

# INSPECTION REPORT

## **ROYAL ALEXANDRA AND ALBERT SCHOOL**

Gatton Park, Reigate

LEA area: Surrey

Unique reference number: 125279

Headteacher: Paul Spencer Ellis

Lead inspector: Tim Royle

Dates of inspection: 15 – 17 November 2004

Inspection number: 271833

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed secondary  
School category: Voluntary aided  
Age range of pupils: 7–16 years  
Gender of pupils: Mixed  
Number on roll: 534

School address: Gatton Park  
Reigate  
Surrey  
Postcode: RH2 0TD

Telephone number: 01737 649000  
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Appropriate authority: Governing body  
Name of chair of Mrs Joyce Keegan  
governors:

Date of previous 21 November 2002  
inspection:

## CHARACTERISTICS OF THE SCHOOL

This mixed voluntary-aided comprehensive school is located in a substantial and attractive parkland setting, just outside Reigate. The majority of the pupils are boarders, many being the children of service families with parents stationed abroad. Around ten per cent of the pupils are in receipt of bursaries due to their social needs. Additionally, the school serves a mixed urban and rural catchment. The school is a middle deemed secondary school and admits pupils from ages seven to 16 years. There are currently 94 pupils in the junior school (Years 3 to 6) and 440 in the main school (Years 7 to 11), making 534 in all. The school is much smaller than other secondary schools. Although the school has no sixth form, boarding provision is made for sixth form students attending nearby Reigate College.

The nature of the school's intake is unusual, with a wide range of socio-economic variation, which fluctuates from year to year, and very high pupil mobility. As a consequence, standards at entry vary very significantly and standards of different year groups often change during the year, as significant numbers of pupils leave or join the school. Standards at entry to the main school are broadly average. The percentage of pupils with special educational needs, including those with statements, is above average. The percentage of pupils eligible for free school meals is well below average, but only relates to day pupils. The figure is misleading and does not take account of the social circumstances of boarding pupils. The proportion of pupils for whom English is an additional language is high. There

are 40 pupils at an early stage of learning English, including some who arrived in the country this term.

Most pupils are from white British backgrounds and three out of 20 are from a wide range of minority ethnic backgrounds, including 24 of Chinese origin.

The school holds awards for Sportsmark and Activemark. An application for status as a specialist sports college is well underway.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1610	T Royle	Lead inspector	
9981	S Hussain	Lay inspector	
22958	T Bailess	Team inspector	English and English as an additional language
1046	B Evans	Team inspector	Mathematics
18076	H Dodd	Team inspector	Science
22491	L Small	Team inspector	Design and technology
31765	I Hume	Team inspector	Information and communication technology, work-related learning
17522	N Stiles	Team inspector	Modern languages
33162	J Ward	Team inspector	History
31863	A Cornelius	Team inspector	Geography
10053	J Simms	Team inspector	Art and design
31705	J Mason	Team inspector	Music, citizenship
25748	R Moyle	Team inspector	Physical education
12003	A Marfleet	Team inspector	Religious education
13623	J Waddington	Team inspector	Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The overall effectiveness of the school is good. Pupils do better than would be expected from their standards at entry to the school because of good teaching; pupils learn well. The school is very well led. Value for money is satisfactory.

The school's main strengths and weaknesses are:

- Good teaching and learning ensures that pupils achieve well and leave the school at the end of Year 11 with better results than might be expected from standards at entry.
- The school has a very good ethos that promotes high expectations of work and behaviour and leads to a productive learning environment.
- The personal development of the pupils is very good; pupils' confidence and self-esteem rise well as they progress through the school; relationships are very good.
- The pastoral care of pupils is very good, and helps to promote good achievement.
- The leadership of the headteacher and leadership team is excellent; leadership is good at all other levels; governors and staff have a very good picture of the school's strengths and weaknesses.
- Accommodation for science, art and design and two junior classes restrict the curriculum and impact adversely on standards.
- The range and breadth of enrichment activities are very good.
- Although the teaching in citizenship is good, provision is unsatisfactory due to insufficient curriculum coverage.
- The use of performance data to monitor pupils' progress and build on the next stage of learning is very good.
- Systems for dealing with the very high levels of pupil mobility through analysis of pupils' prior attainment are inconsistent across departments.
- Provision for pupils who board is very good; arrangements for pupils' care and welfare are excellent.

Improvement since the previous inspection has been very good. Teaching has improved significantly; it is now good with a high proportion of very good lessons. Pupils' attainment in numeracy and literacy is better, although variable entry standards cause results to vary from year to year. Monitoring and evaluating the work of the school are now strengths. Through very good management, there has been good improvement on all the key issues raised in 2002.

### STANDARDS ACHIEVED

Performance compared with:		all schools			similar schools
		2001	2002	2003	2003
Year 11	GCSE/GNVQ examinations	D	B	D	B

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

**Achievement is good overall.** Results have been adversely affected by the varying standards at entry in previous years, but in 2004 they were around the average. In the 2003 national tests at the end of Year 6, results were above average in English and science, and average in mathematics. In comparison with similar schools, science was well above average. At the end of Year 9, results were well above average in English, average in mathematics and below average in science. Compared to similar schools they were very high in English, well above average in mathematics and above average in science. Observed standards are now above average overall in Years 3 to 6, and in Years 7 to 11. Achievement is good overall, but achievement in citizenship is unsatisfactory due to the way it is scheduled to be taught.

**The pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Attitudes to work and school are very good. Behaviour and attendance are very good. Pupils' confidence and self-esteem are excellent.

## **QUALITY OF EDUCATION**

**The overall quality of education is good. Teaching and learning are good overall** and are very good in Years 3 to 6. They are enhanced by a good curriculum that meets the needs of the pupils very well. However, the curriculum in art and design is restricted by the accommodation, and accommodation is also a problem in science where some laboratories are too small. In addition, the condition of some classrooms used by Years 3 to 6 is very poor. Pupils' care, welfare, health and safety are excellent. However, although the school analyses the prior attainment of pupils who start at the school other than the usual times in detail, in some subjects support is not targeted sufficiently on their needs. There are good partnerships with other schools and the local college, and very good links with the wider community. Provision for boarding pupils is very good. The partnership with parents is very good.

## **LEADERSHIP AND MANAGEMENT**

**The quality of the leadership and management of the school is very good.** The headteacher and leadership team provide excellent leadership, and leadership is good at all other levels. Governance and management are very good; the school meets all statutory requirements. Development planning, self-evaluation systems and the school's use of data to inform actions are very good.

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

Pupils think that this is a good school to be at and one where the teaching is good and they are challenged to do well; inspectors agree. Over three-quarters of pupils feel that the school is interested in their views and acts upon them. The large majority of parents believe that the school's arrangements for pupils to settle in quickly are good, that their children are making good progress and that all staff expect the pupils to try hard and do their best. Although most parents feel that communication with the school is very good, though a minority of parents would like to be better informed about the school and how well pupils are doing, these views are justified.

## **IMPROVEMENTS NEEDED**



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

- Improve curricular provision for citizenship.
- Seek ways to secure accommodation improvements for science, art and design and classes in Years 3 to 6.
- Continue to improve systems for dealing with high levels of pupil mobility through analysis of pupils' prior attainment.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement in the main school is good in Years 7 to 11. Standards are above average in Years 9 and 11, reflecting the good teaching across the school. In the junior school, standards are above average and achievement is good.

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

- In Years 6 and 9, pupils reach higher standards in tests than would be expected given their earlier results.
- Achievement in science in Years 3 to 6, information and communication technology (ICT) in all years, geography and art and design in Years 10 and 11 is very good because of very good teaching that is focused on individual needs.
- Pupils' standards are average in citizenship, but achievement is unsatisfactory.

#### **Commentary**

1. The standards when pupils enter the school vary considerably from year to year due to the broad nature of the intake and very high pupil mobility, which creates difficulties for the school in identifying a clear picture of standards and achievement and adversely affects pupils' learning. The impact of high mobility on establishing a clear picture of pupils' attainment is lessened by the school's developing skills in measuring pupils' progress from baselines and prior attainment profiles. Overall, current standards vary from year to year. Pupils at present in Years 10 and 11 showed below average standards overall at entry. In recent years, entry standards have been erratic; the 2004 entrants show broadly average standards. In general, boys join the school with lower standards than girls, in line with the national picture.

#### ***Standards in national tests at the end of Year 6 – average point score in 2003***

Standards in:	School results	National results
English	27.8 (26.9)	26.8 (27.0)
Mathematics	27.2 (25.7)	26.8 (26.7)
Science	29.8 (28.1)	28.6 (28.3)

*There were 37 pupils in the year group. Figures in brackets are for the previous year*

2. In the national tests in English, mathematics and science taken at the end of Year 6, the trend has been an improving one since the previous inspection, with some fluctuations from year to year. In 2003, test results were average in mathematics and above average in science and English. In relation to similar schools, the results were above average overall; the pupils did better than one would expect from their Year 2 test scores. In 2004, the overall results improved on those of 2003.

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

Standards in:	School results	National results
English	35.8 (33.5)	33.4 (33.3)
Mathematics	34.8 (34.3)	35.4 (34.7)
Science	32.7 (33.6)	33.6 (33.3)

*There were 82 pupils in the year group. Figures in brackets are for the previous year*

- In the national tests in English, mathematics and science taken at the end of Year 9, the trend has also been an improving one since the previous inspection, and fairly consistent from year to year. In 2003, the latest year for which national data is available, test results compared to all schools were average in mathematics, well above average in English and below average in science. In relation to similar schools, the results were high in English, well above average in mathematics and above average in science. They were well above average overall. In relation to their Year 6 test scores, pupils performed well above the levels one might reasonably expect. In 2004, the overall results improved on those of 2003.

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	43 (59)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	84 (95)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	90 (100)	96 (96)
Average point score per pupil (best eight subjects)	30.4 (38.3)	34.7 (34.8)

*There were 80 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

- In the GCSE examinations at the end of Year 11, there has been greater variability, reflecting the significant variations in the attainment levels on entry and high pupil mobility. Overall, standards in 2003 were average. The trend in GCSE results is an improving one, and improving faster than the national trend. In comparison with similar schools, pupils do better than expected from their previous test results; they achieve well in relation to their earlier Years 6 and 9 test scores. In 2003, the last year for which national data is available, results were significantly above average in English literature, French and physical education. They were broadly average in English language and religious studies. In science and design and technology results were below average. In mathematics, results were well below average. When individual pupils' results for 2003 are analysed more closely, pupils tended to do significantly better in English language, English literature and physical education than in the other subjects that they took. They tended to do significantly less well in science, mathematics and in design and technology.
- The school analyses rigorously test and examination results, including by gender, ethnicity and other background factors. Analysis indicates that boys do less well than girls in most years, in line with the national picture, however, in English boys do better than nationally, especially in Year 6. There are no significant differences by ethnicity.
- In work observed during the inspection, the effect of varying standards at entry to the school and high pupil mobility can be seen. Currently, standards are above average in Year 9. In English, standards are above average, in mathematics and science

standards are average. In English and science achievement is good when these pupils' standards at entry are considered; in mathematics it is satisfactory. In other subjects, standards are judged to be above average in geography, music and physical education, well above average in ICT, and average in modern languages, history, design and technology, religious education, art and design, and citizenship.

7. Achievement in Years 7 to 9 is good overall. It is very good in ICT, partly because of the very good teaching in these subjects with high expectations of what pupils can achieve. Achievement is good in English, modern languages, science, history, geography, art and design, music, religious education and physical education. Pupils' above average literacy skills are a significant factor in their progress. Achievement is unsatisfactory in citizenship due to unsatisfactory curriculum provision. In other subjects, achievement is satisfactory.
8. Overall, the standards of work seen in Year 11 are above average. In modern languages, ICT and geography, standards are well above average, reflecting the good and often very good teaching in these subjects. In English, history, art and design, and physical education, standards are above average. In other subjects, standards are average.
9. Overall, achievement is good in the work seen in Years 10 and 11. Achievement is judged to be very good in ICT and geography. In English, modern languages, history, religious education, art and design, design and technology, music and physical education, achievement is good. Achievement is satisfactory in mathematics and science, and unsatisfactory in citizenship.
10. In work seen, standards in Year 6 are above average in English, science and ICT, and average in mathematics, design and technology, history, art and design, and religious education. In other subjects insufficient work was seen to make a judgement. Pupils' achievement in Years 3 to 6 is very good in science and ICT, and good in English, mathematics, history, art and design, and religious education. Achievement is satisfactory in design and technology.
11. Pupils with special educational needs achieve equally as well as other pupils in all year groups. They make good progress towards their individual targets because teachers have a good knowledge of their individual needs and provide work of suitable difficulty to keep pupils interested. Pupils with EAL all improve considerably in their command of the language. They make good progress alongside other pupils. In 2004, almost all EAL pupils in Year 11 were successful in gaining a higher-grade pass in GCSE English. Teachers give pupils good support within and outside lesson time, for example, in 'prep' clubs and other extra-curricular activities. This is much appreciated by the pupils, who speak positively of the support they receive and the effect on their motivation to learn. Learning support assistants are well briefed and have received appropriate professional development, contributing to the good achievement of both groups.
12. Teaching across the curriculum promotes above average standards of literacy throughout the school. Numeracy skills are average overall. The teaching of mathematics across the curriculum is satisfactory. A good policy document provides guidance for using mathematics in all subjects. Pupils are involved in valuable practice

and application of skills, for example, in ICT lessons about spreadsheets, pupils have to understand and write formulae and check calculations manually. In geography, pupils worked with climatic statistics, drawing graphs and interpreting their meaning. However, the implementation of a coherent numeracy policy in a number of subjects is at an early stage of development. Standards of ICT work in many subjects are good. In design and technology, mathematics, music and science good planning is impacting well on pupils' attainment. ICT lessons also impact on pupils' literacy, promoting better standards of technical accuracy through the use of spelling and grammar checks. There are clear and realistic plans to assess pupils' achievements across the curriculum.

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

The attitudes and behaviour of pupils are very good. Personal development, including spiritual, moral, social and cultural development, is very good overall. Attendance and punctuality are very good.

### **Main strengths and weaknesses**

- Pupils' confidence and self-esteem rise particularly well as they progress through the school; this helps them to learn well.
- Very good attitudes and behaviour have a positive impact on pupils' achievements.
- The school promotes good behaviour very well.
- Very good relationships between pupils contribute to the very positive school ethos.
- Provision for pupils' spiritual and cultural development is good, and for moral development it is very good. For social development provision is excellent.

### **Commentary**

13. Pupils are confident, self-assured and well mannered. They have very positive attitudes to learning. Both boarding and non-boarding pupils enjoy school life and show very high levels of interest in lessons and the range of activities provided. The interest of different groups of pupils is successfully maintained in lessons through programmes that challenge and support them according to their individual needs. Pupils in the school with EAL are usually highly motivated and work hard.
14. Overall, behaviour is very good in lessons, as pupils move between classrooms, in the dining hall and around the school grounds. Discussions with pupils of all ages indicate that bullying is not a significant problem. All pupils are aware of the school rules and there are very high expectations regarding conduct at all times. The system of rewards and sanctions is very effective. Pupils value the system of commendation and there is much healthy competition in school to qualify for certificates and prizes. Pupils required to spend time out of lessons are monitored very closely to ensure that their behaviour improves subsequently. The arrangements the school makes for behaviour management are very good. The incidence of exclusion is low.

*Ethnic background of pupils*

*Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	474	17	-
White – any other White background	11	-	-
Mixed – White and Black Caribbean	3	-	-
Mixed – White and Black African	1	-	-
Mixed – White and Asian	1	-	-
Mixed – any other mixed background	3	-	-
Asian or Asian British – Indian	2	-	-
Asian or Asian British – any other Asian background	1	-	-
Black or Black British – Caribbean	2	-	-
Black or Black British – African	7	-	-
Black or Black British – any other Black background	4	-	-
Chinese	24	-	-
No ethnic group recorded	17	-	-

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

15. The school promotes good relationships, including racial harmony, very well. The race equality policy is very effective. Pupils work very well together. For example, in science, Year 4 pupils collaborated very well as they made parachutes and conducted experiments to check the effects of gravity on objects. In a Year 11 religious education lesson, pupils considered each other's ideas carefully to decide how they could best use a £100 budget towards a good cause.
16. Arrangements for monitoring and promoting good attendance are very effective and attendance is very good overall. Attendance rose to 93.5 per cent in 2003/4 and unauthorised absence was well below the national average.

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

Authorised absence		Unauthorised absence	
School data	8.2	School data	0.3
National data	8.3	National data	1.1

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

17. Provision for spiritual development is enhanced by the school's Christian ethos and the regular chapel services. All pupils take part in a daily assembly, most of which have a spiritual focus. Opportunities for spiritual development in lessons are sometimes missed, but the ethos of the school promotes self-esteem and confidence amongst pupils, and the natural environment of the spacious grounds is also a source of inspiration.

18. Pupils respect each other's feelings and develop strong principles. They develop excellent social skills as a result of participating in the range of activities on offer as well as from working together in lessons. There is a rich provision for cultural development: pupils can immerse themselves in the arts, including music, dance and drama, both during and outside the school day, and there are many worthwhile educational visits. Opportunities to experience non-Western cultures are more limited. They are found in those parts of GCSE syllabuses that require it, but the school does not make sufficient effort to expose pupils to the whole range of cultural diversity found in modern Britain.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education offered is good overall. Teaching and learning, and the curriculum, are good. Care and welfare of pupils are excellent. Many aspects of pupils' welfare and guidance, and of partnership with the wider community, are very good; partnerships with parents and the community are very good.

### **Teaching and learning**

Overall, the quality of teaching and learning is good across the school. Assessment arrangements are also good overall.

### **Main strengths and weaknesses**

- Over four-fifths of teaching is good or better, leading to the good achievement seen. Teaching is particularly good in Years 3 to 9.
- Teaching and learning in mathematics are satisfactory, but are weaker than in other subjects in Years 7 to 11.
- In most lessons, planning is very good and time is well used, maintaining interest and pace of learning.
- Assessment arrangements are good, and in most subjects are contributing well to better targeting of work.

## Commentary

### *Summary of teaching observed during the inspection in 92 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (1.1%)	26 (28.3%)	50 (54.4%)	15 (16.3%)	0	0	0

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

19. Overall, the quality of teaching is very good in Years 3 to 6, and good in Years 7 to 11. Since the previous inspection, the school has been successful in focusing on raising the quality of teaching in order to raise achievement. Across the school 84 per cent of lessons seen were good or better. Very good teaching was observed in ICT, geography, art and design, physical education and in English, science, and ICT in Years 3 to 6. Teaching is good overall in English, modern languages, science, history, religious education, music and citizenship. In Years 10 and 11, teaching is also good in design and technology. It is satisfactory in mathematics. Throughout the inspection no unsatisfactory teaching was seen. Where teaching is of a high quality, there is a clear impact on learning. Pupils come to lessons prepared to work, knowing that teachers have high expectations of their behaviour. A good example of high quality teaching in history involved a Year 10 class being required to understand why the superpowers wanted détente in the 1970s. The pupils were able to sort and prioritise a range of possible reasons, drawn from different sources. Good use was made of homework by requiring them to develop this into an analysis of the subsequent actions taken by the Russian leader, Brezhnev.
20. The good lessons are characterised by clear aims and objectives that are kept under review throughout the lesson. Pupils understand what is required of them and they respond very well to the work set. Teachers have a good level of subject expertise, which they use well to stimulate and involve pupils in the development of the skills and expertise demanded by the subject. Classroom management is effective and the majority of lessons have a purposeful ethos that generates good learning. A very strong feature of most departments is the very close knowledge teachers have of pupils' needs and stages in learning, and the way teachers use that knowledge in a sensitive manner to support them as effective learners. Pupils feel confident in lessons and the large majority respond and concentrate well. In general, teachers' planning shows high and appropriate expectations of pupils' learning. A broad range of teaching methods is used to develop pupils' knowledge, understanding and independence, informed through the school's involvement in the National Key Stage 3 Strategy. Good pupil management, particularly in relation to dealing with pupils demonstrating challenging behaviour, is a strong feature of the school. The quality of teaching is a significant factor in the good progress made by pupils.
21. The school's provision for assessment is very strong, and procedures to collect assessment data systematically and to monitor the achievements of pupils effectively are well established. There is good practice across the school; assessment records are used well to focus on pupils' potential and progress, especially by senior staff. For example, the school builds attainment profiles of its pupils using a range of test results and uses data to set challenging, but realistic, target grades for pupils. As a result, the use of assessment to respond to pupils' individual needs is good overall. Pupils are



involved in setting their own target grades. For pupils with special educational needs, the assessment and monitoring procedures to track their progress are very good.

22. The quality of marking and assessment in subjects varies from very good to unsatisfactory, but is good overall. Teachers generally mark work regularly, although in some areas they do not provide sufficient detail to record what pupils have done well and how they can improve. Examples of good and very good assessment were seen in all subjects apart from history, where assessment is satisfactory, and citizenship, where arrangements for assessment are unsatisfactory. When marking is good or very good, it is well directed towards examination criteria and pupils are informed of how to improve. Pupils' understanding of how they can improve is developing well. In general, teachers mark in a positive way and there is a good balance of comments of praise and how to improve.
23. Teaching and learning of pupils with special educational needs are good. The teaching of pupils with special educational needs takes place principally in mainstream classes. This is successful because teachers are skilled in using 'small steps' approaches to learning, for example, in science, and art and design. There is a very good match between the curriculum and pupils' learning needs in music and citizenship and a good match in modern foreign languages. Where learning is not good, insufficient attention is given to planning for pupils' individual needs, as in some maths and design and technology lessons. Most support staff are expected to work across the full age range and, as a consequence, they are not able to jointly plan lessons with teaching staff or monitor learning progress within the classroom. Teaching for pupils with English as an additional language (EAL) is good.

### **The curriculum**

The curriculum is good throughout the school. Opportunities for enrichment of learning are very good. The provision of staffing is good; accommodation and learning resources are satisfactory overall.

### **Main strengths and weaknesses**

- The curriculum for pupils in Years 3 to 6 is very good.
- There is a broad curriculum in Years 7 to 11, which includes vocational courses and work-related learning.
- The citizenship curriculum is unsatisfactory.
- Provision for extra-curricular and enrichment activities is very good.
- Accommodation for science, art and design, and classes in Years 3 to 6 has a negative impact on pupils' attainment and needs improvement.
- Too little time is allocated to GCSE science.

### **Commentary**

24. Pupils in Years 3 to 6 follow the National Curriculum, with the addition of French in Years 5 and 6. They also benefit from specialist teaching in science, technology and physical education. All pupils in Years 3 to 6 have ICT lessons in the specialist rooms. The National Curriculum is also covered thoroughly in Years 7 to 9, with the possibility of German and drama as well as the required subjects. There is a good range of options in Years 10 and 11, particularly when one considers the size of the school.

Fitting the core subjects and options into the timetable, even given a 27.5-hour week, is not easy, and not enough time is allocated for double GCSE science and, as a result, achievement is only satisfactory even though teaching is good. In addition to GCSE courses in traditional academic subjects, there are several vocational courses, for example, intermediate GNVQ ICT and leisure and tourism. The school has embraced work-related learning in order to provide a curriculum relevant to all pupils. Provision for citizenship is unsatisfactory. Citizenship topics are planned within PSHE and other subjects and are well taught, but they are not distinguished sufficiently as a separate subject and, as a result, pupils' progress is not assessed adequately and their achievement is unsatisfactory. The PSHE course is well planned and makes a good contribution to pupils' personal development.

25. The programme of enrichment activities is very good; the school's boarding provision leads to a greater range of extra-curricular activities than would normally be found in a school of this size. The provision also enhances opportunities for day pupils. For example, around 100 pupils take lessons in the school's own riding school. Sportsmark awards in 2000 and 2003 reflect the fact that pupils are able to undertake a wide range of sporting activities; around 60 per cent of pupils join in sports activities outside the school day. Provision will be further enhanced if the school is successful in its bid for specialist sports college status. The performing arts are also strong, with two choirs, an orchestra and a jazz band as well as ensembles. There is a recording and technology suite, and a musician in residence. A significant proportion of pupils take instrumental or singing lessons, and many more also have dance lessons. The school mounts a very good range of productions, including musical productions, plays and concerts. The school holds a monthly concert series and there is a very wide range of visits and events catering for pupils of all ages.
26. There have been significant staffing changes in recent years, and currently there is a strong team of qualified teachers. There is a temporary vacancy for a chaplain and head of religious studies, but otherwise provision is very good. The school is able to provide accommodation for staff, and thus avoids the staffing difficulties found in many local schools in an area where housing costs are high. The school benefits from residential staff who are able to teach part-time as well, as from those who teach elsewhere, but live on campus and are able to support activities in the evenings and at weekends. There is a strong team of support staff, including learning support assistants, technicians, boarding staff and foreign language assistants.
27. Resourcing of subjects is good in some departments and satisfactory overall. Provision of texts and reference materials is good in religious education, but unsatisfactory in citizenship. A good level of ICT equipment is found in mathematics, design and technology, and music, and this enhances the learning experience of the pupils. However, there is no access to ICT in the art and design department. Overall, resources for ICT are good, the school is very well resourced in terms of the number and quality of computers and pupils are given ample access to these facilities. Boarding pupils have very good access to ICT resources beyond the school day. This has a significant impact on the quality of presentation of pupils' coursework assignments.
28. Overall, accommodation is satisfactory. The extensive grounds and additional buildings, such as the chapel, enhance provision and benefit learning. Accommodation

in music, ICT and design and technology is good. There are some areas in need of improvement, for example, in science, where two of the four laboratories are too small for larger groups, art and design, and English, which are sometimes taught in non-specialist rooms. The condition of some classrooms used by Years 3 to 6 is very poor. These accommodation issues restrict the curriculum and impact adversely on standards.

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

The school has excellent arrangements to ensure pupils' care, welfare, health and safety. Pupils are provided with very good pastoral support and guidance and they are involved very well in aspects of the school's development. Academic support and guidance is good. The pupils' views are taken into account very well.

### **Main strengths and weaknesses**

- Very good induction arrangements enable new pupils to settle into school well.
- Boarding and day pupils feel confident and secure because of the very effective pastoral system.
- Pupils form very good, trusting relationships with adults because of the school's very strong family ethos.
- In some departments, the support for pupils who arrive in the school other than at the usual times is not securely based on an analysis of their attainment.
- Pupils feel valued because their views are taken seriously and they are very well involved in whole-school matters.

## Commentary

29. The school has a very high turnover of pupils and has established excellent procedures to ensure that they settle in very well. For example, prospective boarders of all ages can stay overnight in the summer term prior to the autumn term they are due to start. A 'buddy' is allocated to help them once they start, whether they are boarders or not. Induction programmes for Years 7 and 10 are very well planned to help those pupils come to terms with the increased demands at those stages of their education. Systems for dealing with the high levels of pupil mobility through analysis of pupils' prior attainment need to be further developed. The analysis of prior attainment is detailed, but in some subjects the data is not used well to ensure that support in these subjects is targeted effectively on pupils' needs.
30. Arrangements for child protection are particularly effective. There are five, fully-trained child protection liaison officers and procedures are excellent. For example, all staff carry a credit card sized aide-memoire stating the protocol for child protection and all relevant emergency telephone numbers. Concerns are dealt with effectively.
31. Clear procedures for the identification of pupils with special educational needs are the result of effective leadership by the special educational needs co-ordinator. The format of individual educational plans that has recently been adopted should ensure a sharper focus to meeting the academic needs of pupils. The data available for assessing children on entry to the school is improving.
32. General health and safety risk assessments are exemplary. Risk management arrangements are excellent. Arrangements for educational visits are meticulously checked. For example, staff visit in advance all hotels used by pupils, and ensure that requirements are met. Liaison between the school's staff responsible for educational visits and the local education authority's health and safety officer is excellent. Provision for first aid is very good and the school provides 24-hour health centre facilities with full-time nursing provision.
33. The pastoral support system is organised very well with senior managers, heads of house, heads of year, key stage co-ordinators, tutors and support staff making a very good contribution to achievement and pupils' personal development. The achievement of all pupils, including those with special educational needs, is monitored very effectively. Pupils are involved in target setting very well. For example, secondary school aged pupils agree targets and review them regularly with subject teachers through their student planners. Personal development is also monitored very well across the school.
34. Guidance on further study and careers is very good. Staff work very effectively with colleges regarding opportunities in further education. The Connexions agency provides very good support and advice for pupils.
35. Pupils confirm that the school has a very strong family ethos, underpinned by trusting relationships between them and the staff. These factors give pupils the confidence to raise any concerns or worries they may have, for example, in relation to bullying.

36. The school councils (junior and secondary), boarding forum and dining forum provide opportunities for pupils to express their views regarding many aspects of the school. The younger pupils especially benefit from the opportunity to develop their confidence, speaking and debating skills as they represent their peers. It is evident that the school has taken on board many of the views and ideas originating from the councils and forums. Senior managers are involved with these groups and ensure that chances for personal development are taken. The interviewing process for recruitment of a new chaplain includes questions from a panel of pupils.

## Partnership with parents, other schools and the community

The school has a very effective partnership with parents and the community. Links with other schools and colleges are good.

### Main strengths and weaknesses

- Parents have a high regard for the school; overall they are valued and consulted very well as partners in the education of their children.
- They make a very good contribution to the school and their children's learning because they receive very good information about the school and their children's progress.
- Good links with other schools and colleges have a positive effect on transfer and on learning.
- Very good links in the community help to enrich the curriculum and support learning very well.

### Commentary

37. The school communicates with parents to consult on specific aspects of its work. Through this, parents identify issues and influence policies. For example, the school consulted parents about the timing of the half-term break, school uniform and their views about establishing a sixth form. The school has a well-established website, which includes email access to the headteacher and staff. Parents are very well informed about the school through the prospectus and newsletters. Information about study options at Year 10 is very good. The Gatton Guide, issued to all pupils, keeps a very helpful record of homework, commendations and other matters. Arrangements for parental consultation are very good. Pupils' annual reports provide very good information about how well they are doing in all subjects, together with future learning targets.
38. The parent-teacher association supports the school very well by organising many social and fund-raising events. Money raised is used to buy additional resources such as playground equipment for the junior school or to fund events such as the leavers' ball. Some parents help regularly in school and many help to run extra-curricular activities. Home/school records and communications show that parents support their children's learning very well at home.
39. The school works effectively with primary and other schools regarding transfer and induction. It also accommodates some 40 sixth form students attending Reigate College as boarders. Links with the college are effective, for example, tutors from the college teach the business studies GCSE offered at the school.
40. Links with welfare and special educational needs support agencies are very good. Multi-professional team meetings are held between representatives and staff each half-term to consider issues. Many educational visits support learning, including trips to London to the Tate Galleries and geography field trips for GCSE students. Cultural education is enhanced through visits to museums, theatres and music halls. Community use of the school's premises is extensive, and numerous clubs, associations, outdoor activity providers and other groups make excellent use of school

grounds. The school is home to the Gatton Community Theatre and also hosts Gatton Park Educational Trust, which provides a variety of courses for thousands of members of the local community, including pupils from this and other schools.

41. Links with parents of pupils with special educational needs are very good. Active parental involvement in the review processes helps the school to acquire a very good all-round picture of each pupil's needs. This helps to reinforce the school's aim for a three-way partnership of pupil, parent and school in determining targets and monitoring progress. Parents' attendance at annual reviews is excellent. Operational links with external agencies are very good, particularly in relation to educational psychology and learning support services. Despite the modest levels of support available, this support is used very effectively by the school.

## **LEADERSHIP AND MANAGEMENT**

Overall, the quality of leadership and management is very good. Excellent leadership is provided by the headteacher and leadership team. Governance is very good. Statutory requirements are met.

### **Main strengths and weaknesses**

- The headteacher's excellent leadership is reflected in a very clear vision for school development.
- Governors have a very clear picture of the school's strengths and weaknesses. There is a very effective balance between challenge and support.
- The governors and board of management have established an effective and efficient working relationship.
- The management of the school is very effective, and is based on thorough and regular processes of evaluation and review. The evidence obtained from analysis of data helps the school to focus its work well through its development plan.
- A large financial deficit, incurred in Year 2000, limits what can be achieved in some areas.

### **Commentary**

42. Governance is very good; the governing body contains members with a wide range of skills that are relevant to its needs. The governing body works closely with the foundation management board and together, their members reflect the local area well; some have a long experience of the school and its work. Whilst governors are supportive, they are also ready to hold the school to account, or to challenge thinking. In liaison with the headteacher, they take a proactive role in monitoring and evaluating the performance of subject departments in the school. As a result, they have a very good understanding of the school's strengths and weaknesses and use their knowledge to help the school to set its priorities. Although production of the school improvement plan is managed by senior staff, governors play an appropriate part in prioritising what should be done.
43. Governors ensure that this is a very inclusive school. They discharge their responsibilities in this area very well, for example, by receiving regular reports on how well pupils are performing, monitoring the condition and suitability of school and

boarding accommodation or ensuring that the school's policies meet requirements. Within the limits of funding, the school is accessible to those with physical impairment.

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

Income and expenditure (£)		Balances (£)	
Total income	2,269,000	Balance from previous year	-118,000
Total expenditure	2,298,000	Balance carried forward to the next	-147,000
Expenditure per pupil	4,133		

44. For the year ended March 2004, the school was in the second year of a four-year licensed deficit. The deficit was approved on the basis that the school would return to break even in 2004/05 and that in 2005/06 the Foundation would assume responsibility for the elimination of the then projected cumulative deficit up to a maximum of £240,000. During 2004/05, due to reductions in delegated funding, the school was not able to maintain progress with the licensed deficit agreement. The school views the projected deficits very seriously and is negotiating with the Foundation to agree a formula to eliminate the deficit over five years. Plans to remove the deficit are appropriate.
45. Despite these difficulties, the school's main educational priorities have been funded appropriately. Overall, given the good achievement right across the school and the modest academic standards of many pupils at entry, the school offers satisfactory value for money.
46. The headteacher and leadership team provide excellent leadership and direction for the school. Leadership across the school is very good overall. There is a very clear vision for the school, focusing on providing the best possible conditions for pupils to learn in, and raising achievement for all pupils. The management of the school is very effective, and is based on thorough and regular processes of evaluation and review. Monitoring and evaluating the work of the school are strengths. The evidence obtained from analysis of data helps the school to focus its work well through its development plan and promotes inclusion for all pupils. The school development plan sets out well-focused priorities that are most likely to continue the rise in standards. The leadership and management of the boarding provision are very good and ensure that boarding pupils have a safe, secure and stimulating experience that complements their academic studies. Boarding staff fulfil their responsibilities very well and have a significant and positive impact on boarding pupils' experiences.
47. Development and improvement planning is very strong and is a very significant factor in the school's substantial improvement over the last few years. Self-evaluation has played a very important part also and the governors and senior staff have a clear and accurate perception of the school's strengths and weaknesses, including those identified during the inspection, and plans are already in place to address the weaknesses identified. There has been good improvement on all the key issues raised in the previous inspection.
48. In subject departments, leadership and management are good overall, and middle managers generally lead their subject areas well. Leadership is very good in ICT,



religious education, art and design, music and physical education. It is good in English, modern languages, science, geography and design and technology. Leadership is satisfactory in all other subjects. Leadership of the junior school is excellent. The involvement of senior staff in supporting departmental leadership and management is very effective, for example, in mathematics, where standards and achievement have improved significantly.

49. Leadership and management of the provision for special educational needs are good. The relatively recently appointed special educational needs co-ordinator has a realistic appraisal of inherited deficiencies in provision and is working hard to overcome them. She provides enthusiastic leadership and is effective in team building. There is a very good vision for staff development using external agencies and their specialist resources.

## **WORK-RELATED LEARNING**

Provision for work-related learning (WRL) is very good and meets statutory requirements.

### **Main strengths and weaknesses**

- A good range of vocational courses meets the needs of individual students and encourages their achievements.
- The planning of work experience and other work-related events ensures that all pupils benefit from a practical and individual introduction to the world of work.
- The leadership and management of this provision are very good.

### **Commentary**

50. An assistant headteacher has overall responsibility for WRL and there are specifically designated co-ordinators for Years 7 to 9 and Years 10 and 11. The assistant headteacher ensures that this area reports to and receives regular guidance from the leadership team. Senior staff have a thorough knowledge of relevant guidelines and there has been an initial audit of work-related opportunities in the formal and informal curriculum.
51. The school has introduced progressively a good range of vocational courses and opportunities, with vocational GCSE programmes in business studies, leisure and tourism, child development and media studies. These are complemented by a well-subscribed GNVQ intermediate course in ICT. All pupils follow either this course or a business-oriented GCSE course in ICT, which overall enhances their employability. In addition, the innovative and responsive approach of senior management to WRL is indicated by their current consideration of possible vocational courses in environmental and forensic science. Coupled with frequent opportunities for pupils and parents to discuss curriculum and career choices, this represents a good match of individual patterns of study to the requirements of the world of work. However, whilst most subjects have clear policies on WRL, and the vocational subjects taught in Years 10 and 11 frequently use links with employers, some subjects have yet to develop regular links to the world of work in lessons.
52. Pupils' opportunities to learn about the work environment are enhanced in several complementary ways. The Connexions career advisor has an office in the school.

There is open access to this facility and parents frequently visit to discuss choices. Work experience is mandatory for all pupils in Year 10. A one-week experience is provided for most, and those following a primarily vocational route have two weeks. Staff devote considerable time to the arrangement and monitoring of the scheme and, as a consequence, students' opinions of the experience are high. The preparation for work experience includes formulation of CVs using ICT, introduction to workplace health and safety procedures and teamwork skills.

53. Further, the Years 10 and 11 curriculum is replaced on three days per year with a business simulation activity. This is planned in association with local employers, the Rotary Club and the Soroptomists. The activities involve team formation, assignment of business roles and responsibilities, and competitive business activities based on customer satisfaction and business efficiency. Local business groups also arrange for all students a programme of coaching for interviews and a detailed feedback on their performance. Overall, local employers have a high opinion of WRL in the school. Through work experience, a small number of pupils have been found employment on Saturdays, which is integrated into their curriculum and assessment. Overall, this flexibility of response creates very good WRL for pupils, whatever their programmes of study.
54. A very good working relationship with Reigate College helps with the deepening of industrial links, and activities have been arranged with a variety of large and small employers, ranging from McDonalds' restaurants and Young's brewery to a local farrier. Similarly, through association with the college, a number of pupils are successfully working on accredited apprenticeship schemes.

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

### **SUBJECTS AND COURSES IN KEY STAGES 2, 3 and 4**

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

##### **ENGLISH**

Provision in English is **good**.

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

- Results at GCSE and in the Year 6 tests were well above average in 2004.
- Teaching is good. Teachers are highly committed to improving pupil achievement.
- Use of ICT is inconsistent between classes.

##### **Commentary**

55. Year 6 test results in 2003 were above average compared with national figures and similar schools. Results have improved consistently in recent years and were well above average in 2004. End of Year 9 results were also well above average in 2003, and high in comparison with similar schools. However, results in the previous two years were average. In 2004, the results were even lower, although the school awaits the outcome of an appeal. GCSE results for English in 2003 were average; in English literature they were well above average. About three-quarters of pupils took the literature examination. Results in English greatly improved in 2004, and were well above the national average. They remained constant in literature, which almost all pupils took this year. Fluctuations in the pattern of standards in Years 7 to 11 are due to high rates of pupil mobility and variations in ability between different year groups. It is notable that boys usually do better than seen nationally in the subject, especially in Year 6.
56. Achievement is good throughout the school, including for pupils with special educational needs and those for whom English is an additional language. On entry to both the junior and the main school, standards in English are average. In work seen during the inspection, in Years 6 and 9, standards are above average. There is a clear process of improvement in reading skills throughout the school. In Years 3 to 6, the daily use of the library and quiet reading sessions after lunch help to develop pupils' interest in reading. Those who find reading more difficult receive good levels of extra help. In the main school, although library resources are limited, there could be more encouragement for wider personal reading. Written work is set and marked regularly. By Year 6, pupils come to terms well with writing for a range of different purposes. Very good practice was seen in one Year 6 lesson in developing a clear structure for narrative writing. In Years 7 to 9, pupils try conscientiously to develop ideas, for example, using imagery and sensory detail well in descriptions. However, the range and regularity of more extended writing need to be further developed in some classes. There is good emphasis on exercises to improve accuracy in spelling, use of words and punctuation, but errors in writing hold back overall standards for many middle and lower attaining pupils.

57. In English and English literature, standards are above average in GCSE coursework by Year 11. Teachers have good expectations for extended personal and creative writing, which is well structured and expressive. Higher and average attaining pupils also write intelligently about literature studied. Essays are developed in sufficient depth, with good use of textual detail to support arguments. However, lack of technical accuracy remains a significant problem. Speaking skills are above average throughout the school. Pupils answer teachers' questions confidently and make constructive contributions to discussions. They listen very well to teachers and other pupils. There are examples of word-processed and desktop-published work in all year groups, but access to ICT equipment is limited during lesson time. This leads to some inconsistencies of experience between classes. Teaching assistants support individual pupils with special educational needs well during lessons, although teachers do not always plan and target their work sufficiently.
58. Teaching is good overall, and very good in Years 3 to 6. Teachers manage pupils very well, and positive relationships are formed. They know their subject well, and the best lessons are well planned, with a strong focus on literacy skills. Achievement is limited in some lessons when teachers do not judge pace and timing appropriately. Too many activities lead to rushed effort, with not enough time to assimilate ideas properly or to review learning at the end of the lesson. Group work is not sufficiently well organised in some main school lessons. However, pupils' learning is good overall, and very good in Years 3 to 6. They acquire skills and knowledge well, closely supported by their teachers. Staff are highly committed to improving pupils' achievement and are willing to give additional personal help and guidance in booster and after-school study sessions. Assessment of pupils' work is good. In the best practice, pupils' efforts are well focused by a clear understanding of how their work will be assessed. However, this best practice is not shared sufficiently between teachers.
59. Subject leadership is very good in Years 3 to 6, where strategies and priorities for development are well established. It is good in the main school. There has been significant discontinuity here, with three different heads of department in the last three years. Since her appointment in September, the new head of department is rapidly establishing her own vision for the subject. Management is good throughout the school. A systematic programme to monitor standards of teaching and learning is in place. Accommodation and resources are satisfactory, but English lessons in the main school are often taught in a range of different subject rooms. Opportunities to create an appropriate learning environment are, therefore, restricted. However, overall improvement since the last inspection is good.

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

60. Teaching across the curriculum promotes above average standards of literacy throughout the school. The school's co-ordinator has worked closely with the local education authority's literacy adviser to provide training and support to subject departments. Good practice was seen in teaching pupils to develop and structure their written work, particularly in science, geography and religious education. Pupils also have opportunities to produce extended writing in history and physical education, and more creative work in English. Key words are taught and displayed in most subjects, including music, design and technology and mathematics. ICT lessons also promote better standards of technical accuracy through the use of spelling and grammar

checks. In speaking, pupils share ideas well in whole-class and group discussions, but they do not give enough presentations to the whole class when learning is reviewed at the end of the lesson. The school also provides good additional support for the development of literacy for pupils with special educational needs and those for whom English is an additional language. The technical accuracy of pupils' written work needs to be improved. Spelling is a problem for many pupils.

## Modern Foreign Languages

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

### Main strengths and weaknesses

- Pupils achieve well and standards in Year 11 are well above average.
- The specialist teaching of French in Years 5 and 6 enables pupils to make an early start to oral learning.
- Good improvement since the previous inspection has raised standards.
- Teachers do not use the foreign language sufficiently in lessons.
- Pupils' work is not adequately displayed to celebrate its quality.

### Commentary

61. GCSE results in French have been well above average in recent years until 2003, and in 2004 they have risen further. In German, all eight students achieved grades A\*-C in 2004.
62. Standards rise through Years 7 to 9 and by the end of Year 9 pupils are on target to reach average levels. There is no significant difference in attainment between boys and girls. Teachers interpret assessment criteria too harshly in Year 9, and this results in reported standards appearing low. Achievement of all pupils, including those with special educational needs, is good. By Year 9, pupils select important points from material they read and hear. They describe people and their jobs. They write about where they live and facilities in the town. They find speaking in complete sentences a challenge. Higher attaining pupils use present and past tenses with increasing confidence. Standards in Year 11 are well above average. A much smaller proportion of boys than girls reach the highest GCSE level. Achievement is good. By Year 11, pupils develop greater confidence and higher attainers write in detail about their family.
63. Only one lesson was seen in Year 5 during the inspection. The teaching in Years 5 and 6 is predominantly oral and learning is for enjoyment. Teaching is good in Years 7 to 11. In Years 7 to 9, teachers' high expectations ensure that pupils work hard and learning is consistently good. Good lesson planning and challenging tasks result in good acquisition of a breadth of vocabulary and understanding of foreign language structures. In Years 10 and 11, teachers' good knowledge of the GCSE requirements enables them to prepare pupils well for assessment. The two foreign language assistants make a valuable contribution to the improvement of pupils' oral skills. However, teachers do not make use of the foreign language enough in lessons to

convince pupils that it can be used as an effective means of communication. There is insufficient use of ICT to support language learning.

64. Leadership and management of modern foreign languages are good and planning is effective. Pupils' work is carefully assessed and they are set accurate targets for examination performance. The department supports viable groups in two languages in Years 10 and 11. The department evaluates pupils' examination performance very effectively. There is a good range of resources for teaching. More effective displays of pupils' work would add significantly to pupils' self-esteem and sense of achievement. Overall, the subject has made good progress since the last inspection.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils achieve well in mental mathematics, particularly in Years 3 to 6.
- Assessment procedures are good and support learning.
- Lessons in Years 7 to 9 rely too heavily on the use of worksheets to practise skills.
- Teaching has improved significantly since the previous inspection.

### **Commentary**

65. In 2003, standards at the end of Year 6 were at the national average. Results were also average when compared with all other schools that participated in these tests nationally. National comparisons are not yet available for 2004, but the average points score is much the same as in 2003. The overall trend is one of improvement that is in line with that nationally.
66. In national tests at the end of Year 9, standards have improved since 2001. In 2003, pupils attained levels close to the national average and performed well above similar schools. Results in 2004 show further improvement in school's average points score.
67. In GCSE examinations, results improved significantly in 2004 both in terms of average points score and in the proportion of A\*-C grades. In 2003 one in five pupils, below the national average, achieved grades A\*-C compared with over half achieving these grades in 2004. Overall, results in tests and GCSE examinations show little difference between boys and girls or between ethnic groups.
68. Pupils enter the school in most years with below-average mathematical skills. However, significant variations can occur from year to year because of the higher than average number of pupils who are admitted or leave the school at different times in their school career. In Year 6, standards are average. Pupils achieve well in the junior school because good teaching generates enthusiasm and enjoyment of mathematics among a high proportion of pupils. In both Years 9 and 11, standards are also average. Pupils achieve satisfactorily in number, algebra, shape and data handling. However, pupils do not have enough opportunity to practise using and applying their mathematical skills in investigations. Lower attainers make good progress and practise essential numeracy skills such as multiplying or dividing by ten and one hundred. Gifted mathematicians are identified and encouraged to enter mathematics

competitions at home and abroad. Spreadsheets and ICT skills generally are used satisfactorily.

69. In Years 3 to 6 the teaching of basic mathematics, particularly mental mathematics, is good and is often very good or excellent. Pupils of all abilities are good learners; they make good progress and state that it is one of their favourite subjects. Teaching and learning in Years 7 to 11 are satisfactory. Lessons have clear objectives and teachers manage behaviour well to create a good learning environment. Where deployed, learning support assistants give good help to pupils with special educational needs. Teachers use interactive computer whiteboards effectively to attract and retain pupils' concentration. The start of lessons is a strong feature. In these brief sessions pupils effectively practise number skills or recap previous work. In the best lessons, pupils learn effectively because they discuss ideas in pairs and explain their own methods at the whiteboard. Assessment is good, with teachers keeping a close check on pupils' progress, both in lessons and through regular tests. However, there is a high dependence on worksheets for practising mathematical processes, which limits opportunities for the practical application of such skills. Overall, although the Programmes of Study are managed well, there is little buzz or excitement in lessons. Often, as a result, learning and achievement are only satisfactory. Relevant homework is set and marked regularly and supports pupils' learning.
70. Leadership and management are satisfactory. Lessons are monitored and supported regularly by senior staff. The rooms have good mathematical displays of pupils' work and posters that support pupils in their learning. Staff collaborate well in planning their teaching and contribute to developing ideas in mathematics. The action plan is addressing accurately improvements in teaching and learning including the need to develop both pupils' investigative skills and their enthusiasm for mathematics. Overall, there has been good progress since the last inspection, when standards were much lower and achievement often unsatisfactory.

### **Mathematics across the curriculum**

71. Numeracy skills are average overall. The teaching of mathematics as a basic skill in all subjects across the curriculum is satisfactory. A good policy document provides guidance for using mathematics in all subjects. Some teaching involves valuable practice and application of skills, for example, in ICT lessons about spreadsheets, pupils have to understand and write formulae and check calculations manually. In geography, pupils work with climatic statistics, drawing graphs and interpreting their meaning. However, in several other subjects, the systematic implementation of the numeracy policy is at an early stage of development.

### **SCIENCE**

Provision in science is **good**.

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

- Teaching is good in all years.
- Teachers work together as an effective team and are respected by the pupils.
- The time allocation for science classes in Years 10 and 11 is insufficient and adversely affects standards.

- The work of the department is well organised and very well managed.
- Some of the laboratory accommodation is poor and has an adverse effect on learning.

### Commentary

72. In 2003, the national test results at the end of Year 6 were above the national average and showed a significant improvement on the results of 2001 and 2002. Test results at the end of Year 9 in 2003 were below the national average, but above the standard reached by pupils in similar schools. Over the last three years standards have been close to the national average and consistently above the standard predicted by pupils' prior attainment. GCSE results in 2003 were below the average standard achieved in all schools. In 2004 there was a significant improvement in the percentage of students gaining grades A\*-C in the double-award course and they performed better than their predicted target grades.
73. Standards are average when pupils start at the school. In Year 6 standards are well above the standard achieved in similar schools. This shows very good achievement. Pupils can plan simple investigations and understand what is meant by a fair test. In Year 9, standards are average, but pupils achieve well in relation to their prior attainment. They understand the meaning of 'displacement' chemical reactions and know the reactivity order of common metals. By Year 11 standards are in line with the national average, but pupils are likely to reach their predicted GCSE grades based on prior attainment. This represents satisfactory achievement. The judgement is supported by the standard of work and progress shown in pupils' exercise books, but in lessons pupils make consistently good progress. This comparatively disappointing achievement at the end of Year 11 is largely due to the insufficient time allocation for science in Years 10 and 11. The vast majority of schools allocate 20 per cent of curriculum time for the double-award science course, but the five periods per week allocated to science at this school represent only 15 per cent of curriculum time. Over a two-year period this amounts to a significant amount of 'lost time' and puts great pressure on the science teachers to cover adequately the factual content of the course. The situation is further exacerbated by poor laboratory accommodation.
74. Teaching is consistently good, and sometimes very good in all years. Teachers insist on high standards of pupil behaviour, which leads to effective learning. Their subject knowledge is very good and they prepare the pupils well for external examinations. A good variety of starter activities is used, often involving some form of quiz. Such activities quickly engage the interest of the pupils and lessons get off to a brisk and enjoyable start. The best lessons observed contained a range of different activities, with teachers responding to the needs of the pupils and presenting the science concepts in a variety of ways. As a consequence, efficient learning occurs and pupils make good progress. Teachers mark books conscientiously and set specific targets for improvement. The use of the 'feedback stickers' is a very good innovation much appreciated by the pupils. Their use gives pupils regular feedback on their progress.
75. The head of department provides good leadership and very good management of the science provision. Good systems are in place to monitor the quality of teaching and learning in science lessons and the progress of the pupils. The head of department organises the curriculum and allocates teachers to classes well. New improvements that raise standards are always being considered. The recent investment in new



textbooks and a new scheme of work for Years 7, 8 and 9 is already having a positive impact on learning.

76. There are four laboratories, but two are far too small for the number of pupils in some classes, particularly in Year 10. This makes whole-class practical work very difficult and has an adverse effect on learning. The science technicians help to ensure that lessons run smoothly and provide excellent support for the teachers. Overall, there has been good improvement since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Leadership and management of the department are very good, resulting in continuous improvement in the subject.
- The curriculum is very good and is well suited to the present and potential capabilities of individual pupils in all years.
- Teaching is very good and pupils achieve very well.
- Pupils have good opportunities to develop their computing skills outside lessons.
- The use of ICT in other subjects is well planned, but has yet to be fully implemented.

### **Commentary**

77. Teacher assessments at the end of Year 9 show that the attainment of pupils is considerably above the standard expected nationally. Further, the results for those pupils taking the intermediate GNVQ examination in 2003 are well above national averages.
78. Standards at entry are hard to assess. However, because of the unique characteristics of the school's pupils, they are usually well below average. Work seen during the inspection confirms that despite this, pupils improve significantly throughout their school experience. By Year 6 standards are well above average. In the present Year 9, standards are well above average and achievement is consistently very good across a range of activities. Both in the newly introduced GCSE programme and in the intermediate GNVQ course, work indicates that results for 2005 will be well above national averages. Overall, this represents very good achievement for both boys and girls.
79. By Year 6, virtually all pupils show above average standards in keyboarding, layout and word-processing, with some producing work with spreadsheets and illustration software that is well beyond expectations. In lessons, pupils demonstrate very good skills in word-processing, which help to improve their spelling and presentation of work. They are familiar with the use of spreadsheets to organise information and with the use of formulae to make calculations. They can use desktop publishing to a good level of competence, combining text and images, and can create web pages. Pupils have access to the Internet and use this to download images and data for research when creating their own websites.

80. In classes, pupils are confident enough to work independently, using a range of software, including desktop publishing, databases and spreadsheets, to simulate business practice. Good use is made of computers to promote independent learning. Throughout their school experience in ICT, pupils are able to discuss their work with confidence, solve problems and come to reasonable conclusions when given a task to complete. Skills in literacy and numeracy are enhanced by the consistently well-structured materials produced by teachers. Pupils in all years develop and apply their skills further through activities such as extended writing in homework and for coursework projects.
81. The quality of teaching is very good overall. Teachers' marking is frequent and detailed, enabling ambitious, but achievable, targets to be set for all pupils. The use of data projectors and other hardware in lessons impacts very well on pupils' learning because basic skills are taught quickly and efficiently to the whole class. Pupils are often excited by what they see and are keen to emulate the professional performance of their teachers and the high standards they see in all teacher-produced resources. In all lessons, pupils are given challenging tasks and this has a positive impact on the rate of learning.
82. Leadership and management of the subject are very good. Teaching has improved because of good teamwork and incisive self-assessment. Standards have risen because teaching has improved. Very good monitoring systems are now in place. Because of the thoughtful leadership, the ICT curriculum is improving significantly. The good subject knowledge of the teachers has been used well in planning the schemes of work. The department has clear aims and values, including a commitment to good relationships and equality of opportunity for all, which are reflected in the work of all teachers. There is good teamwork, which involves an outgoing and innovative ICT manager. Improvement since the previous inspection is very good.

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

83. Overall, the management and co-ordination of ICT across the curriculum are good. A policy for ICT across the curriculum, although yet to be implemented fully, is well conceived and is having a positive impact on provision. Standards of ICT work in many subjects are good. In design and technology, history, mathematics, music and science there is effective integration of ICT resources and practice into teaching, and good planning is evident. In other subjects, there is usually good planning and teachers are progressively moving towards effective usage of specialist software and hardware. The impact of the new policy on the contribution of other subjects in their use of ICT is not yet being monitored and the use of ICT in art and design is unsatisfactory.
84. Training has been provided for all staff. There has been a useful audit of skills and training needs. Whilst pupils' achievements across the curriculum remain to be fully assessed, there are clear and realistic plans to complete this process.
85. Technical support is very good. Pupils have good opportunities to develop their computing skills outside lessons, including access to the Internet. Their learning benefits significantly from this enhanced access to ICT resources.

## HUMANITIES

### Geography

Provision in geography is **good**.

#### Main strengths and weaknesses

- Pupils achieve very well in Years 10 and 11 and reach well above average standards.
- Teachers have very good subject knowledge and collaborate well in sharing good practice.
- A very positive learning environment is created in all department classrooms.
- The school grounds and local area are used very effectively to support fieldwork activities.
- Pupils do not have enough access to ICT facilities and appropriate software.

#### Commentary

86. GCSE results for 2003 were not seen, but results for 2004 are well above average, with several pupils exceeding expectations.
87. Standards on entry vary considerably from year to year, but are broadly average when pupils start in Year 7. In work seen, they are above average in Year 9 and this represents good achievement overall. The pupils have a good understanding of geographical terms, and respond enthusiastically to questions. In Year 11, standards in work seen are well above average, which represents very good achievement when viewed against the average starting position of these students at the beginning of their GCSE work. In the junior school, work sampled exhibited good understanding of geographical concepts and good standards of presentation, supported by well-structured worksheets. The achievement of the pupils with special educational needs is good, with the use of learning support assistants being very effective. Geography contributes to literacy development by good use of key words and speaking skills. In numeracy, graphs are widely used and statistics interpreted. The subject does not utilise the many learning opportunities that ICT offers.
88. Overall, teaching and learning are good. Teaching is good in Years 7 to 9, and very good in Years 10 and 11. Teachers have very good subject knowledge, which impacts well on pupils' learning. In the single geography lesson observed in Year 6, teaching was very good, involving good numeracy activities in map work. Pupils respond well to the strong team ethos in the department. Planning and policy documents are well structured, and arrangements for the assessment of pupils' progress are good.
89. Leadership and management of geography are good. The new head of department has established a strong team ethos and has good plans to extend fieldwork and improve pupils' enjoyment of geography. Accommodation is good, with rooms and adjacent corridors used well to display a wide range of geographical reference material and pupils' work. Overall, resources are satisfactory, but there is a need for greater access to ICT hardware and software. Improvement since the previous inspection is good.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- Teaching is consistently good and pupils progress well.
- The pupils' attitudes to the subject are very positive and relationships are good.
- Assessment in the subject is not fully developed.

### Commentary

90. The improvement in standards since the last inspection is good. At GCSE, results have improved each year since 2002. They were above average in 2003 and well above average in 2004, although the number of pupils taking history in that year was very small.
91. Standards in Year 6 are average. Standards on entry to the main school in 2003 were slightly below average. In Year 9 standards in history are average, representing good achievement. Pupils communicate their knowledge and understanding well, both orally and in writing. Their written work on the Industrial Revolution, for example, is accurate and based on good interpretation of historical source material. In Year 11, achievement is good and standards are above average. Pupils often analyse complex issues, making good and balanced use of conflicting historical evidence to draw accurate conclusions about the topics they study. Literacy skills are encouraged by the use of key words and writing frames, but the subject makes no provision to extend pupils' skills in numeracy. The achievement of pupils with special educational needs is good.
92. Teaching is consistently good. It is well planned and teachers have high expectations. Pupils are expected to use ICT to aid their work in and out of school, and a number of examples of this were seen from pupils of all ages. Pupils of all ages respond positively to the teaching. They are eager to learn, and can work effectively on their own or collaboratively.
93. Leadership is satisfactory. Responsibility for managing history has changed very recently, and the new head of department has identified a number of issues that he is beginning to address. There is a need to improve the assessment of history in Years 7 to 9 in order to measure progress more accurately against national criteria for the subject. With more formal testing against these criteria, achievement can be assessed and tracked more accurately so that both teachers and pupils have a clearer idea of what they need to do to improve standards further. Overall, improvement since the last inspection is good.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Leadership and management are very good.
- Teaching and learning are good overall, and very good in Years 10 and 11.
- Standards are average overall, but pupils achieve well.
- The subject is well resourced and is coping well with a temporary staffing shortage.

## Commentary

94. Only a small number of pupils take the full GCSE course. Results in 2003 were close to the national average; the three pupils entered in 2004 all gained higher grades. Those entered in the past few years have performed better than expected overall, given their prior attainment. Although all Years 10 and 11 students follow the GCSE short course, none have been entered for the examination in recent years.
95. Standards on entry are below average. The overall standard of work seen in all years in the school is currently average. However, pupils are achieving well. This is because pupils join the school with fairly limited religious knowledge and understanding; few come from practising religious communities. The standards seen in Year 3 indicate very limited knowledge and understanding of Christian beliefs. Their knowledge increases as they move up the school, and they also acquire a simple understanding of Hinduism, Judaism and Islam by Year 6. Year 5 pupils can draw distinctions between Reform and Orthodox Judaism; Year 6 pupils know why Islamic art has to be abstract or geometrical and how Christian art is different. Pupils in Years 7 to 9 develop their understanding of these faiths, and also acquire a basic understanding of Sikhism and Buddhism. The school follows the Surrey Agreed Syllabus, which includes the option of following GCSE courses in Years 10 and 11. These courses enable pupils to reflect on moral issues such as abortion, euthanasia and war in the light of religious teachings. Pupils have a very positive attitude to the subject; in Years 10 and 11, they are particularly enthusiastic and join in lively discussions on the topics, although their written work is less fluent than their oral work. Pupils with special educational needs achieve as well as others, but there is a limited amount of extra support in religious education and little or no subject specific planning for their needs.
96. Teaching and learning are good overall. Most of the lessons in Years 3 to 6 are taken by class teachers who have made a good effort to become informed about the subject. They use the resources available with confidence and set interesting tasks that engage the pupils. Pupils' attitudes to learning are very good. The school was unable to replace the head of religious education this term and this has disrupted staffing to some extent. Temporary staffing arrangements are managed well by an assistant headteacher, who also teaches Years 10 and 11 very well.
97. The leadership and management of the subject are very good. The acting head of department is ensuring that the subject retains its credibility. This credibility is also enhanced by the specialist teaching room and the good learning resources for the subject – books, artefacts, videos and computer software. The progress made in recent years, in spite of problems caused by staffing, has clearly been maintained. Improvement since the previous inspection is good.

## TECHNOLOGY

## Design and technology

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

### Main strengths and weaknesses

- GCSE results improved significantly in 2004.
- Pupils show good attitudes to their work in the majority of lessons.
- ICT is used well to raise the quality of pupils' work.
- Work is not adapted well enough for pupils' individual learning needs.
- Pupils' work is not marked regularly enough, and marking gives them too little guidance on improvement.

### Commentary

98. GCSE results were below average in 2003, but improved significantly in 2004. Pupils achieve better results in graphics and resistant materials than in other areas of design and technology. GCSE results in child development are above average. Standards on entry to Year 7 are average. Standards in Years 6 and 9 are average. Current standards in Years 10 and 11 are average. Overall, achievement is satisfactory by Years 6 and 9 and good by Year 11. Pupils at all stages show good attitudes to their work in the subject.
99. In Years 5 and 6 pupils work with a range of materials. They develop a good range of design, graphics and modelling skills in a project on playground structures. They use wood to produce simple products. They do not experience work in food. At this stage, pupils do not benefit fully from the specialist design and technology resources in the school. In Years 7 to 9, pupils learn the main stages of the design process and develop skills in both formal drawing and freehand sketching. They use computers well to help them design and manufacture parts of their work. Year 11 pupils show increasing depth and accuracy in their work and develop good presentation and making skills. They are beginning to use ICT well to present their portfolio work and to process the data they collect from potential users of their products. They are developing a good range of skills in computer-aided designing and manufacturing.
100. Teaching and learning are satisfactory in Years 6 to 9 and good in Years 10 and 11. Some very good teaching and learning were seen during the inspection. Teachers have good knowledge of the subject and use this to provide good guidance and individual support for pupils, which enhances their learning. In the lessons seen in Years 6 to 9, teachers prepare a good range of practical activities. This enables pupils to use hand tools, machine tools and computers to design and make a range of good quality products. Teachers foster good relationships in lessons and this creates a good climate for learning. However, teachers do not adapt the work sufficiently to suit the individual learning needs of all pupils. The frequency and rigour of marking do not give pupils enough feedback on their learning. In Years 10 and 11, teachers use the examination mark scheme well to guide pupils through the design process. They provide good guidance for pupils to increase the quality and depth of work. Pupils in food technology are at an early stage of their coursework and not as far ahead as those in other material areas. This limits their time to complete the coursework and time for revision before the final examination.

101. Leadership and management are good. The head of department has established good working relationships amongst staff. The department is now focused on raising standards further. However, marking and assessment are underdeveloped in Years 6 to 9. Not enough use is made of assessment results to target work more precisely to pupils' individual learning needs, and to evaluate the impact of what is provided. Technical support is very good. Improvement since the previous inspection is good as standards and the quality of provision have improved.

## **VISUAL AND PERFORMING ARTS**

*Art and design and music were inspected in detail and are reported below. Drama was sampled.*

102. **Drama** is taught as a separate subject in Years 7 to 9 and is offered as a GCSE option. Examination results in 2003 were well above average. They improved further in 2004. One Year 11 lesson was observed, in which teaching was good. Pupils make good progress in developing a more structured insight to the subject during their GCSE course and engage confidently in practical exercises. The head of drama also makes a very valuable contribution to school life through a wide range of extra-curricular activities. There are two annual school productions. In the last academic year, some 120 pupils were involved in performing 'Joseph and the Amazing Technicolor Dreamcoat' in a joint production with the music department. Pupils from Years 7 to 9 performed Ayckbourn's 'Ernie's Incredible Illucinations'. The main production this year will be 'Grease'. Regular drama workshops are arranged, including some in collaboration with a local special school. There is an after-school drama club, and theatre trips are arranged regularly.

### **Art and design**

Provision for art and design is **good**.

### **Main strengths and weaknesses**

- GCSE art is increasingly popular and results are above average.
- Teaching and learning are very good, enabling pupils to develop good levels of confidence.
- Two-dimensional skills improve very well, but the range of the curriculum is narrow.
- Accommodation for art and design in the main school is unsatisfactory and restricts the range of pupils' experiences.
- The absence of ICT in the department is unsatisfactory; pupils do not have the opportunity to learn to use computers creatively in their work.
- Standards are rising as a result of very good leadership and management.

### **Commentary**

103. In Year 6, pupils' attainment is average. This represents good achievement and is the result of good teaching and learning. Overall, the standards of current Year 9 pupils were below average on entry to Year 7, but are now average overall, across the range of pupils' work. In painting, drawing and other aspects of two-dimensional work, pupils develop skills very well. Standards in three-dimensional work are average. Pupils have limited access to computers in art and design, so they do not have

sufficient opportunities to use ICT creatively. Standards in this aspect of work are below average. Pupils use computers outside lessons to do good research and they incorporate this into their sketchbooks well, using critical annotations with confidence. Pupils experience a narrow range of different media. This is because of the limiting accommodation, which means some lessons are taught on non-specialist rooms. This is why achievement is good rather than very good in response to very good teaching.

104. Art is an increasingly popular subject for GCSE, with numbers of entrants rising. GCSE results were above average in 2003 and 2004. In 2004, pupils' achievement overall was very good. The school's chosen examination focuses on painting and drawing, and attainment has risen significantly. Standards of work seen in Years 10 and 11 are above average. Most pupils, including those with special educational needs and those who have only recently joined the school, are making good progress. Opportunities for pupils to use ICT are unsatisfactory. The range of media that pupils experience is narrow.
105. The quality of teaching and learning is very good, particularly in Years 10 and 11. The junior school provides pupils with a secure skills base across all aspects of the subject. Pupils learn well about artists and how to discuss the meaning of their work. In the main school, teachers manage constraints such as unsatisfactory accommodation very well to provide a good learning environment for pupils. Class management is very good. Lessons are well structured and the pace of learning is brisk. Very good focus on how pupils can achieve different levels and standards ensures that they know exactly what to do to improve their work. Pupils learn very well how to annotate work effectively, for instance, to show their own feelings about it. Teachers support pupils very well through one-to-one sessions in lessons. Greater challenge for very high attaining pupils, especially in their understanding of how to take creative risk in their work, would enable these pupils to access the highest grades more reliably.
106. Leadership and management of the department are very good. The improvement in standards has come about through very determined vision and energy. Improvement since the previous inspection is very good.

## **Music**

Provision for music is **good**.

### **Main strengths and weaknesses**

- Good, consistent and lively teaching ensures that pupils achieve well.
- Very good leadership and management have secured very good improvement since the last inspection.
- A high quality enrichment programme contributes much to pupils' personal development.
- Pupils know how to improve due to very good assessment practice.

## **Commentary**

107. The current Year 11 group is the first to take GCSE for several years. Their standards are average. Their achievement is good, however, because the provision in their early



years was inconsistent. Most pupils perform well, singers being especially confident. Their compositions draw on their own interests, so they convincingly write pop songs or for the orchestra. Pupils do not have a secure grasp of musical terminology. Standards are average on entry to Year 7. By Year 9, standards are above average. Pupils compose short pieces in harmonic and non-harmonic styles, co-ordinating chords and ostinati well. Most perform effectively, either from memory or from simple notation. Talented students and those taking instrumental lessons perform at length and with sensitivity. These groups achieve very well. Otherwise, achievement is good, with no marked variation between boys and girls, pupils with English as an additional language, pupils with special educational needs, or those from minority ethnic groups.

108. Teaching is good in all years and pupils learn well. Lessons are always lively and well structured, with very clear objectives to which pupils aspire. Very good routines, tailoring of activities to pupils' abilities and good classroom management ensure that pupils have very good attitudes to their work. They work well in practical lessons, even when the teachers' explanations do not foresee some of the difficulties they might encounter. Marking, assessment and target setting are very good, so that pupils know well how to improve further. Good studio provision ensures that pupils in Years 10 and 11 use ICT well to develop compositions.

109. Leadership and management are very good. The subject leader has a clear sense of purpose and high aspirations for the subject. She has created an effective team with supporting staff. The skilled 'musician in residence' assists by accompanying in lessons, extra-curricular work and in chapel. The resident status of the head of department makes for a lively musical life for boarders, with monthly 'open concerts' that offer a platform to pupils regardless of their levels of attainment. The proportion of pupils taking instrumental or individual singing lessons is well above average. Consequently, an orchestra, choir and other ensembles meet regularly and perform in events at school and in the community with quality and commitment. The accommodation is currently satisfactory, although, with the provision continuing to grow, limited space will soon be a problem. Improvement since the previous inspection is very good.

## PHYSICAL EDUCATION

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

### Main strengths and weaknesses

- Standards are above average by Years 9 and 11 and pupils achieve well.
- Teaching and learning are very good; teachers plan lessons using a range of activities that allows all groups of pupils to learn very well.
- The subject leader has a very strong commitment to improvement and success.
- The very good extra-curricular programme provides opportunities for all pupils to extend their learning.
- The hard courts are poorly surfaced; there is a lack of specialist accommodation for health-related fitness work, and the grass pitch area is limited.

### Commentary

110. Standards in lessons and in the work of Years 9 and 11 pupils are above average. The standards of boys and girls are similar. Pupils are achieving well across all years, given their average attainment on entry in Year 7 and high rate of mobility. Year 11 pupils' GCSE examination results are consistently above average and are better than those in most of their other subjects. Pupils with special educational needs, those with English as an additional language and the gifted and talented achieve well. High attaining pupils are successful in a range of sports at area, county and sometimes regional levels.
111. The quality of teaching and learning is very good in all years. The high standard of teaching has a significant impact on pupils' achievement. Lessons are very challenging and teachers' expectations of pupils are very high. Work is planned to suit all groups of pupils. In a Year 8 rugby lesson, lower attaining pupils made very good progress because the teacher modified tasks and used demonstrations very effectively. The learning of higher attaining pupils in the lesson was accelerated by extension tasks and grouping. Teachers provide very good opportunities for pupils to learn independently. In a Year 11 netball lesson, pupils planned warm-ups, evaluated peer performance and officiated. The very good extra-curricular programme provides opportunities for all pupils to extend their learning. The subject contributes well to the improvement of pupils' numeracy and literacy skills; it makes satisfactory provision for the development of their ICT skills. Pupils' learning is enhanced by their positive attitudes, high participation rates and good relationships.
112. Leadership and management are very good. The subject leader has a very strong commitment to improvement and success and is ably supported by a team of dedicated specialists. Good procedures are in place to monitor, evaluate and improve the quality of teaching and pupils' standards. The school's current bid for sports college status sets out the need to enhance opportunities for its pupils and the community. The physical education department development plan includes resurfacing hard court areas, extending pitch provision for games and providing a health and fitness suite. The subject makes a good contribution to pupils' personal development. Improvement since the last inspection is good.

## PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

*Citizenship was inspected in detail and PSHE was sampled.*

113. The provision for **PSHE** is well planned. House assemblies, registration periods and PSHE lessons make a good contribution to personal development. Planning is good and topics promote healthy lifestyles. Good attention is given to sex, relationships and drugs education.

### Citizenship

Provision for citizenship in the main school is **unsatisfactory**.

### Main strengths and weaknesses

- Assessment practices are underdeveloped, making the tracking of pupils' progress unreliable.
- Pupils are not made aware of when they are studying citizenship and hence do not develop a coherent picture of the subject; their achievement is unsatisfactory.
- Good teaching within the PSHE course elicits good oral responses from pupils on citizenship topics.
- There are many fine opportunities in the enrichment activities for pupils to show responsibility.

### Commentary

114. Citizenship is taught through specific topics in all years as part of a well-structured PSHE course. There has also been an audit of how other subjects contribute to citizenship, identifying where citizenship could feature, but not what will be taught or how. Pupils are mostly unaware of when they are being taught citizenship, whether in the personal development course or in other subjects. Consequently, pupils are unable to develop a secure knowledge and understanding of citizenship issues and link these to the skills they develop of enquiry and communication, and of participation and responsible action. Achievement overall is unsatisfactory both in Years 7 to 9 and in Years 10 and 11.

115. In citizenship lessons within the PSHE course, teaching is good in all years and within each lesson pupils learn well. In a Year 7 lesson on fairness and responsible action, for example, there was a clear shift of mind-set of many pupils as a result of engaging debate on the differences between rights and responsibilities. However, because of the lack of planning, written work is underdeveloped and there is limited continuity in learning and no regular homework. Without clear delineation of citizenship, there is no effective monitoring or assessment in the subject and pupils have no effective way of tracking how well they are doing or reflecting on how they can improve.

116. In the enrichment activities, the school promotes a very good understanding of what individual citizens must do to live in a harmonious and supportive community. The boarding houses make an important contribution. The large numbers who participate in the Duke of Edinburgh award scheme, the scouts, the cubs and the Young Gattonians are also witness to this. The highly collaborative school ethos supports participation and responsible action in many ways, be this in musical activity, sport or

through opportunities such as reception duty. Consequently, practical standards in citizenship are higher than in pupils' written work and are average overall, both in Years 9 and 11. In Years 10 and 11, tolerance, human rights and the criminal justice system are discussed, with some pupils being involved in a high-profile role-play exercise, the Model United Nations.

117. The management of the subject is unsatisfactory, but leadership is satisfactory. The subject leader has been in post for only a few months. He is committed to reviewing and improving citizenship provision, and to addressing the management issues. Continuity further suffers from insufficient textbooks. Citizenship was not evaluated in the previous inspection report.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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