

# INSPECTION REPORT

## **PEWSEY VALE SCHOOL**

Pewsey

LEA area: Wiltshire

Unique reference number: 126498

Headteacher: Mr R Butler

Lead inspector: Mrs Sue Kearney

Dates of inspection: 8 – 11 November 2004

Inspection number: 270749

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Foundation
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
Number on roll:	441
School address:	Wilcot Road Pewsey Wiltshire
Postcode:	SN9 5EW
Telephone number:	01672 565000
Fax number:	01672 565009
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Keith Brotherhood
Date of previous inspection:	4 May 1999

## CHARACTERISTICS OF THE SCHOOL

Pewsey Vale School is a comprehensive secondary school providing education for 441 boys and girls aged 11 to 16. It is a much smaller than average school, located in the rural village of Pewsey in Wiltshire. Pupils join the school from several surrounding villages. Recruitment varies each year but falls well short of the maximum admission number. The proportion of boys and girls is balanced across the school but there are significantly more boys than girls in Year 9. The school population is very stable, with few pupils joining after Year 7. The proportion of pupils eligible for free school meals is broadly average, reflecting the generally average social background of pupils. Families are attracted to Pewsey because it has a direct rail link with London and is within acceptable commuting times. Some of these families choose to send their children to independent schools nearby but the popularity of Pewsey Vale School is slowly increasing. There are four pupils in public care and some pupils come from families who live in military camps nearby.

The school has a reputation across the county for providing good support for pupils with special educational needs. The proportion of these pupils is above average, with the numbers having statements of special need well above average. The largest group of pupils, with dyslexia and other learning needs, (17) are catered for in a specialist area called the Learning Support Faculty (LSF). There are 15 pupils with social, emotional and behavioural difficulties and the remaining pupils are registered across a range covering hearing, visual and physical impairment, autism and dyspraxia. The attainment of pupils when they join the school is below average but varies each year and the small numbers make statistical comparisons unreliable. Nearly all pupils are white with a very small number of pupils from minority ethnic backgrounds (9) and of these only four are at the early stages of development of English language. Almost three quarters of pupils leave Year 11 to go into further education which is in line with other schools.

A new headteacher was appointed in January 2004 after more than twenty years of leadership by the previous headteacher and senior team. At the time of the inspection the school was experiencing rapid change, with rebuilding and refurbishment projects at the final stages of completion, some staff changes after many years of staff stability, and a newly appointed senior team. The school shares the site with the local youth centre, the community sports centre and the primary school. Involvement of the school in national initiatives is limited and it has not been entered for any national awards in the last three years.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18006	Sue Kearney	Lead inspector	
9499	Phiroze Daruwala	Lay inspector	
14596	Anthony Fiddian-Green	Team inspector	Special educational needs (SEN)
22685	Natalie Moss	Team inspector	Modern foreign languages Drama English as an additional language (EAL)
8104	Joan Child	Team inspector	Music
8503	Alf Allfree	Team inspector	Art and design Design and technology
13122	Stephanie Matthews	Team inspector	History Citizenship
6364	Geoffrey Strack	Team inspector	Information and communication technology (ICT)
31983	Debra Makin	Team inspector	Physical education
10417	Kevin Lambert	Team inspector	Science
12191	Christopher Moxley	Team inspector	English
30344	Stephen Walker	Team inspector	Geography
33018	Angela Read	Team inspector	Religious education
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Pewsey Vale School provides an acceptable quality of education but has serious weaknesses in a number of areas.** GCSE examination results have improved since the last inspection at a rate similar to the national trend. Provisional results in 2004, and the standards of work seen during the inspection, are in line with national expectations. Pupils' achievement is satisfactory overall in Years 7 to 11. The school has some good features. However, the quality of teaching and learning is unsatisfactory and a significant minority of pupils exhibit unsatisfactory behaviour. Leadership and management are unsatisfactory. The school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- The quality of provision and pupils' achievement are good in the two core subjects of English and mathematics, and in design and technology, religious education and physical education.
- The provision in science is unsatisfactory. Unsatisfactory leadership and assessment procedures have resulted in pupils doing less well in this subject. There is also unsatisfactory provision in six other subjects.
- Although improvements have been made in ensuring that all pupils develop skills in information and communication technology, standards in Years 10 and 11 are below national expectations. There have been limited opportunities for pupils to use computers in many subjects.
- Specialist support for pupils with special educational needs and for those pupils for whom English is an additional language is good. It enables them to learn in a secure yet challenging environment. This builds their confidence and improves their self-esteem.
- There is too much teaching that is unsatisfactory and this, combined with some unsatisfactory behaviour in some lessons, results in under-achievement of a significant proportion of pupils.
- The leadership of the new headteacher appointed in January 2004 is good. However, leadership and management of many subjects and areas of school performance are unsatisfactory.
- Too many pupils express dissatisfaction with the way the school is run and report that their learning is disrupted in too many lessons. There is an unusually high level of disaffection within the pupil population.

There has been unsatisfactory improvement since the last inspection in May 1999. GCSE examination results have risen in line with the national trend. However, results in national tests at the end of Year 9 show a trend that falls below the national trend and the performance of boys in recent years in both Year 9 and Year 11 shows under-achievement. The leadership of the school in the last few years has been unsatisfactory. The governors and senior team have been ineffective in managing the improvements required by the previous inspection in raising standards, the quality of education and that of leadership and management.

### STANDARDS ACHIEVED

Performance compared with:		all schools			similar schools
		2001	2002	2003	2003
Year 11	GCSE/GNVQ examinations	-	B	D	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 with pupils with similar prior attainment. Only examination results in 2003 are validated and reliably compared to national averages. At the time of the inspection the results for 2004 were available but had not been validated.*

GCSE results in 2003 are below the national average for all schools but are above the average for similar schools. Provisional results in 2004 indicate a similar picture, although statistical comparisons are unreliable because of the relatively small number of pupils entered each year. Standards of pupils' work for the current Year 11 are in line with national expectations. Pupils join the school with a wide range of attainment levels that vary each year. Over recent years their level of attainment has been below the national average across the three core subjects of English, mathematics and science.

**The achievement of pupils as they move through the school is often good**, but there are too many instances where it is unsatisfactory. In Years 7 to 9 in recent years pupils' achievement has been less than expected and, during the inspection, a significant proportion of pupils were seen to be under-achieving because of unsatisfactory behaviour and some weaknesses in teaching. This feature of unsatisfactory achievement is seen in boys and in the higher attaining pupils in particular. The

provision for pupils with special educational needs and those for whom English is an additional language is good and these pupils achieve well.

**Pupils' personal qualities, particularly their spiritual, moral, social and cultural development, are promoted to a satisfactory standard.** The school population is a close-knit group of people located within a small local community. This ensures a common code of responsibility towards the welfare of all pupils that is generally good and results in good attendance and punctuality for the majority of pupils. Many pupils enjoy school and benefit from their experience. However, the attitudes and behaviour of a significant minority of pupils are unsatisfactory and this has a negative effect on their own learning and that of others. The guidance for pupils on academic progress is weak because arrangements for assessing pupils' standards and achievement are unsatisfactory.

### **QUALITY OF EDUCATION**

**The school provides a quality of education that has some good features but is overall unsatisfactory.** Arrangements for the care of pupils are satisfactory. **The quality of teaching and learning across all years is unsatisfactory**, with some lessons characterised by weak teaching leading to unsatisfactory behaviour of pupils. Positive recent changes to the curriculum in Years 10 and 11 have yet to have an impact on standards, although there are signs of greater pupil motivation. Parents and the local community provide good support for the school and the pupils benefit from other local facilities on the school site. The isolated nature of the school means that there are few links into local, national or international initiatives. Staff and pupils alike gain little from the sharing of good practice among schools and colleges.

### **LEADERSHIP AND MANAGEMENT**

**Leadership of the headteacher is good, although overall leadership is unsatisfactory. Governance and management are also unsatisfactory.** Governors have not adequately addressed the issues identified in the last report. There are a number of breaches of statutory requirements. Despite some significant improvements in policy review and monitoring since the appointment of the headteacher, the governors and senior team have largely been unaware of the fragility of some areas of school performance. Some subjects have unsatisfactory or inexperienced leaders and the newly appointed senior managers are inexperienced and have very heavy workloads. There have been some improvements in developing leadership capacity, particularly in English and Mathematics in the last year. Recent support for the Key Stage 3 National Strategy from the local education authority has been effective. However, the school does not currently have the capacity to introduce and implement improvements without significant support from other agencies.

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

The majority of parents expressed satisfaction with the school. Too many pupils have concerns about bullying, behaviour in lessons and their relationship with some staff. Although they generally feel that they are well taught, they report weaknesses in assessment, guidance, homework and the leadership of some subjects. The inspection team supports their views.

### **IMPROVEMENTS NEEDED**

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

- Monitor more rigorously the newly introduced policies on behaviour management and assessment, in order to ensure consistent implementation across the school.
- Improve the quality of teaching and learning in all subjects to bring it up to the level of the very best
- Produce a longer-term improvement plan, drawing on all the resources available, using external help and advice to ensure effective measures
- Improve the quality of provision, leadership and management of all subjects and areas of school performance with clear accountability for improvement targets.

and, to meet statutory requirements;

- provide a collective act of daily worship
- ensure that pupils receive their entitlement for information and communication technology across all subjects
- ensure that pupils' use of the Internet is adequately controlled
- cover in full the programmes of study in citizenship and music.

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

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects and courses**

GCSE examination results have kept pace with the national trend of improvement since the last inspection in 1999. In contrast, results in national tests at the end of Year 9 have fallen behind national trends in recent years. In 2003 GCSE results are above the average when compared with similar schools based on pupils' prior attainment. They are in line with the national average when compared with all schools. Standards of work seen during the inspection are in line with those expected for pupils of similar age, representing satisfactory achievement for the majority of pupils as they move through the school. However, the achievement of some groups of pupils is unsatisfactory, particularly boys and the higher attaining pupils. This is primarily due to high levels of disaffection leading to unsatisfactory behaviour, and too much unsatisfactory teaching which compounds the disaffection and restricts learning.

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

- Standards of work seen are below expectations in too many subjects, including the core subjects of science and ICT. Provisional results in 2004 for GCSE confirm that standards are likely to be below the national average in ICT, history and art and well below in French and German.
- There have been significant improvements in the standards and the quality of provision in the two core subjects of English and mathematics.
- Too many subjects are failing to use assessment information to monitor and improve the progress of individual pupils, and different groups of pupils such as boys and the higher attaining pupils. This is leading to unsatisfactory achievement for too many pupils.
- The achievement of pupils with special educational needs and those for whom English is an additional language is good because of specialist support in the Learning Support Faculty

#### **Commentary**

1. The school has relied extensively since the last inspection on several features of its provision that have just about maintained standards at the end of Year 11. These include;
  - A very stable and experienced staff who know the pupils very well.
  - Good links with the local community that ensure that parents and other community groups consistently reinforce the main aims of the school.
  - Teachers who have a range of teaching styles that have focused traditionally on the requirements of examinations.
  - A traditional curriculum that has had minimal modification.
  - A leadership team that had been in post together for over twenty years providing stability, and the consistent reinforcement of the school ethos and policies to produce a 'safe' and familiar experience for staff, pupils and parents alike.
  - Some subjects in the school that have performed well in GCSE examinations masking the under-performance of others.
2. The appointment of the new headteacher nearly twelve months ago in January 2004 resulted in rapid change and improvements in provision. These include;
  - A review of important policies, such as the assessment and reporting policy and the behaviour management policy
  - The introduction of performance management in the form of lesson observations and the use of Ofsted criteria in performance review
  - A restructuring of roles and responsibilities and the forming of a new senior team
  - Improved links with the local education authority services, resulting in much needed training for staff and governors, and leading to some improved teaching and examination results, particularly in English and mathematics in 2004. The release of funds to make improvements to the school buildings and facilities
  - A review of the curriculum, leading to the introduction of drama in Years 7 to 9 and a wider range of more vocational courses in Years 10 and 11.



3. All of these changes reflect the good vision and leadership skills of the headteacher. These changes have not yet had time to have a significant positive effect on standards and the achievement of pupils. In some cases, such as the curriculum modifications, the implementation has been rushed and too ambitious. However, the examination results in both Year 9 and Year 11 in 2004, although still provisional, do indicate some improvements. Standards at GCSE in English, mathematics, design and technology, geography and physical education are likely to be above the average for all schools. These improvements are mirrored by the standards and achievement of many pupils observed during the inspection, in some subjects.
4. These changes have also exposed the fragility and fragmentation of some of the areas of provision in the school. The inspection team judge the school to have serious weaknesses that are currently having a significant negative effect on the achievement of too many pupils in too many subjects. The under-achievement of pupils is identified in almost half of the subjects taught in the school. The school, with its inexperienced senior team and history of minimal training for middle managers, does not have the capacity to make the necessary improvements without additional help from external sources.
5. GCSE examination results at the time of the last inspection were in line with the national average compared with all schools and similar schools. The results for 2003 show they are now above the average for similar schools based on pupils' prior attainment, but have fallen below the average for all schools. Results have generally kept pace with the improving trend for all schools nationally. The provisional results for 2004 reflect a similar pattern. This represents satisfactory achievement for pupils since the last inspection. It is difficult to extrapolate reliably from examination information because of the relatively small groups entered each year. In many subjects a strong focus on, and experience of, examination requirements ensures that the majority of pupils achieve well. In geography, pupils' achievement is very good in Years 10 and 11. In some other subjects it is good. These include English, mathematics, physical education, design and technology, religious education and history. However in science, French, German and ICT, pupils' achievement is unsatisfactory and pupils' performance in examinations in these subjects is weak.

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	43 (48)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	93 (98)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	97 (99)	96 (96)
Average point score per pupil (best eight subjects)	31.8 (36.0)	34.7 (34.8)

*There were 86 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

6. The application of the national strategy in Years 7 to 9 has been very effective in some subjects, particularly in the last twelve months, and is having a positive impact on standards and achievement. Value added data for 2003 indicates the school is performing above the national average for similar schools by the end of Year 9 and provisional results indicate a similar pattern in 2004. The school falls on the boundary of two classification groups and because of the small size of the pupil sample, these comparisons are not totally secure. This data reflects the achievement of pupils across the three core subjects of English, mathematics and science. Inspection evidence across all subjects also confirms good achievement in English, mathematics, ICT, design and technology, physical education and religious education in Years 7 to 9. However, pupils' achievement by the end of Year 9 is below expectations in French, German, drama, art and citizenship. In science, pupils have consistently under-performed in national tests when compared with English and mathematics, although their progress in lessons observed during the inspection indicates improvements because of some better teaching. Boys under-perform in several areas across the school and have done since the last inspection, where this was identified as an issue. This is also the case for the higher attaining pupils.

7. A principal barrier to pupils' achievement across the school is the unsatisfactory use of assessment information about how well pupils are doing. There are weaknesses in these arrangements in eleven out of the fourteen subjects taught. Only mathematics, design and technology and geography make good use of assessment information. In many cases these weaknesses first show when pupils join the school in Year 7. There are few links made by subjects into the primary schools and information about the attainment of Year 7 pupils is limited. The level of pupils' skills and knowledge is not rigorously determined early enough in Year 7 in many subjects. Monitoring of pupils' progress as they move through Years 7 to 9 is further confused by assessment information that is often unreliable because teachers are not sufficiently well trained in understanding how to assess pupils' attainment levels. Very few pupils understand what is expected of them and few can describe what they have to do to improve their work. The situation is better in Years 10 and 11 where examination requirements provide clearer guidance. The marking of pupils' work varies in quality and some teachers are complying with the requirements of the new policies introduced by the headteacher.

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

Standards in:	School results	National results
English	36.8 (34.5)	33.4 (33.3)
mathematics	33.4 (34.2)	35.4 (34.7)
science	31.9 (33.4)	33.6 (33.3)

*There were 87 pupils in the year group. Figures in brackets are for the previous year.*

8. The school has a well-deserved reputation across the county for the support offered to pupils with special educational needs (SEN). Pupils attached to the Learning Support Faculty (LSF) achieve very well and make very good progress towards their targets. By the time these pupils leave school in Year 11, the very great majority do very well in GCSE examinations. Many gain five or more passes. Pupils who have specific learning difficulties make very good progress, because the school provides a highly structured programme to improve their literacy skills of reading, spelling, and comprehension. Other programmes help pupils who have special needs of a physical nature to improve in co-ordination, sequencing and in self-esteem. The school has been particularly innovative in this area of its work.
9. There are an increasing number of pupils who join the school from overseas. Of these pupils there are several for whom English is not their first language, although at the time of the inspection only four were in the early stages of English acquisition and were registered for additional support. Achievement overall for these pupils is satisfactory, the same as that of their peers. For those in the early stages of English acquisition, achievement is very good, due to the very high level of help, encouragement and dedication given to these pupils by the teacher and teaching assistant in the LSF. Their overall achievement slows down when they rejoin lessons with minimal support.
10. Pupils are competent in the use of computers and their numerical skills are sufficiently well developed to enable them to learn effectively in most subjects. Language and literacy skills are satisfactory for the majority of pupils. There remain some weaknesses in the overall progress that pupils make in using computers, because there are insufficient opportunities for pupils to use ICT to enhance their work or develop their skills in other subjects.

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

Pupils' attitudes and behaviour are mixed. Although pupils' attitudes are satisfactory, the behaviour of a significant minority is unsatisfactory. Attendance and punctuality are good. Provision for pupils' spiritual, moral, social and cultural development is satisfactory.

## Main strengths and weaknesses

- Pupils respond well to good teaching. They pay attention when they are valued and respected. They do not concentrate on lessons when teaching is unsatisfactory.
- There is some bullying, despite extensive efforts to combat it.
- Most pupils come on time in the morning and the level of attendance is above the national median.
- The school does little to encourage the development of pupils' awareness of multi-cultural issues.

## Commentary

11. In response to pre-inspection questionnaires, a high proportion of pupils and a significant minority of parents expressed concern about unacceptable behaviour and bullying. Their views were borne out by the inspection evidence. Behaviour of most pupils around the school was good, and it was positive when they were well taught and involved. Pupils recognise and appreciate good teaching. A friendly and purposeful environment in lessons encourages in most pupils an enthusiasm to learn and to make progress. Relationships between teachers and pupils are, generally, good although a significant proportion of pupils do not agree with this viewpoint. Pupils from minority ethnic groups, including those for whom English is an additional language, informed inspectors that they had not experienced any form of racism and that the school does not tolerate any racist behaviour.
12. A significant minority of pupils do not subscribe to these positive attitudes, and there is considerable misbehaviour in some lessons. Some of this arises from unsatisfactory teaching and some from disruptive pupils who have little respect for the learning of their peers. Even when inappropriate behaviour is contained, it hampers the pace of work and spoils the lessons for other pupils. The degree of unsatisfactory behaviour observed was at the level of disruption rather than malicious intent. There was no direct evidence of bullying during the inspection, but discussions with pupils revealed that there was an element of bullying, despite extensive efforts by the staff to eliminate it. The evidence suggested that bullying is more likely to take place off the school site, where it is more difficult for the school to deal with. There has been an increase in the number of pupils joining the school with serious behavioural problems for whom there is no alternative local provision. The school supports these pupils well. Although some of the unsatisfactory behaviour can be accredited to some of these pupils, many other pupils contribute to the overall unsatisfactory behaviour.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	401	25	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Bangladeshi	1	0	0
Black or Black British – African	1	0	0
Any other ethnic group	1	0	0

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

13. There were 25 fixed-period exclusions during the academic year 2003-2004, nearly all boys. These were in Years 8, 9 and 10, with the largest number of incidences in Year 10. Measures to reduce exclusions and promote good behaviour by consistently implementing the revised Behaviour Management Policy (BMP) and the effective use of the Learning Support Faculty have led to a reduction in fixed-period exclusions. The school does all it possibly can, including the involvement of external agencies, to minimise exclusions and to be just and fair to those excluded. The school works effectively to re-integrate pupils who are excluded by other schools, and provide additional care and support to those who are in public care. Exclusions of pupils with minority ethnic origin are very rare.

## Attendance

### **Attendance in the latest complete reporting year (92.7%)**

Authorised absence		Unauthorised absence	
School data	7.2	School data	0.12
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.*

14. More recent and reliable information on attendance held by the school for 2003/2004, reports the level of attendance at 93.4 per cent, the authorised absence at 6.6 percent, and unauthorised absence at 0.12 per cent. This information is at variance with the details available at the time of inspection and shows further improvement in attendance rates.
15. Procedures to promote attendance are good, and most parents ensure that their children attend regularly. Consequently, the school is successful in maintaining the level of attendance above the national median for the last three years. Punctuality in the morning is also good, even though many pupils from the outlying areas travel by school buses.
16. Pupils' personal development receives positive support from work they do in certain lessons, such as religious studies, as well as from their participation in extra-curricular activities such as the school council, or their work as prefects. As a result, pupils' social development is satisfactory. Pupils' spiritual development is satisfactory overall. Assemblies encourage pupils to have the confidence to act in accordance with their own principles, irrespective of how others act. Assemblies are mainly Christian in nature and sometimes include opportunities for reflection. However, the school does not meet the statutory requirement for a daily act of collective worship either through assemblies or the tutor periods. Both the planning and the monitoring of this are weak. Most pupils are able to distinguish between right and wrong and have respect for others' viewpoints and beliefs. Pupils' moral development is satisfactory. Pupils raise money for charities at home and abroad. They show care and consideration for the welfare of those who are less fortunate than they are, or who are in difficult situations. Nonetheless, many pupils are unhappy with the attitudes of some peers, a significant minority of which contribute to the disruption of lessons. Instances of bullying are reported by pupils.
17. Most pupils form good relationships with peers of different ethnic origins. Religious education offers good opportunities for pupils to explore the underlying values of cultures in present day British society and the wider world. However, there is minimal support from other subjects for this aspect of pupils' experience. There are visits from professional theatre companies, and exchange visits by pupils from three linked schools abroad, although the proportion of pupils who take part in these exchanges is small. The school's link with a community in Gambia provides a good forum for the cultural development of pupils. Pupils' awareness of multi-cultural issues is not yet sufficiently well developed and the school does not plan effectively for this aspect of their education.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides an acceptable quality of education but has many aspects that are unsatisfactory. While the majority of teaching is satisfactory and sometimes good, there is too much unsatisfactory teaching that disrupts the learning of too many pupils. The curriculum is satisfactory in Years 7 to 9 but recent changes to the provision in Years 10 and 11 have created problems that make the overall effect unsatisfactory. Support for pupils and care for their welfare are satisfactory but there are concerns about pupils' safety when using the Internet, and the effective use of assessment information in pupils' guidance. The school has good links with parents and the local community. Links with other schools and colleges are unsatisfactory. Leadership and management across the school are unsatisfactory.

### Teaching and learning

The quality of teaching and learning is unsatisfactory in Years 7 to 11. Assessment is also unsatisfactory.

### Main strengths and weaknesses

- Much teaching is good or very good. The very best teaching is found in mathematics and physical education. Teaching is unsatisfactory in 12 per cent of lessons.
- Expectations of standards of behaviour and attainment are sometimes too low and pupils' achievement suffers as a result.
- The Key Stage 3 planning strategy has been well adopted in English and mathematics and is showing improvements in science and ICT.
- Teachers' planning does not provide for all abilities, especially for higher attaining pupils, in some subjects.
- The teaching of pupils with special educational needs is very good, and that for pupils with English as an additional language is good, when they are given specialist help. However, the support they receive in many lessons is unsatisfactory.

### Commentary

#### *Summary of teaching observed during the inspection in 93 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (1%)	13 (14%)	33 (35%)	35 (38%)	10 (11%)	1 (1%)	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.*

18. The quality of teaching is unsatisfactory across the school as a whole. Although the great majority of teaching lies in the range between very good and satisfactory, the high proportion of less than satisfactory lessons, 12 per cent or one in eight, means that teaching is unsatisfactory overall. Only one lesson was judged excellent. There is a close connection between the standard of teaching and pupils' achievement. For instance, the good achievement of pupils in English, mathematics, physical education, design and technology, geography and religious education is a result of the good teaching they receive. There is also very good teaching for pupils with special educational needs and good teaching for those for whom English is an additional language, in the Learning Support Faculty. The features of unsatisfactory teaching in science, French, German, art, drama and music are linked with the lower achievement of pupils in these subjects. In some subjects such as ICT, history and science, weaker teaching in recent years has resulted in unsatisfactory achievement of pupils over time.
19. Teaching has many strengths that are reflected in good learning and achievement. Many lessons demonstrate very good relationships between teachers and pupils. In several subjects lessons are well planned, ensuring that earlier work is understood, pupils' understanding is regularly checked through the use of relevant questions, and objectives are reviewed at the end

of the lesson. Good subject knowledge enables teachers in subjects such as mathematics, design and technology and religious education to give clear explanation of difficult concepts and to use methods that ensure that these concepts are understood. The Key Stage 3 Strategy for planning three-part lessons has been implemented well in English and mathematics and is beginning to show improvement in science and ICT. Often, teachers offer a high level of encouragement to pupils and capture their interest by varied and absorbing teaching. High expectations of behaviour and standards are a feature of the most successful lessons, helping pupils to learn well by creating a good environment for learning and encouraging them to work hard.

20. There are, however, important weaknesses in teaching that hinder learning and reduce pupils' achievement. Expectations of standards of attainment and students' behaviour are too low in many lessons. Gifted and talented and higher attaining pupils are not given suitably challenging work in many subjects. Some lessons are often slow in pace, so that learning is slow. Teaching methods that do not engage pupils allow low-level disruption to develop that inhibits learning for all pupils. Only in geography and religious education was the behaviour management of pupils consistently effective in ensuring good learning in all lessons. Homework is not used effectively in all subjects. Planning of lessons and the use of a variety of teaching methods are often insufficiently strong to engage pupils' interest and to meet the needs of all abilities. Teachers do not use modern technological tools such as the electronic whiteboards to enhance their teaching and excite learning. Pupils have limited opportunity to use computers and other technological facilities in order to reach higher levels of presentation, understanding or analysis of their work. Although the previous inspection reported under-performance by boys, teaching methods have not been modified sufficiently to ensure improvements and boys' under-achievement is once again reported in a significant number of subjects.
21. The quality of teaching for students with special educational needs is good. The quality of teaching in the Learning Support Faculty is very good. The specialist teachers and assistants know the needs of their pupils very well and provide very good programmes of study that are enabling them to make very good progress. In classroom lessons where teaching assistants are present, support for pupils who have special educational needs is very good. Teaching assistants focus very well on individual pupils who need extra help and they provide much encouragement for pupils to do the work expected of them. Where there is no extra support, some teachers do not plan specifically enough for these pupils and, consequently, pupils do not make the progress that could be expected.
22. Teaching for pupils for whom English is an additional language is very good when specialist teachers and teaching assistants teach them in withdrawal groups in the Learning Support Faculty. Pupils are given very good individual attention and help by patient and highly effective staff. This gives those in the early stages of language acquisition a flying start and much confidence, all of which leads to very good achievement in this environment. Each student has an individual education plan with specific targets; these plans are given to teachers. Not all teachers, however, show the same level of understanding of the needs of these pupils in mainstream classes, so that teaching overall is good rather than very good. Very little of the planning takes advantage of the special contribution that pupils from other cultures can make to the cultural development of all pupils, and opportunities are missed to celebrate the positive value of their experiences.
23. The level of improvement in teaching and learning since the last inspection is unsatisfactory. Issues such as the raising of teachers' expectations, of planning for the needs of all pupils, particularly the higher attaining pupils and boys, and application of the behaviour policy with consistency, have not yet been thoroughly addressed.
24. Assessment is unsatisfactory. The school has a very recent assessment policy that is thorough, detailed and contains much good practice. However the implementation of this policy varies considerably across subjects. Assessment is good in geography, design and technology and mathematics. These subjects make good use of the school's comprehensive pupil performance data and their subject assessments to monitor pupils' progress and plan their teaching. In a few

subjects assessment is satisfactory overall, although in these there remains some weaknesses. Where assessment is effective teachers assess pupils' work thoroughly, inform pupils of their National Curriculum level or examination grade, and monitor individuals. However, very few subjects use performance data to monitor the progress of particular groups of pupils. Too many subjects have unsatisfactory arrangements for monitoring pupils' progress and using assessment information to prompt improvement. These arrangements are insecure or not in place in eleven out of the fourteen subjects taught. Senior staff, subject leaders and classroom teachers have a limited understanding of how assessment information can be used to drive improvements and raise standards.

## **The curriculum**

Curricular provision is unsatisfactory. Enrichment through extra-curricular activities is satisfactory. The school is well staffed and accommodation is good.

## **Main strengths and weaknesses**

- The curriculum in Years 7 to 9 is satisfactory. All National Curriculum subjects are taught and the recent addition of drama is welcomed by pupils.
- The expansion of curriculum provision in Years 10 and 11 to provide more vocational opportunities for pupils has created difficulties that make the overall provision unsatisfactory.
- Provision for pupils with special educational needs and those with English as an additional language is good.
- Recent additions and improvements to accommodation help learning. There are very good sports facilities.
- The school does not comply with statutory requirements for a daily act of collective worship, citizenship, music and the development of pupils' ICT skills in all subjects.
- There are limited opportunities within the curriculum to challenge higher attaining pupils.

## **Commentary**

25. In Years 7 to 9 there is mostly a broad and balanced curriculum. There is good provision in the two core subjects of English and mathematics. New courses were introduced in September 2004 in drama and all pupils now have weekly 'enrichment' sessions, which aim to broaden their learning experiences or to support individual learning weaknesses. Pupils are very positive about the opportunity to study drama. Unfortunately, the quality of teaching in the subject is unsatisfactory and the current arrangements are not making a satisfactory provision. The programme of study for the enrichment sessions is not yet monitored effectively and lessons seen during the inspection were very varied in their quality. The curriculum does not allow sufficient time for teaching the requirements of programmes in citizenship, music, religious education and personal, social and health education.
26. The curriculum in Years 10 to 11 has been reviewed following extensive consultation with pupils, staff and parents. There is a well-balanced core of subjects and an appropriate range of academic option choices, all studied to GCSE level. Although the school is small, there is a good choice of courses working with different materials in design and technology. Drama has recently been added and some pupils can now study a vocational course in leisure and tourism, or engineering.
27. In Year 10, some pupils follow a reduced core programme with no modern foreign language and a single science option, allowing time for a new vocational course aimed at Award Scheme Development and Accreditation Network certification (ASDAN). Other pupils following a more academic course have access to parts of this programme. A modified version of this course has been introduced this year for Year 11 pupils; they will not have the opportunity to reach the full ASDAN silver award but will work towards a bronze award. Although these changes have provided valuable vocational opportunities for some pupils, they are not monitored sufficiently thoroughly to ensure that pupils receive a balanced curriculum. Some of the teaching seen during the inspection was insecure, with inexperienced teachers not having received sufficient

training to enable them to plan effectively. The management of the course is complex and involves large numbers of pupils. There is no rigorous system to monitor the overall quality of the provision that is currently unsatisfactory.

28. The recent changes to the timetable mean there is now only one form tutor period per week. In order to allow time for citizenship and personal, social and health education, the timetable is collapsed for half a day, six times per year. This does not allow sufficient time for these topics and pupils' experience and learning of these areas is fragmented. The school continues to offer a timetable that falls below the national recommended time. This problem was identified at the last inspection.
29. The school audit of citizenship is two years old and is now in the process of being reviewed so that there is limited evidence of citizenship being taught anywhere in the school. Music is taught only in Years 7 and 8 and does not meet the statutory requirements for pupils in Year 9.
30. Careers education is sound and there is good use of the careers library and a satisfactory range of sixth form/college visits. Work-related education is developing to a satisfactory standard at this early stage of implementation. All pupils have a well-planned programme of work experience.
31. The curriculum offered to pupils who have special educational needs and those for whom English is their second language, is very good in the Learning Support Faculty. The requirements noted on statements of special needs are fully addressed through individual education plans. The provision includes many extended programmes such as trampolining, mechanics, and riding, as well as a highly structured literacy programme. Much is done to improve pupils' self-confidence as well as improving their literacy, numeracy and organisational skills. However, in some classroom lessons teachers do not provide well enough or specifically enough for pupils who have special educational needs. This results in their making less progress overall than could be expected.
32. Accommodation within the school is generally good and enhances the curriculum. A new ICT suite has recently been completed and is well used. The learning resource centre provides a good library and computer resource and the facilities for design and technology have recently been upgraded. Sports facilities are of a very high standard, with access to the adjacent sports centre, which includes a swimming pool and extensive indoor and outdoor provision for a wide range of sporting and physical education facilities. Provision for music is limited.
33. The curriculum across all years does little to challenge the highest attaining pupils or those with special gifts and talents. Teachers' planning in lessons often fails to distinguish between the different learning needs of pupils. Few subjects organise teaching groups so that more able pupils work together in ways that would develop their skills so that they might reach the grade criteria for higher levels of attainment. Assessment information is not used enough to monitor their performance in order to provide extension work, and marking does little to recognise when pupils are not being stretched by the work that is set. Although there are extra sessions and activities planned in science, geography and mathematics, few subjects provide enrichment activities to keep these more able pupils engaged and interested in their work. The unsatisfactory provision for pupils to use computers in all subjects has a particularly serious effect on the higher attaining pupils as this restricts their capacity to work independently. The overall impact of these shortfalls was clearly seen in lessons, particularly when the experience of some Year 11 pupils was monitored across several subjects. Their attitudes to learning were unusually reticent and at times disruptive. They exhibited clear signs of disaffection.
34. The school has a satisfactory range of extra-curricular activities that are curtailed by the problems of buses at the end of the day and the popularity of the youth club at other times. Activities include Christian Union, history club, fantasy football league, science club and a range of sporting opportunities. There are theatre trips and French and German exchanges and a link with the Gambia. There is a school band, but school musical and theatrical performances are limited. Pupils also benefit from the good sporting and other activities provided by the on-site youth club.



35. The match of teachers to the curriculum is generally satisfactory. Teaching and learning are well supported by technicians and other support staff such as teaching assistants and there is a full time librarian in the learning support centre. There are concerns, however, about the training needs of all staff.

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

The school provides satisfactory care for its pupils. It has satisfactory arrangements for supporting and guiding pupils through monitoring. The school makes sound arrangements to help pupils to become involved in the life and work of the school. There are a number of minor health and safety issues of which the school is already aware and which it is endeavouring to address. There is a more serious concern about the controls in place to ensure pupils' safe use of the Internet.

### **Main strengths and weaknesses**

- The teaching and support staff know their pupils well and pastoral care is generally good.
- Insufficient use of assessment means that the guidance provided to pupils and parents about pupils' progress is not always reliable.
- As pupils progress through the school, a wide range of external professionals provides further support, where necessary. Positive identification of pupils with special educational needs ensures that additional support is promptly targeted at those in greatest need.
- Child protection procedures are in place and are effective.
- There are a few health and safety weaknesses, but the school is already taking action to review procedures and to make changes where necessary.

### **Commentary**

36. In the classroom and around the school, teachers and support staff know their pupils well and they are quick at observing any personal difficulties experienced by pupils. They promptly take appropriate remedial action. Pupils know they have access to necessary support and guidance, and there is always at least one member of staff with whom they can develop a thoroughly trusting relationship. Some 76 per cent of pupils who completed the questionnaire have supported this view. However, nearly a quarter of all pupils expressed a negative view of their relationship with staff and this is an unusually high proportion. In addition one pupil in three indicated some unfair treatment by staff. These negative responses are a clear indication of the disaffection of a significant proportion of pupils.
37. The teaching and support staff are supported well by a range of external agencies. They provide a good degree of welfare and pastoral support to individual pupils. The quality of care, support and guidance offered to pupils who have special educational needs is very good. Staff in the Learning Support Faculty and teaching assistants understand pupils' individual needs very well. Meetings of all such staff enable them to focus on individual support and pupils' needs are addressed thoroughly. Pupils' opinions are sought and recorded, and they take part in setting their own targets. They are involved in reviews. The school monitors pupils' academic performance and personal development, both formally and informally, and it takes necessary measures to identify any individual problems with a range of effective strategies, including a period of additional assistance through the Learning Support Faculty. This has a particularly positive effect on those whose behaviour puts them at risk of disciplinary action such as exclusions. The school also provides an effective provision for pupils with English as an additional language. The Learning Support Faculty offers a high level of encouragement and care to EAL pupils. When necessary, they assess need with the help of outside specialists. They inform all teachers of any specific areas of need and monitor targets and attainment rigorously.
38. The school has not, however, fully developed similar schemes and procedures for supporting higher attaining pupils or those who have special gifts and talents. The support provided for these pupils lacks rigour and challenge. Assessment information about all pupils, other than those with special educational needs, is unreliable in some subjects and does not contribute

effectively to the guidance given to pupils about how well they are doing and what they need to do to improve.

39. Helpful, impartial advice and guidance on careers is available to pupils and their parents. There is a close liaison with the Careers Service and Connexions. Opportunities for work experience are very successful. The school booklet, 'Leavers' Guide', provides useful information relating to post -16 education and training opportunities which are available to Year 11 pupils.
40. The school makes a wide range of opportunities available for pupils to take responsibilities. Older pupils, such as prefects, attend to their duties earnestly and provide good help to others. The school consults pupils through the school council and pupils were invited to contribute to the wide-ranging consultation about the future vision for the school led by the newly appointed headteacher. However, these are relatively new endeavours and in the survey of pupils' views before the inspection over 25 per cent of pupils reported that the school was not interested in their views and 17 per cent felt they are not trusted to do things on their own.
41. Procedures are in place for maintaining and reviewing health and safety, including risk assessment. Child protection schemes and procedures are well established and effective and all staff in the school know the reporting person. Medical arrangements are good. The school makes full and effective use of all available support from a number of outside agencies. The school has yet to produce a policy for the safe use of Internet and email. The absence of this and of any planned guidance is unsatisfactory. Pupils and staff work in a predominantly healthy, safe and secure environment. The school is taking action on minor health and safety deficiencies noted during the inspection.

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

The school's partnership with parents and its links with the community are good. Its links with other schools and colleges are limited and therefore, unsatisfactory.

### **Main strengths and weaknesses**

- Links with parents of pupils with special educational needs are strong.
- The school utilises the links with the community to support the curriculum and the over-arching aims of the school.
- A significant minority of parents think that the school does not inform them well about the progress of their child. This is confirmed by inspection evidence. Comments in pupils' annual reports are at times too general and include little information about what pupils can and cannot do.
- Parental concerns about behaviour and gaps in homework were also confirmed by inspection evidence.
- Links with other schools are unsatisfactory. They have limited effect on pupils' progress after they join in Year 7; are failing to provide collaborative projects that support teachers' professional development; and do not contribute to clear progression for pupils when they leave Year 11

### **Commentary**

42. The school makes parents welcome. This happens from the outset, when parents and their children first come into contact with the school as they enter Year 7. Hence, the parents feel comfortable in approaching the school with any concern or problem. Their attendance at open evenings and induction meetings is good. Parents feel confident in their choice of school, so that they work hard to support their children as they progress through the school. Regular information about the life and work of the school community ensures that parents know about recent activities and can participate in future events. Pupils' annual reports to parents could provide more information, in particular about where there are areas that need to be improved or what can be done to move forward. This information, however, can only be useful when the reliability of the information collected by teachers is improved. A range of regular meetings between parents and academic staff helps to supplement this information.

43. To encourage parents to contribute to their children's learning, the school makes use of homework and the Student Planner. An informative subject booklet is sent home to all Year 7 pupils, so that their parents can share in their children's learning. The school produces similar booklets containing useful information for parents of pupils in Years 8 to 11. Since the school has started to offer vocational courses to pupils this term, it has produced a 'Learning Pathway' booklet, listing Year 10/11 courses for the benefit of parents and their children. These documents are all well written and of good quality.
44. The school has productive links with the community, especially with the adjacent Youth Centre and the Sport Centre. It nurtures these links in order to enhance pupils' learning and personal development. The school organises a senior citizens' party for Christmas, participates in the Festival of Youth, and Pewsey Carnival. A pilot project is planned for January 2005, when the local post-16 provider will make use of the school's Learning Resource Centre and ICT facilities by holding evening classes for the community. The fruitful links with schools in France, Germany and the Gambia help pupils to learn more about the lives of young people from another culture. Since there are few businesses in the rural area of the school, the school's links with commerce are limited. Innovative ways of overcoming these deficiencies have yet to be developed.
45. The school has unsatisfactory links with other schools and colleges. Arrangements for pupils transferring from primary schools are satisfactory, and good for those with special educational needs. Parents and pupils are invited to come to the school prior to joining, and a carefully prepared programme of visits and activities ensures a smooth transition. The school makes induction arrangements for new pupils, including 'taster days' for pupils who intend to join the school in Year 7. However, very few subjects have any links with the primary schools, including the one on the same site as the secondary school. This means that opportunities to share information about pupils' skills and levels of attainment, or to share teaching expertise, are missed. Pupils in Year 11 have some limitations of curriculum choice for their post-16 qualifications because of the rural nature of the area. There are few shared courses with other secondary schools, sixth forms or colleges. The newly introduced vocational course leading to ASDAN qualifications involves some links with a local college and the headteacher has personal links with some secondary schools which provide advice and guidance that is beginning to have a positive influence on the school. The school has been affiliated to the national network of specialist schools for some time but does not make enough use of the links. Relationships with the LEA have been strained in recent years and this has restricted opportunities for greater collaboration with schools in Wiltshire. Across the school as a whole, the unsatisfactory nature of this provision is a significant barrier to improvement.

## **LEADERSHIP AND MANAGEMENT**

Overall, leadership and management are unsatisfactory. The leadership of the recently appointed headteacher is good, although the impact of his leadership has not yet had time to affect the quality of provision across all areas of the school. Circumstances beyond the control of the school have required a reorganisation of the senior leadership team. Reassignments were made from within the school and some members are currently inexperienced in leadership roles. Leadership in some subject areas is unsatisfactory. The work of the governing body is unsatisfactory because there are too many areas that do not meet statutory requirements. Management of the school is unsatisfactory, as there are important areas for development.

### **Main strengths and weaknesses**

- The vision for improvement held by the headteacher is well founded but is not yet backed by a long-term improvement plan.
- The quality of provision of pupils with SEN and EAL is very good within the Learning Support Faculty.
- Many middle managers, particularly in the two core subjects of mathematics and English, have a clear understanding of the strengths and weaknesses in their areas of responsibility. However, the leadership and management of ICT, science, modern foreign languages, drama, art, music and citizenship are unsatisfactory.

- The governors have failed in their duties of monitoring and providing strategic direction for the school.
- The governing body does not ensure the school fulfils its statutory duties.
- Some of the school's policies are implemented inconsistently.
- Staff Performance Management is in place, but it is not yet closely linked to a coherent continuous professional development programme.

### **Commentary**

46. The new headteacher has a good understanding of the strengths and weaknesses of the school and he has a clear vision of what is needed to raise standards. He has worked hard to involve all staff in an important period of change in the school. His committed leadership has empowered many teachers to evaluate current practices and, particularly, to improve the quality of teaching and learning. However, he needs to be more rigorous in his demands on, and expectations of, staff and pupils. He is visible around the school and has had a calming influence after a time of considerable instability in the senior team.
47. There is a recently formed senior leadership team of headteacher, deputy headteacher, two assistant headteachers and a finance and business manager. They work well as a team, but have limited experience as senior managers and are taking time to adjust to and understand their new roles. Each member of the leadership team has multiple roles and is under considerable pressure to fulfil their job specifications. They carry a heavy burden for the supervision of the site and they are particularly effective in being visible around the school. They are not yet fully aware of the requirements of their new responsibilities and lack the experience to prioritise, and delegate the accountability for school performance to middle managers where appropriate.
48. The good leadership provided by the headteacher is leading to recent improvements in the school. Teaching staff are appreciative of the changes, which are taking time to embed into the school system. The leadership team is committed to running an inclusive school, and considerable leadership time and effort are invested in those pupils who require additional support at school. In particular, the provision of an alternative curriculum with more work-related opportunities for some pupils has been an urgent priority. This has been implemented without a clear strategy for maintaining quality. While the headteacher has good vision there is no coherent strategy for long-term development that takes into account the degree of improvement necessary, and allows for a phased approach in keeping with the constraints experienced in this small school. There remain significant barriers to the development of several areas of school performance. The headteacher, senior team and governors require additional support to ensure more rapid and effective improvement in the school.
49. Subject and pastoral leadership is mainly satisfactory. Subject team leaders now form part of the curriculum group that has worked closely with the headteacher in identifying the vision for improvement in their areas of responsibility. However, leadership and management of ICT, art, drama, science, modern foreign languages, music and citizenship are unsatisfactory.
50. Management systems are in place, but there are areas for development. Some of the school policies have been rewritten and are effective in identifying ways to improve the school. These policies are not implemented consistently or effectively. For example, the behaviour and assessment policies have been recently introduced, but there is a lack of consistency in implementation across the school. The development plan for the current year is good. The plan identifies appropriate issues for improvement and for each issue there are clear strategies, with identified criteria for success. However, the plans lack a degree of rigour and there is limited use of quantitative targets. The school urgently requires a more coherent and longer-term strategy that will drive forward improvements across all areas of school performance in a realistic yet challenging way. Monitoring of the work of the school is developing but few departments are using assessment data. Many departments are not familiar with assessment information and are not fully using it to identify future changes in practice.

51. Lesson observations have been introduced but are not, as yet, an integrated part of performance management. The information collected from the present system is not reliable and is giving a distorted picture of teaching and learning. Line managers are not directly responsible for team members and the appraisal arrangements for support staff are not implemented consistently across all subjects. The school has developed a system of induction for new staff, but there are too few opportunities to improve the professional development of teachers. This is a key barrier to further improvement. Financial management is sound and the school has recently attracted extra funding for buildings and refurbishments.
52. The governance of the school is unsatisfactory. There is limited evidence to suggest that the governors have helped shape the vision and direction of the school. The school has experienced a difficult period over the last three years, when the governors have not been proactive in moving the school forward. The governing body has also failed to ensure that the school fulfils its statutory duties. There was no effective action plan after the last inspection and the school contravenes the regulations on the daily act of worship. The school does not comply with National Curriculum requirements in citizenship and music, and there are breaches of regulations in ICT across the curriculum. Although health and safety have been monitored effectively during a difficult time of major building works, the school has found it hard to keep up with maintaining safety requirements in all areas. There is a concern about the satisfactory control of pupils' use of the Internet. It is not clear that the governors have a real understanding of the strengths and weaknesses of the school. For example, it is not apparent why the governors allowed the school to apply unsuccessfully, twice, for specialist status in an under-achieving subject. There is little evidence that the governing body has systematically monitored and evaluated the work of the school or the senior managers. Links with the local education authority have been strained and the governors have missed the support of professional expertise. Governors are presently supportive of the headteacher but they appear to have been ineffectual in influencing the direction of the school during the recent period of instability.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	1,710,629	Balance from previous year	37,281
Total expenditure	1,710,412	Balance carried forward to the next	37,498
Expenditure per pupil	3,872		

## WORK-RELATED LEARNING

Provision in work-related learning (WRL) is **satisfactory**.

### Main strengths and weaknesses

- Work-related learning is managed satisfactorily.
- There has been no audit and limited training to help all subjects recognise ways in which they can support learning in this area.
- Pupils are positive about the quality of provision and respond appropriately.
- There are some good links with other agencies to help enrich and broaden pupils' experiences.
- The monitoring of current provision is unsatisfactory and does not enforce high quality of provision.

### Commentary

53. The school is developing a satisfactory range of work-related courses. It is too early in these courses to judge standards, and only a few lessons were observed during the inspection. The school's programmes are well targeted to pupils' needs and aspirations. Pupils' attitudes are good and the courses offered are leading to improvement in attitudes to work and organisational

skills. For example, the motor mechanics course is well organised and sets high expectations of commitment, application to work and independence of learning. It is a popular course.

54. This is a good link through a recognised course to the motor industry. There is also a nationally recognised course under the ASDAN scheme. These links not only help in the development and delivery of courses, but also in implementing work experience, and contact with other outside agencies.
55. Only one lesson was observed in vocational studies and it is, therefore, not possible to evaluate teaching and learning overall. No audit has yet been undertaken to promote work-related learning across the whole curriculum; this is unsatisfactory. There are some links in place, for example in design and technology. Initiatives such as a Young Enterprise scheme are enabling pupils to begin to experience the world of work. Pupils are learning at first hand how to set up a small business, including preparing their own business plan and finding the finances for it. Careers education is good and the pupils spoken to about this indicated satisfaction with the advice and help they are receiving. There is a good programme of work experience. Visits by staff and monitoring reports about work experience are good and focus clearly on the way forward. The school has acted as host for a number of local colleges to come and make presentations and demonstrate which courses are available for pupils in the next stage of their lives. These include work-related courses.
56. The school is committed to work-related learning and is involved in extending the range of experiences offered to pupils. It is part of the school's future development plans. Overall provision is co-ordinated by a teacher who is newly appointed to this position. The school is aware of the recent changes relating to the development of work-related learning. Assessment and recording of pupils' progress in vocational courses and their work experience programmes have not been fully developed, but the ASDAN scheme carries its own form of assessments and these are to be sent away for moderation at the end of the course. The organisation of this complex course has created management problems. The newly appointed co-ordinator is still undergoing training to help her to set up systems that can ensure good quality of learning for all pupils. The number of pupils involved in this new curriculum venture is ambitious and the strategy for further development is not well thought out. It is too early in the development of this aspect of the school's work to be able to judge if the overall provision meets statutory requirements.

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

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

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

#### **English**

Provision in English is **good**.

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

- Pupils' achievement in Years 7 to 9 is good, supported by very good teaching of literacy development.
- Standards in GCSE examinations in 2004, although provisional, are likely to be above the national average.
- Behaviour is not managed well enough to ensure that all pupils learn well and too many pupils have unsatisfactory attitudes towards their work.
- Higher attaining pupils and boys have under-performed in GCSE examinations in recent years.

#### **Commentary**

57. When pupils enter the school their attainment levels over the last five years have been below average. By the end of Year 9 in 2003 pupils reached above average standards compared with all schools and well above average compared with similar schools. There are indications that they were also above average in 2004. This represents good achievement for pupils as they move through Years 7 to 9. They attain better in English than in mathematics or science.
58. At GCSE standards were average compared with all schools in 2003 and above average compared with similar schools in 2003. No data are available yet for the latter for 2004 but provisional results are likely to be above average when compared with all schools. This again represents good achievement. Fewer pupils gain the top grades than is seen nationally, although there was an improvement at this level in 2004. This confirms inspection evidence that higher attaining pupils are not sufficiently challenged. Girls perform much better than boys; the gap between them is greater than that seen nationally. This pattern reinforces the concerns expressed at the last inspection about the under-performance of boys.
59. Standards seen during the inspection were slightly above the national average by the end of Year 9 and in line with the average by the end of Year 11. Standards in English literature GCSE were below average in 2003 and provisional results for 2004 indicate that they will be well below average. They are lower than English GCSE because almost all pupils have been entered; many schools do not enter their lower attaining pupils for this examination. This course does not fully meet the needs of lower attaining pupils and these pupils are under-performing in this course.
60. The majority of pupils achieve well in all years. In Years 7 to 9 this is because of thorough literacy teaching; in Years 10 and 11 it is because they are taught well and learn the examination requirements. However, boys achieve less well than girls, because their behaviour is not managed well enough to ensure that they make the progress of which they are capable. Higher attaining pupils do not always perform to their potential because teaching does not always plan more demanding activities that enable them to develop their skills. The support for lower attaining pupils, including those with special educational needs, provided in the majority of lessons is very good and their achievement is usually very good. This includes those pupils with English as their second language who make good progress.

61. Pupils' written work and results show that they learn well over time to write for a range of purposes, with a good knowledge of different genres and of media texts. The teaching seen during the inspection was broadly satisfactory. It ranged from very good to unsatisfactory; the variation is because of inexperienced leadership that does not monitor and provide opportunities for sharing good practice. The very good teaching showed insistence on pupils' concentrating and listening to the teacher, and when teachers had a good understanding of their learning styles. Teaching was unsatisfactory when there was inadequate planning, unfocused activities and unsatisfactory management of behaviour. Literacy is taught well: pupils were seen commenting perceptively on language devices in poems about other cultures and in a story by Michael Morpurgo. Computers are used well in some classes to develop learning. Current difficulties of access, which prevent their wider use, are being remedied by the school. Teaching assistants support pupils very well because they know their needs and how to help them learn. Assessment is used well to enable pupils to improve in speaking and listening; it is satisfactory for reading and writing, but not yet sufficiently well developed to be effective in helping pupils to improve further.
62. The department is well managed and the leadership is satisfactory. The new subject leader has good systems in place for marking pupils' work, but there is insufficient monitoring of teaching to ensure that the minority of unsatisfactory lessons are improved. The introduction of media studies as an extra GCSE for the more able is a welcome development. The department is considering teaching it at GCSE to some pupils instead of English literature.
63. Accommodation is satisfactory. Spacious classrooms contain good work by pupils, which is attractively displayed, but there are insufficient storage facilities. There are good resources for teaching. The good opportunities for going to the theatre are complemented by some theatre companies' visits to the school.
64. There has been good improvement since the last inspection. Standards have risen, achievement is now good and the leadership and management have improved.

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

65. Pupils reach average standards of English language and literacy in the whole curriculum. Younger pupils are hesitant in speaking; oral skills are developed well in English, design and technology and religious education, but are insufficiently learned in modern foreign languages and ICT. There are good opportunities for writing in geography and history; technical language is well taught in several subjects, including mathematics and science, with key words displayed in classrooms, but this is not the case in ICT. The overall development of these skills is not managed closely enough at present and, as a result, the provision is unsatisfactory in science, art, ICT and modern languages.

### **French**

Provision in French is **unsatisfactory**. German was sampled during the inspection and provision for this language was also unsatisfactory.

### **Main strengths and weaknesses**

- Standards of attainment are well below expectation at the end of Year 11 and achievement is poor at this stage.
- Leadership and management are unsatisfactory in providing direction to the work of the department.
- Although teachers have good knowledge of their subject, a significant proportion of teaching is unsatisfactory.



## Commentary

66. The results in 2003 of teacher assessments at the end of Year 9 and in GCSE examinations in Year 11 were below average and those in GCSE at the end of Year 11 were well below average. Results remained at this level in the provisional GCSE results in 2004. Achievement is therefore unsatisfactory by the end of Year 9 and poor by the end of Year 11. Girls tend to achieve more highly than boys.
67. Standards of work seen at the end of Year 9 were below average and those at the end of Year 11 were well below average, although there are some early signs of improvement in German. Achievement is hindered, especially in Year 11, by some disruptive and disaffected behaviour and poor attitudes on the part of many pupils. Pupils' oral skills are underdeveloped throughout the school through a lack of use of the target language in lessons and pupils' poor speaking skills in literacy. Pupils are given too little opportunity to demonstrate their knowledge in front of others in the classroom. Listening skills, too, are poor and pupils receive too little practice in this area of work. Reading skills are below average, largely because vocabulary is thin and pronunciation is inaccurate. Writing is well below average in both subjects; pupils find it difficult to write answers of more than one sentence or to show independence in their learning. Higher attaining students in Year 11 are well motivated and therefore make satisfactory progress in all the skills, but the average and lower attaining students are frequently not sufficiently involved in their learning and show a lack of motivation which is a further barrier to pupils' independence.
68. Teaching and learning overall are unsatisfactory. Teaching is more secure in Years 7 and 8, as teachers are more successful in these groups in managing challenging and disaffected behaviour. Although teachers' subject knowledge is good, planning does not always provide a clear format for learning. Plans often lack variety of method to reinforce structures being learned, pay insufficient attention to oral skills and do not accustom pupils sufficiently to listening to the language they are learning. The pace of lessons is often slow, as a result of the need to spend much time managing pupils' behaviour. This results in higher attaining pupils marking time and not being given work which extends them to their full potential. Above all, there is too little expectation of what pupils could achieve and a lack of challenge and motivation for all pupils, especially the higher attaining. Teachers rely too heavily on the use of commercial schemes of work in textbooks, rather than following up new work with questions and exercises varied or targeted enough to keep all students involved and listening. Very good homework extension booklets have been introduced to help students consolidate learning after each unit of work. Routine homework is ineffective. Pupils with special educational needs do not attain as well as they might, because of a lack of support in class from teaching assistants to help them deal with the complexities of a new language.
69. Departmental leadership is unsatisfactory. Aspirations for pupils are not high enough in either language. Although the teaching of German shows signs of improvement with the permanent teacher now in post, after a succession of short-term teachers, there has been no comprehensive review of provision and few new initiatives have been established to raise the quality of provision. Because teachers do not offer themselves consistently and constantly as good role models in oral skills, pupils are hampered by their own poor level of speaking and listening.
70. Improvement since the last inspection has been unsatisfactory. Results have fallen since that time, speaking skills are still underdeveloped, pupils still have insufficient opportunity to use the languages studied and there is still insufficient challenge offered. Achievement is no longer satisfactory.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Teachers' knowledge and understanding of their subject and their lesson planning are very good.
- The implementation of the national strategy in Years 7 to 9 is very good and has helped to raise achievement.
- The leadership of the subject is good.
- Pupils are valued as individuals and are given great encouragement to succeed and enjoy their mathematics.
- ICT is not developed sufficiently for use in the teaching and learning of mathematics.
- The department does not actively engage in seeking and sharing best practice with other schools.
- Although provision for the highest attaining pupils has been improved, examination results in 2004 indicate room for further improvement.

### Commentary

71. In the 2004 national tests taken by 14 year olds, the proportion of pupils reaching the expected Level 5 or higher was just below the national average. However, in terms of their attainment on entry to the school, this represents good progress. The 2004 results continued the trend of improvement over the last three years. Girls' performance is in line with the national average, but boys' performance is just below it.
72. Provisional results in the 2004 GCSE examinations for 16 year olds are above the national average and continue the rise in performance over the last three years. Although girls continue to out-perform boys, all pupils gained at least an F grade, which is very good performance, considering the proportion of pupils with special educational needs who were entered. The number of A\* and A grades awarded in 2003 was well below the national average and provisional results for 2004 indicate a similar picture.
73. Standards seen are above average by Year 9 and, taking into account the high proportion of pupils at level 4 or below on starting in Year 7, pupils' achievement is good. Achievement was always satisfactory or better in the lessons seen. Where it is only satisfactory, it is because some pupils talk to one another as they work and do not sustain their concentration. In the best lesson, a top set of Year 8 pupils were able to apply their understanding of probability to a real-life problem and investigate how changing the rules of the game would lead to the desired outcome. The level of mathematical hypothesis, investigation and discussion was high, above that normally seen. The achievement of pupils with special educational needs is very good throughout the school and the teaching assistants make a valuable contribution in supporting pupils, ensuring the pupils know what is to be done and providing unobtrusive support to the teacher. Standards seen by the age of 16 are above average and, taking into account their attainment in Year 9, which was in line with national expectation, pupils' achievement is good.
74. Teaching and learning are good overall and no unsatisfactory teaching was seen. In Years 7 to 9, teaching and learning were satisfactory in the majority of lessons seen and were very good in most of the lessons seen in Years 10 and 11. Teachers have very good knowledge and understanding of mathematics, which are used well to plan effectively. They share lesson objectives with the pupils and explain key mathematical words so that the pupils understand what is to be achieved. Teachers plan a variety of activities, using materials that maintain the interest of students, most of whom show a positive attitude and respond well. One class working on sampling and correlating data processed national census data using a spreadsheet. Skilful questioning by the teacher and very good response from the pupils resulted in a high quality of discussion and good gains in learning.
75. Teaching judged satisfactory rather than good was predominantly where pupils were unable to sustain concentration, so that learning was less effective. Consequently, the teacher had to

spend some time reminding a few individuals of the expected pace and amount of work needed to consolidate their understanding in full. Marking is regular and in line with the school 'code', but comments are often supportive, rather than informing pupils what they need to do to improve. Coursework guidelines for GCSE are very good and completion of coursework by pupils of all abilities is good. The coursework by some higher attaining pupils on the gradient function showed a high level of research and understanding, reaching into Advanced Level mathematics. ICT is not used widely in teaching and this is a significant weakness. Teachers are not familiar with the available software for enhancing the teaching of mathematics and ICT resources designed specifically for mathematics are fewer than usually seen.

76. The leadership and management of mathematics are good. The head of department provides a clear direction for the relatively new team, is determined to raise standards and a positive ethos has been established. Good analysis of test and examination results is undertaken, so that each pupil's performance is monitored and appropriate action is taken. The national strategy has been implemented well in earlier years and good use is made of advice from the mathematics consultant. However, the exchanging of good practice and work with other schools is insufficient, so that the department is not benefiting from new ideas and the best practice.
77. Improvement since the last inspection has been good. Standards have risen, achievement is good and teaching has improved. While provision for the highest attainers has improved, planning more individual work for the more able pupils remains an unsatisfactory area.

#### **Mathematics across the curriculum**

78. Pupils' use of mathematics as a skill in all subjects is satisfactory. Graphical work is evident in many subjects, notably science, ICT, and geography. Measuring and calculation are prominent in design and technology and science. In general, pupils' numeracy skills are satisfactory and are not a barrier to learning in any subject area. The department organised successful training for all staff two years ago, but the monitoring of mathematics across the curriculum is currently not rigorous and the policy has not been evaluated recently.

### **SCIENCE**

Provision in science is **unsatisfactory**.

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

- Standards in science are below those in English and mathematics.
- The achievement of pupils in Years 10 and 11 is unsatisfactory, particularly that of the higher attainers.
- Some teaching is good and in these lessons pupils achieve well, although there is unsatisfactory teaching.
- Leadership and management of science are unsatisfactory.
- Assessment is unsatisfactory because it is not used effectively to promote pupils' achievement in Years 7 to 9.
- Although some good use of computers was seen, there are not enough opportunities for pupils to enhance their work by using ICT.

#### **Commentary**

79. Pupils' standards in science are below average when they join the school in Year 7, although this varies from year to year. In the national tests at the end of Year 9 over the previous four years, the performance in science was below the national median for the age group, although the 2004 results showed an improvement on 2003. This represents satisfactory achievement for these pupils.
80. GCSE results in 2003 were in line with the national average but have shown a decline in 2004. The proportion of pupils awarded grades A\*-C has dropped by 10 per cent between 2001 and 2004. This represents under-performance for these pupils. Results in science are well below

those in English and mathematics for the proportion of grades A\*-C awarded. There were no significant differences between standards for boys or girls or for different ethnic groups over this period. The number of A\*/A grades awarded in 2003 is well below the national average and a similar pattern is seen in the provisional results for 2004. This represents under-performance for the higher attaining pupils and continues the trend reported in the last inspection.

81. Standards observed in lessons and in the analysis of pupils' work are broadly average at the end of Year 9. This reflects the provisional examination results in 2004. Most pupils show a satisfactory knowledge of the topics covered and practical skills are sound. Pupils' skills in practical activities have improved since the last inspection.
82. At the end of Year 11 standards of work seen in lessons are broadly average, although there is little evidence of more able pupils' achieving their potential. It represents unsatisfactory achievement for these pupils when compared with their standards in mathematics. Lower attaining pupils achieve well in science, particularly those with special educational needs. This is because classroom assistants support them very well in most lessons. In the current Year 10 two groups of pupils have just started to study a single science option; previously all pupils have been entered for the double science award at GCSE. Although it is too early in the course to judge standards, the achievement of these pupils in the lesson seen was satisfactory.
83. Teaching is mostly satisfactory and, in some cases, good. Unsatisfactory teaching was seen with higher attaining pupils in Year 11. In good lessons there is a lively pace and pupils are busily involved in their activities. A Year 7 group working in the computer suite enjoyed looking at photographs from their recent visit to Bristol Zoo. Then, using their notes from the previous lesson, they prepared a presentation on the classification of vertebrates, illustrated by appropriate photographs. However, in a significant proportion of lessons the demands are limited and higher attaining pupils are not stretched. This leads to opportunities for off-task chatter or more serious disruption of the lesson. A Year 10 group, using molecular models, showed a good understanding of the previous lesson on the molecular structure of simple organic compounds and the structure of long chain molecules, but then spent most of the lesson looking at a small selection of plastics and soon became restless. There are few opportunities to provide for the higher attaining students, although some work on thinking skills is being developed.
84. There has been good support and training for teachers in the national strategy for learning in Years 7 to 9. Teaching assistants work well in science lessons and, as a result, pupils with special educational needs and those with English as an additional language achieve well. They provide good support not only for the identified students but, in many cases, are able to make a valuable contribution to the lesson as a whole. Technical support for the subject is of a high standard, ensuring good organisation of practical equipment to support teaching. The teaching of numerical skills in science is sound, with good examples of graphs and calculations, but there is little evidence of any focus on literacy apart from some pupils' display work. Some aspects of ICT, such as the use of computers for PowerPoint are well developed but there is an urgent need for pupils to become familiar with data logging in practical work.
85. Leadership and management of the department are unsatisfactory. There is no clear direction to the leadership of the department and limited vision on how to halt the decline in standards. Some of the policies and practices within the department are outdated. Management of the department is essentially co-operative and the small team of teachers and technicians work closely together within good centralised accommodation. There is a formal system of monitoring of teaching and students' work which requires a more rigorous application if standards are to improve. It has failed to identify the unsatisfactory teaching in the department.

86. Since the previous inspection there has been some improvement in the quality of teaching and many health and safety issues have been resolved. However, standards at GCSE have continued to drop and the provision for more able students, raised in the two previous inspections, is still a matter of concern. Hence the overall improvement since the previous inspection is unsatisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The standard of pupils' work in all years is below national expectations for their age.
- Teachers make good use of the National Strategy for ICT to improve pupils' standards in Years 7 to 9.
- Good resources and accommodation are improving learning.
- The low priority given to ICT makes it difficult to develop as a subject
- There are insufficient opportunities for pupils to develop their use of ICT in most subjects.
- The lack of a safe Internet policy could lead to a breach of health and safety requirements.
- Assessment information is unsatisfactory in the monitoring of pupils' progress.

### **Commentary**

87. Standards of work seen during the inspection show that by the end of Year 9 pupils achieve standards that are below national expectations. Teachers' assessments of pupils' attainment levels for the last three years have been too generous and the use of assessment information about the progress of pupils is unreliable.
88. GCSE examination results in 2004, although provisional, indicate that standards are likely to be well below average when compared with all schools. These results are some of the lowest in the school. Almost all the pupils in Year 11 were entered for the full GCSE examination in 2004. There has been a gradual decline in standards since 2002, but the current work of pupils in Years 10 and 11, although still below expectations, is beginning to show an improvement. This is as a result of teachers' improved understanding of examination requirements.
89. Pupils enter the school in Year 7 with a range of experiences of ICT, but the majority have limited skills. By the time they are in Year 9 their achievement is good. This is mostly as a result of the effective implementation of the National Strategy for ICT. Pupils with special educational needs make similar progress to other pupils, but girls' achievement is much better than that of boys. Pupils work confidently with presentation software and are able to use their computers to control the red-amber-green sequences of traffic lights. There are satisfactory opportunities for pupils to develop their numeracy skills, but attention to literacy is unsatisfactory. For pupils in Years 10 and 11, achievement is satisfactory in the lessons seen. Pupils confidently design and create membership cards, using a database and are also able to create and use validation and spin-button tools in a spreadsheet. However, the achievement of pupils in recent years has been unsatisfactory, reflected by the well below average examination results.
90. Teaching and learning are mostly good. This is as a result of good planning and organisation that ensure good learning opportunities. Lessons start promptly, with pupils seated at their computers and learning objectives made clear. The accommodation is good and the computers and software available are good and make a strong contribution to the pupils' learning. This is an improvement since the previous inspection. In the best lessons, teachers present the topics in a lively and enthusiastic manner that readily engages the pupils and promotes good learning. In a few lessons, teachers' expectations are too low. They do not insist on the full attention of all pupils, and this is unsatisfactory. Insufficient emphasis on homework was a weakness at the previous inspection, and, for the younger pupils, this has not changed.
91. Leadership and management are unsatisfactory. The new head of department has a good understanding of the demands of the subject and what needs doing. There is an effective

monitoring system that is contributing to the improvement in teaching and learning. However, the subject does not enjoy the same recognition as it does in other similar schools. The responsibilities of the current subject leader include leadership of the design and technology department; this creates some tensions and a significant workload. There is limited time for departmental meetings and, as in the previous report there is no formal training programme for the non-specialists who teach this subject. Progress in resolving issues raised in the previous inspection is only satisfactory and the school needs to ensure that access to Internet and email is adequately supervised at all times.

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

92. The overall provision for ICT across the curriculum is unsatisfactory. This weakness was reported in the previous inspection. The school has improved ICT facilities and these are now good. There is good out-of-lesson access to ICT in the Learning Resource Centre and its use in English and in some aspects of design and technology is good. It is unsatisfactory in art, geography, music and science, all of which would be expected to make a significant contribution to pupils' capability in ICT. In many other subjects this aspect of learning has weaknesses. Teachers do not always plan for the use of computers, either in their schemes of work or in individual lessons. There is no recent audit of the development of pupils' skills across the curriculum and the overall provision is not rigorously monitored. Compared with almost all similar schools, there is little use of interactive whiteboards to improve teaching and learning. The school has no recent assessment of the training needs of teachers. This is judged as unsatisfactory provision and is a breach of statutory requirements.

## **HUMANITIES**

### **Geography**

Provision in geography is **good**.

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

- GCSE results demonstrate very good pupil progress in Years 10 and 11.
- Teaching in Years 10 and 11 is good and pupils' achievement is good as a result.
- Attainment information is used well to set challenging targets for pupils.
- Schemes of work to support teaching are not fully developed and do not include sufficient fieldwork in Years 7 to 9.
- Successful teaching strategies are not shared effectively across the department.
- Opportunities for pupils to use ICT are limited.

#### **Commentary**

93. Standards in geography in 2003 are in line with national expectations at the end of Year 9 but well above the national average in examinations at the end of Year 11. This represents good achievement, given these pupils' below average attainment on entry. Provisional results for GCSE in 2004 are likely to be above national average with 70 per cent A\* - C grades. This shows a significant improvement over previous years, with pupils gaining higher grades in geography than in the majority of other subjects. Girls tend to obtain better results in geography than boys but the grades for boys are above the national average. The percentage of pupils gaining the higher A\* and A grades has increased over the last two years and reflects the work undertaken with the more able pupils.
94. In Years 7 to 9 standards of work seen are in line with national expectations. Pupils are making satisfactory progress in lessons. Teachers are emphasising reading and the use of the correct geographical terms and this is having a positive effect on achievement. There is good provision for lower attainers, including those with special educational needs, through setting arrangements that group pupils by ability. These pupils make good progress, particularly when they are supported by Learning Support Assistants. Most pupils are able to draw simple maps and

diagrams as well as use other geographical skills. Most pupils' numeracy skills are sufficient to cope with statistics, graphs and concepts such as scale and direction that are used in geography.

95. In Years 10 and 11 standards of work seen are above average, with good achievement in relation to prior attainment. Structured lesson plans provide a very good basis for learning and pupil progress is supported by worksheets and end of module assessments using examination questions. Year 11 projects provide opportunities for fieldwork and research into the relationship between depth and speed of the local river. Pupils demonstrated good skills in collecting data, interpreting the information, using maps and diagrams and evaluating the research. Pupils are well prepared for the examinations and experienced practitioners ensure clear understanding of topics and practice with examination questions. Provision for below average and some average pupils is through the alternative leisure and tourism course, where an emphasis is placed on developing confidence in reading, writing and speaking. The more independent style of learning helps pupils make good progress at their own pace as many pupils are working towards the higher grades at GCSE.
96. Teaching is satisfactory in Years 7 to 9 and good in Years 10 and 11. Pupils are motivated by the teaching, show interest in the work and are able to sustain concentration. A variety of appropriate teaching methods is used successfully to engage the pupils and enables them to learn effectively. Lessons are prepared well, with clear learning objectives and, as a result, pupils make good progress. However, the schemes of work in Years 7 to 9 currently lack the detail necessary to improve the teaching and learning of all classes. ICT as a learning tool is not as yet fully developed into schemes of work and there are too few opportunities for fieldwork in Years 7 to 9.
97. Learning is good when the teacher ensures understanding of topics and sets structured attainable tasks. Greater learning took place where teachers used opportunities to encourage pupil reflection and check that pupils understood the topics. Marking of pupils' work is diagnostic and many pupils are aware of their target levels and grades. Firm classroom management creates a good working environment for learning and ensures a swift pace to most lessons. Most pupils behave well, allowing teachers to give detailed attention to individuals. Teaching was less effective when the teacher spoke for long periods or there was too much dependence on the teacher, not allowing the pupils to work at their own pace. The challenge for many teachers is to encourage the pupils to work more independently, albeit with structured guidance, so that they can develop their skills of analysis and evaluation. Successful learning and teaching strategies could be more fully shared across the department.
98. Leisure and tourism is a pre-vocational course that has been introduced this year as an alternative GCSE course in Year 10. The nature of the course enables the steady accumulation of knowledge and basic understanding of the subject matter. Key skill descriptors are provided for each unit of work and this allows students to make progress at their own pace. Students appreciate the supportive style of teaching and feel that the varied opportunities for collaborative work, role-play and discussion help develop their understanding and evaluation skills. Supportive teaching allowed the group to develop their ICT skills as they worked independently to research tourist attractions using web sites on the Internet.
99. Leadership and management of the subject are good. The department is well led by an experienced and forward-looking head of department. Clear direction and support are provided to a team of non-specialist teachers. An increasing understanding of learning strategies within the department has helped to improve pupil progress. Good display work in an attractive specialist room has a very positive effect on pupil learning but the general classroom for teaching is unattractive and in need of display work and refurbishment. The department has addressed all of the issues in the previous report and the subject is well placed to make good progress in the future.

## History

Provision in history is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are below the national average in Years 9 and 11.
- Pupils achieve well in lessons because teaching and learning are good.
- Assessment at GCSE level is good but it is not sufficiently accurate at the end of Year 9.
- The unsatisfactory behaviour of a few pupils is not always managed well.
- The department is well managed and good use is made of visits to historical sites.

### **Commentary**

100. Assessment information for 2004 showed that standards at the end of Year 9 were unusually high. Although this was a good year group, investigation indicates that standards were actually below average overall as they are in the present Year 9. Teachers did not understand how to match pupils' work to the attainment levels in the subject and so their assessments were unreliable. Recent changes to the management and teaching of the subject have recognised the weaknesses and improvements have been made.
101. The trend at GCSE at A\*-C grades has been below the national average in recent years. It fell again in 2003 because of the lower potential attainment of that year group, of which almost half were entered for history. Results improved in 2004 and, although overall grades were below average, many pupils were awarded the very highest grades. Standards of work seen in the current Year 11 are below the national average but they are better in Year 10 classes. The pupils' achievement in previous years has been no better than satisfactory. The subject has not been well supported by secure leadership and management and some aspects of teaching have been weak.
102. The good quality of teaching seen in lessons ensures that pupils now learn and achieve well. Boys achieve as well as girls and they contribute well in class. Pupils with special educational needs achieve well because they receive high quality support from teaching assistants who plan work with the class teacher to ensure that tasks and resources match their attainment levels well. Attitudes and behaviour in most lessons are good or better but some pupils in Year 9 do not behave well. Their learning and achievement are adversely affected when teachers fail to deal with this effectively. Although there are many strong features in teaching, this aspect of the management of learning is not satisfactory.
103. Planning is focused on the need to improve standards in writing and to promote skills and understanding as well as knowledge. Lessons have a good variety of activities and resources are used well. Computers are now available and displays show that use is developing well. By Year 9 most pupils understand about the sources of information on industrial change because they have worked with source-based evidence since Year 7. GCSE work is managed well and pupils are confident about essay and source-based work because this is taught well and work is assessed carefully. A new assessment format has been developed for Years 7 to 9 but at present it is not evaluating pupils' work against the national standard. Displays contribute to learning well because they are colourful and attractive but key words are not displayed prominently. There is a successful history club and an improving programme of visits in the local area. Relationships between pupils and teachers are very good and pupils' ideas are valued and used. Individuals receive a high level of support in lunchtime sessions and there is a real emphasis on improving the quality of coursework.
104. The department no longer belongs to a humanities faculty and this change has been well managed. The development of resources, monitoring and planning has clearly been a high priority and these areas have improved. There has been some monitoring of teaching and learning, although the systems in place are not rigorous enough and have not been fully effective in helping staff to manage disruptive behaviour. Leadership is satisfactory; there is a real emphasis on promoting an appreciation of history in a variety of learning experiences.



Improvement since the previous inspection has been satisfactory, particularly in the development of a greater range of visits.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Lively, interesting lessons keep pupils fully involved so that they enjoy the subject and achieve well.
- Thorough marking means pupils know what their standard is and how to improve.
- Assessment information is not used enough to monitor pupils' achievement.
- Pupils' misbehaviour is dealt with quickly and very effectively so that their learning is not disrupted.
- Years 7, 8 and 9 do not get the recommended curriculum time, with the result that teaching and learning are overstretched if they are to meet the requirements of the Locally Agreed Syllabus.

### Commentary

105. In recent years very small numbers of pupils have studied the GCSE short course in extra-curricular time. High grades have consistently been obtained and in 2004 two pupils gained grades A\* and B.
106. Pupils enter the school with standards that are below national expectations. Present standards in Year 9 are in line with national expectations and meet the requirements of the Locally Agreed Syllabus. At the start of Year 7, pupils simply consider personal experiences. By Year 9 they appreciate the experiences of others, in the context of both Christian and Muslim faiths. This represents good achievement. Pupils express their views fully and clearly in class discussions but do not write to the same standard. This is partly because some pupils lack the necessary literacy skills but also because limited lesson time restricts the amount of written work possible.
107. Pupils continue to achieve well in Years 10 and 11. Current standards in the newly adopted GCSE short course that is being followed by all Year 10 pupils are in line with the national average. Pupils confidently use specialist vocabulary and high attainers present both sides of the arguments surrounding moral situations such as the use of contraception, and understand the influence of religious edicts. Standards reached by Year 11 pupils, who are all following a general course, reach those expected by the Locally Agreed Syllabus. Pupils understand that people from the same faith can have different views on issues and writing shows maturity and balanced use of facts and opinions. In all year groups pupils with special educational needs achieve well.
108. Overall, teaching and learning are both good. An excellent lesson was seen. Enjoyment, good pace and firm discipline are the key ingredients of lessons, ensuring that all pupils participate and remain motivated. Candid discussions make pupils think independently. Pupils are encouraged to do research for homework. Excellent teaching was seen in a Year 10 lesson on marital relationships. The topic was presented with a skilful blend of enthusiasm, humour and sensitivity, so that pupils were totally absorbed in their learning which was stimulated by lively discussion, video clips, readings from the Street Bible and soothing background music for reflection and writing. The pupils achieved exceptionally well, thoroughly investigating secular and Christian views. When content was too ambitious, pupils' achievement in lessons was restricted either by too much talking from the teacher or rushed conclusions to lessons. Marking tells pupils how well they are doing and gives them encouragement and advice.

109. Subject leadership is good. A team has been built using representatives from local churches. They provide a range of role models and are involved in teaching, assemblies, and the Christian Union. Subject management is satisfactory overall. The contribution to pupils' spiritual, moral, social and cultural education is significant and includes practical projects such as Operation Christmas Child. Assessment data are not used to monitor the achievement of particular groups of pupils. Current arrangement for teaching GCSE to a few pupils in the lunchtime and outside school hours is not monitored.
110. Since the last inspection teaching has improved and appropriate schemes of work have been put into place. All pupils in Year 10 are now following the GCSE short course. Accommodation has improved and displays of work and artefacts make the present subject area particularly welcoming and vibrant.

## **TECHNOLOGY**

### **Design and technology**

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

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

- Standards have risen because teaching and learning have improved since the last inspection.
- GCSE results have improved significantly and are now above the national average
- Assessment data of pupils in Years 7 to 9 are not yet used effectively to set clear long-term targets for improvement.
- Lack of resources means that pupils do not use computers to help the manufacturing process.

#### **Commentary**

111. In all GCSE design and technology subjects, provisional results for boys and girls are likely to be above average in 2004. Girls did better than boys with the gap between them being wider than that seen nationally. Achievement is good for all pupils because the targets set for each pupil, based on their prior attainment, were met or exceeded. Over the last three years there has been a significantly improving trend in design and technology GCSE results. In 2004 the proportion of pupils awarded grades A\*-C in graphics was the highest in the school.
112. Pupils have had limited experience of designing and making things when they join the school in Year 7. They make good progress in Years 7 to 9 in acquiring an understanding of a range of design and technology equipment, materials and processes and, by the end of Year 9, standards are in line with national expectations. Girls reach a higher level than boys, but all pupils achieve well.
113. The standard of work seen in Years 7 to 9 is in line with expectations and pupils' achievement is good. Graphical skills are used well to explore and develop ideas and the manufacturing and modifying sections in folders record well pupils' ability to evaluate what they do. Little making was seen because the department had just moved into newly refurbished accommodation. A small number of finished products were available. These show that pupils are able to realise their ideas with good attention to detail and quality of finish. Pupils with special educational needs respond well to practical tasks although their standards are lower when they work on paper. Overall they achieve well.
114. The standards of work seen in Years 10 and 11 reflect the improving standards at GCSE. In design folders girls are far more rigorous than boys when researching and developing ideas, but standards for both are above average and achievement good. In all design and technology examination subjects, folders show a good balance between written and graphical presentation and computers are used well to add text and present data in graphs and charts. Free-hand drawing skills are less good and few draw well in a speculative and imaginative way when doing initial designs. Skills of making are good. Attractively presented food products result from

interesting experiments with ingredients. Computer aided design is used well in graphics and ambitious products in textiles and resistant materials show a good understanding of tools, materials and processes.

115. Teaching and learning are good. Lessons are purposeful, inclusive, well paced and reflect the high expectations teachers have of all pupils. Teachers are good at giving technical instruction and demonstrating specific skills. Positive relationships contribute significantly to raising standards. All pupils are well informed about how well they are doing because assessment is good. Younger pupils know their levels and are given short-term targets for improvement. Written feedback, well matched to examination criteria, sets older pupils targets for improvement. Weaknesses identified by assessment are used well by teachers to plan lessons. The common folder structure used by all Year 7 to 9 pupils, intended to provide coherence, is not used consistently in all areas.
116. Leadership and management are good. The head of department has a clear vision for how the department should develop and this is effectively shared and contributed to by the technology team. The refurbishment of the accommodation has been well planned and now better suits the needs of the curriculum. The written development plan is less successful in identifying how plans will be realised. Assessment data are used effectively to set targets for improving GCSE standards, but are less effective in identifying longer-term targets for pupils in Years 7 to 9. The subject does not contribute to the cultural awareness of pupils as much as it should.
117. There has been good improvement in all the areas identified at the last inspection. Notably, GCSE results have improved. Assessment in Years 7 to 9 is much more rigorous and the planning of lessons and projects is now good. Pupils do not have the opportunity to learn about using computers to aid manufacture because of a lack of resources. Pupils doing GCSE are now good at following the conventions of design and manufacture required by the course, but greater stimulus is needed to develop a more creative approach to designing and making, particularly for the most able.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

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

### **Main strengths and weaknesses**

- GCSE results have improved since the last inspection from well below average to a little below average.
- The management of the subject is unsatisfactory and fails to effectively monitor provision to ensure that teaching improves and more accurately reflects the requirements of the National Curriculum and the GCSE examination.
- The behaviour of a significant minority of pupils is unsatisfactory and hinders their learning and that of others.
- Homework is not set regularly for all pupils and is not well matched to what they do in class.
- All pupils in Years 7 to 9 have insufficient access to computers, both when learning about and making art.

### **Commentary**

118. The small numbers of pupils studying art at GCSE make statistical comparisons year by year unreliable. The trend in recent years shows that standards have been a little below the national average. Girls generally do better than boys but provisional data in 2004 indicate that boys did better than girls.
119. By the end of Year 9 standards of pupils' work are below those expected nationally. The work seen in Years 7 to 9 is below average and, whilst all pupils have sketch books, there is only

limited evidence that these are used to collect and research information by directly observing the visual world. These books are most frequently used for class work and, as a result, pupils do not often work on sizes bigger than A4. This limits creative opportunities. Progress made in the understanding and use of colour is satisfactory, with pupils able to represent their ideas using paint and other two-dimensional techniques and, when they make things in three dimensions, standards of work are higher. Pupils of all abilities, including those with special educational needs and the gifted and talented, are not doing as well as they should; achievement is unsatisfactory

120. In the work seen and information gleaned from discussions with pupils in Years 10 and 11, pupils have worked from observation, imagination and secondary sources such as books and photographs. In the lessons seen, pupils made little connection between their observed work and their extended projects, and resorted too readily to secondary sources which restrict ideas and provide limited challenge. Standards seen were below average and achievement unsatisfactory
121. A specialist supply teacher was working in the department during the inspection. The teaching and learning are good. Teaching and learning over time, indicated by looking at work and talking to pupils, are unsatisfactory. This is because the approach to teaching had not been clearly focused on good visual research. In the lessons seen there was sensitivity on the part of the teacher to the work pupils had done so far, and this was coupled with a good understanding of what needed to be done to refocus projects to more appropriately meet the requirements of both the GCSE examination and the National Curriculum. Pupils are provided with a course booklet, which gives advice about suitable projects and homework requirements, but the use of dedicated ideas books to support main projects is, as yet, having only limited success. The assessment of the work of older pupils is satisfactory and they report that they are given information about how well they are doing and how to improve. They do not have estimated GCSE grades to set targets.
122. Art was, until recently, part of a larger faculty of subjects. It is now an independent subject. Leadership and management are unsatisfactory because schemes of work are not matched closely enough to the National Curriculum programme of study, and the overall approach to the subject limits, rather than encourages, pupils' creative opportunities. Homework – a vital part of research and ideas development for younger pupils – is rarely set, limiting pupils' opportunity to contribute to their learning. National Curriculum assessment at the end of Year 9 is not closely matched to the National Curriculum levels and needs to be more rigorously moderated.
123. At the time of the last inspection GCSE results were well below average. They are now a little below average, indicating some improvement. Improvement overall is unsatisfactory. At the time of the last inspection pupils' attitudes were unsatisfactory. There is still a significant minority whose behaviour is unsatisfactory. Teaching last time provided limited challenge for pupils and this is still true. The use of computers to make and learn about art was a weakness - this is still the case. The contribution made by art to the cultural development of pupils, as then, is limited.

## **Drama**

Provision in drama is **unsatisfactory**.

### **Main strengths and weaknesses**

- The school has introduced drama into the curriculum in all years, thereby enhancing pupils' learning opportunities.
- Teaching is too often unsatisfactory.
- Lesson planning allows insufficient time for pupils to present and evaluate their work.
- A minority of pupils disrupt some lessons, which has a detrimental effect on learning opportunities.
- Schemes of work and assessment procedures are not yet in place.

### **Commentary**

124. Drama was introduced into the school curriculum in September 2004, broadening the curriculum in Years 7 to 9 and providing an additional GCSE course. This has been well received by parents and pupils. Thirty-two pupils are following the GCSE course in Year 10. Although lessons were observed, it is too early in the course to judge standards with any reliability.
125. Teaching is unsatisfactory overall and was never better than satisfactory in the lessons observed. Where the teaching was satisfactory there was some imaginative teaching with good use of resources and a variety of activity. However, lessons are presently teacher-dominated, which restricts the time available for pupils to experiment, create and present their own ideas. In some lessons in Years 7 to 9 poor behaviour disrupted the lesson flow and led to reduced learning opportunities.
126. Leadership and management of the subject are unsatisfactory. The subject has been introduced to the curriculum without consideration of the training needs of the staff involved in teaching the subject. Schemes of work need development as they are presently vague in content and are not linked to pupil levels of attainment. The assessment scheme for Years 7 to 9 is not yet in place and the teaching does not yet fully take into account the examination requirements of the GCSE course. There is no clear strategic plan for the development of the subject and no effective monitoring to ensure improvements in the quality of provision.
127. There is a good link with the main partner primary school, with drama staff teaching Year 6 pupils on a regular basis. The tradition of a school production has been maintained in recent years, despite the lack of curricular provision, although pupils and parents express disappointment about the infrequency of these. Accommodation and resources are satisfactory for current needs.

## **Music**

Provision in music is **unsatisfactory**.

### **Main strengths and weaknesses**

- The school is not complying with the statutory requirement to provide music in Year 9.
- Teachers have good subject expertise and combined teaching contributes to pupils' learning opportunities.
- There are weaknesses in the way some pupils' behaviour is managed, which results in interrupted learning in some lessons.
- Schemes of work are only partially in place, and assessment procedures are at an early stage of development.
- Accommodation is satisfactory but learning resources, and ICT provision, are poor.

### **Commentary**

128. Pupils are taught music only in Years 7 and 8 and the school is thus not complying with its statutory duty to provide music to the end of Year 9. There are no music courses for pupils in Years 10 and 11. In Years 7 and 8 standards are average and sometimes above average in the areas of listening and appraising and singing/performing but there is no evidence of pupils' work in the composing area of the music curriculum.
129. In Year 7 pupils make good progress in terms of their musical knowledge and understanding and use musical vocabulary well but progress is unsatisfactory in Year 8, mainly because pupils are unco-operative and interrupt lessons frequently.

130. Lessons are taught by a trained teacher and an experienced performer, resulting in a good balance of subject expertise. In Year 7 classes, work is carefully matched to pupils' needs, whatever their abilities, and their behaviour is successfully managed. In Year 8, however, pupils slow down lessons by interrupting frequently and do not concentrate on the task in hand. In unsatisfactory lessons, teachers do not have the strategies to deal with this significant minority of disruptive pupils and the learning of all pupils is weakened as a result. Nevertheless, lesson planning is good and pupils with special educational needs are provided with appropriate learning opportunities. Teachers have good musical expertise and enthusiasm, which augurs well for the future.
131. Presently the department's leadership and management are unsatisfactory because areas of responsibility are not defined and schemes of work are only partially in place. Teachers in charge of music have, however, only been in post since September 2004. Assessment procedures are evolving but are still at an early stage of implementation and are not yet used to further pupils' progress. The subject does little to contribute to pupils' appreciation of music from other cultures.
132. Forty-two pupils take instrumental lessons from visiting tutors on strings, woodwind, brass and guitar instruments. Pupils' choice is limited and the number of pupils participating is below national averages. Extra-curricular activity consists of a school band of approximately 25 pupils which rehearses intermittently. Additionally, the Youth Centre SHAK offers space for pupils to rehearse, and three bands of pupils in years 10 and 11 take advantage of this provision.
133. Accommodation consists of one medium-sized room plus two small rooms in a designated area, satisfactory for current needs. Resources are, however, inadequate and ICT provision is poor, presently consisting of 9 keyboards with no recording facility in the department.
134. At the time of the last inspection a small proportion of pupils took music GCSE with good results. No judgement was made for attainment at the end of Year 9. However, pupil progress and response were considered satisfactory overall, as were teaching and learning. Progress since the last inspection is unsatisfactory, because no opportunities are now offered for music GCSE and provision is inadequate at Years 7 to 9.

## PHYSICAL EDUCATION

Provision in physical education (PE) is **good**.

### Main strengths and weaknesses

- Many pupils benefit from a wide range of different and complementary opportunities to access PE activities in the curriculum.
- The department is well led; teachers and support staff work as an effective team.
- The assessment of pupils' skills and use of this data to monitor the progress of individuals requires further development.

### Commentary

135. Teachers' assessments indicate standards in Year 9 are broadly in line with national averages, with some unusually wide variations from well below to well above average in 2004. Standards observed confirm the school's assessments. Standards in Year 11 in 2004 are more consistently in line with national averages within the core programme, with an improving trend of above average results at the higher grades in GCSE over recent years. In 2004 provisional results indicate that boys and girls alike are likely to achieve above average grades at A\*-C, with a significant proportion of both gaining the highest A\*-A.
136. By the end of Year 9, pupils' achievement is good and, for pupils with special educational needs, it is very good. The school has identified the broader social and co-ordination skills of physical education as key areas for the personal development of pupils and has introduced a number of

extra opportunities for pupils in Year 7 to 9. These include, for example, enrichment PE and trampolining classes. Many pupils benefit substantially from these courses, which allow them to practise their skills further and secure understanding. This has a very positive effect on their confidence, behaviour and willingness to contribute in core PE lessons. As such, lessons are conducted at a brisk pace and all pupils make good progress.

137. Achievement is more variable in Years 10 and 11, but remains good overall. Good attendance and participation in lessons allow for good progress to be made within both the core and examination courses. Achievement is at its best when pupils are given responsibility for their own learning, with several examples of very mature responses seen in group work and in sharing knowledge and expertise as coaches. A number of GCSE pupils benefit from extra practice in the ASDAN course and demonstrate good understanding of fitness principles in developing their own training programmes.
138. Teaching and learning are good and, on occasion, are very good. Pupils make good progress because teachers set interesting and challenging tasks, have very high expectations, manage behaviour well and provide good support. Additional teachers, who include teaching assistants for SEN pupils and a swimming specialist, are used very effectively, making significant contributions to pupils' learning. All teachers plan lessons thoroughly. Lessons have a good range of tasks and activities that maintain pupils' interest but, occasionally, pupils would benefit from a wider focus on planning and evaluating their own work. Assessment is undertaken, although the current system is under review to make it more manageable and effective in monitoring the progress of individual pupils accurately.
139. Leadership and management are good. The new head of department has clear vision and has worked hard to share expectations with all teachers, creating a very effective team. Key priorities of curriculum, timetabling and office and classroom accommodation have been identified appropriately in the development plan.
140. Extra-curricular sport is a key area for development. Teachers work hard to provide a wide range of activities that are generally well supported by a core of very keen pupils. The introduction of new activities has encouraged involvement but, historically, pupils have been drawn more towards the activities offered by the youth centre at lunchtimes and after school, than to the more 'active' pursuits offered through PE. Attitudes are changing, but there remains much work to do.
141. There has been good improvement since the last inspection.

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

### **Citizenship**

Provision in citizenship is **unsatisfactory**.

Provision in pupils' personal, social and health education is **satisfactory**. Much is delivered through religious education lessons and the new enrichment and Youth Award programmes are adding valuable support.

### **Main strengths and weaknesses**

- Curriculum planning for citizenship is incomplete.
- At present leadership and management are underdeveloped, although the new co-ordinator has a clear vision of future development.
- Monitoring and training of teachers is insufficient to ensure that all teachers feel confident in identifying opportunities for teaching citizenship.
- Assessment and reporting procedures are not in place.

### **Commentary**

142. No lessons were observed and pupils have not produced any individual assessed work. Discussion with pupils indicates that they have limited levels of knowledge about becoming informed citizens and that skills of enquiry and communication are underdeveloped. They are not achieving as they should because the curriculum for citizenship has not been put into place yet. Some citizenship was taught in tutor periods last year and is being taught in specific half-day sessions that also cover careers education, work-related learning and PSHE.
143. Many lessons contain elements that would support learning in citizenship but these are not identified. An audit is being conducted but there is no planning to show where the essential elements of citizenship education are taking place. Pupils do not complete identified written work although discussion about important issues does take place at times. A valuable evaluation process was included as part of a recent half-day session. Pupils questioned are clear about ethical responsibilities, for example in safeguarding the environment and obeying laws. In Year 11 individual pupils show a good level of knowledge about current affairs such as the war in Iraq and its consequences. In Year 9 pupils have some understanding of what is meant by democracy and human rights because they have considered rules and laws for an imaginary Planet Hof and can apply them to our own world.
144. The school provides some clear messages about pupils' rights and duties in the wider world. It contributes to a range of charities and local and wider community links, for example with Gambia, are well developed. The school is aware of the need to provide more opportunities for pupils to consider how people live in other countries and the multi-cultural mix in their own country. A school council has recently been set up. Each class has representatives who meet and discuss issues. This enables pupils to be active in improving the life of the school while providing a model of the democratic process. Some enrichment lessons have an element of citizenship and PSHE as does the Youth Award course in Year 10 and 11. However, this is not identified or discussed with pupils. Some teachers are not confident in planning and teaching citizenship and would benefit from extra training, support and guidance.
145. Leadership and management are unsatisfactory overall because curriculum opportunities have not been identified and assessment, recording and reporting procedures are not in place. The new co-ordinator has started the planning process effectively, a successful half-day session has taken place and the library has a range of useful books and resources.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>5</b>
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>5</b>
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	5
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	5
<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	5

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