

# **INSPECTION REPORT**

## **BROOKVALE HIGH SCHOOL**

Groby, Leicester

LEA area: Leicestershire

Unique reference number: 120269

Headteacher: Katie Rush

Lead inspector: Bill Baxendale

Dates of inspection: 6<sup>th</sup> – 9<sup>th</sup> December 2004

Inspection number: 271592

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Secondary
School category:	Community
Age range of students:	11-14
Gender of students:	Mixed
Number on roll:	667
School address:	Ratby Road Groby Leicestershire
Postcode:	LE6 0FP
Telephone number:	0116 287 7551
Fax number:	0116 232 1670
Appropriate authority:	The Governing Body
Name of chair of governors:	Steve Goddard
Date of previous inspection:	18/11/1999

## CHARACTERISTICS OF THE SCHOOL

Brookvale High School is a smaller than average sized middle-deemed secondary school educating 667 students in the 11-14 age-range. The school has joint specialist Language College status with an upper school that shares the same site. A big imbalance in Year 8 means that there are many more boys than there are girls, even though girls outnumber boys in the other two years. The school is over-subscribed: annually it is unable to satisfy about 30 requests for admission. The students are from above average socio-economic backgrounds. The percentage of students known to be eligible for a free school meal is well below average. Students' attainment on admission is above average. The percentage of students identified with special educational needs is broadly average. Of these, an above average proportion has a statement of special educational needs mainly for social, emotional and behavioural, moderate and specific (dyslexia) learning difficulties. Other needs include physical difficulties, autism, speech and visual impairment. The proportion of students whose first language is believed not to be English is a bit higher than in most schools although none is at an early stage of learning. Other than specialist college grant, the school benefits from no other extra financial grants or awards. It has an Investor in People award; it received a school's achievement award in 2002 and holds an Eco-Schools award.

**INFORMATION ABOUT THE INSPECTION TEAM**

<b>Members of the inspection team</b>			<b>Subject responsibilities</b>
2928	W K Baxendale	Lead inspector	
19743	A Taylor	Lay inspector	
27416	T Howard	Team inspector	Mathematics
19214	G Price	Team inspector	English English as an additional language
20729	J Berry	Team inspector	Science
30973	G Hancock	Team inspector	Information and communication technology
15940	N Godfrey	Team inspector	Art and design
22524	S Innes	Team inspector	Design and technology
22849	R Catlow	Team inspector	Geography
31191	D Sylph	Team inspector	History Citizenship
3793	J Ratcliffe	Team inspector	French German
12475	S Johnson	Team inspector	Music
3943	D Innes	Team inspector	Physical education Special educational needs
18447	R Cohen	Team inspector	Religious education

The inspection contractor was:

ISIS

3, Harrowby Road  
West Park  
LEEDS  
LS16 5HN

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Brookvale High School provides a **satisfactory** education. Standards are above average and achievement is satisfactory for both boys and girls. Teaching and learning are satisfactory. Joint specialist Modern Foreign Languages College status brings significant benefits. Leadership and management are satisfactory. Satisfactory governance holds the school increasingly well to account. Considering the low average cost of educating each student with a satisfactory quality of education and above average standards, the school provides **good** value for money.

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

- There is very good teaching and achievement in mathematics and drama.
- There is good provision in English, design and technology, art, music and physical education.
- There is too much unsatisfactory behaviour that affects achievement adversely.
- Underachievement among middle attainers, especially in Year 9 lowers standards.
- There is good commitment to vulnerable students and those with specific learning needs
- The checking of learning quality by leaders and form tutors lacks sufficient rigour.
- Teaching and learning in information and communication technology (ICT) are poor.
- There is a good, well-supported programme of enrichment activities.
- Links with the college on site are under-developed.

Improvements since the previous inspection are satisfactory. The major recommendations have been tackled; middle managers are more adept at doing their jobs, performance management systems operate and, with scope for improvement, assessment practices are now satisfactory. Reporting to parents is more frequent and improving. Computer provision is better, but there are big residual weaknesses in teaching and learning in ICT. Standards are higher, but misbehaviour affecting achievement appears to have increased.

### STANDARDS ACHIEVED

National test results are **above average** compared with all schools nationally and with similar schools, except in science. Standards seen in the inspection are **above average**. Students' key skills in using English and mathematics improve well. Achievement is **satisfactory**. Students do best in practical work; achievement in music, physical education, art, design and technology is good. Resulting from very good teaching and learning, achievement is very good in mathematics and drama. Students also do well in English. When channelled effectively, students' oral work is very good. There is room for improvement in science, mainly because not enough of the work gives students hands-on experiences. Students with special educational needs get good help from learning assistants and they achieve well. Girls reach higher standards than boys but their achievement rates are about the same. Students from ethnic minorities achieve better than most. Inattentiveness in class too often detracts from achievement, which could be better among some middle attainers. Achievement in ICT is unsatisfactory.

Results in National Curriculum tests at the end of Year 9, compared with:	all schools			Similar schools
	2001	2002	2003	2004
English	A	A	C	A
mathematics	A	A	A	B
science	A	A	A	C

Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils have attained similarly at the end of Year 6.

Students' personal development, including their spiritual, moral, social, and cultural development is **satisfactory**. Social and cultural development is good; moral development is satisfactory, but spiritual development is unsatisfactory; the results are seen in the students' sometimes unthinking behaviour patterns. Students' attitudes to learning are **satisfactory**. They like coming to school; they are confident and conduct themselves well around the school. Overall, however, their behaviour is **unsatisfactory** because many are immature, sometimes being insolent in front of teachers in class. Attendance is **very high**.

### **QUALITY OF EDUCATION**

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory**. Assessment is also **satisfactory**. Teaching in mathematics is very well put together: learning is very good, as a result. Practical work leads to good learning in art, design and technology, music, physical education, especially dance. Good teaching in English brings good achievement with it, too. Teaching and learning are satisfactory in humanities subjects and they are patchy in science and unsatisfactory in citizenship. Some French teaching is outstanding, but some loses students' interest. Teaching and learning are poor in ICT. Teachers have to work very hard to maintain discipline: most do so very well, but others fail so achievement is undermined. The curriculum caters satisfactorily for students' needs and work done to help lower attainers is good, as is that to help those experiencing personal problems with school. There are some problems with the ways classes are organised in Years 8 and 9; inspection evidence suggests that middle attainers in Year 9 achieve less well than they should. Good provision of enrichment activities outside lessons is well attended. Care, guidance and support for students are satisfactory overall, as is the partnership with parents and the community. Opportunities to work closely with the upper school on site are under-developed.

### **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall.** Leadership reacts to situations rather than being innovative, but very tight finances and problems recruiting teaching staff pose great challenges. Teamwork among senior leaders and middle managers is generally strong. There is room to improve the ways senior leaders and middle managers check on the quality of provision for which they are responsible. Work still needs to be done to raise standards in science and ICT and to establish an ethos of greater common endeavour to overcome some students' unsatisfactory behaviour. **Governance is satisfactory.** The active governors have clear aspirations and know-how for raising standards.

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

Parents see this as a good school. They think it makes their child work hard. They are comfortable talking with the school and they appreciated the way the school helped their child to settle in. Parents do have justified reservations about misbehaviour and some unsatisfactory teaching. Students enjoy coming to school, saying that they also have to work hard when present. They feel teachers are interested in their views and that they are trusted. Many also have justified reservations about the way misbehaviour can affect their own and others' achievement.

### **IMPROVEMENTS NEEDED**

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

- Continue to work hard to improve behaviour and to establish a culture of greater endeavour among students, especially among middle attainers;
- Increase the rigour by which senior leaders and tutors check learning and achievement;
- Improve ICT provision;
- Make better use of links with the college on site.

and, to meet statutory requirements:

- Comply with the requirement to provide a daily act of collective worship.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is **satisfactory**. Standards are **above average** overall and are rising slowly. National test results for 14 year-olds are better than those of similar schools; except in science. Students' literacy and numeracy skills are above average and key ICT skills also help them in presentation and research. There was underachievement in English in 2003, but this has been cured. Students with special educational needs achieve well, as do the most able. Overall, boys and girls now achieve equally well. Students from ethnic minorities achieve better than do others. Inattentiveness and misbehaviour undermine achievement too frequently.

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

- Students achieve best through hands-on experiences.
- Achievement in mathematics and drama is very good.
- Achievement is too often undermined by inattentiveness and misbehaviour, especially among middle attainers in Year 9.
- Students from ethnic minority backgrounds often achieve better than others.
- Achievement in ICT is unsatisfactory.

#### **Commentary**

1. National test results at the end of Year 6 suggest above average standards among 11 year-olds, on entry. They are also above average when students leave at the end of Year 9. The 2003 national test results showed a fall over previous years, owing to a decline in English results. As a result, the school put a lot of work into raising English standards; this paid off, as English results rose substantially in 2004. However, results fell a little in mathematics and science.
2. Over time, test results have not kept up with the national trend of improvement. However, thorough work carried out in collaboration with the LEA shows that in 2004, results in English were much better than would have been expected for the proportions reaching Level 5, the one expected of 14 year-olds, and similarly so for mathematics and science. There was substantial under-performance for higher grades, 6 and above, in science but students hit about the expected rates in mathematics and English. Generally, higher attainers achieve rather better than others, not least because the school organises classes to suit them and provides effectively for its more and most able. Downsides to this provision are discussed elsewhere in this report; they relate to inattentiveness and consequent underachievement among some, mainly middle, attainers.
3. Average point scores in 2004 were above average compared with all schools nationally and with similar schools, mainly because students did so much better in English. The school has pruned its targets for the coming year, better to reflect students' attainment on entry. It has not quite managed to hit its annual targets each year since the previous inspection, though standards have risen, to an extent, across the board.
4. Teacher assessments are massively over-ambitious in humanities, science and physical education, largely because the teachers have no direct access to what happens in GCSE in Years 10 and 11: this is an area where collaboration with the sister school on site is lacking.



5. Overall, boys and girls achieve equally well compared with their gender nationally. In 2003, the school saw the under-performance of boys as the concern in English. Curative measures have worked as boys and girls are doing about as well as each other from their starting points.
6. The few students from an ethnic minority do better than the rest. The points scores of students from an Asian background were well above the rest in 2004 and analyses show that the rate of improvement among students from minority ethnic backgrounds is rising more rapidly than the rest of the school.

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

Standards in:	School results	National results
English	36.4 (33.2)	N/A (33.4)
mathematics	37.9 (38.3)	N/A (35.4)
science	34.7 (36.0)	N/A (33.6)

*There were 219 students in the year group. The 2004 results have not yet been validated. Figures in brackets are for the previous year*

7. Achievement is satisfactory, although some difficulties in recruiting suitable staff are barriers to raising standards. Considering the adverse impact of inattention and misbehaviour, many students, mainly middle attainers in Year 9, have the potential to achieve more. Such students appear, nonetheless, able to do at least two things at once, making satisfactory progress in class whilst deep in discussion of matters other than the work some teachers set. Cumulatively, however, such students underachieve and often bring down the achievement of others in the classes they disturb.
8. The students' above average standards of language and literacy help achievement. Students have good opportunities to develop oral work: their speaking and listening are generally above average. The library is used well by many students to extend their reading interests. A good range of writing in several subjects helps students to extend their skills. In art teachers focus well on improving literacy through very good discussions that stimulate interest. Careful attention to grammatical constructions in French and German raises very effectively students' awareness of how languages work.
9. Students' mathematical skills are above those expected nationally; they help their learning satisfactorily in the use of graphs and a wide variety of calculations in science. Good graphic skills and presentation of data in a variety of forms improve learning in geography and accuracy is improved by careful measurements taken in design and technology.
10. Students' competence in using ICT is satisfactory, but the overall provision is unsatisfactory, as they have patchy experience of extending skills and learning across the curriculum. Good use is made of ICT in subjects such as French, German, English and history. In these subjects standards are rising because the use of ICT is enriching students' experiences and improving the presentation of their work. Other subjects such as mathematics have difficulty accessing the computer rooms because other classes are using them; as a result students are not using ICT to its best advantage to help in their learning.
11. Achievement is good in English, as all students receive a well-balanced provision that places consistent emphasis on good use of language. In this and most other subjects achievement is best when work is creative and challenging. Students read confidently aloud and answer questions; they write well at length, with good use of punctuation and use of language. Sometimes the work set does not extend the students enough, so achievement suffers as they lose interest. In French and German, achievement is satisfactory; strengths are in speaking and listening, reading is satisfactory, but writing is weaker. However, there is a close

relationship between teaching quality and achievement in languages: much is very good, but some is too weak to produce satisfactory achievement. In the same vein, some very good teaching and learning in drama produces very good achievement in the students' best skill - oral work.

12. Generally, students achieve best through practical experiences; they enjoy hands-on work that keeps them occupied and gives them immediate satisfaction. Work geared to the different levels of ability makes sure all students achieve very well in mathematics. Year 7 lower attainers round up numbers well, whilst top set Year 8 students are able to make reasoned estimations on how to find the areas of circles, after practical work that showed the way. By Year 9 they are able to work out the volumes of prisms, talking engagingly about how they do it. Others conduct investigations into finding areas equally well.
13. Achievement is satisfactory in science; it is inextricably linked with teaching quality and there is scope for improvement. In lessons, too much talk by the teacher and too little input by students lead to barely satisfactory achievement, for instance in the understanding of acids and alkalis in Year 7. In Year 9, students enjoyed matching games, making suggestions and responding enthusiastically to graphic descriptions of the effects of deficiencies in diet to achieve well. Excessive chatting during experiments on voltage led to barely satisfactory achievement among another Year 9 class.
14. Similar patterns arise in all other subjects. Good achievement in design and technology and art arise from good teaching that emphasises and develops practical skills so students become adept at measuring, designing, organising, testing and evaluating their work, in the best cases at levels normally expected towards the end of Year 11. However, students' drawing and sketching skills are below expectation in design and technology and above average in art by Year 9.
15. Learning support assistants provide very good help to slower learners who also achieve well, as a result. In music, for example, extra help allows slower learners to achieve well along with the rest. Composition, playing and notation are generally up to expectation. Good achievement in physical education stems more from performance than stratagem. The same applies to humanities subjects where strengths are in writing about things and reporting what they have learned, without consideration of underlying causes and effects.
16. The use of spreadsheets and databases is weak in ICT, although students can use the Internet and e-mail easily. They also present work well with desktop publishing. However, achievement is unsatisfactory, mainly because teaching fails to stimulate their interest or fulfil their desire to learn.

### **Students' attitudes, values and other personal qualities (ethos)**

Students' attitudes to learning are **satisfactory**. Overall, their behaviour is **unsatisfactory**. Their personal development, including their spiritual, moral, social, and cultural development is **satisfactory**. Attendance is **very good**.

### **Main strengths and weaknesses**

- There is too much unsatisfactory behaviour in class.
- Students are confident and articulate young people: some have overly confident attitudes.
- Opportunities for spiritual development are unsatisfactory.
- Students behave well around the school.
- Attendance is very high: students want to attend and their parents ensure they do so.
- A good range of well-attended lunchtime out-of-school activities enriches provision.

- There is very good support for students in danger of exclusion.

## Commentary

- Students are articulate young people, who, when you engage them in conversation, are pleasant, interesting, and friendly. They have a confidence and enthusiasm about them, which needs careful channelling into purposeful learning activities, because they are, at the same time, immature. For example, this confidence often shows itself in sometimes very disrespectful responses to teachers. Such students miss the levelling effect of role models older students can create.
- In lessons where the teaching is interesting and students are given lots of 'hands on' activities to do, they make good progress and learn well. However, if the quality of teaching is not high enough (and sometimes, even where the teaching challenges students) they divide their attention between teacher and fellows, generally keeping up with what is going on in the lesson whilst at the same time conducting their own private or public conversations. Students express their thoughts well but many are not good listeners. They have short attention spans and constantly need fresh challenges.
- Simple classroom routines, such as entering rooms in an orderly fashion and waiting until told to pack away, are not well established. Students often think they have a right to go when the bell rings. The school has worked hard on improving behaviour and most people agree it has improved, although some parents remain rightly concerned. There has been a conscious change in the way poor behaviour is handled. Systems have moved to giving the class teacher more responsibility for dealing with misbehaviour, rather than simply involving senior staff at the outset. This is appropriate, but there is inconsistency in the application of the behaviour code and some staff lack the skills needed to encourage students to behave well.
- Students like the 'stages' system, which progresses in severity according to the degree of misbehaviour, but some students use the code for scoring bravado points. Progress in improving behaviour has been made more difficult by staff changes.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	6.9	School data	0.5
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.*

- The school has worked hard successfully to rescue its attendance figures from a fall last year. As a result, attendance is now at an all time high and well above national averages. Students enjoy coming to school to meet their friends. Parents value the importance of education and make sure they attend regularly. Timekeeping is good.

## Exclusions

### *Ethnic background of students*

Categories used in the Annual School Census
White – British

### *Exclusions in the last school year*

No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
579	42	1

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

22. The school's use of temporary exclusions was high last year. Realising this, the school recently decided to put much more skilled help in place to support those at risk of exclusion: this is working well. Exclusions have fallen dramatically because of this provision.
23. Provision for extending the spiritual, moral, social and cultural development of students is satisfactory.
24. The development of spiritual awareness amongst students is unsatisfactory, as the school does not get to grips with the disadvantages of very many students' materialistic outlook on life. The school does not fulfil the statutory requirement for a daily act of worship. Assemblies promote reflection, although not following any predetermined programme; generally they do not include prayer. Registration periods deal with administrative matters or promote private reading. Few form tutors direct students to a thought for the day or similar vehicle for reflection. Fund raising activities for charity do generate a spiritual dimension. Religious education lessons provide a good spiritual contribution but even here opportunities are missed to encourage spirituality amongst students. Further good elements of spirituality associated with the celebration of poetry, art, design and technology, the history of religion, mathematical truths and the natural wonders of the world are evident from time to time across the curriculum.
25. Moral development is satisfactory. Most subjects cover aspects of morality. In English, students discuss and write about moral issues that are raised in literary and other texts. In science, geography and history, students study topics that bring them face to face with fundamental moral questions that help them to form their own moral judgements on the world around them. In religious education, all students in Year 9 consider moral issues in a topic for study. In their personal conduct most students show that they have clear understanding of right and wrong. They endorse the school's code of behaviour and are considerate of others. They act responsibly, for example, when using the library or ICT facilities during lunchtime. However, in lessons, some students do not behave well and often show little regard for their own or others' progress, or respect for teachers.
26. Social development is good. Language College status has led to students becoming more aware of their own society by setting it against an international back cloth. Excursions abroad and the school's International Day, exploring, for example, the Indian sub-continent, help bring this about. Those students who are on the school council or involved in fund-raising are made aware of the importance of good participation in society. The Year 8 work-experience day in the school library provides another valuable social lesson. The good programme of additional activities outside lessons, for example in sport, drama and music helps to generate positive social messages for the many students who participate. Successful sports teams and musical productions serve to emphasise some very good work. In lessons students have good relationships. They collaborate well when working independently in small groups and are supportive of one another when giving presentations or performances. Most deplore the disruption that occurs.
27. Cultural development is good. Assemblies often have multi-cultural themes. As part of its specialist Languages College provision, the school has, this year, had for the fourth time a teacher from Japan during the autumn term; this has had a beneficial impact upon the curriculum, particularly in design and technology. Visiting theatre groups, organised by the English and modern foreign languages departments, further enrich the cultural provision for students. Good work on major artists in art provides further cultural background for students but visiting local artists are rare. In physical education, dance provides another good source of cultural enrichment. In drama, the history of theatre makes all students aware of a further important aspect of their cultural heritage. Around the school displays of work on international and diverse ethnic themes enhance the good cultural ethos.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. The satisfactory quality of teaching helps students to learn and achieve satisfactorily. Pupils benefit from a sound curriculum and good provision is made for those with special educational needs. Care and guidance are also satisfactory.

### Teaching and learning

The quality of teaching is **satisfactory**. The quality of learning is **satisfactory**. Assessment is **satisfactory**.

### Main strengths and weaknesses

- There is very good teaching in mathematics and drama and good in English, art, design and technology, physical education and music.
- Frequent inattentiveness and misbehaviour undermines too much teaching and learning.
- Teaching and learning in ICT are poor.
- The best teaching gives the students plenty of hands-on work that produces good learning.
- Assessment in citizenship and ICT is weak.
- Students with special educational needs are taught well.

### Commentary

28. Because of some immaturity, these students make great demands on teachers. Most teachers rise to the challenge well, but others are not fully up to the task. Teachers have a hard job sustaining interest and keeping the students working. Inspectors commented upon misbehaviour affecting learning to some extent in 42 per cent of the lessons evaluated. Most of the comments reported a few students chatting over the teacher talking. However, in about ten per cent of lessons disruption was so serious that it undermined the achievement of the whole class. The worst instances were in ICT, French, science and citizenship. Teaching and learning are about the same as those reported in the previous inspection. Improving the quality of teaching is an area highlighted by the current inspection.
29. Many students' very good capacity to learn is not always used to the best advantage. When given work that involves them closely in creating things students apply themselves and make rapid progress: many are very able learners. However, they have a propensity to inattentiveness that leads too often to a lack of focus; this undermines their own and others' learning. As a result, although they sustain above average standards, they have the capacity to do better than they do.
30. The table below shows the wide variety of teaching and learning quality included in the overall 'satisfactory' evaluation. About one-quarter of all teaching and learning is at least very good. There is some outstanding teaching reflecting very well both knowledge of the job and its execution. Inspectors found examples of excellent teaching and learning in French and design and technology. In these lessons, the pace is electric; students are fascinated by work that challenges their mental and physical capacities. Very effective signing reinforces meaning for the students. What will be learned is negotiated with the students at the start, progress is checked very frequently and fed back so, by the end, students are themselves able to recount how they have done. Inter-related exercises that do not last too long typify this best teaching and learning. In excellently taught lessons, teachers still have to be very alert to waning attention; the staged behaviour system is used consummately well to keep control. Quietly pointed application denies miscreants the chance to show off.

### Summary of teaching observed during the inspection in 100 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4(4%)	23 (23%)	39 (39%)	27 (27%)	4 (4%)	3 (3%)	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.*

31. Teaching and learning qualities are good in Year 7 when classes are mixed, but deteriorate thereafter. In Year 9 on its own, teaching and learning are unsatisfactory. The impact on achievement is also substantial. Whilst about one-quarter of lessons showed very good achievement in Year 7, less than one in ten did so in Year 9; unsatisfactory achievement rose to over one lesson in ten. Further analysis shows that the highest-attaining classes flourish. Misbehaviour and lack of attention to lessons among some middle attainers trouble the rest increasingly. The ripple effect of retaining fairly large classes without high attainers increases the adverse effects of the immaturity of which the school is aware. Students with special educational needs are given good help and achieve well.
32. Hands-on experience is the key to the most successful teaching and learning reported, as it has greatest impact on achievement. Most teachers are able to organise this successfully and students quote mathematics and science as being fun. The positive impact of the national strategy for improving learning is clear in all subjects except ICT. Inspectors found particular successes in subjects with very carefully structured teaching and learning. The best example is mathematics where a very good formula incorporates challenge and rewards effort; it tells students how well they are doing and how to improve. Good practice also occurs in English, art, design and technology. Work in these subjects is tailored carefully to give the students plenty of work into which to get their teeth, engaging them in varied productive work that brings the above average results obtained in the mathematics and English national tests. Teaching and learning are also very good in drama and good in music and physical education, especially dance. Each subject gives many practical experiences the students enjoy.
33. Teaching quality is too patchy in science, French and is unsatisfactory in citizenship. Science teaching is well organised to give all students the chance to learn with the strongest teachers. However, some science teaching tries to get students to learn by simply talking and writing: it does not work. Such teaching also accounts for the comparative under-performance in science at higher levels in national tests. Teaching and learning are satisfactory overall in humanities subjects: there is scope to deploy teachers better to let them teach their specialist subject. Although the school has made improvements to ICT provision since the previous inspection, the quality of teaching is poor; weak control and boring presentation turn off students who wish to learn.
34. Teachers have useful information about pupils with learning difficulties' needs. They use this information well and also receive skilful help from well-trained learning support assistants. As a result, such students learn well. Individuals and small groups benefit from being withdrawn from lessons for specialist help with difficulties of reading, writing or using numbers. Learning support assistants are especially effective when they work with teachers of a particular subject. This arrangement helps their understanding of the subject and their ability to work in partnership with a group of teachers. Good examples of benefits to students were observed in lessons in English, mathematics, French, German and design and technology.
35. Homework reinforces learning satisfactorily. Assessment is satisfactory; its function in helping students to improve achievement by telling them not only how they are doing, but also the way forward varies substantially between subjects. A very good assessment system gives students a clear indication of how they are doing in mathematics and good assessment helps to raise

standards in English, French, German, music, history, geography and religious education. The marking of written work is very good in English, but has room for improvement in mathematics and design and technology where target setting needs refinement. Marking in science is unsatisfactory, as it does not give the students indicators as to how to improve and too much work goes unmarked. Assessment in ICT and citizenship also has scope for dramatic improvements.

## The curriculum

The curriculum is **satisfactory**. Staffing is **satisfactory**. Resources are **satisfactory**. Accommodation is **satisfactory**. Enrichment is **good**.

## Main strengths and weaknesses

- There is good provision for modern foreign languages.
- A good range of activities outside the school day enriches learning well.
- There is good provision for students with special educational needs and for those with difficulties
- There is no daily act of worship for all students.

## Commentary

36. The curriculum has appropriate breadth and balance to meet the students' needs and interests. In addition to the subjects of the National Curriculum, students are taught drama and, after Year 7, most study two modern foreign languages. The total amount of time for teaching is below that recommended. As a result, the time allocated to subjects such as religious education, history and geography is too little to give the students the chance to pursue the programmes of study consistently. In music, students have too little time to play or practise composition. At the same time, time allocated to French and German is too short to allow students to come to grips with both languages, as part of the Specialist College arrangement. The school does not provide opportunities for a daily act of worship for all students.
37. Students with special educational needs have good access to the full curriculum because teachers have helpful information about their needs and because the learning support assistants are skilful and well trained to help them to learn. Individuals and small groups benefit from being withdrawn from lessons for specialist help with difficulties of reading, writing or using numbers. Withdrawal is kept to the necessary minimum to limit disruption of learning in lessons which students are missing. The same lessons are not affected each week.
38. The school makes satisfactory provision for its more and most able students. Classes in Years 8 and 9 are arranged to let these students benefit from the challenge of working with other similar attainers. They share with others good opportunities to enrich their learning by taking part in activities outside lessons. In lessons, they benefit from opportunities to accelerate or extend their learning because most teachers ensure that they are fully challenged. However, all teachers do not provide such challenge in all subjects. A downside of the Years 8 and 9 class-grouping system, shown up by the inspection, is the comparative decline in achievement of those in classes that miss the leavening effects of the highest attainers.
39. The school makes very good provision for students experiencing difficulties, especially those failing to respond to the school's usual procedures to improve their behaviour. The latter are withdrawn from some lessons and undertake activities intended to improve their social skills, their self-esteem and their ability to collaborate with others. This provision is new this term but evidence of the inspection indicates that it is having a positive impact. The number of exclusions is falling.

40. The school makes good provision for learning outside the school day. There is a good range of visits within this country and abroad. Students have good opportunities to perform in drama, dance and music. Events such as International Day and European Day of Languages extend their understanding of differences and similarities between their lives and those of others. Year 7 students staff the school bank and Year 8 have an industry awareness day. The long-established and well-attended Tuesday club offers games, computing and includes an engineering club supported by staff from a local firm. There are clubs linked to subjects, a homework club and good opportunities to play games and join in a variety of other sporting activities.
41. Meetings to establish continuity of learning between schools in different phases of education are effective but some potential benefits of sharing the site with the college to which all students proceed are missed. There is no common timetable to allow interchange and mutual support in times of difficulty. Information is not shared well enough to allow teachers to see how effective their work has been as students reach GCSE.
42. There is a satisfactory programme of personal social and health education. Due attention is paid to careers, sex, health, relationships, and drugs education. The programme is well planned, with sufficient time allocated to it.
43. The match of teaching staff to the curriculum is satisfactory. Almost all subjects have sufficient suitably qualified teachers. The match of teaching staff to delivery of the citizenship programme is unsatisfactory, with consequent adverse effects on standards and achievement. The provision of support staff is good. Given considerable financial constraints and the difficulties met in recruiting and retaining staff, the school has done well to ensure that it is currently fully staffed.
44. Resources to support the curriculum are satisfactory. Almost all subjects have sufficient books and equipment and in several the resources are good. Across the school, ICT resources are adequate, though there is insufficient access to computers in several subjects. The school library is an effective resource to support teaching and learning.
45. Accommodation is satisfactory, with many strong features and also shortcomings that affect the quality of the learning environment. Strong features include a good library, a drama studio, shared sports facilities with an Astroturf, many pitches and tennis courts. Many departments have good accommodation with suited rooms. The site is looked after by a very competent premises manager and gives the impression of a well-loved, clean and welcoming environment. Lack of space affects flexibility. The main difficulties centre on science, French, German and food technology. The sharing of rooms by religious education, history and geography makes difficulties in establishing strong subject identity, especially with displays.

### Care, guidance and support

The provision for students' care, welfare, and safety is **satisfactory**. The provision of support, advice, and guidance is **satisfactory**. The school involves students **satisfactorily** through seeking, valuing and acting on their views.

### Main strengths and weaknesses

- The school welcomes and acts upon students' views.
- The pastoral system's operation is not as effective as the school planned.
- There is inconsistency in form tutor and registration sessions.
- Students with special educational needs and those in danger of exclusion get good help.



## Commentary

46. Daily care and welfare needs of students are attended to appropriately and the necessary systems are in place to ensure students' health and safety. Child protection procedures are secure and the experienced named person is up to date with training. As a result, provision is satisfactory.
47. The inspection coincided with the introduction of a new pastoral system, only running since the start of term. It has therefore not yet been evaluated. The pastoral head oversees the pastoral needs of the whole school, replacing three heads of year: a very big workload for one person. All personnel involved in pastoral work are working at full capacity and there has not yet been the sharing of workload, originally envisaged. Lack of finance prohibits the employment of more staff to take on extra pastoral support and counselling work. As a result, the over-stretched support system cannot focus sufficiently on the needs of misbehaving, inattentive students.
48. The school recognises the need to provide training for form tutors to become more involved in pastoral work and so to spread the load more evenly. Some experienced form tutors are already fulfilling this role well. However, less experienced and temporary tutors do not have adequate programmes for use in registration times.
49. These inconsistencies were shown starkly when Inspectors visited morning registrations. The best sessions used time well to provide guidance for students' personal and learning needs, for example, in one discussing the topic 'Learning to be a Learner', and in another, an impromptu discussion on the death penalty. In some sessions, time was simply wasted. Some students said they read every morning.
50. Form tutors' monitoring of students' progress is not systematic. As a result, tutors do not contribute to a collective view of progress to pull together the work done in most departments. As a result, their part in checking on progress and setting and monitoring targets is weakened. The individual guidance provided for students experiencing difficulties coping with normal routines and in danger of exclusion is, on the other hand, good.
51. The school meets the expectations of the revised Code of Practice for the identification and assessment of students with special educational needs. Individual education plans are managed well. They contain precise targets and provide teachers with clear information, which they use well to help students to learn.
52. The school welcomes students' views and the headteacher is enthusiastic about the potential of the school council. Students recently contributed to the vision statement and gave some enlightening and very perceptive views on what makes learning fun. The headteacher oversees council meetings. She points to the lack of older, maturer students as a main reason why the council does not operate with officials, such as chair, secretary, and treasurer. Hence, the council waxes and wanes in its effectiveness.

## Partnership with parents, other schools and the community

The partnership with parents, community and other schools is **satisfactory**.

## Main strengths and weaknesses

- Teaching languages in primary schools, as part of Brookvale's shared Language College work, raises standards.
- The school listens carefully to and responds well to parents' views.
- Curriculum links with the college next door are not strong enough.
- Well-established links with two local industries enhance the design and technology curriculum.

## Commentary

53. The school has identified working with parents as an area for improvement. There are already established procedures for consultation through questionnaires, and the school responds to some of the views raised. For example, the reporting cycle has just been changed (parents said the gaps between getting information were not well spaced) and parents are to receive termly reports about how their child is progressing. The newly formed parent governors' working party has listened to opinion and is organising an information evening, whilst exploring further ways the relationship between home and school can be improved.
54. Parents did express a degree of unrest about behaviour, also present in the school's own survey. Behaviour has improved but low-level disturbance is still hampering learning in too many lessons. Behaviour at break and lunchtimes is generally good. Improving learning in lessons (by improving behaviour and the quality of teaching) are key development areas for the school, highlighted by the inspection.
55. There is some especially good practice. Brookvale teachers are teaching foreign languages in local primary schools, as part of their shared Language College work. The experience is giving Year 5 and 6 students a firm language foundation upon which the school is successfully building. Of a similar high quality are the well-established and valued links with two local employers. This means that students benefit from the experience and skills of engineers who run a popular engineering club each week. The design and technology department is really capitalising upon this link.
56. A significant weakness, and an area with huge scope for development, is the curriculum link with the neighbouring college. There are termly formal department liaison meetings with the local family of secondary schools, but these are not sufficiently focussed on achievement and collaboration to raise standards. Subject departments at Brookvale are distanced from the GCSE results of their partner departments at the college, and do not give full importance as to how Brookvale's work affects students' GCSE results.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. Leadership is **satisfactory**. Management is **satisfactory**. Governance is **satisfactory**.

### Main strengths and weaknesses

- There is a good sense of teamwork and a willingness to improve.
- Governors have a strong vision for future development.
- Monitoring of standards by departments and senior leaders is not effective enough.
- The school finds difficulties in filling some teaching vacancies.

## Commentary

57. The dedicated headteacher has a clear grasp of how the school needs to improve and has established an appropriate and achievable range of priorities. These include improving standards in science, modern foreign languages and art, as well as improving assessment and behaviour and working with parents and students. She is well supported by enthusiastic and committed senior leaders who make an effective team.
58. The improvement in standards in English, after a period of decline and the good standards in mathematics indicate that many systems and processes put in place are having the right effect. Being designated a joint Language College, with the next door college, has been catalyst for whole school developments, including improved resources and many more

opportunities for raising students' cultural awareness. Consultation with parents and students is developing well. The school is increasingly listening and responding to students' and to parental views.

59. In many respects, leadership tends to react to situations the school finds itself in, rather than being innovative and pro-active in looking for ways to avert them in the first place. The school has not built on the good practice in languages by furthering partnerships into other Key Stage 4 curriculum areas. This means that teachers have little awareness or accountability concerning how teaching affects GCSE results. The inspection highlights much more scope for curricular development and partnership with the adjoining college as an area for improvement.
60. Acute staffing difficulties have consumed much of the time and energy of senior staff. This has dented morale, which the headteacher has worked hard to overcome, with some success. The school has great difficulty finding teachers to fill temporary posts. Leaders have not thought adventurously enough about how to work with others and explore new ideas, in this respect. Senior staff are spending much time supporting a relatively high number of teachers within key departments, which has sapped energy and eroded time available for school improvement work.
61. The headteacher's undoubted enthusiasm, combined with her very good teaching skills, especially her support for the English department, make her a positive role model for other teachers. There are, however, major areas of school development which require attention. Provision in science needs to be improved and achievement in ICT is unsatisfactory.
62. Management is satisfactory. Some good new appointments have strengthened the middle management team, although their impact on the operation of their department is only just taking effect, for instance in humanities. Some of them have big jobs to do. Focussed on improving standards, departmental measures have, so far, met with mixed fortunes. Detailed oversight of ICT by senior leaders, in the absence of a department head, means that the school is well placed to move forward. Teaching and learning are checked and evaluated twice a year, once by senior leaders and once by heads of department. Monitoring is more regular in cases of identified teaching weaknesses. Monitoring by senior leaders (in itself of variable quality) is not focussed sharply. It does not concentrate pointedly enough on policy into practice or on what needs to improve, how and by when. Follow-up meetings between senior leaders and heads of department do not track improvements systematically enough; hence the pace of departmental improvement is variable. Current timetabling arrangements make it very difficult for heads of department to monitor more regularly, so to provide a more consistent and rigorous mechanism for improving quality.
63. Governors take an active stance. They provide satisfactory support for the schools' work and the drive and enthusiasm bode well for the future. Governors were particularly instrumental in helping the school find a way out of a serious budget deficit and supported the headteacher well through the resultant difficult staffing decisions. The governing body does not ensure fulfilment of its statutory duty by making sure the school provides a daily act of collective worship, although it has the situation under review.

#### Barriers to Learning

64. The main barriers are the school's difficulties in recruiting high quality teachers and a very low allocation of money per student. The quality of teaching is not as high as it should be, partly because of staffing shortages.
65. Lack of money means some teachers have too many responsibilities, the amount of administrative staff to help teachers has been reduced, and there is no flexibility for funding new initiatives. These factors are all militating against raising standards.

66. The school has a budgetary deficit arising from necessary building projects. Senior management and governors are managing finances as well as possible and plan to remove the deficit within the financial year. The school's income is well below the average national level of school funding. Financial procedures are sound and the allocation of funds to departments reflects the financial constraints on the school. The school is unable to attract further grants to supplement the basic budget. Spending and financial planning follow the school development plan closely and the school applies best-value principles satisfactorily. Specialist language college funds are used well. Funding for students with special educational needs is used appropriately and is sufficient to meet current needs. Considering the very low income per student and the above average standards they reach, the school offers good value for money.

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

Income and expenditure (£)		Balances (£)	
Total income	1,799,768	Balance from previous year	32,148
Total expenditure	1,750,667	Balance carried forward to the next	49,101
Expenditure per student	2,642		

67. The final accounts above indicate a carry-forward of £49,101. However, due to the inclusion of standards funds in the total, the true carry-forward is a deficit of £12,283.

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

### **SUBJECTS AND COURSES IN KEY STAGE 3**

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

##### **English**

Provision in English is **good**.

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

- Good teaching enables students to achieve above average standards of work.
- Results in the 2004 national tests for Year 9 students were well above the national average.
- Good leadership and very good management help students to make good improvement by Year 9 from when they joined the school.
- Programmes of lessons do not meet fully the particular needs of all students who waste time.

##### **Commentary**

68. When students enter the school their work is broadly average. By Year 9 their work is above average. This indicates good achievement. Boys and girls of all capabilities and from all backgrounds achieve equally well. In national tests for 2004 students in Year 9 gained well above average results. These results are above the national average for similar schools. The attitudes of students are satisfactory. Most students work hard and behave well but many classes, mainly in Year 9, have some students who are inclined to chat and waste time unless teaching is lively and engaging. Such students underachieve. Good provision for students with special educational needs leads to them achieving well.
69. Students show a good range of speaking and listening skills and are usually above average in oral work. In group discussion students co-operate well. They confidently answer questions in class and use appropriate expression. They read well aloud to convey meaning clearly. All students have a reading book from the school library to help develop their reading. Standards of reading are generally above average. Writing is also above average. Most students write easily at length and show good levels of accuracy in spelling, punctuation and grammar. Presentation of work is usually very good. Students make good use of their skills in ICT to produce work in English.
70. Learning and teaching are good. Lessons for students in all years follow a carefully structured programme. As a result all students receive a balanced provision that places consistent emphasis upon good use of language. This leads to good learning. However, on occasions too close adherence to the departmental programme leads to lessons that do not fully challenge students so that their interest wanes and learning slows. Time in lessons for private reading helps students in all years to develop their skills and interest. Teachers mark students' work carefully to give clear indications of progress and to show students how to improve their writing. In the best lessons learning is active and students enjoy participating in challenging work. In a very good Year 8 lesson that focused on reading all students read with admirable concentration for the first part of the lesson. They then read aloud short passages they thought might have particular appeal to classmates. Finally, they took part enthusiastically in a rhyming word activity. The atmosphere throughout was very positive and all students learnt very well as a result. In less successful lessons students make slower progress. Activities can be unchallenging for students, who need to move on more rapidly to interesting and demanding work in order to make the best progress.

71. Leadership of the department is good. Management is very good. A strong sense of teamwork permeates the department and the support for new teachers is excellent. Self-evaluation is at the heart of the thoughtful and coherent plan for improvement. Revision of learning programmes for students in all years has been meticulous in ensuring full coverage of the national literacy framework. Management of recent staffing difficulties has been very effective in minimising the adverse impact on students' learning. Work with humanities enriches the curriculum but links with drama are not strong enough to make a substantial impact on learning in English. Good use of personal computers in one classroom is helping students to improve both reading and writing. There has been satisfactory improvement since the previous inspection because good standards have been maintained.

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

72. Students have above average standards of language and literacy. Support for improving literacy is good. Students have good opportunities to develop oral work. Students' speaking and listening are generally above average. The library is used well by many students to extend their reading interests. Teachers build up students' literacy effectively through regular work on aspects of language. A good range of writing in science, geography and history helps students to extend their skills. In art teachers focus well on improving literacy through very good discussions and good links to literary texts such as *Lord of the Rings* and *Hiawatha*.

### **Drama**

73. Two lessons in drama were also sampled. Drama is taught once a week to all students in Years 7 to 9. Standards of work by Year 9 are above average. Teaching is very good and students make rapid progress in lively and challenging lessons. The enthusiasm of teaching in drama helps explain why so many students count it amongst their favourite subjects. Leadership and management of the department are very good. An excellent programme of drama activities outside lessons, including regular school productions, enriches the learning of many students.

## **MODERN FOREIGN LANGUAGES**

Provision in French and German is **satisfactory**.

### **Main strengths and weaknesses**

- Leadership and management are very good.
- There is some very good and some excellent teaching and learning.
- The management of behaviour is inadequate in some lessons.
- Students have no course books or workbooks for use at home.
- Writing is less strong than speaking.

### **Commentary**

74. All students take French and three-quarters of them take German in addition in Years 8 and 9. Standards seen on inspection are average in both languages, which includes some high standards and some standards, which are below or well below average. Assessments by teachers at the end of last year's Year 9 were well above average. These were more narrowly focused than inspection judgements. Strengths are speaking and listening, reading is satisfactory and writing is a weakness.
75. Over the three years students' achievement is satisfactory overall but good in German where similar standards are achieved in a shorter time. A few able and more able students achieve well, and some underachieve because their or others' behaviour is not properly managed.

Most students with special educational needs achieve well in relation to the school's expectations for them. However where learning is not continuous achievement is unsatisfactory.

76. Teaching overall is satisfactory because strategic and day to day planning of high quality support it very well. There is, however, little in the way of support materials which might encourage students to work independently. Use of ICT to support learning is developing along satisfactory lines. A third of the lessons seen were very good or excellent. In these lessons, deft handling of the pupils and a stimulating range of relevant, yet varied activities conducted at an electric pace kept the students hard at it, so they achieved very well. One lesson was poor because management of behaviour failed. As a result, the students paid very little attention to what the teacher was trying to do; shouting out and talking about whatever they fancied for large parts of the lesson.
77. Very good leadership underpins the Languages College status of the school, which it shares with a neighbouring College. Specialist funds made available have been well spent, for example in the appointment of a classroom assistant with skills in French and ICT and of 'assistants' speaking French or German, who work in both neighbouring institutions. An appropriately representative management structure is in place.
78. Management is also very good, leading both to good use of assessment to support learning and to a strong contribution to pupils' spiritual and cultural development. Year 9 students for example gain insights into how atmosphere can be created in poetry. Each year group gets an opportunity to travel to Germany or France, and there is a link school in Saarbrücken.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards are above average and students' achievement is very good.
- Very good teaching engages students very well in their learning.
- Very good leadership and management lead to consistency and rising standards.
- Too little access to ICT equipment restricts learning opportunities.

### **Commentary**

79. Year 9 test results, in 2004, were above the national average. This was a slight dip in the rising trend of previous years in which standards have been well above average. This continues the very good achievement by students. The 2002 to 2004 test results were well above those of similar schools. Results in mathematics were below those in English and above those in science. There is no consistent difference in the performance of boys and girls.
80. By the end of Year 9, standards are above those expected nationally for each ability group. Achievement accrues over time and results in very good progress for students, considering their attainment on entry to Year 7. There is no difference in the achievement of students from different ethnic or social backgrounds. All those with different learning needs and low attaining students are achieving very well. Students work out volumes and investigate ways of finding out areas successfully because the teaching gives them practical experiences that fix ideas well in their minds.
81. Teaching is very good. Enthusiastic teachers use many different methods that sharpen students' interest and participation in their learning. Lessons have pace and challenge, resulting in very good learning. Very good classroom management enables all students to benefit from lessons. Teachers know their subjects very well and their very well planned

lessons contain clear developments of new ideas. Students are interested and self-confident in their learning; their willing participation in demonstrations reflects their very good attitudes to the subject. Learning support is very effective, ensuring students with special educational needs benefit fully from their lessons. Assessment during lessons is very effective and teachers respond rapidly to students' difficulties.

82. Leadership and management are very good. Dual leadership of the department is a success: both leaders have enhanced the quality of provision and the teachers work well as a team with a strong ethos for improvement. A very good assessment system has been developed based upon students' self-assessment and analysis of 'end of topic reviews'. As a result, students are aware of their levels of attainment and their targets. Very good use is made of data to identify students for learning support or further challenge. Some of the teachers' marking of books is variable in frequency and detail. Restricted access to ICT prevents students from gaining appropriate skills. Improvement since the previous inspection is very good, as standards have gone on rising and there is a coherence to provision that gives a very sound basis for further progress.

### **Mathematics across the curriculum**

83. Students' mathematical skills are above those expected nationally; they help their learning well in other subjects. In science lessons, teachers contribute positively, teaching skills in the use of graphs and a wide variety of calculations. In geography lessons, students develop their graphic skills well and present data in a variety of forms. During design technology and textiles lessons, teachers focus on the development of students' accuracy in measuring and graphical presentation. There has been whole school training in the development of students' numeracy across the curriculum, the successful outcomes of which are seen in, for example, a joint project by the mathematics and science department to develop students' mathematical skills.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Some good and very good teaching stimulates interest and achievement.
- Insufficient involvement by the students in the formulation of ideas and the design of practical work leads to diminished engagement and understanding.
- Unsatisfactory, inconsistent assessment and not frequent enough marking reduce achievement.

### **Commentary**

84. The results in the 2004 national tests, taken at the end of Year 9, were above national averages when compared to all schools, but below them when compared to similar schools. They indicated satisfactory achievement from the levels the students obtained in Year 6. There is no significant difference in the performances of boys and girls. In recent years there has been a downward trend in standards, the principal cause for this was staffing difficulties. The situation has improved: observation of written work, lessons and department documents show that the present students' standards are above average and achievement is satisfactory.
85. The quality of teaching is satisfactory: some very good teaching occurs. Each class experiences all the teachers, due to a rotational system, and so shares the best the department has to offer. This ensures that students learn satisfactorily overall. Teachers know their subject well; most plan effective lessons that have clear purposes. Most teaching starts by checking and reinforcing previous learning. Sometimes, too little time is left to do this for the new learning at the end. Parts of topics are well developed using skilful questions to draw



out and expand students' ideas. However, the main points tend to be taught rather than discovered by the students; this is especially true of practical work where students have insufficient input into the design of experiments, consequently many do not understand why they are doing them, although they know how to do them. Most teachers manage classes well creating a productive learning environment, which is maintained during group work by the circulating teacher giving challenge, encouragement and pace. On the other hand, there are lessons in which students are not so involved, they are told and tested; consequently some lose interest and chat, which degrades learning and undermines achievement for the whole class.

86. The quality of assessment is unsatisfactory; whilst some marking is very good offering useful corrections and advice on how to improve, too much work goes unmarked or gives no indication about shortcomings and the way forward. The teachers value literacy so they provide keywords and glossaries and also demand extended writing and answers in sentences. Similarly numerical skills, such as the drawing and use of graphs, are developed well. However, the impact of this good provision is diminished by the lack of marking. ICT is employed in teaching using the projectors in each laboratory; the students are encouraged to use the Internet and to see data logging in action. However, too few computers in the laboratories restrict what they can actually do for themselves.
87. Students with special educational needs make satisfactory progress towards their individual education plan and academic targets. More able students receive more challenging work due to the setting system. However, in top sets and in mixed ability sets the highest attainers do not always receive that extra challenge to enable them to realise their full potential.
88. Good, committed leadership heads up this department. The management is satisfactory and has produced a good curriculum enhanced by a programme of visits and a science club. The head of department has not enough time to carry out all the monitoring tasks that are needed to sustain high quality. Good resources are at the root of the broad, interesting curriculum. Unsatisfactory accommodation adversely affects the work of the department. The laboratories and preparation areas are too small and poorly equipped for the numbers in the classes. The improvement since the previous inspection is unsatisfactory, much of this has been due to the problems of recruiting and retaining good staff.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Students achieve unsatisfactorily because of poor teaching.
- Teaching and learning in French, German, English and history are enriched because of the imaginative use of ICT.
- There is a firm basis for improvement.

### **Commentary**

89. By the end of Year 9, students' ICT skills are below average as is their understanding of the theory associated with the subject. They make good use of the Internet for research purposes and use email with confidence. They can produce some good quality presentations using presentation and desktop publishing software and combine text and graphics to adapt their work for different audiences. However, students' ability to use spreadsheets and databases is weak, largely because they are given fewer opportunities to reinforce their learning of these topics in other subjects. Achievement is unsatisfactory.

90. Teaching and learning are poor. Students find most lessons boring because the teaching is dull. Teaching is reinforced by good knowledge of the subject. However, management of behaviour and planning of lessons to engage students are poor. For bright students the work is often too easy and leaves them bored. In contrast the language used by the teacher both verbally and on worksheets is too difficult for many students to understand. As a result, most lessons are chaotic. Students wander into lessons without challenge for their late arrival. Not many listen when the teacher is speaking. Consequently, they miss out on the teacher's introduction and, therefore, don't know what they are supposed to do: many just sit and chat. Although teachers go around getting them back on task, the students stop working again once the teacher leaves them. Assessment is poor in all years. Marking is very limited and students complain about work merely being 'rubber stamped' with a 'good work' stamp. Students have no idea about the level they are working at, how they are doing generally or what they need to do to improve.
91. The department now provides a much poorer quality of education than that reported by the previous inspection. However, the current weakness in teaching gives an artificially bad picture of the provision. An ICT strategy group has produced a detailed improvement plan for ICT provision and a new ICT co-ordinator is due to take up post. Teaching has been closely monitored and has been given extensive support. In many ways the school had made significant improvements to provision. The network manager provides invaluable technical support to teachers and has a clear understanding of how to ensure that best use is made of ICT in the various subjects. All students receive one ICT lesson per week in all years. There has been significant investment in the ICT infrastructure and subject teachers are far more confident in its use.

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

92. The use of computers in other areas of the curriculum is satisfactory but patchy. Good use is made of ICT in subjects such as French, German, English and history. In these subjects standards are rising because the use of ICT is enriching students' experiences and improving the presentation of their work. Other subjects, such as mathematics, have difficulty accessing the computer rooms because other classes are using them; as a result students are not using ICT to its best advantage to help in their learning. Weaknesses also occur in design and technology, geography, art and music.

## **HUMANITIES**

### **Geography**

Provision in geography is **satisfactory**.

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

- Mostly good teaching that help students to progress.
- Teaching assistants provide good support for students with special educational needs.
- There is sometimes insufficient challenge for higher attaining students.
- Good use of resources raises standards.
- There is too little use of fieldwork and ICT to reinforce learning.

#### **Commentary**

93. Standards are above average. Most students make satisfactory progress when compared with standards on entry. Girls do slightly better than boys. Achievement is satisfactory; it is undermined because some students do too little work in the lesson. Higher attaining students achieve satisfactorily, but in most lessons the work is not tailored closely enough to stretch them to try hard. Lower attaining students achieve well and this is quite marked when learning

assistants help them to overcome their problems of understanding what has to be done. The middle attaining students achieve well when they keep to the task, but sometimes their attention wanders and they do not work hard enough.

94. Achievement is helped by mostly good teaching and learning support. Most students develop a good knowledge of the physical and human environment and this is helped by their local studies of Groby in Year 7 to a consideration of giving Aid to poorer countries in Year 9. Students show a developing skill in being able to access information, which they analyse well and use in their writing. Students' skills in writing improve over time and this is further helped when they are given longer assignments at the end of each unit of work. They demonstrate empathy for people in other environments and a skill to work in pairs to discuss what they learnt. There was some evidence in their work of having used computers but these need much further use for their learning and research.
95. The quality of teaching and learning is good. Well-taught lessons start with activities that engage students, often using skilful questioning and using a range of activities specially prepared by the teachers. What is to be learned is usually shared with students and sometimes used to check learning at the end of the lesson, though this is not always done. Teachers try to make the lessons inclusive to involve all students. Students are generally challenged to think about their work, in particular the consequences of human activity. However, there are occasions when the work is not hard enough for higher attainers and others where the teaching allows too much irrelevant chatter to divert the students from what they should be doing. Marking is regular with some useful comments but some students are not always clear about how they could improve. Behaviour is generally good but on occasion, misbehaviour inhibits progress for all students in a class.
96. Leadership and management are satisfactory. The new teacher in charge has the responsibility of three subjects, which she steadfastly is trying to improve. There is a clear vision of what needs to be done, but the way the subjects are organised hampers continuity. The absence of separate subject leaders for history, geography and religious education places a very heavy burden on one person. In addition, the deployment of each member of staff to teach all three subjects in the faculty does not make most efficient use of the staff's subject expertise and increases the burden of preparation on teachers. Resources are generally good but students, especially higher attainers, would benefit from the use of texts to match their levels of ability. Fieldwork needs to be extended to all years to reinforce what is learnt in the classroom. Improvement since the previous inspection is satisfactory.

## History

Provision in history is **satisfactory**

### Main strengths and weaknesses

- Good marking and assessment ensure that students know how to improve their work.
- Good teaching of writing skills helps students to make good progress.
- Teachers are not deployed to make most effective use of their subject expertise.
- Leadership of the subject has a clear focus on raising standards.
- Insufficient challenge to students in some lessons.

### Commentary

97. Standards by Year 9 are above average and students' overall achievement is satisfactory. The skills of writing in a structured form are crucial to raising standards in history and these are well taught. Because students have regular practice in writing for a variety of different purposes they make good progress in this skill. Students' knowledge and understanding of the topics they have studied are good. Students have sound skills of using and interpreting

historical sources but their skills of evaluating these sources for reliability or utility are less well developed.

98. Teaching and learning are satisfactory. Good assessment of students' work raises standards. Teachers mark students' work regularly and thoroughly and they give good feedback: as a result, students understand their targets, how well they are doing, and how to improve. Lessons are consistently well planned with clear objectives. Teachers are positive and encouraging and students respond well. Source-work skills, particularly those of evaluating sources, are not taught as systematically and regularly as writing. Some good use is made of ICT to support teaching and learning, as in a Year 9 lesson where students prepared a PowerPoint presentation on a historical character of their choice. There is also some good practice in helping students to develop their speaking and listening skills. Work is generally well matched to the ability of students. This was particularly the case in a very good Year 9 lesson on transport in the Industrial Revolution with a lower ability group, where effective use was also made of a learning assistant. However, there is sometimes a need to give more structure to tasks, to vary the work more for different abilities or to raise the challenge to students further. Occasionally, what the lesson is about is not explained clearly to the class. Teachers generally manage their classes well and students' behaviour overall is good. However, insufficiently firm management means that some students' misbehaviour has a negative effect on learning and achievement.
99. Leadership and management are satisfactory. The head of faculty has a clear focus on raising standards and on improving teaching and learning. Planning is good and the department works as an effective team. However, the absence of separate subject leaders for history, geography and religious education places a very heavy burden of leadership and management on one person. In addition, the deployment of each member of staff to teach all three subjects in the faculty does not make most efficient use of the staff's subject expertise and increases the burden of preparation on teachers.
100. Resources to support teaching and learning are good, with good access to ICT. Students' attitudes to the subject are positive, despite some misbehaviour spoiling learning on occasion.
101. Improvement since the previous inspection is satisfactory. Standards of work have improved. Marking is more consistent than it was. The satisfactory quality of teaching, learning and students' achievement have been maintained.

## **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- The study of religious education makes good contribution to students' personal development.
- The lack of dedicated religious education specialists militates against the time that can be devoted to developmental work in the subject.
- Misbehaviour by some leads to their own and other students' underachievement.

### **Commentary**

102. The organisation of the timetable, shared between history, geography and religious education, meant that there were no classes in religious education in Years 7 and 9 during the inspection. Students' written work was examined in Year 7 but there is no evidence yet of any work for Year 9 in religious education. Standards attained by Year 9 students could, therefore, not be assessed.

103. Standards at the end of Year 8 are well up to the requirements of the Agreed Syllabus; some higher attaining students' standards are well above them. Lower attaining students describe the key beliefs of the religions studied but cannot yet explain how selected features of religious life and practice make a difference to the lives of individuals. Higher attaining students show understanding of what belonging to a religion and a community involves, and they form their own view of religious issues through an exploration of life's ultimate questions. For example, Year 8 in their study of Hinduism effectively and poignantly consider religious and non-religious perspectives on matters as diverse as reincarnation and the concept of 'soul'.
104. From their levels of attainment at entry to the school, which are just above average, students achieve satisfactorily. Students with special educational needs make progress in line with other students, because teachers know them well and offer extra help in class. Progress of students is affected negatively by the lethargic or antipathetic attitudes of a small but significant minority of students whose resulting misbehaviour militates against their doing as well as they could, and indirectly affects the progress of others.
105. Teaching and learning are satisfactory, as is achievement. Lessons are well planned and teachers have an obvious commitment to the subject. Marking, though not to any recognised levels, makes effective contribution to students' attainment. However, teachers do not always have sufficient strategies to deal with the less motivated students. Students' own independent learning and writing are not always sufficiently developed. The current system of teachers in the faculty teaching most of their time outside their subject specialist areas means that the depth of knowledge is not always used to best advantage.
106. Religious education contributes effectively to the school's provision for students' spiritual, moral, social and cultural development by providing students with knowledge and insight into concepts of right and wrong and asking them to apply those concepts to the range of fundamental issues that confront them in real life. There is also some study of other faiths, which teaches students to appreciate the diversity of those faiths.
107. Resources are good. New sets of appropriate textbooks have been purchased which meet the requirements of the syllabus and the needs of the students.
108. Leadership and management of the subject are satisfactory. The recently appointed, current acting head of department has a very clear appraisal of the strengths and areas for development, and she has a clear vision for the development of the subject, seen in a useful range of strategic planning documents. These include schemes of work for Years 7-9. The important areas of assessment, monitoring and evaluation are given due status and the profile of the subject in Years 7-9 is rising.
109. The subject has made satisfactory progress since the previous inspection, particularly in the area of compensating high levels of staffing turnover.

## TECHNOLOGY

### Design and technology

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

- Standards are above average and students achieve well.
- The quality of teaching and learning is good.
- Students have good attitudes to learning and so make good progress in lessons.
- Insufficient resources for computer aided design and manufacture restrict progress in these aspects of the subject.
- Below average drawing and sketching skills.

110. Teachers' assessment of work at the end of Year 9 has been too generous. Recent improvements to systems are resulting in accurate assessment and more consistent use of National Curriculum levels for marking and checking the progress of students' work. In work seen during the inspection, standards of attainment are above average in Year 9. Standards are broadly average when students enter the school but their experience of the subject varies and there are gaps in their understanding of the design process and in knowledge and use of tools.
111. Students make rapid progress in their first term with learning to design for a specified purpose and to make items in food textiles and resistant materials to a good standard. They select and use appropriate hand and machine tools safely and accurately. Because students learn about the materials they use in the context of designing and making, they have a good understanding of them by Year 9 and can select those appropriate for the purpose. They evaluate the quality and usefulness of their products well and modify them as necessary. Students write about their work clearly, using appropriate technical terms. Their formal drawing and sketching skills are generally below average. In this respect, a lack of suitable ICT resources undermines students' achievement in manufacturing and computer aided design. They improve over time but not enough for efficient use as working drawings alongside written comments. In relation to students' assessed ability and earlier attainment, students achieve well overall.
112. The quality of teaching is good overall; it is often very good and occasionally is excellent. Students learn effectively because teachers integrate learning about materials with teaching new practical skills so students understand what they are doing and why. Teachers encourage students to develop skills and knowledge that match their ability in lessons. This is not always evident in planning so that some opportunities for extending tasks are missed. Because teachers introduce appropriate technical language at the start of projects, students develop the ability to communicate their ideas clearly and efficiently. Learning support assistants work closely with teachers to plan, support and evaluate the progress of students with special educational needs so that they make good progress towards targets identified in their individual education plans. Teachers plan work to motivate students as well as to challenge them and they successfully encourage students to aim for high standards and to work creatively. Although marking is more accurate now, there is not yet enough setting of short-term targets for improvement.

#### **Example of outstanding practice**

##### **Excellent teaching methods used with a mixed lower attaining group in Year 7 resulted in students achieving highly in a food studies lesson.**

Students learned to evaluate their work using sensory analysis tests, to investigate and understand the function of ingredients in cakes made by the creaming method and, in particular, the effect of varying amounts and kinds of sugar used in their recipes. The starter exercise immediately captured their imagination when they were provided with small 'secret' foil wrapped parcels and working in pairs were asked to give clues about the content until the food item was identified. This encouraged them to think about descriptors and improved their vocabulary by using a key word display. Next students worked in groups of 3 to make batches of cake mixture with different sugar content. They organised themselves very successfully because the task had been clearly explained. Links were made with 'fair tests' that students recognised from work in science so they worked with precision at every stage. When they evaluated first their own work and then that of other groups, students discussed findings with maturity more usually found in much older students. High expectations, exceptionally good class management and combining serious learning activities with fun ensured the success of the lesson.

113. Leadership and management are good. The recently appointed head of department has made a very good start with introducing improved schemes of work. Teachers work together well, as they share ideas and expertise with the aim of raising standards. There are clear, sustainable plans for improvement. Teachers do their best with elderly equipment and use up-

to-date teaching methods. There has been good improvement since the previous inspection: standards criticised then have improved. Students now benefit from provision of more challenging work with balanced emphasis on knowledge and understanding as well as acquisition of skills.

## **VISUAL AND PERFORMING ARTS**

### **Art**

Provision in art is **good**

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

- Above average standards by the end of Year 9.
- Good teaching and the positive attitudes of most students lead to good achievement.
- Good leadership and management.
- Opportunities for students to use ICT are limited because of a lack of resources.

#### **Commentary**

114. Standards on entry at Year 7 are average. Students have satisfactory drawing skills but knowledge and understanding of the use of colour; mixed media and the work of significant artists are limited. By the end of Year 9 standards are above average. Craft skills and knowledge and understanding of art in society have improved because of good teaching and the good range of opportunities made available. Most students say they enjoy the subject and work hard. Research skills improve, particularly by Year 9, and therefore the quality of work improves. Achievement is, therefore, good for all students. There is no significant difference in attainment between boys and girls.
115. Teaching and learning are good. Lesson planning is very good. Teachers know their subjects well and have high expectations. Students enjoy the lessons because of the sense of achievement generated. All students are given very good individual support. Key words are introduced in lessons and improve students' understanding of language. Discussion plays an important part in lessons, so students improve their use and understanding of technical language. Relationships between the teachers and the students are good and achievement is rising because of the positive working atmosphere created in lessons. References are made in most lessons to the work of significant artists and cultures in order to raise creative and visual appreciation. Classrooms and some public areas around school contain good displays of work, which encourages students to raise their aspirations. Satisfactory assessment is used to raise achievement and influence the planning of lessons. Work is marked regularly and includes constructive comments, which inform students how to improve, but students are not involved thoroughly enough in assessing their own work. Homework is set and followed up effectively in lessons.
116. The subject is part of the design and technology department. Leadership and management of art by the teacher in charge are good. Planning is very good; the scheme of work is very well organised. High expectations and good knowledge are raising standards. Accommodation is satisfactory. Resources are effectively used, but there is scope to increase the students' understanding and appreciation of the value of technology in art, as there are no digital cameras and dedicated software.
117. Standards and the quality of teaching have improved since the previous inspection. Achievement is now good and therefore improvement since the previous inspection is good.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- Standards are above average.
- There is good leadership and management.
- Lessons are planned very well.
- Good teaching and very good instrumental teaching raise standards.
- Marking of written work is insufficiently detailed.
- There is too little use of ICT owing to lack of resources.
- Weak concentration, by some students, causes loss of time and hampers their own and others' progress.
- A good range of extra-curricular activities enriches provision.

### Commentary

118. Attainment is above average by the end of Year 9. Students compose well using various techniques. They understand how chords are structured and used in sequences such as the blues. For example, some high attaining students produced very effective compositions based on the twelve bar blues sequence. Performance standards are varied, instrumental students achieve very high standards but all groups are able to control keyboards and play simple melodies. Students are familiar with musical notation and can identify notes on the keyboard but still rely too much on letter names written on the music and the keyboard.
119. Achievement is good. Standards on entry are about average overall and students do well in attaining above average standards by Year 9. All groups achieve well and there are no significant differences in the performance of boys and girls. Students with special educational needs and musically talented students do well as a result of a good level of individual help in lessons. The latter also benefit from very good instrumental teaching and ensemble opportunities.
120. The quality of teaching and learning is good. Lessons are very well planned and there is good use of open-ended tasks, which allow students to work at different levels. The teachers use their good knowledge of the subject knowledge well in clear explanations. Management and control of students are effective overall but sometimes too tolerant of low levels of concentration on the work set; this affects the quality of learning for those students and others in the class. During the practical work the students collaborate well and demonstrate good relationships. They listen courteously to each other's compositions and performances. ICT is insufficiently used although there are isolated examples of it being used well to help students with special educational needs. Assessment is good; it is systematic and students are given good feedback on how well they are doing and how to improve. The marking of written work is insufficiently detailed. In lessons there is effective use of musical examples, which contributes well to the students' cultural development, including the music of other cultures.
121. The department is well led, managed and organised. The instrumental teaching and extra-curricular work are well co-ordinated. There is good analysis of data, which is then used to help planning and set priorities. The curriculum is broad and balanced but does suffer from a below average allocation of time and this results in insufficient opportunity for the development of playing and composing skills. The resources for music are unsatisfactory, particularly in ICT where the department has no computers, or access to computers with the necessary facilities for musical activities.



122. There has been good improvement since the previous inspection. The allocation of time for Year 9 has been increased significantly and the quality of teaching has improved. This has resulted in much improved standards of attainment.

## **PHYSICAL EDUCATION**

### **Physical education**

Provision in physical education is **good**.

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

- Achievement is good.
- Participation in sport outside lessons is good.
- Teaching and learning are good.
- A few students fail to listen to each other and their achievement suffers.
- Opportunities to develop skills other than those of performance are sometimes missed.

#### **Commentary**

123. Students enter the school with generally below average skills and knowledge. By Year 9, they have reached average standards and this represents good achievement. In most activities, skills of performance are better than those of planning, decision-making and identification of reasons for success. The best standards are seen in dance. Here, students can create, rehearse, experiment with and improve upon often complex sequences of movement. They work well in groups and set themselves ambitious targets. During warm up they show good understanding of which groups of muscles are being used. Such understanding is less evident in some other activities particularly in games lessons in Year 9.
124. Students are enthusiastic and enjoy their work. They want to do well and they know their teachers and classmates will praise their successes. These attitudes help learning. However, in many classes, though not in Year 7, a few students lack full motivation and good manners. Although such students are usually attentive to teachers they rarely listen to each other and this reduces learning.
125. The quality of teaching and learning is good. Teachers have good command of their subject and have high expectations of effort and achievement. They know the strengths and difficulties of individuals. They are careful to ensure that students at all levels of ability are appropriately challenged and helped. This was evident in a hockey lesson for boys in Year 7, where most had limited earlier experience but a few had well established basic skills. Teachers use questions well to confirm understanding and to extend it. In some less successful lessons, there is too much emphasis on practising performance skills and too little on developing students' ability to consider how they might improve further or developing their understanding of basic anatomy and physiology.
126. The department benefits from effective leadership. Improvements since the previous inspection are satisfactory. The curriculum is better balanced than at the time of the previous report. Tennis and netball courts have been re-surfaced and there is better storage for equipment. Students can select from a good variety of sporting activities outside lessons; many use these opportunities, which also contribute to the successes of individuals and teams at local, district and county levels.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

No subject is taught under this heading.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

127. Teaching of personal, social and health education was sampled. Teaching and learning overall are satisfactory. Lessons have clear objectives which students understand. In good lessons, students are fully involved and are productive. There is good standard of discussion and teachers manage controversial issues well. Sometimes, teachers lack confidence in handling difficult issues and discussions can go on too long. Occasionally, class management is not secure and unsatisfactory behaviour impedes learning.

### Citizenship

Provision in citizenship is **unsatisfactory**.

### Main strengths and weaknesses

- The match of staffing to the needs of the subject is unsatisfactory.
- Teaching, learning and students' achievements are unsatisfactory.
- Curricular provision is good with sufficient time allocated to teach the subject.
- Assessment of students' work in citizenship is not sufficiently developed.
- There are too few chances for students to experience active citizenship.

### Commentary

128. Citizenship is delivered in conjunction with personal, social and health education by form tutors. The match of staffing to the curriculum is unsatisfactory. Monitoring of teaching and learning is not sufficient to ensure the quality of lessons: the teaching team is very large and time has not been allocated for this purpose. Staff training needs have not yet been tackled. Management of the subject is, therefore, unsatisfactory.
129. Teaching and learning are unsatisfactory. Lessons generally have clear objectives which students understand. Some effective use is made of adults from outside the school to support teaching and learning, as in a good series of Year 9 lessons with a presentation by two local magistrates. The quality of lessons is, however, inconsistent. In those that are satisfactory, teachers have sufficient command of their subject and they present their material effectively so as to engage students' interest. Expectations are high enough and management of student behaviour effective, so students' achievement is satisfactory. In lessons which are unsatisfactory, teaching fails to engage students and interest them; teachers are insecure in handling controversial issues; students are not sufficiently challenged and they engage in mundane writing tasks. In these lessons, expectations are too low and class management not effective enough to enable students to make sufficient progress in the lesson.
130. Leadership of the subject is satisfactory. The citizenship co-ordinator has a clear vision for the development of the subject. There is a good scheme of work in place with resources being developed to support it. Sufficient curricular time has been allocated to teach the subject. Good planning has ensured that statutory requirements are met but implementation of further development is behind schedule. Plans to develop a secure system of assessment to support the school's reporting of citizenship to parents have not been implemented. There is some good practice in assessing students' skills. For example, in a Year 9 form students make short presentations on news items in tutorial time and the teacher records grades for students' contributions to discussion; such good practice is not systematic. Students have record sheets to summarise their learning, but these are often not completed either by students or by staff. Assessment of students' knowledge and understanding needs to improve significantly.
131. As a result, students' overall achievement is unsatisfactory. Standards by Year 9 are below average. When questioned, students show a reasonable knowledge and understanding of the citizenship units they have studied: they can explain, for example, some of the main

differences between a magistrates court and a Crown court. In some lessons, they show satisfactory skills of discussion. However, in other lessons, the development of students' skills is hindered by unsatisfactory behaviour. The overall quality of students' written work is also unsatisfactory in content and presentation.

132. Planning for strand three of the citizenship curriculum (participation in active citizenship) is under-developed. Students engage in many very worthwhile activities, such as support for charities and action on improving the school environment, which could be linked to the citizenship curriculum. The Student Council and other opportunities provide experience for students of taking responsibility, undertaking leadership roles and participating in decision making. These opportunities are, however, not fully exploited, for example, by using Student Council elections as a vehicle for citizenship education.
133. Citizenship was not a requirement at the time of the last inspection.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Students' achievement	4
<b>Students' attitudes, values and other personal qualities (ethos)</b>	<b>4</b>
Attendance	2
Attitudes	4
Behaviour, including the extent of exclusions	5
Students' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well students learn	4
The quality of assessment	4
How well the curriculum meets students needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Students' care, welfare, health and safety	4
Support, advice and guidance for students	4
How well the school seeks and acts on students' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
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).*