

INSPECTION REPORT

ADDEY AND STANHOPE SCHOOL

Lewisham

LEA area: Lewisham

Unique reference number: 100748

Headteacher: Ann Potter

Lead inspector: Gulshan Kayembe

Dates of inspection: 4th - 6th October 2004

Inspection number: 271248

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary aided
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
Number on roll:	567
School address:	472 New Cross Road Deptford London
Postcode:	SE14 6TJ
Telephone number:	(020) 8305 6100
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Appropriate authority:	The governing <u>b</u> ody
Name of chair of governors:	Cliff Hardcastle

Date of previous inspection: 10th May 1999

CHARACTERISTICS OF THE SCHOOL

The school has 567 boys and girls on roll aged between 11 and 16 and is smaller than most secondary schools. Up until the previous academic year, it had a small sixth form which is now being catered for in a joint sixth-form academy locally. The school is non-denominational but voluntary aided. It serves a very mixed local community. However, the overall socio-economic backgrounds of pupils are less favourable than national norms, and this is supported by the above-average proportion eligible for a free school meal. Over half the pupils are from a range of minority ethnic groups. About 38 per cent of pupils are White British and 22 per cent are Black Caribbean. There are small numbers of pupils from most of the commonly found minority ethnic groups in Britain. A high proportion of pupils, just under half, are supported through a specific grant to raise the achievement of minority ethnic pupils. However, only three pupils are beginners in English, although about a fifth do not have English as their first language. Most of these pupils are at the later stages of learning English but tend not speak it at home. About 23 per cent of pupils are on the special educational needs list and this is above average. The proportion with statements is high at six per cent and reflects the growing popularity of the school with parents of pupils with such needs. The main special educational needs include specific learning (dyslexia) and emotional and behavioural difficulties and a few pupils have moderate learning needs. However, the needs are becoming increasingly complex. The school is part of the Excellence in Cities initiative. It is also part of a local federation involving five schools. The sixth-form academy has been established through this federation and the aim of the federation is to collaborate on a range of activities, from sharing good practice to running

joint courses for students, to the mutual benefit of all the schools in the federation. The attainment on entry to the school is below average overall, but there are variations in subjects and amongst year groups. For example, pupils currently in Years 10 and 11 entered the school with well-below-average attainment.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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1085	John Laver	Team inspector	English
30699	Arthur Kemp	Team inspector	Mathematics
12356	Richard Dickason	Team inspector	Science
4474	Ian Punter	Team inspector	Art and design Design and technology
13734	Harold Davies	Team inspector	Geography Religious education
8052	Ken McKenzie	Team inspector	Information and communication technology
31329	Katie Barratt	Team inspector	History Citizenship
31687	Helen Singh	Team inspector	Modern foreign languages
23323	Dr Janet Harvey	Team inspector	Music
23030	Caroline Runyard	Team inspector	Physical education
20832	Dr Mohindar Galowalia	Team inspector	English as an additional language
15918	Margaret Goodchild	Team inspector	Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is satisfactory. It provides satisfactory value for money but is beginning to provide good value. The headteacher leads the school well and has set a very clear direction for development. As a result, pupils' standards of work are now in line with national averages by Year 11, signalling good achievement. However, the school has yet to address inconsistencies in leadership and management at middle management level which result in inconsistencies in areas such as assessment and the quality of teaching and learning.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Good leadership from the headteacher and the governors but there are a number of weaknesses at middle management level, including in specific areas and subjects.
- Pupils' good attitudes, behaviour and relationships and the very good racial harmony.
- Good teaching in the majority of lessons but a notable minority that are unsatisfactory.
- Good curricular provision, including a wide range of enrichment and extra-curricular activities.
- Insufficient use of data and assessment to support learning.
- Unsatisfactory provision in mathematics, art and design and for pupils learning English as an additional language.
- Very effective support from technical, administrative and premises staff, exemplifying good progress in modernising the workforce, and effective arrangements for staff development.
- Significantly improved accommodation, although external playing space is limited.

Improvement since the last inspection has been satisfactory. There has been satisfactory improvement in standards and teaching. Issues of leadership and management have been well addressed. Most statutory requirements are now met, and largely met for information and communication technology (ICT). The school continues to breach the requirement for a daily act of collective worship. The accommodation is now good, with much that is very good. However, the use of assessment to support learning remains an issue, especially in relation to planning work for different groups.

STANDARDS ACHIEVED

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with:	All schools			similar schools
	2002	2003	2004	2004
	D	D	C	A

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

The results of national tests for 14-year-olds in 2003 were well below the national average in English and mathematics, and below average in science. Comparisons with similar schools show that pupils achieved well. The 2004 results were a little better in mathematics and science but improved significantly in English. GCSE results in 2004 improved significantly from the below-average results of 2003, and were average. The proportion of pupils gaining five or more GCSEs at grades A* to C was above average in 2004. Boys from minority ethnic backgrounds performed particularly well at GCSE level. **Achievement is good throughout**

the school, particularly in Years 10 and 11. **Attainment is below average by Year 9 and in line with national norms by Year 11.** There are no differences overall between the achievement of boys and girls. Pupils from minority ethnic backgrounds achieve at least as well as others. Standards in English and science are in line with national averages by Years 9 and 11. Achievement is good. Achievement is good overall in mathematics, although standards are below average by Years 9 and 11. Pupils do very well in ICT, where standards are above average by Years 9 and 11 and achievement is very good. In most other subjects, pupils reach national averages by Year 11. However, standards remain below average in geography, history and art and design by Years 9 and 11 and in religious education and music by Year 9. Achievement in art and design is unsatisfactory in Years 7 to 9. Pupils with special needs achieve satisfactorily across the school. Able pupils and those learning English achieve satisfactorily in Years 7 to 9 and well in Years 10 to 11.

Pupils' attitudes, behaviour and attendance are good. Their personal development, including their spiritual, moral, social and cultural development is satisfactory.

QUALITY OF EDUCATION

The quality of education is satisfactory, as are teaching and learning. Although most teaching is good or better, a small but significant proportion, mainly in Years 7 to 9, is unsatisfactory or only just satisfactory. This slows the progress and achievement of pupils, particularly in art and design, where achievement is unsatisfactory, and in mathematics, geography, modern foreign languages and music, where achievement in Years 7 to 9 is satisfactory. In the less effective lessons, there is insufficient pace and challenge and classroom management is weaker. Curricular provision is good overall but underdeveloped for pupils learning English as an additional language. Pupils are provided with good support and guidance for academic and personal development. These together with their good attitudes and high aspirations enable pupils to achieve well, even in areas where there are significant weaknesses in provision. Revision classes after school and during holidays make a strong contribution to the pupils' good performance in national tests and examinations.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher has established effective teamwork amongst the senior leadership team. Governance is good and governors provide the school with a clear steer for further development. They ensure that almost all statutory requirements are met. In addition to the breach in the requirement for collective worship, insufficient use is made of ICT in many subjects and there is no careers education programme in Years 7 to 8. Inconsistency in the quality of leadership and management at middle manager level has an adverse effect on the quality of provision and raising attainment. The weaknesses at this level include leadership and management of special educational needs and of the provision for pupils learning English as an additional language.

PARENTS' AND PUPILS' VIEWS

Parents and pupils have positive views about the school. They agree that the school expects pupils to work hard and that they make good progress.

IMPROVEMENTS NEEDED

THE MOST IMPORTANT THINGS THE SCHOOL NEEDS TO DO TO IMPROVE ARE:

- Quality of teaching and learning including the use of assessment to support learning.
- Quality of middle management so that it is effective in raising standards across all areas.
- Provision for mathematics, art and design and pupils learning English;

AND TO MEET STATUTORY REQUIREMENTS:

- use ICT in all subjects; and
- hold a daily act of collective worship and provide careers education.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN SUBJECTS AND COURSES

Standards are below average by Year 9 and are average by Year 11. Achievement is good overall and particularly in Years 10 to 11. Pupils with special educational needs and those from minority ethnic backgrounds do equally well as others and, in some cases, better.

MAIN STRENGTHS AND WEAKNESSES

- Achievement is good overall, although there are some variations between subjects in the standards reached by pupils and how well pupils achieve.
- The GCSE examination results for 2004 were a significant improvement on those of previous years and indicate that pupils performed very well.
- Pupils from minority ethnic backgrounds, particularly boys, reach high standards.
- Standards in ICT are above average by Years 9 and 11 and achievement is very good.
- Pupils are not achieving well enough in art and design in Years 7 to 9.

COMMENTARY

1. The overall attainment on entry is below average but there are variations between subjects and year groups. The attainment on entry in English, mathematics and science for current Year 10 and 11 pupils and those who took GCSEs in 2004 was well below average. However, current Year 7 pupils are starting school with attainment on entry that is close to average in English, mathematics and science, based on the results of tests they took in Year 6 shortly before leaving their primary schools. In most other subjects, on the other hand, attainment on entry is well below average.
2. The results of national tests for 14-year-olds for 2003 were below average overall, well below average in English and mathematics and below average in science. In comparison with similar schools, the results were average in English, above average in mathematics and well above average in science. These results indicate good achievement by pupils.
3. The 2004 results were a significant improvement on those of 2003 in English, and were above the 2003¹ national averages. The overall results for mathematics and science for 2004 were a little better than those of 2003. In mathematics, overall results improved to below average and in science they were broadly in line with the national average. However, the proportion reaching the expected level remained below average in science.
4. The overall trend of improvement between 1999 and 2003 has been in line with the trend nationally. However, results have fluctuated between being close to national averages and being well below. There have been fluctuating trends between the performance of boys and girls. However, analysis of results in 2003 and 2004 indicates that differences are related to the respective prior attainments of boys and girls. All achieve equally well. Pupils from minority ethnic backgrounds perform at least as well as their white

¹ Publication of National Curriculum test results for English for 2004 has been delayed. So comparisons can only be made with the 2003 national results.

counterparts. In 2004, black boys performed particularly well in English and science, whilst black girls did relatively well in mathematics.

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

Standards in:	School results	National results ^{##}
English	32.0 (31.0)	(33.4)
mathematics	33.7 (32.7)	(35.4)
science	32.4 (32.2)	(33.6)

There were 108 pupils in the year group. Figures in brackets are for the previous year.

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	56 (36)	53.4 (52)
Percentage of pupils gaining 5 or more A*-G grades	95 (91)	86.4 (91)
Percentage of pupils gaining 1 or more A*-G grades	97 (99)	95.8 (96)
Average point score per pupil (best 8 subjects)	287.5 [#] (31.8)	282.3 (34.7)

There were 103 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

5. The GCSE results for 2004 were a significant improvement on those of the previous two years and were overall in line with the national average. Results were well above the average of similar schools. The proportion of pupils gaining five or more GCSEs at grades A* to C exceeded targets set and was above the national average. The proportion gaining five or more GCSEs at grades A* to G, including English and mathematics, was above average. Most pupils gained at least one GCSE pass grade. Comparisons with similar schools indicate that pupils achieved well overall, and very well in relation to five or more and one or more GCSEs at grades A* to G. Boys performed well, and better than girls, which is a reversal of the trend nationally. However, the difference was less marked than in 2003.
6. Analysis by ethnicity indicates that boys from minority ethnic backgrounds gained the highest results. Black Caribbean girls and those of mixed heritage did worse than other groups of girls and boys. Inspection evidence did not reflect this picture and showed that Black girls achieve as well as other groups. Any differences in performance by different groups are accounted for by differences in capability and prior attainment. GCSE results were particularly good in English, geography, ICT, Spanish, resistant materials and graphic products. Subjects that tend to be weaker include history, French and sports studies. In 2004 in most subjects the proportion of pupils gaining a GCSE grade A* to C was in line with, or close to, the national average for that subject. This was a significant improvement from 2003.
7. Inspection evidence indicates that achievement is good throughout the school, although more consistently so in Years 10 to 11 than Years 7 to 9. In Years 7 to 9 there are some variations between subjects. Attainment is below average by the end of Year 9 and in line

^{##} The national average points scores for 2004 were not available at this time.

[#] There has been a change in the way the GCSE average point score is calculated. Hence the figure for 2004 looks very different from the figure for 2003.

with national averages by Year 11. There are no significant variations between the achievements of boys or girls or between different ethnic groups.

8. Standards in English and science from inspection evidence are in line with national averages by Years 9 and 11 and achievement is good in both subjects throughout the school. Achievement is satisfactory in Years 7 to 9 and good in Years 10 to 11 in mathematics. However, standards of work remain below average by Years 9 and 11, although not significantly so by Year 11. Inspection evidence indicates that pupils have done well overall to improve their skills in mathematics from a low base. Pupils do very well in ICT, where standards are above average by Years 9 and 11 and achievement is very good. This is a reflection of the good access they have to computer equipment and the very good teaching they receive in their ICT lessons. In most other subjects, pupils reach national standards by Year 11. However, standards remain below average in geography, history and art and design by Years 9 and 11 and in religious education and music by Year 9. Achievement in art and design is unsatisfactory in Years 7 to 9 because of weaknesses in teaching and learning.
9. Pupils' good attitudes and high levels of motivation promote their achievement well. The school's good support systems also help most pupils to achieve well. In mathematics and for pupils learning English as an additional language, these factors have helped them to maintain good achievement despite significant weaknesses in provision. The additional lessons after school and during school holidays contribute significantly to pupils' preparation for national tests and examinations and have influenced particularly the improvement in results at GCSE for 2004. Such support has countered the negative effects of inconsistencies in teaching and learning, particularly in Years 7 to 9.
10. The achievement of pupils with special educational needs is satisfactory overall, although some individual pupils make good progress in Years 10 and 11. This is evident in the percentage of pupils gaining one or more A* to G grades and in the school's results in alternative qualifications, such as the ASDAN course. In lessons, the progress of pupils with special educational needs is more variable. It is good in lessons where teaching is good and where learning support is effective, as in science throughout the school. At times, however, pupils with special educational needs make less progress than they should because work is not matched closely to their needs and the work of support staff is not focused sufficiently on moving their learning on.
11. Pupils who are learning English as an additional language make good progress and achieve well in Years 10 to 11. Their progress and achievement are satisfactory in Years 7 to 9, although sometimes beginners in English make slower progress owing to lack of sufficient support. Good attitudes and high levels of motivation support well the work of pupils learning English. In many lessons, teachers are careful how they introduce new vocabulary and provide greater help and explanation for these pupils. However, in weaker lessons, their needs are not sufficiently well addressed.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes, behaviour and attendance are good. Their personal qualities, including their spiritual, moral, social and cultural development, are satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' positive attitudes, generally good behaviour and improving attendance levels are significant factors in their good achievement at the school.
- There is a high degree of racial harmony throughout the school and pupils work well together.
- The number of fixed-term exclusions in the previous academic year was high but governors and key staff are taking steps to tackle the problem.

COMMENTARY

12. Most pupils like being at the school and are well motivated to achieve the qualifications they need to go on to further and higher education. They value the help given to them by the majority of teachers. Pupils in Years 7 to 9 are more enthusiastic about their schoolwork than those in Years 10 to 11, but the older pupils appreciate the friendly and safe environment in which they can make good progress. Pupils' behaviour during the inspection was often very good, for example, in assemblies and during the fire drill. In most lessons, pupils are very co-operative and willing to do what the teacher requires. The school recognises that the occasional misbehaviour in lessons is caused by inconsistencies in classroom management and is dealing with this issue.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.7	School data	1.2
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.

13. Pupils' increasingly positive attitudes to school can be seen in their rising attendance rates since the last inspection. In 2003/4, attendance reached a record level for the school of 93.1 per cent. Moreover, the rate for unauthorised absence fell to below one per cent. The appointment of an attendance officer has been a key factor in improving attendance. Punctuality was good during the inspection. The detention system has successfully raised awareness among pupils of the importance of not being late.
14. The ability of pupils from different races and backgrounds to get on with each other was a striking feature of the school at the time of the last inspection and continues to be the case. This is a considerable achievement in view of the increasing diversity of the school's intake. No racist incidents have been reported to governors so far this year. Pupils' good relationships enable them to undertake productive class work in pairs and groups in lessons. Their respect for, and tolerance of, one another are evident at lunchtimes where they have to cope with the limited outdoor spaces for recreation and exercise.
15. The improvement in attitudes and behaviour since the last inspection, when they were satisfactory with a significant amount of unsatisfactory response in Years 7 to 9, is a reflection of the school's determined efforts over the last two or three years to make expectations of acceptable conduct very clear. Parents are more confident than they were at the last inspection that bullying incidents between pupils are dealt with effectively. Most pupils feel comfortable that there is a transparent system for resolving problems. The school successfully keeps pupils at risk of permanent exclusion in full-time education. However, a new policy to exclude all pupils involved in fights for one to three days

resulted in a sharp rise in the number of fixed-period exclusions in the previous academic year. A disproportionate number of pupils from black or mixed-race backgrounds were affected. The governing body and senior staff are acutely aware that this is an unacceptable situation and have set in motion plans for a behaviour support centre within the school where strategies such as anger management courses can be implemented. The school makes good use of black role models to help raise the esteem and aspirations of black and mixed-race pupils.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	238	36	0
White – Irish	1	0	0
White – any other White background	31	3	0
Mixed – White and Black Caribbean	36	13	0
Mixed – White and Black African	2	2	0
Mixed – any other mixed background	15	6	0
Asian or Asian British – Indian	7	0	0
Asian or Asian British – Bangladeshi	5	0	0
Black or Black British – Caribbean	122	30	0
Black or Black British – African	39	20	0
Black or Black British – any other Black background	13	7	0
Chinese	26	1	0
Any other ethnic group	16	3	0
No ethnic group recorded	16	7	0

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

16. Although the school has identified the intention to improve support for pupils with emotional and behavioural difficulties, the needs of these pupils are met relatively well. As a result, they often behave well in lessons. However, on occasion, in some sets for lower-attaining pupils, less experienced teachers struggle to maintain control when behaviour is particularly challenging.
17. Pupils' satisfactory personal development is similar to the picture reported at the last inspection. Pupils show a developing understanding of themselves and a growing awareness of their place in society. They have good opportunities to consider and learn about other cultures represented in British society today, for example, during the assemblies which promoted Black History Month. Pupils respond satisfactorily to the chances they are given to exercise responsibility. These range from younger pupils taking care of the environment to older ones being prefects and peer mentors. However, their impact on the life of the school is not always as strong as it could be. Year 11 pupils are not yet securely showing the qualities of self-confidence, leadership and initiative appropriate for the oldest year group, now that the school no longer has a sixth form. The school's efforts to promote pupils' spiritual, moral, social and cultural development, while satisfactory overall, are inconsistent and so not as successful as they could be in raising pupils' personal qualities to higher levels. Citizenship makes a good contribution to improving pupils' knowledge and understanding of current issues. History and modern foreign languages develop pupils' awareness of other countries and their traditions well. There are many activities which encourage pupils' personal development, particularly extra-curricular clubs and events outside school, but there are also gaps in provision such as visits to different places of worship or trips to art galleries and museums. There are missed opportunities in assemblies and tutorial periods to raise pupils' spiritual

awareness and there is no taught programme for pupils' personal and social education, as there was at the last inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided is satisfactory. Although there are many good features in curricular provision which have a positive impact on achievement, there are some shortcomings in the quality of teaching and learning. There is good support and guidance for academic development and good links with parents, the local community and other educational establishments.

TEACHING AND LEARNING

The overall quality of teaching and learning is satisfactory, although much teaching is good. Assessment procedures are satisfactory overall but the use of assessment to support learning is unsatisfactory.

MAIN STRENGTHS AND WEAKNESSES

- Teaching and learning in about two-thirds of lessons are good or better.
- In a minority of lessons, almost all of which are in Years 7 to 9, the quality of teaching is unsatisfactory.
- Teaching is very good in ICT and good in English, science, citizenship, design and technology, history, physical education and religious education.
- Teachers make inconsistent use of assessment to support learning, and assessment is unsatisfactory in some areas.
- Overall, lessons are well planned and structured and teachers establish good working relationships with pupils.
- Able pupils are not always challenged enough.

COMMENTARY

18. Evidence from lesson observations and the wider evidence from scrutiny of pupils' work and discussions with staff indicate that the overall quality of teaching and learning is satisfactory. Although teaching is good in many subjects, and very good in ICT, there are weaknesses in teaching in some mathematics, modern foreign languages, art and design and music lessons. Teaching and learning in lessons are good overall in Years 10 to 11 but remain more varied in Years 7 to 9, where they range from poor to very good. Teaching that was not satisfactory was spread across the curriculum but was most evident in mathematics and modern foreign languages.
19. In general there is good lesson planning and well-structured lessons across the school. Teachers have established good working relationships with pupils which result in good co-operation and good attitudes in lessons. Where teaching is good or better, significant factors include good pace and challenge and good use of questioning to draw out pupils' understanding and clarify misconceptions or difficulties. Teachers often make use of stimulating activities and resources. As a result, pupils progress well.
20. In the unsatisfactory and poor lessons, pace and challenge are not effective enough and questioning tends to be closed. Opportunities are missed to support literacy by using sufficient extended writing or speaking and there is overuse of worksheets. These

features have a particularly adverse impact on the learning of pupils with English as an additional language. Able pupils are often not challenged enough. Classroom management is, at times, a weakness of unsatisfactory teaching. In modern foreign languages, there is too much use of English to teach the foreign language.

21. The teaching of pupils with special educational needs is satisfactory overall. In the best lessons, these pupils' needs are met well. In teaching that is less effective, work is not matched closely to their prior attainment. Most teachers make good use of learning support staff, although not all teachers organise groups for practical activities to make best use of support assistants. The impact of learning support on pupils' progress is satisfactory and reflects the variable quality of support. This ranges from very good to unsatisfactory. At times, support staff are passive and do not engage sufficiently with pupils with special educational needs to find out how much they understand. As a result, the support is not focused enough and has little effect. In contrast, support in science is very good, partly because learning support assistants have good subject knowledge. Learning support assistants are also used well in English.
22. The quality of teaching and learning for pupils learning English as an additional language is generally good, although it is not consistently so across subjects. Some subjects have been made more accessible by effective focus on key vocabulary. Learning is particularly good when teachers ensure that the pupils understand key vocabulary and explain and illustrate processes clearly. Checking pupils' understanding and supporting where difficulties arise ensure good learning. A discussion with pupils indicated that they need more help in areas of subjects where learning depends heavily on understanding extensive new vocabulary, for example, science and geography. Pupils do not as yet benefit from the use of their home language for learning, especially of key subject-specific vocabulary.
23. Assessment arrangements are satisfactory overall but there is inconsistency in assessment across the school. In particular there are weaknesses in the use of assessment to support curriculum planning and learning by, for example, matching work closely to individual needs. This is particularly the case in relation to able pupils in a number of subjects and for pupils learning English as an additional language. Subject teachers are not made sufficiently aware of the English language learning needs of pupils at either early or late stages of learning English and hence often do not provide work that is matched sufficiently well to their needs. Overall assessment is unsatisfactory in mathematics, art and design and history. There are no systems in place for the assessment of pupils' progress in work-related learning. Assessment arrangements for pupils who are learning English as an additional language are also unsatisfactory although they do benefit from satisfactory arrangements for analysing data to measure the relative achievement of different groups. In contrast, assessment is good in English, science, design and technology, ICT and geography. In these subjects, assessment arrangements are robust and there is good feedback to pupils on how well they are doing and how they can improve. Assessment information is also better used to inform teaching and learning in these subjects.
24. Assessment procedures for pupils with special educational needs are satisfactory. Although individual education plans are brief and contain less detail than that found in most schools, the targets they contain are specific and measurable. Statutory requirements are met fully in relation to the review of statements of special educational needs. The exact nature of pupils' learning difficulties is not always assessed and

assessment information is not used consistently in curriculum planning. It is used appropriately, however, in identifying which pupils require additional support.

Summary of teaching observed during the inspection in 90 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (3%)	21 (23%)	36 (40%)	21 (23%)	8 (9%)	1 (1%)	0 (0%)

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

THE CURRICULUM

The curriculum is good overall but does not fully meet the statutory requirements for the use of ICT, the provision of an act of collective worship and careers education in Years 7 to 9. There is a good range of enrichment activities. Overall, staffing, accommodation and learning resources are good.

MAIN STRENGTHS AND WEAKNESSES

- A good range of vocational courses is on offer to pupils in Years 10 and 11 and the work-related programme is well co-ordinated.
- A good enrichment programme helps to improve standards and gives the pupils an opportunity to be involved in the local community.
- The provision for pupils learning English as an additional language is unsatisfactory.
- The provision and resources for ICT have much improved since the last inspection.
- Statutory requirements are not fully met.
- Teaching time for some subjects in Years 7 to 9, such as art and design, is on the low side but the school has recognised the need for better allocation of time and is addressing this issue.

COMMENTARY

25. The curriculum provides good breadth and balance and has developed well since the last inspection. The breaches in statutory requirements identified in religious education and ICT have been fully addressed. All pupils now take a short GCSE course in religious education in Years 10 to 11. The significant improvement in resources for ICT has enabled the school to promote the development of pupils’ skills very effectively. However, many subjects, including English, mathematics, science, design and technology, geography, music, physical education and citizenship, do not make sufficient use of ICT. In science and design and technology, the statutory requirements for use of ICT are not met.
26. The curriculum for pupils in Years 7 to 9 is good. Drama is taught as a separate subject and is valued and enjoyed by the pupils. Time allocated to some subjects, such as art and design, is on the low side. However, the school is moving to a six-period day with 50-minute lessons in order to have the flexibility to allocate time more fairly. The curriculum in Years 10 and 11 is of a good quality. Pupils choose from a good range of GCSE options and there is a growing choice of vocational courses. In addition, there are some pre-vocational courses for a small number of pupils who have difficulty coping with a full range of GCSEs. These provide well for pupils, and raise their self-esteem and confidence. The majority of the last Year 11 went on to further education. Pupils are encouraged to take

GCSE early if appropriate. The management of the curriculum is good and it is well monitored to establish areas for further development. The management and planning of the national strategy for Years 7 to 9 are good but not yet effective in all subjects.

27. Guidance for pupils is good. They receive full information about the optional subjects during a careers road show and an employers' forum. There is careful tracking to check that pupils are making the right choices for their future life. The careers advice programme for Years 9 to 11 is supported by Connexions, who provide interview experience. A recently adopted software programme gives pupils an insight into careers to suit their interests, but it is too early to say how effective this is. Arrangements for Year 10 work experience make good use of local businesses and are monitored satisfactorily. The school does not have a planned programme of careers education in Years 7 and 8, as statutorily required from September 2004.
28. Curriculum provision for pupils with special educational needs is satisfactory in Years 7 to 9 and good in Years 10 to 11. Older pupils have good opportunities to study for qualifications matched to their learning needs and to follow vocational courses at the local college. Increasingly, they have opportunities to undertake extended work placements, reflecting the school's commitment to meeting individual needs. Intensive support sessions, where pupils are withdrawn from mainstream lessons, are of good quality.
29. Recent training has raised teachers' awareness of the needs of pupils who are learning English as an additional language. As a result, some subjects have actively promoted curricular access for these pupils through careful use of language and effective focus on key vocabulary. However, there are no specific programmes of support for pupils learning English or whole-school approaches planned to address English language learning needs. Despite this, most of these pupils appear to achieve well because they are very well motivated and work hard. In addition, the general support systems in the school have a positive effect on their learning as well as the learning of others.
30. At a whole-school level, provision for gifted and talented pupils is good. Very good learning opportunities are provided for these pupils in ICT. Provision in other subjects is variable and being developed.
31. Citizenship is timetabled and taught regularly. However, the provision for personal, social and health education is unsatisfactory and is not effectively co-ordinated. The arrangements for planning the required areas are not clear and the daily tutor time is not used effectively to deliver personal, social and health education.
32. The provision for extra-curricular activities is good overall, with strengths in ICT and modern foreign languages. Most subjects provide booster classes and revision classes which make a strong contribution to preparation for examinations and improved results. There is a good range of sporting activities that are popular with the pupils, despite the lack of external facilities. At present there is no fieldwork in geography and only a limited range of visits to theatres and galleries to support learning. The school is quick to recognise opportunities within the local area and pupils are often engaged in citizenship and ecological projects.
33. At the last inspection, the school still had a number of subjects with unsatisfactory accommodation. The vast majority are now suited and the new build has done much to

raise the profile of the school and the morale of the pupils and teachers. These improvements have been felt across all subjects, although external accommodation for physical education remains unsatisfactory, with too little space to play recognised full games. The quality of display is good and particularly stimulating in history. Although significant improvements have already been made, there remains a good vision for the development of the school's site and premises in the future. Improved disabled access is a key priority.

34. The match of teachers to the curriculum is satisfactory overall. There are non-specialist staff teaching in several departments but they cope well as a result of sensitive deployment and good support. Teachers have a wide range of experience and expertise. The learning support staff are delegated to departments and provide effective support in lessons. Technical support staff are highly effective and make a very positive contribution to the work of teachers.

CARE, GUIDANCE AND SUPPORT

Arrangements for pupils' care, welfare, health and safety are good. Provision of support, advice and guidance is good. The involvement of pupils through seeking, valuing and acting on their views is satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- Pupils are supported and guided effectively to achieve well by the end of Year 11.
- The school makes good use of several support staff and external agencies to meet the needs of many groups and individuals.
- There are very limited specific monitoring, guidance and support arrangements for pupils who are learning English as an additional language.
- There are good arrangements for child protection, first aid and fire safety.

COMMENTARY

35. The provision of support and guidance available to pupils has improved well since the last inspection, when it was satisfactory. The achievement co-ordinators and form tutors follow the pupils in their care through the school. This continuity enables them to get to know the pupils and their parents well and builds pupils' trust and confidence in them. Any difficulties are soon recognised in this relatively small school and appropriate action taken. Careful arrangements are made to settle new Year 7 pupils into school, for example, by giving them some time to adapt to their new environment before the older pupils return from the summer holidays. Those identified by their primary schools as having potential difficulties in transferring to secondary school are supported through individual interviews by the learning mentor. The achievement co-ordinators have good access to a wealth of performance and other data about their pupils, which enables them to identify underachievement and any personal problems quickly. Targets are appropriately set and reviewed at the annual academic review day when form tutors meet with pupils and their parents. The focus on raising achievement is strongest in Year 11 when a range of strategies, such as individual mentoring and additional classes in the holidays immediately prior to the public examinations, are successfully deployed to help pupils fulfil their potential.

36. The needs of most groups of pupils are identified well and strategies are effectively put in place to meet them. For example, medical details about the pupils in their classes are circulated to all staff and additional information and training provided where necessary. The school nurse makes a valuable contribution to guiding pupils and staff on health issues. The attendance and behaviour support manager brings his long experience as a community police officer to bear on sorting out individuals' behaviour problems; his duties include supervision at lunchtime, which contributes well to pupils' feeling of security.
37. The school makes good use of the advice and support available through a range of external agencies. Careful attention is given to monitoring the personal progress of pupils with social, emotional and behavioural difficulties, but insufficient monitoring of special educational needs provision means that their academic progress is not checked as closely as it should be. Effective use is made of an external agency with a successful track record in working intensively with pupils at risk of permanent exclusion. However, pupils with social, emotional and behavioural difficulties tend to be excluded more frequently. The school's plans for a learning support unit, to be built in January 2005, should help to support these pupils better. The school's partnership agreement with the Connexions service ensures that pupils have good access to impartial advice about their post-16 options. Pupils identified as gifted and talented are supported well through special activities such as studying astronomy at Greenwich Observatory.
38. No targets are set for improving the English language learning of more fluent speakers of English as an additional language. Although there are no specific support arrangements for these pupils and limited arrangements for beginners, most are content with the support they receive from subject teachers.
39. The main designated teacher for child protection is very experienced and well trained in her role. Other key staff are very aware of their responsibilities for child protection. Non-teaching staff, such as the two main first aiders and the premises manager, carry out their responsibilities for first aid and fire safety very capably. Risk assessments have been made in most departments but some unsatisfactory practice was seen in physical education. Governors take a very pro-active approach to their responsibilities for health and safety and have identified the need for further review and training.
40. Pupils' views and opinions are valued by teachers in English and mathematics. Their views, at whole-school level, are sought from time to time through questionnaires, and there have been very regular school council meetings in the past. However, a significant minority of pupils still feel frustrated that their ideas are not listened to or are not clear on how their responses are used to influence policy and practice. A new school council system is already having some success in involving pupils in Years 7 to 9 more productively in contributing ideas for school improvement. Pupils are involved to some extent in setting and reviewing their personal targets but, apart from pupils with statements of special educational need, they are not routinely invited to contribute to their own annual reports.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

Links with parents, other schools and the community are good.

MAIN STRENGTHS AND WEAKNESSES

- Parents' support for their children's learning is a significant factor in pupils' good achievement.
- The school makes good use of its links with other secondary schools, local colleges and external organisations to enhance the provision for pupils.

COMMENTARY

41. The school is very popular with parents locally and is highly oversubscribed. Parents are consequently very pleased that their child is able to attend the school and support it well. This has a positive impact on their child's attendance, behaviour and attainment. Parents turn out in high numbers to events such as the annual academic review and family evenings at the start of the school year, when staff explain how they can help their children's learning at home and the headteacher shares her vision and plans for the school. The school provides parents with good information in reports and letters about how well their child is doing, particularly in relation to actual and predicted National Curriculum levels and GCSE grades.
42. Parents have good access to staff. The achievement co-ordinators build up useful relationships with parents over time, and the headteacher runs open afternoons when anyone can drop in to share any concerns. The school involved parents well in the review of its behaviour policy and intends to continue that partnership in the development of its approach to drugs education. A few parents at the pre-inspection meeting with inspectors had concerns about some aspects of communication, although this was not reflected in the responses to the questionnaire. Nevertheless, the school plans to address this. The school website is currently an underdeveloped resource for communicating with parents.
43. The school works closely with parents of pupils with statements of special educational needs and involves them appropriately in decision-making. It does not, however, meet the recommendations of the Code of Practice for Special Educational Needs because it does not involve the parents of other pupils with special educational needs in setting and reviewing individual education plan targets. Parents receive a copy of the targets but are not consulted.
44. Communication with parents of pupils learning English as an additional language is satisfactory. Where parents face difficulty, they seek help from other members of the family. The school encourages minority ethnic parents and pupils to come together to meetings to overcome any language barriers. Good use is made of translation services.
45. The school makes good use of its links with other educational establishments, such as the local college, in providing for pupils with special educational needs in Years 10 and 11. It works closely with the pupil referral unit in meeting the needs of specific pupils.
46. The school is taking an active part in the borough-wide development of links between local schools and colleges catering for the 11 to 19 age range. The benefits include a

wider range of curriculum opportunities for pupils in Years 10 and 11, such as on-line courses in Spanish, a business and enterprise project and vocational courses. The close links also assist in smooth transfer of pupils to the two main post-16 providers. Staff benefit by being able to undertake joint training and to share good practice and resources. A valuable link has been established with a school in Belfast that widens the horizons of pupils from the two very different parts of Britain. The transfer of data from the 20 feeder schools works well but there are few links between departments and primary schools. A notable exception is in design and technology and ICT, which set up and support project work with primary pupils. The school is part of a group that includes twelve primary schools and which has secured funding, through New Deal for Communities to improve liaison and transition arrangements.

47. The school prides itself on being an historic part of the local community. Some of its governors and non-teaching staff have a long and detailed knowledge of the school and the community and play a valuable role in smoothing the relationship between the two. The Friends of Addeys supplies marshals for the London Marathon, which is a significant fund-raiser for the school. Pupils have good opportunities to take part in community and media events such as welcoming the Olympic Flame to London, elections for the Young Mayor of Lewisham and being filmed for the BBC's Big Read television series. These activities enhance their personal development. A useful link has just been established with a commercial firm that will supply mentors for Year 10 and 11 pupils. There are good community links in some subjects which significantly enrich provision, for example, in design and technology, ICT and music. This is not a consistent picture, however, and means that community links are not quite as strong as the reported at the last inspection. Subjects such as religious education, geography, history, art, science and physical education do not exploit the richness of resources available in London as much as they could.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The leadership of the headteacher is good, as is governance. Leadership provided by other members of staff with responsibilities is satisfactory and management overall is satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- The headteacher leads the school with energy and commitment.
- Financial management and administration are now rigorous, with best-value principles consistently applied.
- There is considerable variation in the quality of leadership and management at middle manager level.
- The governors and senior leadership team share a vision of how the school should improve.
- Analysis and use of data are not consistently focused on improving teaching and learning.

COMMENTARY

48. The school's leadership is good. The headteacher has only been in the school for a year but in that time she has improved much in it, and parents have confidence in her leadership. She knows its strengths and weaknesses well. Responding to the most significant key issue in the last inspection, she has developed plans for raising the quality

of middle management, based on a clearly identified chain of accountability, linked to relevant in-service training and promoted by the senior leadership team. As a result, this enthusiastic senior team has modified effectively its response to the school's needs but these changes have yet to have the desired effect across all areas in the school.

49. The school's governance is good. Governors make a strong contribution to shaping the school's strategic plans. With good knowledge of both the school and its local community, they are committed to drawing the two even closer together. They are excited by the developing plans for federation with other local schools. They are also creatively re-structuring their sub-committees to improve the effectiveness of their monitoring of the school. Governors have played a strong role in successfully addressing the issues of poor accommodation identified in previous inspection reports. They have given the school excellent support, in relation to moral support and in terms of professional expertise, during an extensive building programme. There are, however, some gaps in statutory provision, including the provision of a daily act of collective worship, use of ICT in subjects and careers education.
50. Leadership across departments is inconsistent in quality and hence effectiveness. Some is good. In music, for example, there is an enthusiastic vision of an inclusive musical ethos for the school and a desire to encourage pupils to engage with the subject. Similar zeal is evident in the leadership of design and technology, history and ICT. However, leadership is unsatisfactory in mathematics, modern foreign languages and art and design as there is insufficient focus in these subjects on raising standards. The achievement co-ordinators provide good leadership.
51. Management is satisfactory. There is wide variation, particularly between departments, in the quality of the school's self-evaluation. Changes in line management and in monitoring by the school's senior leadership team have not yet had a strong impact across the whole school. In mathematics, modern foreign languages, art and design and physical education, information which the school has about pupils' work is not consistently used to help with planning for improvement. There is also need for greater urgency in using this information to identify areas for improvement in teaching and learning. This is in contrast to the design and technology department where information is effectively used, for example, in identifying and providing well for gifted and talented pupils. Management by achievement co-ordinators is satisfactory but monitoring of work in their areas and systems for recording data and information are not rigorous enough.
52. Recruitment has not been easy for the school, and it currently lacks permanently appointed leaders for English and science. It has good arrangements for staff development, including thorough induction procedures for both teaching and support staff. There are good links to providers of initial teacher training, and involvement with in-service training of new teachers. Both these have led to successful recruitment of new teaching staff.
53. The co-ordination of special educational needs is satisfactory overall. The director of inclusion oversees provision for pupils with special educational needs and manages this aspect of the school's work from day to day, as well as overseeing the provisions for pupils with English as an additional language. The fact that she is a member of the senior management team means that pupils with special needs or English language learning needs are considered when important decisions are made, which is good. However, the all-encompassing nature of her role, and in a school where many pupils have additional

needs of one sort or another, means that the leadership and management of special educational needs receive less attention than they should. Very little direct monitoring of provision for pupils with special educational needs is undertaken in subjects because the director of inclusion is over-burdened with other responsibilities. This is unsatisfactory and as a result, variations in practice are not identified quickly and resolved. The recent involvement of heads of department in the management of learning support staff is not yet ensuring overall quality. At a whole-school level, there has been some accurate evaluation of aspects of provision for pupils with special educational needs which has informed development planning, particularly in relation to planned provision for pupils with social, emotional and behavioural difficulties.

54. Leadership and management of provision for pupils learning English as an additional language are unsatisfactory. The school has not been able to appoint any substantive co-ordinator for this area, despite specific funding for this purpose. As a result there is a lack of development in the provision, for example, through curricular modifications and assessment of early learning of English. This has led to some inconsistencies in the quality of the provision across different subjects. The school has recently appointed a support assistant but the appointee has not yet started to provide support. The school is yet to work out a list of pupils who require support. This is unsatisfactory, especially in the light of the increasing number of these pupils joining the school.
55. Having inherited a challenging budget situation, and with some very serious issues raised in respect of financial administration in the last audit report, the headteacher and governors have responded very well and procedures are now rigorous in relation to financial management and monitoring. There is a clear plan to eradicate, by 2007, the deficit, which was agreed with the LEA and which is being carried over to the next financial year. There is a clear link between financial strategic planning and the school's improvement agenda, and best-value principles are applied consistently in terms of setting challenging targets, developing consultation with parents and pupils and making rigorous comparisons of the pupils' progress and achievements with others. Establishing the federation is evidence of good account being taken of the best-value principle of competition.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	2,962,678	Balance from previous year	-50,627
Total expenditure	3,009,485	Balance carried forward to the next financial year	-46,807
Expenditure per pupil	4,869		

WORK-RELATED LEARNING (WRL)

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

MAIN STRENGTHS AND WEAKNESSES

- The area is well led and well co-ordinated across the school, although some aspects are at an early stage of development, such as careers education.
- The college links for a minority of Year 10 and 11 pupils support their learning well.
- Links with external agencies and employers are very good.

COMMENTARY

56. Pupils across the school achieve satisfactorily. In some aspects, achievement is good in Years 10 to 11. The group of pupils taking NVQ courses through the link with Lewisham College is achieving well in developing their knowledge and understanding of work and the skills, qualities and attitudes required of employees by employers. By Year 11, standards are broadly in line with age-related expectations. The development of careers knowledge is patchy although improving for pupils in Year 10 through the introduction of an ICT-based careers education package. All pupils have the opportunity to learn about the world of work first-hand through work experience. Discussions with Year 11 pupils indicate that they have benefited from this opportunity by developing a better understanding of the requirements for different jobs. It has spurred some pupils on to raise their future aspirations to careers that are more demanding and, hence, more interesting.
57. The vocational courses in ICT and leisure and tourism, as well as the NVQ courses offered by the college, make a good contribution to the development of work-related learning. Pupils have the opportunity to look at real-life examples from the world of work. Visits and visitors organised through these courses help pupils to increase their knowledge of careers and enterprise. All subjects have now identified how they can contribute to the teaching of work-related learning. There are some good examples of these, such as the opportunity for GCSE music students to play alongside professional musicians. However, overall, many subjects have yet to consolidate the teaching of work-related learning as part of subject teaching.
58. There are very good links with external agencies and employers and Year 11 pupils benefited greatly from a day with employers. They developed well their skills in being interviewed for a job through simulation exercises and role-play during the day.
59. The quality of teaching and learning is satisfactory overall. Teaching and learning are good in relation to vocational elements such as the NVQ college courses, the ASDAN course and GNVQ ICT course. The teaching of the ICT careers package is developing and is currently satisfactory. It is taught by tutors and begins in Year 9. However, tutors do not intervene enough to support pupils' learning about different careers and this may well be down to variations in the extent of subject knowledge. This careers provision is at an early stage of development and the school needs to promote better use of this ICT package by pupils and staff.
60. The area is well co-ordinated and well led. The audit of subjects' contributions to work-related learning was detailed and thorough and places the school in a good position to move forward with more extensive coverage across the school. Links with agencies, employers and the college are well maintained and used extensively to support work-related learning. The careers package is being monitored carefully and shaped and developed by the co-ordinator. The quality of work experience has improved in that there is now rigorous preparation and briefing of students, and debriefing for current Year 10 pupils, when they return from it, has been mapped out.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

ENGLISH AND MODERN FOREIGN LANGUAGES

ENGLISH

Provision in English is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils of all ages achieve well.
- Standards are improving throughout all year groups as a result of good teaching.
- Pupils have very good attitudes, which contribute to good learning.
- There is occasional underachievement by more able pupils in Years 7 to 9 when the teaching is insufficiently challenging.

COMMENTARY

61. Results in the Year 9 2003 national tests were well below the national average, although in line with those of pupils of similar prior attainment in other schools. The provisional results for 2004 were much better and above the national averages of 2003². The 2004 GCSE results at A* to C are in line with the national average. Although girls' results are better than those of boys, the difference is larger than that found nationally. The results are a good improvement on those of 2003, and signal a very good improvement for girls. English literature results are in line with the average for girls, and above for boys.
62. Standards are in line with national averages by Years 9 and 11. In all year groups, pupils listen well to each other and to teachers. Many, especially older, pupils speak willingly and confidently, although a substantial minority have a limited vocabulary. Most pupils read with satisfactory accuracy and fluency. The majority of pupils write fluently, although some lack technical accuracy. Pupils have good independent and collaborative learning skills, and are adept at researching information, and this ability increases as they move up through the school. Pupils in all age groups achieve well. Most join the school with below-average standards, and good teaching builds upon very good attitudes to ensure that all pupils, including those with special educational needs and the gifted and talented achieve well. Pupils from all ethnic backgrounds achieve equally well. There are no significant differences in standards or achievement between boys and girls in any particular year group.
63. Teaching is good, with some very good features. A particular strength is the value which teachers place on pupils' opinions. This gives pupils the confidence to contribute ideas and leads to good learning. Classroom management is very good, and teachers maintain a very productive and well-focused working atmosphere. Teachers give good feedback on how pupils can improve, and relate this effectively to assessment criteria. This was the feature of a Year 10 lesson in which the teacher photographed pupils' classwork to enable pupils to evaluate each other's writing on *Great Expectations*, increasing their understanding of characterisation. On a couple of occasions, teaching was not as good in Years 7 to 9 as in most lessons, and was only just satisfactory on one

² National Curriculum test results for 2004 in English were not available.

occasion and unsatisfactory in the other. In these lessons, expectations or resources are insufficiently challenging to ensure that more-able pupils achieve as well as they can.

64. Teachers communicate extremely well with support staff helping pupils with special educational needs, identifying exactly how they would like each pupil to be supported in the context of the lesson. The notes that support staff make 'in reply' to this information is variable in quality. There is good teaching for pupils with English as an additional language. Effective use of several anagrams in an English lesson reinforced learning of *Macbeth's* vocabulary. Group work involving reading and rehearsing their parts were effective in promoting reading and speaking and listening in another lesson on *Macbeth*.
65. Leadership is satisfactory. Although there is no permanent head of department, teachers work hard to ensure good results, and there are strong aspirations to improve further. The school has also made good use of support from the LEA. A drive on improving examination results has reaped good rewards. However, there is insufficient subject specialist support, especially for less experienced staff. Day-to-day management is good, for example, in helping teachers to tackle effectively recent issues of behaviour. The department has no established links with primary schools. Pupils' use of ICT in English is underdeveloped. Since the last inspection, standards in Years 9 and 11 have improved well, as have achievement, pupils' attitudes and assessment. Therefore, overall, there has been good improvement.

Language and literacy across the curriculum

66. Language and literacy skills are satisfactory. There is a good whole-school drive on improving pupils' literacy and subject departments are responsible for incorporating literacy outcomes into their lessons. However, in practice, some departments are more successful than others. For example, good verbal contributions by pupils are encouraged in physical education and music, but there are insufficient opportunities for extended speaking in history. Extended writing is encouraged in history, but less so in science and geography. The quality of marking of written work varies considerably between and within departments. Where pupils are given the opportunity to talk or write at length, they respond well. Pupils listen well to one another.

MODERN FOREIGN LANGUAGES

Provision in modern foreign languages is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- In the minority of lessons where teaching is good or better, it enthuses and engages pupils so that they achieve well.
- Some teaching is dull and unchallenging, with too little use of the foreign language.
- Effective and detailed planning supports the learning of all pupils.
- Leadership and management are ineffective and have insufficient focus on raising standards.
- Pupils in Years 9 and 10 have the opportunity to study a second language after school through an ICT-based course.

COMMENTARY

67. In 2003 the GCSE French results were well below the national average, with girls doing particularly badly. Results improved in 2004, although they remain below average. The results of girls are much better but those of boys are still well below average. Too many pupils do less well in French than in their other subjects. A small number of pupils took Spanish GCSE and did well, especially the girls, whose results were well above average. Standards are average by the end of Year 11, although lower in Spanish.
68. By the end of Year 9, standards are in line with those reported nationally. However, standards vary according to the quality of teaching and learning. Girls are doing better than boys and the gap between the attainment of boys and girls is greater than it is nationally. Pupils start Spanish later and have fewer lessons. Standards are below average in Spanish by Year 9.
69. Overall achievement is satisfactory. However, there is a wide range of achievement. The reasons why some pupils achieve better than others are closely linked to differences in the quality of teaching. Although the overall quality is satisfactory, it ranges from unsatisfactory to very good. In the minority of lessons where teaching is good or better, pupils have an exciting learning experience. Lessons start briskly and this pace is well maintained. Engaging activities keep pupils interested and they practise all the skills needed to learn a language. Pupils and teacher interact well together and relationships are very good. Some pupils are doing better than might be expected because they respond very well to the teacher's high expectations and are determined to do their best. Overall, the achievements of different groups of pupils such as those with special educational needs or English as an additional language vary according to the quality of teaching. Where this is good or very good, so is their achievement. Where teaching is less effective, these pupils, along with the rest, make less progress.
70. However for a minority of pupils the experience is very different. Their lessons start slowly and they are given far too long to complete each activity. Pupils do not hear the teacher speak enough French. Little account is taken of pupils' different previous attainment and everyone is given the same task to do. The most able are not sufficiently challenged and the least able are not supported effectively enough. Some pupils are frustrated and struggle, while others are bored and disinterested and, at times, misbehave.
71. Leadership and management are unsatisfactory. The subject leader does not provide a good role model for teaching and learning for other staff. The work of the department is not sufficiently well focused on raising attainment or improving the consistency of teaching and learning. Strategies for tackling and addressing the issues in the department are not rigorous enough.
72. Improvement since the last inspection is just satisfactory because standards are higher and some teaching is now good.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Leadership and management are unsatisfactory because there is no clear evidence of performance analysis or strategies to bring about improvement.

- Achievement is good overall, despite unsatisfactory provision, because of the good attitudes and levels of motivation of pupils and effective whole-school support systems.
- Individual lesson plans are very detailed and help support learning. However, although satisfactory overall, there is wide variation in the quality of teaching.
- The use of ICT and planning for investigative mathematics are insufficient to support learning effectively.

COMMENTARY

73. Overall results in national tests and examinations at the end of Year 9 and Year 11 in 2003 were well below national averages. In comparison with similar schools, they were above average in Year 9 and close to average at GCSE. Provisional results for 2004 were a little better for Year 9, and were below average overall, but were significantly better at GCSE, where they were broadly in line with national averages. However, the performance of girls was below average and much worse than that of boys, as has been the case in previous years.
74. Standards of work from inspection evidence are below average by Years 9 and 11, but not significantly so by Year 11. The quality and quantity of work, however, are inconsistent and many books show evidence of incomplete and insufficient work. By the end of Year 9, higher attainers use algebra, including quadratic functions, well in identifying patterns. The work seen in Year 11 shows a sound understanding of the basic concepts of probability. No evidence was seen of pupils using mathematics as an investigative tool and there is limited evidence of significant use of ICT. Pupils with special educational needs achieve satisfactorily: the support they receive in lessons is usually satisfactory. Pupils from the wide range of minority ethnic backgrounds achieve as well as others.
75. Achievement is satisfactory in Years 7 to 9 and good, and improving, in Years 10 and 11. Achievement is generally good in national tests and examinations because of the good levels of motivation of pupils and because there are good systems in the school for providing examination support to pupils. Good support from senior staff has also enabled at least satisfactory achievement to be maintained.
76. Teaching and learning are satisfactory. The quality is wide ranging, and results in some wide variations in achievement in lessons. When teaching is very good it reflects considerable understanding of pupils' needs. Very good teaching recognises what pupils have previously learnt. The opinions of all pupils are valued, which promotes their learning and helps to assess it. As a result pupils are positively engaged in their learning and explain their mathematical reasoning using the correct vocabulary. Pupils effectively identify links within geometry because of the range of well-timed tasks. Lower-attaining Year 11 pupils competently explain the value of statistics in real-life situations and recognise the need to analyse sets of corresponding data to explain trends. In lessons where learning was unsatisfactory, this was either due to weak management of behaviour or limited awareness of pupils' needs. Despite this the quality of lesson planning is generally very high and the detail is good. Planning closely corresponds with national strategies for teaching and learning. Assessment procedures follow the school policy but pupils are insecure about how well they are doing and what they need to do to improve. There is no evidence of the use of analysis of data to identify patterns or trends to inform planning.

77. Leadership and management are unsatisfactory. There was no clear evidence of any analysis of performance or action to influence change in support of either departmental needs or aims of the school. The school has similarly identified this deficiency and additional outside advice has been sought. The current leader of the department was absent during the inspection. The response of staff within the department during the inspection remained positive because of the strong support provided by the senior staff and the good use made of external support. However, this level of support is unsustainable in the long term. In the meantime, the issues of consistency in the achievement and teaching and learning of pupils remain to be resolved, as do issues with assessment and opportunities for investigative work and regular use of ICT.
78. Improvement since the last inspection is unsatisfactory. The previous inspection noted that leadership and management were strong, but they are now unsatisfactory. ICT remains underdeveloped and there is still a lack of investigative work.

Mathematics across the curriculum

79. Pupils' mathematical competence throughout the school is adequate for their studies. There is satisfactory work in geography and history, where the use and interpretation of graphs and tables of figures are a regular feature. Pupils' routine number skills are accurate in modern foreign languages and science. In ICT, numeracy skills are good, as shown in spreadsheets and the development of programs to control objects. There is little evidence that the school's numeracy policy is co-ordinated across departments beyond a note in schemes of work. No evidence was found of any whole-school activity to raise the awareness and understanding of the uses of mathematics outside the mathematics department.

SCIENCE

Provision in science is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' achievements in GCSE examinations are good.
- Teaching is good; the best lessons are very good, and pupils learn well.
- Provision for gifted and talented pupils is only satisfactory.
- Evaluation of the performance of the department is good.
- ICT and investigative work are not used often enough in lessons.
- Pupils do not have enough opportunities for extended writing about science.

COMMENTARY

80. Pupils' results in the Year 9 tests in 2003 were below average but, when compared with their prior attainment, they were well above expectations. The 2004 results were better and overall in line with the national average though the proportion of pupils reaching the expected level remained below. The proportion of pupils gaining higher levels was average. The 2004 GCSE results were in line with the national average and a good improvement on those of the previous year, although the improvement was not as good as in many other subjects. Module test scores for Year 11 show that this improvement is being maintained. Standards in the work seen are about average by Years 9 and 11. They vary between well above and well below average. The practical skills and

understanding shown by the most able pupils are well above average; for the less able, standards are below average. Boys and girls do equally well but pupils' literacy and numeracy skills in science are weak.

81. Achievement in tests and examinations is good because pupils do better than is predicted using their earlier test scores. Achievement is good in lessons in all years; this happens because teaching is demanding and lessons proceed at a good pace. Practical skills are learned quickly and pupils master demanding concepts. Pupils with special educational needs do well but achievement by gifted and talented pupils is only satisfactory because the work is not demanding enough. The achievement of pupils from all ethnic groups, including those with English as an additional language, is good. Analysis of the work of a pupil learning English showed accurate use of scientific vocabulary to describe circulatory system and functioning of the heart.
82. Teaching and learning are good in all years. The best teaching is interesting and very demanding, and relationships are very good, so that pupils work hard, enjoy science and behave well. Teachers' demonstrations are used well and instructions are very clear. As a result, pupils know what to do, work quickly, co-operate well and succeed with their tasks. Although ICT is not used often enough, it is used very well in some lessons and provides good opportunities for pupils to learn to work independently. Good planning provides sequences of short tasks that hold the attention of less able pupils so that they learn well. Scientific terms are carefully explained and pupils are taught to summarise their work well. However, they do not have enough opportunities for extended writing about science. Although pupils are often asked to make predictions and to explain them, the skills of investigation are not taught often enough and pupils lack opportunities to work independently. Sometimes when explanations are not clear enough, pupils become uncertain and learning slows.
83. Leadership of the department is satisfactory and its management is good. Records of pupils' marks are thorough and evaluation of the records leads to strategies for raising standards by improving teaching. Extra classes are provided to improve GCSE grades but gifted and talented pupils do not receive sufficient support. The national strategy for Years 7 to 9 is not used consistently by all staff. There is a good blend of new and experienced teachers but the school has had difficulty in recruiting staff. In 2004, this adversely affected standards in Year 9.
84. Improvement since the previous inspection is good. Achievement, teaching and behaviour, which were satisfactory last time, are now good. Learning targets are set for pupils but ICT is still not used enough by pupils in lessons. New teaching plans are being produced and GCSE results are improving.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

MAIN STRENGTHS AND WEAKNESSES

- All pupils in Years 7 to 9 follow a successful course based upon the National ICT Strategy.
- From Year 10 all pupils follow an accredited ICT skills course which supports high standards.
- Very good teaching and learning lead to very good examination results.
- Assessment is very good in ICT courses.
- In many subjects teachers do not make the best use of pupils' good ICT skills.

COMMENTARY

85. In 2003 the double award GNVQ ICT examination results were above average for A* to C grades. The performance of all pupils improved significantly in 2004, shown by very good results in which all candidates gained the equivalent of four A* to C grades. This represents very good achievement and places results at a well-above-average level.
86. Achievement in Years 7 to 9 is good overall. There are no significant differences between the achievement of different groups. Boys and girls achieve equally well, as do pupils from different ethnic groups. Able pupils are challenged well. Some very good work was seen in all lessons and in pupils' books. In a Year 8 lesson pupils were making very good progress in learning to construct Web pages using a programming language rather than a less demanding method. By Year 9, standards attained are above average.
87. In Years 10 and 11 the GNVQ course is taken by about one third of pupils. Achievement in Year 10 is good overall and very good for a significant proportion of pupils. By Year 11, achievement for GNVQ pupils is very good overall and excellent for some. Standards are well above average and pupils make very good progress. Standards are good in the ICT skills course. Pupils make very good progress in the weekly sessions and achievement is very good. In the current Year 11, those who do not take the GNVQ course do not sustain the high rate of progress because opportunities to use ICT in other subjects are too variable.
88. Teaching in the ICT department is very good. There are detailed and challenging schemes of work which ensure that pupils cover all of the required aspects of ICT in all years. Lessons are well structured and often very active and well prepared. Many interesting whole-class and group learning activities take place away from computers. Assessment is thorough in all ICT courses and very good in the GNVQ course. The ICT department provides a number of regular and demanding activities both inside and outside the school for gifted and talented pupils. These include digital film-making and an astronomy course in collaboration with Greenwich Observatory.
89. The leadership and management of timetabled ICT lessons and examination courses are very good. Greatly increased provision and significantly improved standards are the result of much hard work in recent years. There has been very good improvement in both provision and standards since the last inspection.

Information and communication technology across the curriculum

90. The use of ICT to enhance teaching and learning in subjects is satisfactory overall, but not enough use is made of computers in English, mathematics, science, design and technology and geography. Nonetheless, pupils' skills in using computers are good across the school. The number of computers is better than average for a school of this size and includes portable machines which can be moved to some, but not all, departmental areas. A significant number of interactive whiteboards have been installed and are now being used effectively in a number of departments. In some subjects, pupils are frequently involved in the use of the boards, manipulating computer-generated data in whole-class activities. However, the number of subjects where insufficient use is made of the school's resources and of the good ICT skills which pupils develop in ICT lessons is significant. In several subjects there is little reference to ICT in schemes of work. Opportunities for using ICT to monitor and analyse data or activities are lacking in science and physical education, and in design and technology there is insufficient use of computer-aided manufacture and control technology. There is little ICT equipment in the special educational needs department. Since the last inspection there has been satisfactory improvement in cross-curricular use of ICT but whole-school planning and monitoring is insufficiently developed.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- GCSE results in 2004 were above the national average for 2003.
- Opportunities for fieldwork are too limited in Years 7 to 9.
- There is good analysis of results and review of priorities for raising standards.
- Marking and the use of National Curriculum levels for assessment are good.
- Too little use is made of computers as a tool in learning.
- Teaching and learning lack variety.

Commentary

91. GCSE results were well below average in 2003 for both boys and girls, and pupils did better in their other subjects. They rose significantly in 2004 to a little above average. Girls attained above-average results compared to girls nationally and did significantly better than boys, whose results remained below average.
92. Standards in Year 9 are below national averages. Pupils achieve satisfactorily overall compared to their standards on entry in Year 7. Progress in skills is good in comparison to pupils' very low standard on entry. Pupils with special educational needs achieve similarly to others because they are provided with effective support in lessons. No significant variation in standards was seen on the basis of ethnicity or gender. In Year 9, the unsatisfactory attitudes of some pupils, both boys and girls, lead to underachievement. Pupils' written work is generally weak as for many their literacy skills are weak. Graphical and numeracy skills are below average. Higher-attaining pupils work well but are not challenged rigorously enough.

93. Standards by Year 11 are below national averages. Pupils achieve well, however, including those who have special educational needs, in relation to their low standards both on entry and at the end of Year 9. Literacy standards of many pupils are weak and this has a negative effect on their progress.
94. Teaching and learning are satisfactory. Teachers have good subject knowledge and this supports learning. Most lessons are planned carefully but there is some over-reliance on worksheets at the expense of more innovative teaching strategies. Pupils' books are very thoroughly marked and individuals are provided with good guidance on how to improve their work. National Curriculum levels are used effectively to give pupils an understanding of the standard they have achieved. Homework is set well to consolidate and extend pupils' knowledge and understanding. In the one unsatisfactory lesson, pupils' attitudes and concentration were unsatisfactory and the tasks set and class management were inadequate. More-able pupils are not always sufficiently challenged. An insufficiently wide range of tasks is used to meet their needs.
95. Leadership and management are satisfactory. Careful analysis of examination performance is carried out and the right priorities have been identified to raise standards across all years. Assessment is good and data is used effectively. However, fieldwork is only available for pupils on the GCSE course, which is a weakness. Too little use is made of ICT as a tool in learning. Improvement since the last inspection is satisfactory, particularly in marking, standards at GCSE and the development of basic skills as well as the use of strategies to improve literacy. Not enough attention has been given to widening teaching and learning methods, the provision of fieldwork in Years 7 to 9 and the use of computers.

History

Provision in history is **good**.

Main strengths and weaknesses

- Leadership and management are good.
- The quality of teaching is good.
- There is good curricular provision.
- Assessment practice is insufficiently developed.

Commentary

96. Standards seen at the end of Year 11 are below national averages. This is reflected in the GCSE examination results for 2004 where the percentage of A* to C grades attained was below the national one. However, this percentage has risen slightly from several years ago and all pupils gained a grade A* to G in 2004. Girls performed better than boys. Standards reached by Year 9 are below national expectations mainly because of the weaknesses in the literacy skills of a significant minority of pupils. However, by Years 9 and 11, pupils' achievement is good because they enter the school at a standard well below the national average. Boys and girls and pupils from different ethnic groups all achieve equally well. Pupils' positive attitude to the subject is an important factor in their achievement.

97. Teaching and learning are good across the school. Very good subject knowledge, together with good use of stimulating resources, helps pupils to engage well with the work in hand. For example, in a Year 10 lesson on the American Depression, pupils became absorbed in selecting photographs which they decided best explained its impact upon ordinary people. Teaching does not incorporate sufficient time for pupils to develop their speaking skills in order to express and develop their ideas.
98. Leadership and management are good. The recently appointed teacher-in-charge has a clear vision for the subject which includes good opportunities for able pupils to extend their learning. Areas of work such as research into nineteenth century intellectual development provide good challenge and stimulation for higher attainers. The curriculum is good because, despite low allocation of teaching time, pupils are enriched by the study of units such as The Renaissance and Black Civil Rights in America. Assessment is not closely enough linked to the use of National Curriculum levels. Nor is there sufficiently rigorous data analysis to identify how well different groups of pupils are learning.
99. Improvement since the last inspection is good. The quality of teaching is good or better in all lessons seen and there has been very good development of the library and of technology such as the use of the interactive whiteboard.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Short course GCSE results were good in 2004.
- Teaching and learning are good with some that is very good.
- Lessons contribute well to pupils' spiritual, moral, social and cultural development.
- There are no visits to places of worship or links with different faith communities to raise pupils' awareness of the effect of faith on individual believers.
- Insufficient teaching time is allocated in Years 7 to 9 to enable the programme of the Agreed Syllabus to be covered in enough depth.

COMMENTARY

100. In Years 10 and 11 all pupils follow a GCSE short course. Results in 2003 were well below the national average but rose to being in line with the national average in 2004, indicating good achievement and significant improvement from 2003. Girls' performance in 2004 was higher than that of the boys and the gap between boys and girls at the school was wider than the gap nationally. Results in the 2001 and 2002 have been close to the national average.
101. Standards in Year 9 are below the expectations of the locally agreed syllabus. Standards on entry in Year 7 are well below expectations but, as a result of good teaching and pupils' positive attitudes, achievement is good. Pupils show a growing grasp of religious symbolism and the major characteristics of world faiths. Their literacy skills are weak, however, and this restricts their progress.
102. Standards by Year 11 are average, but pupils achieve well, however, in relation to their standards on entry, both in Year 7 and at the end of Year 9. Pupils have a satisfactory grasp of issues associated with the sanctity of life and they understand that religious and moral issues frequently produce contrasting views. Across the school, pupils with English as an additional language and those with special educational needs make equivalent progress to their peers. No significant differences were observed in lessons between the standards of different ethnic groups. But in all years overall, girls attain at a higher level than boys.
103. Teaching and learning are good, with some very good practice. Teachers make effective use of national guidance for Years 7 to 9. They are clear about what pupils are to learn and begin lessons with exercises that quickly interest and engage them. Teaching methods are varied and appropriate. At the close of most lessons the quality of learning is tested effectively. Expectations are high and pupils are challenged to think and work independently or co-operatively in pairs or groups. Most pupils respond positively and learn quickly as a result. Learning is good overall and in the best lessons pupils make very good progress in developing their knowledge and understanding. In a Year 11 lesson, for example, in a very well planned and structured lesson, pupils made very good progress in their knowledge and understanding of the sanctity of life when discussing abortion. Not enough attention is given to matching work to the full range of ability and at the moment the more able are not always sufficiently challenged. Where teaching assistants have been allocated to lessons, they are deployed effectively.

104. Leadership and management are satisfactory. The head of department has a clear vision and appropriate strategies to raise standards. Assessment, however, needs to be improved. Criteria for levels of attainment identified in the agreed syllabus are not used to enable pupils to know how well they are working and how they can improve. The leadership is committed and competent and there is a clear aim to raise standards. There are no planned visits to different places of worship or links with faith communities to raise pupils' awareness of the impact of a particular faith on the individual. Little use is made of computers as a tool in learning.
105. Improvement since the last inspection is good. A short-course GCSE has been introduced in Years 10 and 11 and pupils' knowledge of religious beliefs and values has improved. However, the time allocation in Years 7 to 9 is below that recommended and results in some parts of the locally agreed syllabus being covered too thinly. The range of teaching strategies has improved and pupils are now required to think more and act as independent learners. The subject continues to make a good contribution to pupils' personal development.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- The leadership is good and there is a clear direction for future development based on secure departmental self-evaluation.
- Teaching is good, sometimes very good, and this leads to good achievement.
- Standards in resistant materials and graphic products are high but are below average in food technology.
- Insufficient use is made of ICT to support and enhance learning.

COMMENTARY

106. Standards on entry in Year 7 are low and pupils come with varied prior experiences of design and technology. By the end of Year 9, standards are in line with national averages, representing good progress and achievement for most pupils. These standards are higher than those suggested by the Year 9 Teacher Assessments for 2004, for which the marking was too harsh. Overall attainment at GCSE in 2004 was just above the national average and was a significant improvement on 2003, again showing good progress and achievement for most pupils. Girls' results in 2004 were in line with national averages for girls but boys' results were well above the national average for boys. As a consequence the gap between boys' and girls' attainment at the school is much smaller than that found nationally. However, performance in food technology was not as good as in other areas. There is no clear trend in Year 11 results over the past three years. Overall, standards by Year 11 are in line with national averages, although better in resistant materials and graphics than in food technology, where they are below average.
107. In Years 7 to 9, pupils develop effective approaches to designing and making and acquire a range of practical skills. The achievement of more-able pupils in Years 7 and 8

is restricted by the nature of the workbooks used. In Years 10 and 11, pupils develop more independence and produce creative design solutions. The quality of pupils' coursework is satisfactory in all specialist courses, and standards are notably high in resistant materials and graphic products. There are currently no Year 10 pupils studying GCSE food technology. Across the age range pupils from minority ethnic groups achieve well. Teachers plan the support for pupils with special educational needs well, and the quality of the work by teaching assistants is satisfactory. As a result they also achieve well.

108. The quality of teaching is good overall and sometimes very good. However, on one occasion a lesson observed during the inspection was poor. The high quality teaching is supported by strong subject knowledge and detailed planning which effectively matches high expectations and teaching strategies to pupils' learning needs and interests. These lessons are well structured and led by enthusiastic teachers. The elements of the national strategy for Years 7 to 9 are well established across the department.
109. The leadership of design and technology is good. Strengths and areas of development across the department are known as a result of detailed self-evaluation and monitoring. Subject documentation is good and there are secure plans to move the subject forward and to raise standards. Curriculum requirements are met but the use of ICT is underdeveloped across all year groups. The use of computer-aided manufacture (CAM) is underdeveloped in Years 10 and 11, as are aspects of the teaching of systems, mechanical and electrical control in Years 7 to 9. There is insufficient technical support for the subject.
110. Assessment systems are effective and information is used well by teachers to assist their planning and to pitch their expectations of pupils at the right level. In Year 10, a newly introduced monitoring system aims to help pupils to be clearer about what needs to be done to improve standards and meet deadlines.
111. Improvement since the last inspection is good. Standards are higher at the end of Year 9 and at GCSE. The quality of teaching is better and pupils' progress and achievement are stronger over both Years 7 to 9 and Years 10 to 11.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- Achievement is unsatisfactory in Years 7 to 9.
- Pupils show mostly positive attitudes to art and design.
- There is insufficient curriculum time in Years 7 to 9.
- Use of sketchbooks is a significant weakness across the age range.
- Not enough use is made of ICT to support and enhance learning.

COMMENTARY

112. Pupils begin Year 7 with varied prior experience of the subject. Standards are below average by the end of Year 9. They are not as high as suggested by the Year 9 Teacher Assessments for 2004, indicating that these were on the generous side. For many pupils, the low standards of work represent underachievement, particularly for those with strong artistic ability and talent. To some extent, the underachievement is a result of the lack of an art specialist for over a term. A new specialist took over very recently. GCSE results in 2004 continued a good three-year trend of improvement but were still a little below the national average. Girls' attainment at GCSE was in line with the national average for girls but boys' attainment was well below the national average for boys. Overall, pupils achieved less well in art than in their other subjects. Standards of work remain below average by Year 11.
113. In Years 7 to 9, pupils acquire a range of skills and develop their understanding of the formal elements of art. Their critical and analytical skills are satisfactorily supported through the study of the work of other artists and art movements. However, too much of the work is based on observation. It does not involve the development and expression of ideas and emotion and so lacks imagination. There is limited curriculum time in Years 7 to 9 to develop pupils' artistic abilities and understanding adequately. The achievement in Years 10 and 11 is stronger, and is satisfactory, particularly in Year 11, where pupils show independence in the production of their individual pieces. Pupils are mostly positive in lessons but on occasions their levels of application and interest are not as good as they should be.
114. There are some inconsistencies in the quality of teaching but it is satisfactory overall. Lessons are not planned in sufficient detail and levels of challenge and expectations are not always high enough or well matched to pupils' abilities, learning needs and interests. There is some effective reference to the work of other artists to support pupils' own art-making. The use of sketchbooks, however, is a significant weakness in all year groups. Sketchbooks are not used effectively enough to help pupils develop ideas through personal observations and experimentation with different media.
115. Leadership and management are unsatisfactory. The very recently appointed teacher-in-charge has identified some appropriate actions for developing the subject and raising standards but it is too early for these to have had a significant effect. Aspirations for the subject are not set high enough. The assessment systems for Years 10 and 11 are effective but those in place for Years 7 to 9 are unsatisfactory because they do not directly relate to National Curriculum standards for the subject. Nor is assessment information used effectively to inform planning. The take-up for art and design in the current Year 10 is low. There are insufficient opportunities for the use of ICT and three-dimensional work. The equipment for ceramics, including the kiln, is out of use and the ICT resources are outdated. There is no technical support for the subject.
116. The improvement since the last inspection is unsatisfactory. Standards have fallen across the age range and the quality of teaching and learning is lower than reported in 1999.

Drama

Drama was not inspected in depth. In the one drama lesson observed, in Year 8, the teaching was excellent. Pupils responded very well as they learned the principles of spontaneous

improvisation and applied them enthusiastically and to a high standard. The GCSE results for 2004 were below average but better than those of 2003. Boys did better than girls in relative terms.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Most pupils enjoy their music lessons.
- The number of pupils taking GCSE has risen steadily in recent years, and results show a rising trend.
- Pupils do not have sufficient access to music technology, particularly to computers equipped with composing software.
- Good use is made of resources available outside the school.
- Strategies to engage and motivate pupils in Year 9 lack variety.

Commentary

117. The number of pupils entered for GCSE in 2004 was too small to compare results with national figures, but these pupils gained grades in line with those of other subjects which they studied. During the inspection it was not possible to observe a Year 11 lesson. The evidence from pupils' work and interviews with them show that they are attaining broadly in line with standards expected for their age, although they admit to finding the listening component of GCSE difficult. Nonetheless, the achievement of pupils in Years 10 and 11 is good.
118. Pupils in Year 9 are not quite reaching the standards expected for their age. Their listening and performing skills are weak. Consequently, although they have some good ideas for composing, they find it difficult to perform them accurately. The achievement of pupils from Years 7 to 9 is satisfactory. Pupils improve well in composing but their performing and listening skills remain below expectation.
119. Teaching and learning are satisfactory in Years 7 to 9 and good in Years 10 and 11. Pupils' individual strengths and needs are well known and they are given good individual guidance, which older pupils find particularly supportive. Questions in class are carefully targeted to challenge pupils of all levels of ability and make them think. Written work is helpfully marked. However, the behaviour of a small minority of Year 9 pupils is not well managed, and the work set for them is not always sufficiently practical. Time allocated to different activities in lessons is not always consistently well controlled, therefore pupils do not always have enough time to review their learning at the end. When allocated to the lesson, support staff are deployed effectively.
120. Pupils usually enjoy their lessons and most work well in them. Many have valued attending workshops with large professional orchestras and with the Household Cavalry musicians, finding these helpful in improving both their composing and performing.
121. Leadership and management are satisfactory. Leadership is good, with an enthusiastic vision of an inclusive musical ethos for the school and a desire to encourage pupils to engage with the subject. Management is satisfactory. Action required is noted but not

systematically prioritised. Information about pupils' standards of work is not shared with them enough, so they do not know what they need to do to raise their attainment further.

122. Improvement since the last inspection is satisfactory. Pupils are now consistently encouraged to use music-specific vocabulary. Lack of regular access to enough high quality electronic keyboards and computers with appropriate specialist software still constrains pupils' progress, especially in composing.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Good teaching and pupils' positive attitudes to learning contribute to good achievement in lessons.
- Pupils use their evaluative skills well, with a positive effect on their learning.
- The management of the department is unsatisfactory, although there is good day-to-day management
- The external facilities are unsatisfactory and have an adverse effect on the pupils' ability to play full-sided games.

COMMENTARY

123. A small proportion of pupils take GCSE physical education. Results in 2003 were well below average and remained very low in 2004. Boys performed better than girls but the majority did not achieve well. This was due to the poor development of theory.

124. When pupils arrive in Year 7, their attainment is below average. Pupils in Year 9 have satisfactory skills in games, trampolining and health-related fitness and they achieve well. They have a good understanding of how to develop skills and improve their own and each other's performance effectively by observing and coaching. Their spatial awareness and creativity are not sufficiently developed. By Year 11, pupils' skills become more refined and precise, but the lack of a large playing space restricts their ability to refine the skills needed to play full games in sports such as football and hockey. A consistent approach to the expected behaviour and standard of kit, pupils' improved attitudes and a change of curriculum to suit their interests are having a positive effect on raising standards. Pupils with special educational needs in all years achieve as well as others and are often able sports players. There is no significant difference in levels of achievement between differing ethnic groups. Those with English as an additional language are well supported, especially through demonstration and further explanation. Pupils in Year 11 who are following a GCSE course show attainment that is below average, but are achieving satisfactorily relative to their previous attainment. This is an improvement on the last four years. However, the small number of lower-attaining pupils are not achieving well because they do not have a good grasp of key facts and show some confusion in their writing. Their notes are often incomplete and are not a good source of revision. The long-term recall for the majority is weak.

125. The consistent approach by specialist teachers has led to a far more positive attitude to learning by the pupils, especially the girls. They are now happy to practise skills and this leads to good achievement. Teachers' subject knowledge is used well to set challenging

tasks that build logically to the final activity. Literacy skills are well developed with thought-provoking question-and-answer sessions and well-planned opportunities to evaluate each other's work. Numeracy and ICT skills are not developed well when opportunities arise, nor are they extended sufficiently into the teaching of GCSE. Lower-attaining pupils struggle to keep up with their work because tasks are not geared to their ability. Assessment in the department is not yet used effectively to analyse data to highlight weaknesses in examination results or to track all groups of pupils accurately across the years. Day-to-day assessment in lessons is good and the teachers support individual pupils well.

126. There is good participation in the varied extra-curricular programme. Older pupils help to coach younger pupils in trampolining and groups of pupils visit the local dance centre. There are, however, a limited number of teams, largely because of staffing and lack of resources.
127. Leadership is satisfactory. There is a good team spirit that promotes constructive day-to-day discussion. Management is unsatisfactory. Departmental policies are not well focused. The risk assessment procedures and handbook are out of date and there is no formal monitoring of teaching or effective use of data from assessments. The head of department does not have a sufficiently good whole school perspective and hence is not always clear on why senior staff make the decisions they do and the wider impact of these beyond the impact on the physical education department. Improvement since the last inspection is satisfactory. Whilst results for the small proportion of the year group that take the GCSE course have deteriorated, standards and quality of teaching for all pupils have improved.

BUSINESS AND OTHER VOCATIONAL COURSES

A GNVQ course in leisure and tourism is provided as an option in Year 10. Discussions with pupils indicate that they are achieving well and that their standards of work are in line with national expectations.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

There are no separate lessons or provision for personal, social and health education. A number of whole-school activities such as assemblies address personal, social and health education, and other elements are taught through citizenship. However, the overall provision for personal, social and health education is unsatisfactory. This is due to the lack of a sufficiently well co-ordinated programme. Opportunities are lost to make use of the daily tutor-periods to deliver specific strands of personal, social and health education, although some use is made of these to teach careers in Years 9 and 10. There is no provision for careers education in Years 7 to 8.

Citizenship

Provision in citizenship is **good**.

Main strengths and weaknesses

- Teaching is good.
- The programme for citizenship is well organised.
- Good procedures for assessment are in place for Years 10 and 11.
- There are insufficient opportunities for pupils to develop their skills of enquiry and communication.

Commentary

128. Citizenship is taught in timetabled lessons in Years 7 and 8 and as an examination course at GCSE. Standards at the end of Year 11 meet expectations. The GCSE results in 2004 are in line with the school's overall results and national results for 2003. Standards of work seen confirm this as a future trend. Standards in Year 7 reflect pupils' low levels of literacy; however, work seen in Year 8 and 11 shows that achievement across the school is good.
129. Good teaching helps pupils to learn key ideas through a variety of teaching styles. Pupils in Year 7 explore issues of identity by analysing stereotypes and prejudice in well-structured discussion. Pupils in Year 11 have a secure knowledge of the role of local councils through good questions and written tasks. These assist preparation for the examination as well as developing a broader understanding of the tactics of a range of pressure groups. A sample of Year 11 coursework shows good engagement with issues such as the local crime rate and participation in a local charity race to support cancer research.
130. Leadership and management are satisfactory. The management of resources is good and there is good current curricular development in Years 7 and 8. Assessment practice is well established in Years 10 and 11, and is being well developed in Years 7 and 8. The library has been pro-active in producing a good website list to support examination coursework and booklists to support younger pupils. Other subjects have not been asked to explicitly identify opportunities for citizenship education. Pupils are able to participate in a well-organised school council. However, more co-ordination is needed to promote opportunities to develop pupils' skills in enquiry and communication and to ensure that suitable training and support are available to staff as needed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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