Week' in the summer term, students in Years 7 to 9 experience a very good range of activities which are different from their normal timetable. Support for students' learning outside the school day is very good. A homework club is held every day after school. There are also revision and support sessions for GCSE students in a range of subjects and all students have access from home to resources set up by teachers on the school Intranet.
24. The tutorial programme includes personal, social and health education and careers education. The programme also covers some of the citizenship programme in addition to the once per fortnight lessons. Whilst all the main elements of the citizenship programme are covered, there is insufficient time available for the themes to be extended. The curriculum plan from September 2005 has addressed this issue with more timetabled time available for the teaching of citizenship.
25. The provision for students with special educational needs and those who are gifted and talented is good. For students who have a statement of their need and for those with more pronounced needs there are very good individual education plans giving clear targets, and suggestions to meet them, between the period of review. For students who are on the earlier stage of the Code of Practice, there are no individual education plans or written targets to meet the students' needs. However, teachers and support staff show a good awareness in class of who the students are, and as the lessons progress, most give good levels of support as needed. There is no clear period of time for the progress reviews of these students, involving all the staff that are working with them. There is a good range of opportunities for older students who have an adapted alternative curriculum which better meets their needs than the more formal National Curriculum.

### **Care, guidance and support**

Provision for students' care, welfare, health and safety is very good. They receive good support, advice and guidance. The involvement of students through seeking, valuing and acting on their views is very good.

### **Main strengths and weaknesses**

- Students are cared for very well through a very well-managed pastoral system.
- Strong and supportive relationships with staff help students to achieve well.
- Induction arrangements and guidance for students as they move through the school are very good.

- Academic mentoring by tutors is good in Years 10 and 11, although the practice is not yet shared across the school.

### Commentary

26. The school makes very good provision for students' care and welfare, including arrangements for health and safety, child protection and supporting students in public care. The leadership and management of the pastoral system are very good. Heads of year are very knowledgeable about the particular needs of students in their year groups and work very effectively with their tutors to provide very good care and support for all students. Parents are confident that their children are well cared for and are comfortable approaching the school with any concerns. This very good care and support mean that students are happy at school and achieve well personally and academically.
27. Teachers and the staff responsible for students with special educational needs make very good contact with primary schools and the available supportive agencies to determine students' needs. There is a very good and trusting relationship with one or more adults in the school and students can seek and receive good support, as needed, across the school day for any problems that might arise.
28. Students have very good relationships with staff and find them approachable and friendly. They appreciate the support given to them by their tutors and teachers in lessons, through extra study support and by being available for individual discussion about their work. Year 10 and 11 students following the alternative curriculum value highly the support given to them which enables them to continue in full-time education and to gain qualifications. Students are confident that their views are listened to either individually or through the school council. They know that their suggestions are taken seriously and are proud of their achievement in, for example, improving the uniform and agreeing the school's policy for mobile telephones.
29. Overall, students receive good advice and guidance as they move through the school. Induction arrangements for students joining the school are very good and well established through the school's strong links with primary schools. Guidance on options in Year 9, for students' future placements at college and for careers, is very good. The school's work on developing the role of the tutor so that students are offered individual academic mentoring is good. In Years 10 and 11, progress reports are used effectively to allocate individual mentors to students who are identified as being at risk of underachievement. The guidance given is proving effective in helping students to improve their work and to meet the targets set for them. The school recognises that this good practice now needs to be developed in all year groups.
30. The positive attitude department provides good support for students who are at risk of exclusion, suffering from personal stress, behaviour problems or friendship difficulties.

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

The school has **very good** links with parents. Links with the community are **excellent**. Links with other schools and colleges are **very good**.

### Main strengths and weaknesses

- The school places very good emphasis on a positive partnership with parents.
- Very good communication with parents involves them in school life and students' learning.
- The school's links with businesses and the community make an excellent contribution to students' learning.
- Through its specialist status, the school is developing very good and effective links with primary schools.

### Commentary

31. The school's strong partnership with parents impacts well on students' learning and achievement. Students' attitudes to school are very good, for example, because they know that their parents value the education provided for them. Parents have confidence in the headteacher and his staff and see that they have a high commitment to the school and its students. Inspectors fully support this positive view. The school seeks parents' views well through a survey conducted every two years, and concerns expressed are taken very seriously. Parents have been consulted, for example, about students' reports and, although some parents would like more written comments, most feel well informed about their child's progress.
32. Parents are provided with high-quality information about the work of the school and are kept well informed about students' progress through termly reports, academic reviews with tutors and consultation meetings with subject teachers. Tutors and parents communicate well through students' planners. Year group booklets give parents very good guidance on how to support homework. The school is developing good initiatives, such as the family learning day to celebrate the school's specialist status award, to encourage more parental involvement in its activities. Parent governors support the school very well. They are knowledgeable about the school's development and represent parents' views well at governing body meetings.
33. The school makes excellent use of its links and partnerships with local industry, commerce, community groups and individuals to broaden and enrich students' experiences and learning outside school and to raise the school's status in the community. There is excellent participation in, for example, music and art festivals, sports events, senior citizens' parties and e-learning days at the library. The business community offers extensive support for resources, teaching development and high-quality guidance for students through the Business Back to School Day and Surrey Skills Festival.
34. Through its specialist status, the school is strengthening its already very good links with primary schools to offer them teaching and support in mathematics, ICT, music, English and modern foreign languages. Regular meetings enable the school to assess the effectiveness of this provision, although it is too early to evaluate the impact on students' learning at secondary level. There are very good links with a local special school where students and pupils are working together to develop a numeracy trail with local businesses. Transition arrangements for pupils in Year 6 are very good and mean that students enter Year 7 well prepared for their secondary education. Links with the range of receiving colleges are also very good and offer students very good opportunities to explore future courses and options.
35. Parents are satisfactorily involved and informed on the progress of their children with special educational needs as part of the very good links the school has with parents. Those whose children have more pronounced needs and those that have statements of their needs are well informed. The inconsistent target setting and lack of formal reviews for students at the earlier stage of the Code of Practice mean that parents who have children at this stage are not clear enough regarding what the school is doing to meet their child's special educational needs. However, they do receive many valuable opportunities to discuss the progress of their children through regular meetings with the heads of year, their deputies and the special educational needs co-ordinators.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher provides **very good** leadership. Other key staff with management responsibilities provide **good** leadership. The effectiveness of management throughout the school is **good**. The governance of the school is **very good**.

### Main strengths and weaknesses

- The clear vision and sense of purpose of the headteacher ensure that the school provides very good opportunities for teachers and students to be successful.



- The governing body is very effective in shaping the direction of the school through challenge and support for the senior leadership team.
- The application of whole-school policies by middle managers is inconsistent.
- Very good financial management helps the school reach its educational priorities.
- Performance management, induction for new teachers and professional development for all staff are excellent.

## **Commentary**

36. The headteacher has a strong educational philosophy that is effectively shared with governors, all staff, students and parents. His belief that the school should provide an environment for learning and success for all permeates all aspects of school life. The school improvement plan provides clearly identified priorities for future developments and is supported further by a detailed strategic plan to meet the requirements of the specialist school bid. These plans are built on wide consultation with staff and governors and as a result are implemented effectively. The headteacher is very well supported by a dedicated and hardworking senior leadership group. There is effective teamwork and a collaborative approach using the range of complementary skills and experiences effectively for the benefit of the school community. Leadership of departments is variable.
37. The well-informed and committed governing body works conscientiously giving generously of their time to support the school. Governors bring a wide range of useful expertise to their role and use this effectively to support and develop the planning and developments in the school. For example, members of the governing body worked tirelessly to raise awareness and obtain the funding necessary for the success of the specialist school status. They carry out their responsibilities conscientiously and have a thorough and comprehensive understanding of the strengths and weaknesses of the school. This enables them to make a very valuable contribution to setting the priorities that shape the future of the school. They work very effectively in partnership with the senior leadership team providing very good support and engaging in challenging discussions to ensure they have a clear understanding of the quality of education the school is providing. The governing body has worked very hard with the school to ensure the success of the specialist school status in mathematics and computing.
38. The overall management of the school is good. Very good and rigorous procedures are in place for self-evaluation which provides the senior leadership team with good opportunities to evaluate strengths and weaknesses. Whole-school management is effectively supported by a range of well-structured policies. However, there are inconsistencies in the quality of management across departments and the consistency and thoroughness of their implementation are variable. The school is aware of this and members of the senior leadership team have reviewed and improved their monitoring of departments and intervention strategies to eliminate inconsistencies.
39. The management and leadership for special educational needs are good. Due to her teaching commitments, the special educational needs co-ordinator sometimes has insufficient time to monitor and evaluate provision and to advise teaching staff on implementation. Teaching assistants are advised and deployed well, and make a significant contribution to the overall good provision.
40. There are too few support staff to meet the needs of all the students identified on the special educational needs register across the whole curriculum. There is a very good inclusion practice by teachers in lessons to ensure that the needs of students with special educational needs and those with English as an additional language are met.

## **Financial information**

41. Financial management and planning are very good. A skilled and competent finance officer ensures that financial resources are managed in accordance with the school's budget plan. The governing body's finance committee, in conjunction with the headteacher, identifies needs and priorities. Whilst budgetary planning takes full account of the school's improvement plan, related costs are not detailed enough. All funds are managed efficiently according to their delegation and there is a clear focus on gaining best value before commitments are made to expenditure. The finance officer and finance committee ensure that budgetary management takes proper account of recommendations arising out of auditor's reports. Financial reports are presented at each meeting of the full governing body and all governors have the opportunity to question issues of budgetary management. The school's recent success in gaining specialist status has increased financial resources in the areas of mathematics and computing.

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

Income and expenditure (£)		Balances (£)	
Total income	2,700,518	Balance from previous year	176,090
Total expenditure	2,686,068	Balance carried forward to the next	190,540
Expenditure per pupil	3,066		

### **OTHER SPECIFIED FEATURES**

#### **Work-related learning**

Provision for work-related learning is **satisfactory**.

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

- Students benefit from well-organised business links at conferences and careers fairs.
- Policy and procedures for auditing and monitoring the work-related curriculum are not yet in place.
- Work experience is well prepared and followed up.
- The local community provides only a limited range of enrichment activities.
- Students receive good guidance in relation to future career choices.

#### **Commentary**

42. The school provides courses such as GCSE modern foreign languages and business, social care and advanced manufacturing, and GNVQ leisure and tourism. Together with elements of other subjects such as ICT, design and technology and drama, these help some students to develop specific skills and knowledge for the world of work. Most subjects, however, have not yet evaluated or planned their contribution to students' work-related learning. Provision is not, therefore, systematic and it is not possible to accurately measure the effect of work-related learning on the achievement of all pupils.
43. A small number of students in Years 10 and 11 with special educational needs benefit from alternative curriculum provision. As part of this course, they are provided with good work experience opportunities and work-related courses.
44. Students in Years 9 to 11 benefit from events and conferences that help them plan their future careers or education and training pathways. These include a *Business Back to School Day* to help them with interview and CV preparation, and a *Shaping My Future Day* that extends their knowledge of a wide range of occupational areas.

45. Students receive good careers advice through the local Connexions service and have access to a small but well-resourced careers library. Visits to skills fairs and local careers fairs also give pupils information to help them choose or plan their future careers.
46. A comprehensive programme of work experience placements for all Year 10 students enables them to learn effectively about the world of work through direct experience. Preparation is thorough. Students are given a range of choices and full opportunity to reflect on and evaluate their experience afterwards.
47. Other enrichment opportunities for students to learn about work are more limited. There are some links to local businesses and organisations, but a wide range of activity has yet to be fully developed. Planning is underway to extend these links.
48. The leadership and management of this area of the curriculum are satisfactory. There has been some identification of the actual or potential opportunities available across subjects, but there is not yet a fully completed audit and evaluation of work-related learning for all students.

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

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

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

##### **English**

The provision for English is **good**.

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

- Girls' attainment in GCSE is well above the national average.
- Very good relationships between teachers and students have a positive impact on students' attitudes to learning.
- All students are confident and contribute well in lessons.
- Boys are underachieving.
- Target setting is not yet meeting individual student's needs.

##### **Commentary**

49. Achievement at the end of Years 9 and 11 is good. In Years 7-9, standards are above average. The 2003 results of the standard assessment tests for English were above the national average with high achievers well above the national average. Girls' achievement was higher than boys. The 2004 results were similar, but are as yet unvalidated against national standards. Standards in 2004 GCSE English language and English literature were also above the national average. Girls' results were very good, well above the national average and a significant improvement on their good results in 2003. Boys' GCSE results were just in line with the national average with English literature results a considerable improvement on 2003.
50. Teaching is good in Years 7-11. Good teaching is lively, challenging and well structured, and has good pace and a variety of tasks enabling students to achieve well. Teachers' enthusiasm and expertise and the very good relationships between teachers and students have a positive impact on learning and on the confidence of all pupils. Sharp questioning successfully extends students' ideas and consolidates understanding. Teachers' creative use of interactive whiteboards motivates students and helps structure lessons. Teaching assistants know their students well, but their contribution to lessons is underdeveloped.
51. Learning is good in Years 7-11. Students behave very well in lessons. They are focused, work purposefully and rise to challenges. They respond confidently, work well independently and in small groups and clearly enjoy their lessons. They have a good understanding of texts and, in one excellent GCSE lesson, students' thought-provoking presentations on a play generated a sophisticated discussion of the highest order. Students use information and communication technology effectively for drafting and redrafting their writing and presenting their work. Assessment is inconsistent across the department and target setting is not yet systematic or frequent enough to address students' individual needs.
52. The good leadership and management of the department have a positive impact on students' achievement and on the above average results achieved at GCSE. The curriculum is focused clearly on the requirements of the examination syllabus and has succeeded in raising the

attainment of girls. Although boys achieve results at GCSE in line with the national average, their results are lower than girls despite the strategies the department has put into place to raise standards. Some of the English staff have other management roles within the school which restricts the development of roles and responsibilities within the department. The department is well resourced and accommodation is good. The well-equipped school library extends students' access to books, resources and information and communication technology. Specialist school status has increased the department's provision in information and communication technology, which is having a positive impact on teaching and learning. The department offers a range of extra-curricular activities and has good links with feeder primary schools and the Rotary Club.

53. Improvement since the last inspection is good. Girls' achievement has improved and is now better than boys'. The department now has good access to information and communication technology and word processing is used frequently. The exam-led curriculum has made students very aware of what they have to do to attain national levels. Due to timetable pressures, there are still not enough planned lesson observations across the department to share good practice.

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

54. Standards in literacy in subject departments across the whole school are good. Literacy development is very good in history where there is targeted questioning, key words and writing frames, and group and paired discussion to support students' learning. In drama, students make very good progress in speaking and listening skills. A real strength in physical education is the development of students' evaluative language.
55. Although the English department makes a valuable contribution to literacy, there is no whole-school literacy co-ordinator to monitor literacy across the school. The school literacy policy was last revised in 2001 and needs further revision to encompass new initiatives like the Key Stage 3 Literacy Strategy. At the last inspection, standards of literacy across the curriculum were good and they remain so.

### **Modern foreign languages**

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

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

- Leadership and management of the subject are very good.
- Teachers are confident users of new technology.
- The achievement of boys is below that of girls in French and Spanish.
- There are insufficient opportunities to practise listening and speaking in some lessons.
- Higher-ability students write very well in French and German.

#### **Commentary**

56. Standards at the end of Year 9 are above average in French and German. They are below in Spanish. In French and Spanish, work produced by girls is of a higher standard than that of boys whose National Curriculum levels are below what is expected. Students join the school with average language skills and achievement is good overall with no significant differences between boys and girls in German.
57. Achievement is good overall. The percentage of students gaining A\*- C grades at GCSE in French is usually in line with national rates. As in Year 9, boys' performance in French is below the national average whilst girls' attainment is above. In German, both boys' and girls' GCSE results match national pass rates. However, the school enters proportionately more students for a GCSE in languages than many other schools. This is particularly true for German and to some extent for French. When this is taken into account, students' rate of

success is significantly better than the straightforward national comparison indicates and is above average.

58. In Years 7 to 9, higher-ability students achieve very well in developing the length and accuracy of their written French and German. In German, they are confident in oral work and progress to talking about an increasingly wide range of topics. In Spanish, however, students of average and lower ability have difficulty in carrying out simple oral dialogues. In Years 10 and 11, students build on their work in Year 9, particularly in German, and achieve well by continuing to improve their written work and knowledge of vocabulary. In some French and Spanish lessons, insufficient time is given to developing speaking and listening skills.
59. The overall quality of teaching and learning is good with particular strengths in German. Detailed planning builds carefully on earlier work. Teachers know their students well. Clear targets are set and work is marked in sufficient detail to help students improve and redraft their work. Specialist school funding has helped to provide interactive whiteboards in language classrooms. Teachers use these effectively and confidently to focus students' attention and provide attractive visual support for learning. In a small number of French and Spanish lessons, however, there are only limited opportunities for speaking and listening to the language. Too much time is spent by staff on developing writing skills or correcting students' tests.
60. Leadership and management of the department are very good with some excellent features. There is a strong focus on raising achievement, supporting individual students and using evaluation to improve and grade the work of the department. The use of new technology by the head of department both for teaching and management of work is exemplary. A very good range of educational visits and exchanges enables students to experience living in France, Spain and Germany at first hand. Good progress has been made since the last inspection, particularly in relation to the use of ICT and improving students' written work.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Good teaching is raising the achievement of students in all year groups.
- Good leadership creates a mutually supportive team of teachers.
- Students' very good attitudes have a positive impact on their learning.
- Marking and assessment procedures are inconsistent and do not set students specific targets for improvement.
- Limited opportunities for monitoring teaching prevent staff development and the effective sharing of good practice.
- The school's specialist status is successfully raising the profile of mathematics.

### **Commentary**

61. Standards attained by Year 9 students in the 2004 national tests were in line with the average of all schools nationally and with similar schools. This represents satisfactory achievement by these students since on entry to the school their standards were average. The proportion that increased their attainment by two National Curriculum levels was very good when compared to the national figure. During the past three years, there has been a rising trend of improvement in results at this stage that is in line with the national trend. The quality of students' work seen in Years 7 to 9 confirms an increasing improvement in standards that is above average, representing good achievement. Students are made aware of what they are required to do to achieve specific National Curriculum levels through a departmental booklet that is issued to them individually.

62. The achievement of all students is satisfactory overall. The proportion of students gaining A\*-C grades in the 2004 GCSE examinations was in line with the national average, representing satisfactory achievement. However, the proportion of girls attaining the higher grades was above the national average, representing good achievement in Years 10 and 11, whilst the achievement of boys was unsatisfactory, since their standards were below the national average. These results, however, do not represent an established trend. The standard of work seen of all students presently at this stage is at least in line with the national average, with much that is good. The achievement of these students is good.
63. The quality of teaching across all year groups is good with none being less than satisfactory and some that is very good or excellent. This is having a positive impact on raising the achievement of students. Teachers plan their work well and have a good command of the subject. Lessons are well structured with most commencing with a lively and relevant starter activity that promotes effective learning. Teachers make good and competent use of ICT to enhance their teaching. This motivates students and creates a stimulating ethos for learning. The most successful teaching was characterised by good planning, a stimulating pace and use of a variety of strategies. An experienced and skilled teaching assistant, who works entirely within the department, effectively supports the learning of students. The curriculum is good and the policy of grouping students according to their abilities allows teaching to be targeted effectively. A small group of high-ability students in Year 9 is being prepared for early entry for the GCSE examination in Year 10.
64. Learning is good and the attitudes and behaviour of students towards mathematics are very good. All students respond with enthusiasm to questions and collaborate well with each other when required. The school's success in gaining specialist status for mathematics and computing has brought about increased resources for teaching and learning that have raised the profile of mathematics in the eyes of students. In particular, students enjoy participating in the use of ICT that teachers use to improve learning.
65. Leadership and management of the department are good. An experienced and skilled teacher leads a committed and mutually supportive team of specialist teachers. She is supported in managing the department by a colleague with specific responsibilities that include issues related to the implementation of the school's specialist status and for ensuring the use of mathematics across the curriculum. Comprehensive and very well-designed schemes of work provide teachers with details of teaching topics. They include relevant material for differentiation, suitable resources and suggestions for use of ICT. Teachers will be able to make increased use of ICT to enhance students' learning as a result of the imminent installation of a suite of computers within the department. The marking and assessment of students' work is inconsistent. Good use is made of praise, but feedback does not provide students with specific targets linked to National Curriculum levels to help them improve. There are limited formal opportunities for the monitoring of teaching by the head of department. This inhibits the identification of staff development requirements and the sharing of good practice of teaching and learning strategies. Overall, there has been good improvement in the provision for mathematics since the time of the previous inspection.

### **Mathematics across the curriculum**

66. A whole-school policy for numeracy is in place that identifies opportunities for teachers to use mathematics in other subjects across the curriculum. All teachers have received training and specific time has been devoted to the formal implementation of the policy. A group led by the deputy head of the mathematics department with representatives from all departments is working to further develop the implementation of the policy. Some confirmation of students' abilities to apply their mathematical skills was seen in geography where they used graphical skills to illustrate statistics of the weather and in technology where they used mathematics for weighing, measuring and pricing. In physical education, students successfully performed calculations involving ratios and proportions.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- GCSE results are at the national average and have improved slightly from the reduced values of 2003, but insufficient progress is made by more able students.
- The management of the department is unsatisfactory.
- Examples of good and very good teaching were observed.
- Apart from students studying triple science, the overall quality and presentation of work in many students' books, especially for students in Years 7 – 9, does not provide a suitable resource for revision.
- There are inconsistencies in both the frequency and quality of marking and advice given to students on how to improve.
- ICT is used effectively, both as a teaching aid and to promote students' learning.

### Commentary

67. Year 9 test results in 2004 were at the national average. Test results have fallen consistently since the last inspection, when they were above the national average. This latest fall was most marked at the higher levels. There was also a significant difference between the superior performances of girls to boys. Although targets set for the department were not met, results closely matched teacher assessments. Based on the students' average attainment on entry, these results indicate satisfactory achievement, but with marked variations between different students.
68. The 2004 GCSE results for students taking double science were below average for A\*-C passes, although this analysis fails to recognise those students who were entered for triple sciences. These students had above average A\*-C pass rates for biology and physics, but just below for chemistry, where results were adversely affected by staff changes. The overall aggregate pass rate shows a slightly improved pass rate from the five year low of 2003 and is in line with the national average. However, the attainment of triple science students was adversely affected by the larger than average number of examinations taken, as only one student gained an A\* and relatively few gained A grades from these courses. The overall pattern of results represents satisfactory achievement.
69. The quality of work seen from students is broadly average, with the triple science sets reaching higher standards. Although students make satisfactory progress in lessons, the quality of notes made and general presentation of work in many books are below the standard expected, apart from triple science students, where they reached a high standard. The absence of clear comprehensive notes which indicate the main learning points in lessons is a barrier to students performing well in future tests. Overall, in the lessons seen, students in all year groups had satisfactory achievement.
70. The overall quality of teaching and learning is satisfactory, with examples of some good or very good lessons in most year groups. Lessons are well planned by specialist teachers who have good subject knowledge and who display a calm and purposeful approach to the teaching. Frequent use of the interactive whiteboards help to enliven the work. Students have ample opportunity to practise ICT skills through web research and preparing PowerPoint type activities, both within lessons and for homework. With younger students, their natural



enthusiasm for practical work contributes to the success of lessons. Most lessons lack challenge and rigour in the introductory and plenary activities. Questioning students is underused as a method of further extending and testing knowledge and understanding, and to provide feedback to teachers about levels of learning obtained from activities. Relationships are generally good and students work in a co-operative manner. Students with special educational needs are well known to teachers who provide adequate support, enabling these students to make steady progress.

71. Leadership is satisfactory, although the general management of the department is unsatisfactory. The department leader acts as a good role-model in terms of teaching skills and personal dedication. Various staffing problems in recent years have now been resolved and the morale of the department is now at a satisfactory level to enable existing issues to be resolved. Present members of the department have complementary skills and levels of experience and work as a mutually supportive team with a sharing of good practice encouraged. Teachers are very well supported by experienced and hardworking laboratory technicians. Satisfactory guidelines, policies and systems exist for supporting the teaching and are well organised. However, schemes of work, despite frequent modifications by various members of the department, do not follow a common format and are mostly below the standard expected. Although the department has a clear marking and assessment policy, there are clear variations in the frequency of marking both within and between different groups, with some books apparently not marked for several months. Styles of marking and general assessment systems are also inconsistent across the department. Apart from the best examples, little effective guidance is given to inform students how to improve. Although work is rarely graded, end-of-topic tests provide students with information on their current attainment. This information does not always relate sufficiently to national science levels or grades. Data collected from tests is used to guide staff on students' achievements and the success of the teaching.
72. The quality of several areas of the department's work is now lower than at the previous inspection. Consequently, improvement since that time is unsatisfactory. However, the use of ICT now has a strong focus for the department.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards at GCSE are significantly above national average and standards by the end of Year 9 are well above average.
- Very good leadership and management provide very good learning opportunities for all students.
- Teaching and learning in the GCSE course are very good.

### **Commentary**

73. In 2004, teacher assessments indicate standards well above expectations at the end of Year 9. The evidence from inspection is that standards are also well above expectations, demonstrating very good achievement and progress for all students. Students enter the school with variable skills and knowledge in ICT. A well-structured programme provides very good opportunities for students in Years 7 and 8 to develop, consolidate and effectively extend a range of ICT skills for collecting, combining and presenting information. This means that by the end of Year 9 students are able to use information from different sources to a good level to present ideas in different ways. They demonstrate a clear sense of audience and understanding of how to control equipment to achieve specific outcomes by giving a series of instructions.
74. Standards in the GCSE course in 2004 were significantly above the national average. In work seen, standards are very high, demonstrating very good progress and achievement with students gaining grades at and above expectation. Students are very competent and confident

independent users of ICT. They can present information in a variety of ways for different audiences and sort and classify information effectively. Students have a good depth of knowledge and understanding and are able to use more advanced procedures like selecting the most suitable ICT facilities for specific tasks well. Standards and achievement of students not taking GCSE are good and above what is expected. Plans are in place to develop capability further and offer students more challenging opportunities.

75. Overall, teaching and learning are good. Teaching and learning in Years 10 and 11 are very good with some excellent teaching observed by specialist teachers. Very good subject knowledge is shared effectively, helping students to consolidate and improve their work. Lessons are well planned with good opportunities for the majority of students to develop skills and to apply them independently to tasks. When teaching and learning are very good, high expectations are set and students are clear about the purpose of the lesson and the skills and knowledge they are developing. They are aware of their current performance and what they need to do to improve. Relationships are very good and this, coupled with students' good attitudes to learning, promotes high standards and achievement, particularly in examination courses.
76. Leadership and management are very good. The priorities identified and strategies implemented to improve the provision for ICT have resulted in very good progress since the previous inspection. The head of department has a clear view of the direction and developments for ICT and the effective department evaluation procedures provide a comprehensive picture of the strengths and weaknesses within the department and across the school. She is an inspirational leader with highly developed management and co-ordination skills and has spearheaded developments identified within the specialist schools status bid successfully. The overall provision is very good as all students receive a comprehensive programme that enables them to gain a variety of skills and knowledge that they can apply effectively across the curriculum. The standards achieved by students in tests and examinations are well above national averages and better than expected for all students.

### **Information and communication technology across the curriculum**

77. The majority of teachers use the available ICT resources well in their teaching to motivate and engage students in their learning. The school has made positive efforts to develop the use of ICT in subjects with provision planned into schemes of work and lessons. The use of ICT by students to develop their learning and capability is variable. There are very good opportunities in physical education, business studies, modern foreign languages and leisure and tourism where it is well integrated into lessons and is a natural feature of teaching and learning. In other areas of the curriculum, there are satisfactory or good opportunities for students to develop and apply a range of skills in different contexts to extend their ICT capability. The school as a specialist school for mathematics and computing has invested well in ICT and is planning and co-ordinating its use effectively. There are interactive whiteboards in classrooms and access to computers through a booking system is adequate. There is a comprehensive overview of what departments are delivering to support the coherent development of ICT application and capability and good monitoring procedures are in place.

## **HUMANITIES**

### **History**

Provision in history is **very good**.

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

- The leadership and management of the subject are very good.
- Very good teaching coupled with very strong subject knowledge leads to successful learning.
- Assessment, including pupil target setting, is improving students' learning.
- Teachers use a wide range of varied techniques to promote good learning.

## Commentary

78. Standards in history are good at the end of Years 9 and 11. Achievement at the end of Year 9 and Year 11 is very good as a result of stimulating teaching by very knowledgeable teachers. GCSE results in 2004 were very good both in the number of grades A\* to C achieved and particularly in the number of A\* and A grades the students gained. This success is reflected in the increasing take up for this subject in Year 10. History is very popular because students see its value in terms of gaining knowledge and developing skills such as thinking.
79. Teaching is very good overall. Teachers have very good subject knowledge and a passion for their subject, which they communicate to students, and this drives successful learning. Students respond positively to teachers and actively participate in lessons. Relationships in the classroom are consistently very good and as a result learning is very good overall. Good provision is made for all students who are well supported by their class teacher.
80. Teachers skillfully deliver lessons using a range of strategies designed to gain pupils' interest and help them make progress. In very good lessons, the use of thorough questioning is an important feature. Teachers develop students' literacy and essay-writing skills, using subject-specific key words and structured essays to help them understand exam board requirements. Students make very good use of information and communication technology for research, information retrieval and word processing, and teachers make skilled use of the interactive whiteboards. Links with citizenship are very strong and the department makes a large contribution to its cross-curricular delivery. Very good examples of assessment, which support learning, were seen and pupils are actively involved in the assessment of their own work so that they understand what they must do to progress. Marking shows some very good practice with the use of formative comments and this now needs to become consistent.
81. The department is very well led and managed and the head of department has made very good progress in implementing improvements. Since the last inspection, the improvements in staffing, so that all teachers are history specialists, have allowed the head of department to lead rather than just manage the area. The department's work is regularly and effectively monitored and the head of department has a very clear view of its strengths and a good plan for development. Results are analysed to ensure that lessons are learned and acted upon and improvement is constantly sought, including reviewing the curriculum and exam courses and developing new schemes of work.
82. The department has two dedicated rooms, but with the increasing numbers, some lessons are taught in non-specialist rooms, which creates minor difficulties with resources. History rooms are welcoming with good, imaginative displays that support learning and reflect the quality of the students' work. Resources are good. The department makes considerable use of external visits, including some for gifted and talented students.

## Geography

Provision in geography is **good**.

### Main strengths and weaknesses

- Lessons are challenging and well structured so that students achieve well.
- Leadership is good because of the strong drive for improvement.
- Tasks set in lessons do not always meet the needs of all students.
- There is a lack of consistency in the use of assessment systems.
- Both teachers and students make good use of information and communication technology.

## Commentary

83. Students' attainment in geography when they start in Year 7 is below average. Students can identify and describe geographical features, but explanations are frequently simplistic. The low

literacy skills of some students result in them showing a better understanding orally than in their written work. By Year 9, standards are in line with the national average with many students able to provide detailed explanations for features such as coastal landforms. This represents good achievement. GCSE results in 2004 were just below the national average. The standard of the work seen was above the national norm and this represents good achievement. Higher-attaining students use geographical terminology accurately to explain, for example, the causes and effects of tsunamis.

84. Students achieve well because teaching and learning are good. Teachers are enthusiastic and knowledgeable about their subject. Lessons involve a variety of challenging tasks that engage the pupils. Good use is made of lesson summaries to fix students' new learning. The pace of lessons is brisk and there is good support for the development of literacy skills with the emphasis on using the correct technical terms. Good use is made of ICT to create and display a wide range of attractive teaching resources. Students also use computers effectively to research, analyse and present their work. In some lessons, the task set does not meet the needs of the lower and higher attainers. Classroom display is stimulating and the marking of work helps students to improve. There is a lack of uniformity of marking between teachers that is sometimes confusing for students.
85. There is good leadership and management of the subject by the new head of department who provides a good classroom role-model for other teachers. There is a strong drive for improvement and good new priorities for future development have been identified. These include reviewing the curriculum and assessments in order to raise standards. Improvement since the previous inspection is satisfactory because teaching and learning are good. There is a wider use of ICT and improved target setting for individual students. The department is united, committed and enthusiastic and this strong team of geographers is now poised to improve further.

## **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Students achieve well as a result of teaching that is consistently attentive to their individual needs.
- The leadership and management of the department are clearly focused on the further improvement of students' learning.
- Students enjoy the many opportunities they get to discuss issues of relevance to their lives and aspirations.
- Opportunities to develop students' discussion skills are occasionally missed.

## **Commentary**

86. Overall, standards of attainment are above average in Year 9 and Year 11. This represents good achievement in relation to the average levels of attainment, particularly in writing, that students bring to the school. In the 2004 GCSE short-course examination, taken by all in Year 11, students reached above average standards with a high proportion of them reaching the higher grades A\* to C. Girls outperformed boys to a greater extent than nationally. The measures taken by the department to address this difference already show themselves in the narrower gap seen in recent work and in lessons. Standards are steadily improving. Students build quickly on their earlier attainment and exceed the expectations of the locally agreed syllabus by the end of Year 9, achieving well in all aspects of their course. By the end of Year 11, standards are above average. Good achievement in Year 11 shows itself in the sophistication students show in writing on faith, belief and practice and in the number of students who reach the higher grades.

87. Teaching and learning are mostly good, with an element of teaching that is excellent. The teachers are effective in stimulating the interest and curiosity of the students who, in turn, show a real enthusiasm for tackling questions of belief. The teachers are good at relating what the students learn about faith and religious practice to students' own lives and aspirations. This is particularly true of work on responsibility for the environment. The teachers are skilful in developing strategies for including all students in discussion and debate. There are some missed opportunities, however, to use discussion to help students to develop ideas more deeply, with the consequence that students sometimes settle for ideas that are not adequately justified.
88. The department is well led and managed. It has moved forward on many fronts since the previous inspection and has improved well. Teachers have the drive and enthusiasm to improve even further. Standards have improved, teaching is more focused on learning, and the time allocated to the subject in Years 10 and 11 is now at the recommended level. Although the department has a few non-specialist teachers, they are supported well in teaching the subject at the right level.

## **TECHNOLOGY**

### **Design and technology**

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

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

- Attainment is above the national average at the ages of 14 and 16.
- Good teaching ensures activities are interesting and enjoyable.
- Very good leadership and management are improving teaching and learning.
- A particularly good range of extra-curricular activities supports students' learning.

#### **Commentary**

89. GCSE results in 2004 were above the national average. However, there were significant variations across the subjects. Standards were well above average in textiles and resistant materials and above average in food technology. They were below average in electronics and graphics, but showed clear improvements on previous years. In textiles and food technology, the number of students achieving A\*-B grades was well above the national average. The scrutiny of pupils' coursework during the inspection indicates that students' attainment is similar to last year, except that standards in graphics and resistant materials are now broadly in line with the national average. Girls attain much higher standards than boys. Although the work produced in lessons is of a similar standard, boys do relatively little work at home and so their coursework folders are often incomplete and lacking the necessary depth. As a result, they fail to pick up many of the marks available. The department works very hard to overcome the problem by providing coursework clubs before and after school and sometimes in the holidays. Overall, achievement is good, although girls' achievement is well above average and significantly better than the boys' as a result of the detailed coursework guidance and very effective individual support provided by all teachers. Students' practical work is of a very good standard, regardless of their overall examination grade. They show originality and creativity in their designs and take care to ensure a high-quality finish. Careful research and evaluation underpin students' work, particularly in textiles and food technology.
90. By the end of Year 9, students' attainment is above the national average. Students of all abilities achieve well. Practical skills are good in all aspects of the subject. Attainment in the use of computer-aided designing and making is of a particularly good standard. As soon as they come into the school, students are encouraged to take a pride in their work and to ensure a high-quality finish. They use the design process consistently and develop good research and evaluation skills. Year 7 litter pickers are very well made and Year 9 students produce original designs and packaging which are of a particularly good standard.

91. Overall, teaching and learning are good. A significant amount of the teaching seen during the inspection was very good. Students benefit from well-qualified and hardworking teachers whose subject knowledge is secure and ensures new skills and techniques are well taught. Teachers make very good use of interactive whiteboards to make lessons more interesting and effective. Lessons are planned thoroughly and teachers' organisation is good. This ensures effective use is made of the time available. Interesting activities ensure students enjoy their lessons. Consequently, they behave very well and work hard. Teacher/student relationships are very good. One-to-one advice helps students improve their work. Marking of GCSE coursework is particularly thorough and helpful. Marking quality is inconsistent in the lower school and students are not always clear about what they have done well or how to improve. Students with special educational needs are effectively supported by teachers, but rarely have additional support from teaching assistants. Higher-attaining pupils are encouraged to undertake more challenging activities. They have the chance to enter the 'SATRO' problem solving competition for gifted and talented students and do well. Students successfully enter other national competitions, for example, the 'Formula Challenge for Schools' which involves building radio-controlled cars. Teachers offer interesting and supportive activities for pupils of all ages and abilities at lunchtime and before and after school. The 2004 'Robo Fest' was a fun activity for the whole family and was very well attended.
92. The head of department provides very good leadership and management. He is very enthusiastic, willing to try new ideas and has a clear vision of the future development of the subject. He is a good role-model and has created an effective team of teachers. His evaluation of the department is very thorough and accurate. He closely monitors planning, teaching, marking and students' work. Data is carefully analysed and used to improve results. Strategies for tackling the relative weaknesses are sensible and effective. He has improved standards, teaching and learning, the curriculum, assessment and resources since his appointment two years ago. As a result, improvement since the last inspection has been very good.

## **VISUAL AND PERFORMING ARTS**

Drama and media studies were sampled.

### **Drama**

93. Standards in Years 7-9 are above average because of a carefully structured curriculum. Standards in Years 10-11 were very high in GCSE in 2003 and 2004, 90 per cent of students gained A\*-C grades, 30 percentage points above the national average. In 2003, 17.4 per cent of students gained an A\* grade compared with 3.6 per cent nationally, an outstanding result. Girls' attainment was higher than boys'.
94. Two lessons were sampled, one in Year 7 and one in Year 11. In Year 7, teaching was good, motivating all students to participate. However, progress over time is hampered by the fact that the teacher only sees Years 7-9 groups every other week. In Year 11, teaching was very good. Students performed an extract from a play which the teacher very effectively used to develop students' ideas and understanding by highlighting key dramatic elements. The challenging task and the expert knowledge and enthusiasm of the teacher captured students' attention and engaged them purposefully with the text. Drama is very well organised and managed and offers excellent extra-curricular provision, including an annual visit to New York to study plays and participate in workshops on Broadway.

### **Media Studies**

95. Standards in GCSE media studies in 2003 were above the national average. They fell below the national average in 2004, but were marginally better than predicted. In the Year 10 lesson sampled, teaching was good. The lesson was lively and well structured with imaginative use of the interactive whiteboard to motivate students and progress learning. Students enjoyed the

lesson, were attentive and focused and achieved well. Students analyse a wide range of media texts well and they use information and communication technology effectively in their coursework, which is well assessed. The course is well planned and managed.

## **Art and design**

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

### **Main strengths and weaknesses**

- Examination standards over time have been too low.
- The impact of a new teacher for the subject is raising standards.
- The leadership of the subject has insufficiently addressed the needed developments.
- Assessment and performance data have not been used effectively.
- Students show a good applied technique when using their chosen media.

### **Commentary**

96. In 2004, GCSE standards and achievements were below average. Girls did better than boys. Over time, standards and achievements have been below or well below average. There was only one year, in 2001, when standards rose to average. Many students do not complete their examination work to a high enough standard and are unsure what to do to improve.
97. Inspection evidence shows students have a good command of their chosen media, designing and composing their work well. Many do not go beyond producing a practical piece of work and do not produce evidence of how their style has been influenced by an understanding of the artists they study. They do not give clear written justifications and evaluations of their work. When this is done, high standards are obtained. Due to the impact of the recent appointment of a new teacher for the subject, standards are starting to rise. By the end of Years 9 and 11, standards are now back to average, as they were at the time of the last inspection, and the students achieve satisfactorily. All students show good attitudes to their work.
98. Teaching and learning are good. In lessons observed during the inspection week, teaching and learning ranged from satisfactory to very good across Years 7 to 11. The recently qualified new teacher for the subject, who taught the majority of lessons seen during the period of inspection, shows a very well-applied subject expertise. In these lessons, teaching and learning never fell below good and were often very good. Assessment procedures and their use are unsatisfactory. Too much emphasis is given to a numerical data analysis rather than an analysis of the skills the students acquire. Students are unsure what to do to improve. Marking is uneven and does not sufficiently indicate to the students where their strengths and need for development lie.
99. The management of the subject is satisfactory. The leadership is unsatisfactory. It lacks confidence and drive and pays insufficient attention to standards. Over time, it has allowed performance to lag behind that of similar schools. Students show a lot more potential than is realised. There is now a satisfactory balance between two-dimensional and three-dimensional work. The recent addition of a further art room has satisfactorily addressed the need indicated in the last inspection. There is still a lack of storage space. The art rooms are messy and need better organising. There are very good links with visiting artists and their input further enhances the breadth of the curriculum very successfully. There is a good scheme of work, which has a skill-based criteria that is not yet used to assess students' competencies. A good range of extra-curricular opportunities exists. Good displays around the school celebrate well the students' work. Improvement since the last inspection has been satisfactory.

## Music

Provision in music is **satisfactory**.

### Main strengths and weaknesses

- Students achieve well in Years 10 and 11.
- Assessment procedures are not sufficiently well developed in Years 7 to 9.
- The use of music technology is still not fully developed in Years 7 to 9.
- A good range of extra-curricular activities and performance opportunities contribute well to students' personal development.
- There are good links with feeder primary schools.

### Commentary

100. Teacher assessments for 2004 indicate that standards by the end of Year 9 are broadly in line with the national average. However, from work seen during the inspection, standards in Year 9 are below national expectations. This difference is because procedures are not fully in place to ensure consistency and accuracy in assessment. Students in Year 9 perform well together in groups and their keyboard skills are developing well. However, the quality of their singing is unsatisfactory and their understanding of musical styles such as 'Blues' is insecure. Students join the school in Year 7 with varied musical experiences and with standards in music which are below expectations for their age. By the end of Year 9, achievement is satisfactory because of the good allocation of time in Years 7 to 9 and the satisfactory teaching.
101. GCSE results for 2004 were above national averages and the trend has been consistently above the national average. This is an improvement on the previous inspection. Standards seen in Year 11 are above national expectations. Students show good standards in their performing and composing work, but their knowledge and understanding of the different musical styles and traditions are less well developed. Students achieve well in Years 10 to 11 because they play instruments or sing and many receive tuition.
102. The quality of teaching and learning is satisfactory overall. Resources are used effectively and listening and performing activities are integrated to enable students to develop their musical learning. Assessment is used well as part of everyday teaching to check out students' knowledge and understanding and to help them improve. As a result, students develop their understanding of musical elements and improve their instrumental skills, for instance. However, teaching is not always challenging enough and does not cater sufficiently well for students of different musical abilities in Years 7 to 9. As a result, students do not always make as much progress as they could. Students collaborate effectively in group work and this contributes well to their personal development.
103. Leadership and management are satisfactory. A good start has been made to departmental self-evaluation and satisfactory priorities have been identified for further development. However, planning for teaching and learning in schemes of work does not have the detail, particularly for Years 10 and 11, to support teachers and ensure consistency within the department. Additionally, procedures for assessing and marking students' work are not yet fully in place to ensure consistency and so that students are clear about how to improve their work.
104. The music department provides a good range of extra-curricular activities, including jazz and steel pan groups, and performance opportunities such as concerts, musicals and the local music festival. These opportunities enable students to develop their musical learning further and they contribute well to students' personal development.



105. Improvement since the previous inspection is broadly satisfactory. GCSE results have improved and standards in Years 10 and 11 are now consistently above average. Links with feeder primary schools are developing well as a result of the music teaching provided by the department. Singing tuition is now offered. However, students in Years 7 to 9 achieve less well. Resources for music technology have increased, but planning for the use of these resources by students is still not fully developed to enhance their musical learning.

## **PHYSICAL EDUCATION**

Overall, provision in physical education is **very good**.

### **Main strengths and weaknesses**

- The department is excellently led in the drive towards raising standards further.
- As a result of very good and excellent teaching, students achieve very well in relation to their modest levels of skill on joining the school.
- Teachers use ICT to very good effect in assessing students' performance.
- Provision for extra-curricular physical education is very good.
- Very occasionally, students do not get clear enough feedback when practising skills.

### **Commentary**

106. Overall, attainment at the end of Year 9 and Year 11 is above average. A well above average proportion of students achieved the higher grades A\* to C in the most recent GCSE examinations. Students join the school with below average levels of attainment and are familiar with a limited range of activities. They talk confidently about their performances, repeating them with increasing control and accuracy. Most students in this year are very quick to extend their knowledge of the structure of games and to apply good tactical skills. All students achieve very well in relation to their earlier attainment. For a school of this size, there is a very good level of attainment in competitive sport and games at local district and county level.
107. Teaching is very good, with some that is excellent. All lessons are driven by a very clear sense of purpose that is shared with the students, who in turn are eager to succeed. Teachers generally use assessment very well in giving students clear information on how they are performing and how they might best practise skills in order to improve them. In this respect, they make very good use of ICT in providing immediate feedback through the observation of video replay of performance. Very occasionally, students are not told clearly enough about how to improve their work, with the consequence that they settle for repeating activities to the same standard. Students are very good learners. They enjoy the range of stimulating lessons they experience and work persistently at refining and improving their performances.
108. The department is excellently led. The head of department has a very clear vision for the development of the subject. He has worked imaginatively with the teachers in creating a dynamic learning environment where students at all levels of attainment thrive. Very good management has brought about a good level of improvement since the last inspection, particularly in the development of the use of local facilities, and the enrichment of the curriculum for Years 10 and 11. These developments have done much to extend the range of extra-curricular activities, with the consequent increase in the already very good level of participation in sport and other activities.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

### **Business education**

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

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

- Standards are significantly above national average with students achieving higher grades than expected because of very good teaching by specialist teachers.
- Very good leadership and management promote high expectations.
- Students' very good attitudes and ability to work independently make a valuable contribution to a productive learning environment.

#### **Commentary**

109. Standards achieved by students at GCSE level were significantly above average in 2004 and showed good improvement on the standards gained in 2003. Standards and achievement in lessons and work seen are very good, particularly for lower-attaining students and those with special educational needs. Students enter the course with no previous experience in business studies. During the course, they develop good and very good knowledge and understanding of business organisations and concepts and apply them effectively. Students' use of ICT is very good and makes a positive contribution to extending and developing coursework.
110. Teaching and learning are very good. Very good subject knowledge is shared with students so they are able to consolidate and apply their knowledge effectively. Teachers' planning is very good, providing opportunities for students to develop a range of techniques and in-depth understanding of business concepts necessary for success on their course. Lessons provide a good range of learning opportunities enabling students to use case study materials well to analyse information and make good business decisions. There are good opportunities to develop written and verbal skills, but the use of subject-specific language is underdeveloped in some students. Teachers review students' work regularly and the identification of strengths and weaknesses helps them to improve and gain high standards.
111. Leadership and management of the department are very good. The head of department has a very clear view of the future for the department and provides a very good role-model for teachers within the department through her teaching and high expectations. The strengths and weaknesses are clearly identified and plans are in place to sustain and improve provision where necessary. Data is used well to monitor students' progress and attainment. Curriculum planning is creative and maximises the opportunities for students to achieve well at GCSE.

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

Personal, social and health education and careers guidance and citizenship are all covered in two lessons a fortnight. The programme is well mapped out and the work covered each term explained in detail. During the academic year, the programme meets statutory requirements in the areas of sex and relationships education and careers and guidance. The focus of the inspection was on citizenship and other elements of the course were sampled through looking at the work produced by students.

## **Citizenship**

Provision in citizenship is **good**.

### **Main strengths and weaknesses**

- Leadership and management are good and the head of department has made a significant contribution to the development of citizenship.
- Schemes of work cover the statutory requirements and lesson plans are good.
- Citizenship activities in the school are well established.
- Cross-curricular activities have only been partially mapped and reference to citizenship through curriculum subjects is uneven.
- Citizenship does not currently report on progress and achievement and teaching is not being fully monitored.

### **Commentary**

112. One period per fortnight has been allocated to citizenship for all students within the personal citizenship and health education programme. Owing to timetable constraints, it was only possible to sample a small number of lessons, however, all students have citizenship books, which show good progress over time. Marking and assessment of the work is good with clear targets for improvement. Standards and achievement are good. In the lessons seen, working relationships are good and students enjoy and value citizenship. In Year 10, a quarter of the cohort is following an examination course. Currently, the head of department teaches half the citizenship lessons with non-specialist staff teaching the rest. At both key stages, the teaching and learning in the head of department's lessons are good. In other lessons, teaching and learning are at least satisfactory and usually good.
113. The head of department provides good leadership and management and has put a good structure in place with good schemes of work, which he has developed, and clear plans for future development including a citizenship booklet. He is working with an external consultant who is providing good support and guidance. The head of department is not currently able to monitor all citizenship teaching due to the demands of his own teaching workload. However, he does mark all students' work to ensure a consistent approach to assessment across the department.
114. Opportunities for teaching elements of the citizenship programme have been identified within other subject areas. However, the teaching of cross-curricular citizenship is uneven, in some cases being implicit rather than explicit. Good examples were noted in history, geography, physical education, religious education and art and design. The school offers good examples of citizenship activity within the community, particularly through charity appeals and the work of the active school council.
115. The school is supporting citizenship development through the timetable and increased staffing and from September 2005, all students will receive one lesson a week and an additional specialist teacher has been appointed.
116. The school is aware that it does not currently include within the citizenship reports a grade or comment on progress or achievement, but this is in the departmental development plan for this academic year.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

---

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