

INSPECTION REPORT

Honley High School

Holmfirth, West Yorkshire

LEA area: Kirklees

Unique reference number: 107763

Headteacher: Alan Connor

Lead inspector: Elizabeth Charlesworth

Dates of inspection: 10th - 13th January 2005

Inspection number: 272999

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
Number on roll;	1170
School address:	Station Road Honley Holmfirth West Yorkshire
Postcode:	HD9 6QJ
Telephone number:	01484 222347
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Appropriate authority:	Governing body
Name of chair of governors:	Dr Anne Jones
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

Honley High School is a large 11-16 comprehensive school of 1170 pupils in the village of Honley in West Yorkshire. At the time of the last inspection, and until 2003, the school had a sixth form. The proportion of pupils who have free school meals is broadly average and the attainment of pupils when they enter the school in Year 7 is average. Twenty-two per cent of pupils have special educational needs, including those pupils who have statements of special educational needs, both of which are above the national average. The school hosts the local education authority's provision for secondary pupils with autism. Fifteen pupils in Years 7 to 9 have special funding determined by a statement of special educational needs and several others, in all year groups, have access to the specialist help. The number of pupils who have English as an additional language is very small. There are four pupils who speak Turkish, Russian or Chinese. Very few pupils leave or join the school other than in Years 7 or 11. The school has gained *Sportsmark* award and has recently heard of its success in applying for specialist science college status.

INFORMATION ABOUT THE INSPECTION TEAM

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13762	Norman Shelley	Lay inspector	
23082	Graham Loach	Team inspector	Mathematics
3162	Philip O'Neill	Team inspector	English
27050	Val Blackburn	Team inspector	Science
18542	Gerald Griffin	Team inspector	Information and communication technology
31129	Jeffrey Pickering	Team inspector	Art and design
32672	Stephen Hammond-Evans	Team inspector	Design and technology
3755	Trevor Hulbert	Team inspector	Citizenship Geography
24127	Jim Kidd	Team inspector	History
32173	Barbara Brown	Team inspector	Modern foreign languages English as an additional language
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school that is very well led by a headteacher with energy and vision, committed to all pupils achieving their best. A recent addition to the way in which the school seeks to support all needs is the specialist provision for pupils on the autistic spectrum. Good teaching leads to pupils learning well and making good progress across the school. The governing body is active in its support and challenge of the work of the school. The amount of funding which the school receives is considerably lower than in many schools across the country. The school gives **good** value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well to reach above average standards by the end of Years 9 and 11;
- Teachers' enthusiasm for their subject is contagious and makes pupils want to learn;
- The social and personal development of pupils is greatly enhanced by the many extra-curricular activities, especially in sport and the arts;
- A safe, caring environment for a wide range of needs supports pupils' well-being and very good attendance;
- Led by the headteacher, senior and middle managers share and promote a clear vision for further development;
- Marking of pupils' work does not uniformly give guidance for improvement and consistently promote progress;
- Arrangements for pupils for whom traditional GCSE courses are unsuitable allow them to pursue very worthwhile alternatives;
- The role of the form tutor is not developed enough to allow them to take a more central role in monitoring academic and personal progress;
- Pupils, especially in Years 10 and 11, do not have regular and reliable access to computers;
- Communication systems with parents do not keep them sufficiently informed about the school's successes and developments.

STANDARDS ACHIEVED

Results in national tests for 14-year-olds are rising every year by more than national results. Pupils **achieve well** and these **above average standards** are maintained in work seen during the inspection. Compared with all schools nationally, GCSE results have regularly been above the national average. In 2004, the proportion of pupils gaining five A* to C grades fell and results were average when compared with schools with similar results at the end of Year 9. The ability of this group of pupils was lower than in other years and the school can confidently predict that in 2005 the results will rise again. This is confirmed by the **above average standards and good achievement** of the present pupils. Throughout the school, all pupils, particularly the gifted and talented, respond very well to the challenging teaching in mathematics, art, music and modern foreign languages. In business studies, standards are below average and achievement is unsatisfactory largely because of a lack of contact with the business world. Pupils on the autistic spectrum achieve well and particularly well in developing social skills. There are fewer computers than are found in many schools and the unreliability of the network undermines pupils' and teachers' confidence in the equipment, which holds back their standards in information and communication technology (ICT).

Pupils' spiritual, moral, social and cultural development is **good**. The school's commitment to the arts, particularly the way drama is used to explore personal and social issues, leads to a keen sense of culture in all its forms. Pupils' **good attitudes** to school are well-evidenced in their **very good attendance**, well above the national average. Behaviour is good and the incidence of exclusions is falling, in part due to the success of a withdrawal unit, which has recently been established.

Year 11 results

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

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

QUALITY OF EDUCATION

The school provides a **good** standard of education for its pupils. Teaching and learning are **good**, with a third of lessons seen being very good or excellent. Teachers inspire pupils with their expert knowledge and fire their enthusiasm with their ability in language, arts and sport. The curriculum is **good** overall. There is no daily act of collective worship. There is a **very good** range of extra-curricular activities, particularly in the arts and sport. The school regularly mounts a large-scale theatrical production, which is very well attended by parents and primary schools. Accommodation is **good** and teachers are very well qualified and meet well the needs of the curriculum. Pastoral care is **very good** and pupils feel they always have someone to turn to. The school's links with parents are **satisfactory**, but parents are not kept up to date with all the school's news about its achievements. Links with other schools and with the community are **good**. Pupils benefit from the partnership that the school has with primary schools, which ensures a smooth transition into the new school, and equally with colleges both for alternative courses for existing pupils and for preparation for the next stage of learning.

LEADERSHIP AND MANAGEMENT

The school is **well led and managed**. The **very good** leadership of the headteacher provides a vision for the school at the heart of which is that all pupils achieve their potential. Those in central positions of leadership give **very good** direction so that all staff feel valued and encouraged to play a full part in the development of the school. Management is **good** in that systems are in place to monitor the progress of pupils and the wider functions of the school, but are not thoroughly embedded in routines. The **good** governing body, the majority of whose members are parents, has a high commitment to the school, a clear understanding of its strengths and contributes well to its continuing improvement. The statutory duty to provide a daily act of collective worship is not met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are confident about the school and express mostly positive views. They particularly value the provision for autism. However, concerns were expressed about the behaviour of pupils, notably on buses, but the governing body has made considerable and effective efforts to improve this. Inspectors judge that behaviour and attitudes contribute positively to learning. Pupils enjoy their friendly school and feel very well supported in their school work and personal matters. Inspectors agree with this.

IMPROVEMENTS NEEDED

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

- Ensure consistency in the way pupils' work is marked and that the comments are helpful to them in raising standards;
- Empower form tutors to take the central role in monitoring academic and personal progress;
- Improve ICT provision throughout the school;
- Improve the way parents are kept informed on a regular basis about the life and work of the school;

and, to meet statutory requirements:

- Provide a daily act of collective worship.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in Years 9 and 11 are **above average** and achievement is **good**.

Main strengths and weaknesses

- Pupils achieve well to gain results in Year 9 that show year-on-year improvement.
- All pupils, particularly the gifted and talented, rise to the challenge in mathematics, art, music and modern foreign languages to realise their potential.
- Pupils on the autistic spectrum achieve well and particularly well in developing social skills.
- Problems caused by the networking of the computers hold back achievement.

Commentary

Key Stage 3

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

Standards in:	School results	National results
English	35.5 (34.7)	(33.4)
mathematics	38.7 (37.4)	(35.4)
science	36.1 (36.0)	(33.6)

There were 246 pupils in the year group. Figures in brackets are for the previous year. Note that at the time of the inspection there is no national comparative data for 2004.

1. Results in national tests at the end of Year 9 have been consistently above average for several years. They rose again in 2004, continuing the pattern of results, which are rising faster than results are nationally. Pupils do particularly well at gaining the higher levels, especially in mathematics. Both boys and girls score higher marks than boys and girls nationally, and boys are slightly further ahead of their national peers. Compared with schools with similar National Curriculum test scores at the start of Year 7, results were below average in 2003, but it looks likely that in 2004¹ they will be average.
2. In work seen during the inspection, standards overall are above average, though average in ICT and personal, social and health education. The unreliability of the computer network is a distinct drawback to reaching higher standards. In mathematics and modern foreign languages, standards are well above average. Pupils cover a lot of ground in their mathematics lessons and there is plenty of challenge to ensure that higher attainers are truly stretched. A new head of department of modern foreign languages has invigorated the department and the extensive use of foreign language means that pupils quickly learn to speak it for themselves.
3. Achievement through Years 7 to 9 is good for all pupils. When pupils enter the school in Year 7, their level of attainment is broadly average, though literacy skills are weaker than other areas of learning. The curriculum concentrates on developing writing skills and this pays off with improved standards of literacy leading to good progress. Pupils eagerly embark upon new courses such as in practical and arts subjects, and develop the skills they need to be successful. Their prior attainment in these subjects is more varied and in design and technology it is below average. The very good achievement in mathematics, art, music and

¹ National results for 2004 are not yet confirmed.

modern foreign languages, especially Spanish, is in response to demanding teaching and teachers' and pupils' enthusiasm.

Key Stage 4

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	53 (64)	52.0 (50)
Percentage of pupils gaining 5 or more A*-G grades	93 (96)	91.0 (91)
Percentage of pupils gaining 1 or more A*-G grades	98 (100)	96.0 (96)
Average point score per pupil (best eight subjects)	36.4 (38.4)	34.7 (34.8)

There were 210 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

4. GCSE results have been above average for several years, though not rising as fast as national results. In 2004, results took a dip, but this was because the attainment on entry for that group of pupils was lower than other years. Although the percentage of pupils gaining five A* to C grades fell from its high point of 64 per cent in 2003, this figure of 53 per cent is still above the national average of 52. Boys did better than boys nationally in gaining A and A* grades in English, mathematics, science, art and design, geography, German and history. Girls gained more top grades than national girls in science, design and technology, French, geography, home economics and mathematics, outperforming boys overall. Despite some high-performing pupils at the top grades, the average point score, though still above average, was lowered because there were more D grades than nationally. However, almost every pupil gained at least one GCSE grade. For both Year 9 and Year 11, the realistic targets based on prior attainment were met, but targets agreed with the local education authority, which were more challenging because expectations were revised upwards at each successive assessment point, were missed.
5. The work of the current Year 11 pupils is above average. Mathematics and art lessons sparkle and standards are well above average. There has been disruption to learning in modern foreign languages, but improvements to staffing are already paying off and Spanish continues to be the strongest of the three languages. Within the various aspects of design and technology, standards in food and textiles are higher than in resistant materials. The large GCSE music group is performing very well and standards are also well above average. In geography, the high quality of fieldwork is raising standards to well above average. The science department promotes a well-structured revision course close to the examinations and though work seen during the inspection was average, the ground work is in place for pupils to meet their predicted grades. New staffing and dynamic teaching in ICT and business studies are making a difference. Standards are broadly average in ICT, but below average in business studies because pupils have a lot of catching up to do.
6. Achievement overall through Years 10 and 11 is good. As a result of their analysis of past results, the school has arranged mentoring by business partners to make sure that higher attainers fulfil their potential. This is successful in motivating them to keep on track and achieve well. In mathematics, art and music achievement is very good. Pupils with a natural affinity for rock music use their knowledge very well and broaden their musical horizons to demonstrate an understanding of classical music. Daily contact with native foreign language speakers and e-mail contacts is bringing about fluency so that pupils not only speak, but also

think in French. Those taking up a second language use their experience gained in the first language very well. Achievement in business studies is unsatisfactory largely because of a lack of contact with the business world.

7. Pupils on the autistic spectrum, as well as other pupils with special educational needs, achieve well. Many function at very low levels compared with pupils of the same age, but they make good progress in the development of their social interaction and communication skills. Those with severe language difficulties make especially good progress in acquiring better skills. The more able pupils have acquired ways of working that means they access the full range of the school's curriculum and are doing well in relation to their previous progress.
8. The school does not have general arrangements for identifying pupils as gifted and talented, but places that responsibility with departments. In music, modern foreign languages and physical education, subjects named by the school as having particularly good arrangements, pupils not only take up the extra activities open to them, but also make equal progress with their peers in fulfilling their potential.
9. The number of pupils who have English as an additional language is very small and these pupils make the same good progress as their peers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and their behaviour are **good**. Relationships are **very good**. Pupils' spiritual, moral, social and cultural development is **good** overall. Attendance is **very good** and punctuality is **good**.

Main strengths and weaknesses

- Attitudes and behaviour are good overall and are very good in lessons where pupils are encouraged to take responsibility for their own learning.
- Pupils respond well to the school's strong supportive ethos and the school works hard to raise pupils' self-esteem and confidence.
- New policies have reduced exclusions and most pupils behave well, especially in lessons that are fast moving and stimulating.
- Specialist provision for pupils on the autistic spectrum is good and the school promotes effective peer support in their main school lessons.
- The provision for spiritual, moral, social and cultural education is good, but the role of form tutors in registration time is underdeveloped.
- Pupils enjoy school and want to attend.

Commentary

10. Most pupils have a good attitude towards school. They generally respond positively to the school's philosophy of supporting all pupils to find their feet and its high expectation of achievement and self-discipline. Relationships are good between pupils and with staff. Most pupils are confident to ask for help if they are experiencing difficulties with their academic work or with personal problems.
11. Behaviour overall is good and the school is an orderly place. Pupils behave well at breaks and lunchtime when they show a good level of maturity in the crowded stairways and corridors. In well-planned lessons, pupils work hard, listen attentively to teachers and are keen to answer questions and contribute their ideas. They work well in groups and share resources co-operatively and sensibly. In lessons that are not so well managed, or which lack pace, the behaviour of some pupils deteriorates and this reduces their own learning and the learning of others. The school has good procedures for behaviour management, and these are consistently applied throughout the school. Pupils are confident that the school deals effectively with the few instances of bullying or harassment.

12. Pupils' personal development is good and the school works hard to encourage pupils of all abilities to become mature and responsible young people. The majority of pupils in all year groups feel that the school is a good place to be and many enjoy all it has to offer. In the specialist base for pupils on the autistic spectrum with challenging problems, pupils receive the support they need. Pupils with other special educational needs are very well supported. They take part in all activities and make good progress.
13. Overall, pupils' spiritual, moral, social and cultural development is good. Spiritual development is good, but some lessons and registrations miss opportunities for reflection. Moral and social education is good and is closely linked to the school's positive ethos, clear system of commendation and reward, extensive opportunities for enrichment and extra-curricular provision. During weekly assemblies, pupils reflect on a range of moral and social issues affecting the world today. The school has a system of weekly bulletins with a 'Focus for the Week', but form time does not develop these consistently. The provision for cultural development is good. Pupils learn to appreciate a range of multicultural music and through art, geographical studies, the use of museums and language visits to France, Germany and Spain they develop an awareness of other cultures.

Attendance

14. Attendance is well above the average for secondary schools and unauthorised absence is below the average. The large majority of pupils have a good record of punctuality. Bus problems cause lateness at times and some pupils take too long to go to their next class, causing short delays at the start of some lessons. Parents use planners well overall to explain absence and lateness.

Attendance in the latest complete reporting year (94.2%)

Authorised absence		Unauthorised absence	
School data:	5.2	School data:	0.6
National data:	6.9	National data:	1.1

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

Exclusions

15. The introduction of short-term withdrawal from lessons has significantly reduced the need for exclusions (58 fewer in the winter term 2004 compared with the previous year). Fixed-term exclusions are used only in the event of serious behavioural problems and there have been no permanent exclusions in the last year. The school works hard to provide a high level of support for pupils as part of its inclusion policy.

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	1087	128	0
White – Irish	6	0	0
White – any other White background	8	1	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	8	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	13	6	0
Asian or Asian British – any other Asian background	13	3	0
Black or Black British – Caribbean	4	0	0
Black or Black British – any other Black background	6	1	0
Chinese	1	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	4	1	0

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

16. The school's very good provision for the social and personal development of pupils on the autistic spectrum means that these pupils have made especially good progress in acquiring a more suitable response to life and work. They are now more able to ask for help and exhibit fewer avoidance strategies. As a result of the staff's very good management of their occasionally bizarre behaviour, reactions have much improved from those often shown when they first started at the school. Pupils on the autistic spectrum exhibit far fewer compulsive mannerisms and are considerably less anxious.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** standard of education. Extra-curricular activities and the care of pupils are **very good**. Links with parents are **satisfactory**.

Teaching and learning

Teaching and learning and assessment are **good** across all year groups.

Main strengths and weaknesses

- Teachers' knowledge and expertise fire pupils with enthusiasm for learning.
- Pupils have a desire to learn and be independent, though there is a small minority whose behaviour holds other back.
- Pupils do not receive consistent advice on how to improve their work.
- Teachers and learning support assistants encourage good learning in pupils with special educational needs.
- Gifted and talented pupils relish the challenge of stimulating lessons, especially in mathematics, the arts and modern foreign languages.

Commentary

17. The school recognises that in order to continue to promote rising standards and motivate pupils to make the best of their learning they must focus on how pupils learn and what makes effective lessons. With a third of teaching seen during the inspection being very good or excellent, the school is well placed to achieve that next step to very good learning and achievement. The main strengths are in teachers' subject knowledge and their planning. When pupils hear their teachers speaking a foreign language with flair and fluency, or watch them demonstrate a skill or technique in sport and the arts, they are inspired to want to be as good themselves. Supported by lucid explanations, a clear sense of direction and relentless challenge, it leads to very good learning.
18. Pupils' good attitudes make them want to be independent in their learning. Their success in this aspect of learning is good, but not all teachers support this by giving homework that stimulates and extends learning.
19. Parents expressed concern about the behaviour of a minority of pupils. It is a mark of the skill of teachers that learning needs are recognised and catered for with varied and stimulating activities so that behaviour does not get in the way of learning. It is where lessons are not well-planned with a clear focus on what is to be learnt that behaviour deteriorates and teachers need to fall back on the school's well-thought-out intervention strategies.
20. Pupils recognised as gifted and talented are identified by departments. They are given more demanding work and teachers have high expectations of them. The extra provision, such as workshops, in art, music, drama and design and technology enables teachers to bring pupils into contact with the professional world of work and this is a real stimulus to their learning.
21. The teaching of pupils on the autistic spectrum and of those with other special educational needs is good, and some of it is very good. The sensitive management of pupils showing high levels of anxiety is an especially good feature of the work in this specialist provision.
22. There is a very small number of pupils for whom English is an additional language. Pupils' needs are met as part of the teachers' planning to meet the needs of all pupils in the lesson. Some very good support was seen with visual clues and clear language used by the teacher.

Summary of teaching observed during the inspection in 117 lessons

Excellent	Very good	Good	Satisfactor y	Unsatisfactor y	Poor	Very Poor
2 (2%)	36 (31%)	47 (40%)	28 (24%)	4 (3%)	0	0

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

Assessment

23. The use of assessment information to evaluate performance has been implemented well across the school. All departments are using prior attainment information to assist target setting and measure pupil progress. Geography, design and technology and modern foreign languages are examples of departments that make very good use of assessment information. Teachers in these departments are very aware of pupils' prior attainment, set challenging targets and ensure that pupils are aware of their current attainment levels.
24. Although there is very good practice to be found in design and technology and history, the quality of marking throughout the school is very variable as a consequence of a lack of monitoring both within and between departments. In the best practice, pupils receive very helpful diagnostic comments that help to improve future performance. However, in some teaching groups, pupils receive little constructive advice that would assist future performance, with the marking of their books consisting of little more than ticks to indicate the work has at least been seen by the teacher.
25. The assessment of pupils on the autistic spectrum is good. Detailed assessment of these pupils' progress in communication and social skills is carried out and good use made of the information acquired. Pupils' individual education plans are useful, but there is not always sufficient detail about how targets should be addressed to help non-specialist staff.

The curriculum

The curriculum is **good** overall. There is a **very good** range of extra-curricular activities. These include sport and regular school productions that are well attended by parents. Accommodation and resources are **good** and teachers are very well qualified to meet the needs of the curriculum.

Main strengths and weaknesses

- Pupils take part enthusiastically in the very extensive range of visits, clubs and activities.
- The modern foreign languages and music curriculum is very good.
- The computer network is unreliable.
- Provision for gifted and talented pupils is stimulating and extends the provision in lessons.
- Teaching assistants make a positive contribution to the learning of pupils with special educational needs.

Commentary

26. The curriculum in Years 7 to 9 is good. A particular strength is the separate teaching of drama, which is regularly used to provide stimulating introductions to personal, social, health and citizenship education lessons. All pupils start French in Year 7 and Spanish in Years 8 and 9, providing a very firm foundation in languages. Music offers an exciting and inspiring practical curriculum that is thoroughly enjoyed by pupils.
27. The curriculum in Years 10 and 11 is good. The school provides a broad range of subjects at GCSE. Most pupils continue to study a modern foreign language, choosing from French, Spanish and German. The school has introduced a GNVQ in science and is actively developing more vocational GCSE courses. There is a good course of study, based partly at a local college, for pupils who find academic studies difficult. An effective curriculum, entirely off site, is readily provided for the small number of pupils who have special circumstances, such as those who are in hospital or who refuse school. The scheme for teaching ICT to pupils who do not take an ICT-based GCSE is not fully implemented because teachers find the computer network unreliable. This difficulty is also hampering the wider use of computers in subjects across the curriculum and this is unsatisfactory. The curriculum prepares pupils well for further education through good liaison with the two local colleges. The school provides good curriculum continuity by ensuring subjects started in Year 10 can be studied at college to a higher level. Provision for the few pupils with English as an additional language is good.

28. Personal, social and health education is well co-ordinated across the school and provides clear guidance on sex education, relationships and drugs education. Careers education is good. Work starts in Year 8 where pupils consider their talents and interests and develops through to Year 11 where pupils consider academic qualifications and personal qualities required for different careers. All pupils have an interview with a Connexions consultant. Pupils are encouraged to attend careers fairs and practice interviews with volunteer employers. There is a well-stocked careers library. However, there is very little opportunity for pupils to learn and practise business skills.
29. The statutory requirement to provide a daily act of worship is not met, though governors are actively seeking ways of fulfilling their legal duties.
30. The provision for gifted and talented pupils is very good in modern foreign languages, music and design and technology. These departments identify those pupils that demonstrate particular aptitude or talent in their specialist areas. In design and technology, for example, pupils are challenged and extended through special classes with professional designers from industry.
31. Provision for pupils with special educational needs is good. The provision for pupils on the autistic spectrum is part of a broad continuum of support for all pupils with special educational needs. The philosophy of the school is to include pupils with autism in as wide a curriculum as possible and to teach them the same subjects as pupils of the same age. The curriculum provides well for each individual's needs. Most pupils spend most of their time in lessons with the other pupils, and this works on both academic and social levels. A good range of supplementary strategies is used to enhance the curriculum for pupils with autism. The curriculum provided for autistic pupils provides a reasonable balance between care and challenge and so all pupils improve.
32. The base for pupils on the autistic spectrum is specially funded for 15 pupils by the local education authority, but the school includes in its specialist provision several extra pupils for which there are no specific funds. These pupils make good progress because of this special help. The accommodation used as a base for pupils with autism and the resources are satisfactory. More use could be made of computers for all their work, but this use is restricted by the software available.
33. The taught curriculum is made richer by a very good programme of extra-curricular activities. All Year 8 pupils take part in a residential adventure and personal development week in Bude. Many departments extend pupils' learning through visits to theatres and art galleries, and master classes to extend the most able. Over half of all pupils take part in sport outside the school day. Drama productions are very well supported and provide many with the opportunity to participate in live theatre both at the school and in London and Huddersfield. Music also provides many with the platform to perform both at school and at other performance venues. Residential trips to France, Germany and Spain extend the language learning opportunities for many. The school finds as many ways as possible for pupils to achieve success within the extra-curricular provision.
34. Accommodation is good. While some corridors are narrow and crowded at lesson changes, classrooms, workshops and laboratories meet the needs of the curriculum well. Departments are in suites of rooms that help the sharing of ideas and resources between teachers. The school has managed the extensive recent building work well and has kept disruption to the curriculum to a minimum. Resources are satisfactory. Geography, history, modern foreign languages and religious education have a good range of new texts, films and artefacts. Design and technology and physical education are well equipped. Design and technology have their own computer suite and use this well. However, the computer network has a long history of breakdown and unreliability and as a result most teachers are reluctant to use ICT in lessons. The school is working hard to rectify the problems and has had some recent success. In science, there is a shortage of specialist computer hardware to enable pupils to record

measurements, likewise a shortage of specialist resources in business studies. The library is well stocked and is often used for research by classes.

35. Staffing is good and meets the needs of the curriculum well. All lessons are taught by very well-qualified staff, ensuring learning focuses on key knowledge, skills and understanding. All the support staff contribute well to the smooth running of the school.

Care, guidance and support

Pupils are **very well** cared for. They receive **good** support and guidance.

Main strengths and weaknesses

- Pupils feel safe and valued because of the way they are treated.
- Pupils receive good support personally and academically.
- Support for pupils in the autistic spectrum helps them take a full part in school life.

Commentary

36. The transition process from primary schools ensures that pupils transfer with confidence because they are familiar with the school, their new tutors and typical lessons prior to joining. Care is taken to place them in friendship groups wherever possible based on information obtained from the primary schools. The pastoral structure serves the pupils' personal needs well and communications with parents about individual pupils' difficulties or concerns are well maintained. Relationships between all adults in the school and the pupils are mutually respectful and trusting and the pupils are confident to refer to them for assistance.
37. Matters relating to health, safety, general welfare, child-protection procedures and looked-after children are implemented very effectively. In some ways, the school does more than is formally required because of its sense of responsibility for the welfare of the pupils. The monitoring and support for pupils' attendance, behaviour, some aspects of personal development and emotional issues are good. Support staff play an important role in supporting pupils, for example through counselling. Year 11 pupils are buddies to Year 7 newcomers. A year group council provides opportunities for pupils to take a degree of responsibility for their own community.
38. Advice and guidance are good regarding subject choices, careers and further education opportunities beyond school. A helpful transition process enables pupils to move into the upper school with a clear understanding of what to expect.
39. Assessment is used well to inform pupils about their progress and targets to achieve, though advice and guidance through marking about how to improve are not consistently good in all subjects. Good support is available to pupils in the form of teaching assistants, extra tuition, booster and revision sessions and visiting specialists. Mentors from the world of work are assigned to assist higher-attaining pupils in Year 11. Pupils who underachieve are identified and strategies to help them achieve their potential are developing successfully.
40. The daily form period is used well to build relationships and for administration, but is not used to review academic progress or effort, nor, in the absence of a daily assembly, to undertake a short time of reflection about important and meaningful aspects of life.
41. Very good care and support are given to all pupils with autism, and this is a key factor in the school's success in teaching pupils with very significant special educational needs. Pupils are

required to conform to all the school's rules and this means that they make good progress in acquiring social skills and becoming more independent.

Partnership with parents, other schools and the community

The school's partnership with parents is **satisfactory**. Links with other schools and the community are **good**.

Main strengths and weaknesses

- Parents are not kept well enough informed about the life and work of the school.
- The school works very closely with a college of further education.
- The community is used well to enhance learning and personal development.
- The arrangements with primary schools enable pupils to transfer smoothly.
- Parents think well of the school and they co-operate well with strategies that support their own children.

Commentary

42. Parents have considerable confidence in the school. They are right to be pleased with the quality of education and care that is provided and the progress that their children make. They are particularly pleased with arrangements for settling in and with the specialist support for children on the autistic spectrum. Inspectors agree with their views. Parents express concerns about pupils' behaviour, particularly on buses. The school governors have taken what steps they can with the bus operator and some improvement has been achieved. In lessons, pupils' attitudes and behaviour contribute positively to the quality of learning and the progress they make. The number of exclusions has substantially reduced this year owing to the application of new and effective strategies.
43. Annual school reports give more attention to the curriculum taught than to pupils' achievements. Targets for improvement are inconsistently included in all subjects. The introduction of an interim report is a helpful indicator of pupils' progress and effort. However, very little information is provided for parents to give them an insight of the life and work of the school. Parents' views and involvement in school life have not been systematically encouraged, although most of the governors are parents.
44. Ongoing communications with parents about personal difficulties that their children are encountering are good. Parents support well performances, consultation about subject choices and reviews of the progress of pupils who have special educational needs. Attendance at parents' evenings is in line with expectations for similar schools.
45. The community is used well to supplement learning in school. Pupils have very good opportunities to learn about aspects of industry related to design and technology because of the close ties with businesses. Numerous experiences related to performing arts are available out of school. Field trips, residentials and visits abroad contribute much to developing expertise, cultural awareness and personal maturity. Employers offer work experience, mock interviews and mentoring assistance. Pupils are keen to support those in need through fundraising, though there is no organised community service.

46. In addition to the effective arrangements for the transfer of pupils between schools, several curricular links are in place with the main primary schools. Secondary school teachers lead art lessons, a bridging project in English promotes continuity and Year 6 pupils use the premises for food technology experiences. A college of further education provides very good vocational experiences. Pupils participate in competitive activities, mainly sport, with other schools.
47. There is a productive partnership between the school and the parents of pupils with autism and this ensures that the pupils feel secure. This is supported by professionals from the local education authority, which has valuable benefits for all parties.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The leadership of the headteacher is **very good**. Other staff with responsibility provide **very good** leadership. Management is **good**. Governance is **good**.

Main strengths and weaknesses

- The headteacher leads by example and has established a range of initiatives to ensure that senior and middle managers take increasing responsibility for developments in their areas.
- Induction procedures for recently qualified staff and for those new to the school are effective in raising morale and involving all teachers in what Honley has to offer.
- The management of learning support is very good and autistic pupils are fully included in all school activities.
- Expenditure is well planned and controlled.
- The cost per pupil is below the national average.

Commentary

48. The very good leadership of the headteacher has focused on the role of senior and middle managers, encouraging them to play a greater part in the development of their subject and pastoral areas. To this end, the curriculum area leadership initiative has been very effective and staff in charge of subject faculties have high aspirations for the pupils in their care. Moreover, the headteacher has a clear vision for how the school should move forward following the closure of the sixth form. He has brought staff with him when he has introduced new initiatives to ensure that pupils of all ability levels derive maximum benefit from all school activities. The senior leadership team works very well together to implement new policies and members take a pride in sharing industry and responsibilities with each other.
49. Management at subject and pastoral level is good and teachers are fully aware of their responsibilities. Pastoral arrangements are undergoing change at the present because the school recognises that form tutors need to become more aware of their pupils' progress in both academic and personal development.
50. Teachers speak highly of the school's procedures for induction and are grateful for the detailed information they receive on school policies and structures. Moreover, they feel very well supported by their subject departments and also by senior staff who, they say, know them well and are concerned to make them feel valued within school.
51. The leadership of learning support is very good and staff are kept fully informed about issues in relation to special educational needs. Learning support assistants are well briefed about their responsibilities in the classroom and play an important part in ensuring that pupils of all abilities achieve well in their lessons. The leadership and management of the provision for autism are very good. The headteacher is totally committed to this provision, which benefits not only the autistic pupils, but also all the other pupils in the school. The school has done a great deal in the two years since the provision for autistic pupils was started and is developing

a high-quality resource for this school and for the local education authority. The teacher in charge of the specialist provision provides very good leadership and manages the complexities of the timetabling and support very well. Her skills, knowledge and understanding have been invaluable in getting this provision to the well-organised state that is currently in evidence.

52. The funds allocated to the specialist provision came from the local education authority, but the school has made a significant extra contribution to these from its own funds, demonstrating its commitment to the education of pupils with deeply entrenched problems. The funds spent on each autistic pupil are very reasonable considering what is being done and how much would have to be spent if the pupil were educated elsewhere. Therefore, this specialist provision provides good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income (inc bal b'fwd)	3,524,406	Balance from previous year	-6783
Total expenditure	3,560,395	Balance carried forward to the next	-35,989
Expenditure per pupil	3038		

53. The school's sixth form became financially unviable because of changes in funding arrangements. It was a difficult decision for the school, but the sixth form was closed in 2003. This left a deficit, but the school is successfully working within the budget plan agreed with the local education authority in order to break even in two years time. The building development and maintenance arrangements are secured through a private and public initiative that accounts for a substantial amount of the school's budget. These constraints impose considerable limitations, for example upon financial flexibility and the purchase of some resources such as computers. Nevertheless, the school uses well the funds available to it and accounts for them appropriately.
54. In view of the fact that the quality of education provided, the results achieved and pupils' personal development are all good and are secured at a cost per pupil that is below the average, value for money is good.

Governance

55. The governors are very committed to the success of the school and to aiming high for every pupil. They are often in school and play their part very well in shaping the school's aims by participating in strategic and financial planning and examining thoroughly proposals for development. Views on whether the school should seek specialist status were widely sought from among the staff before deciding firstly to apply, then to focus the application in science. They are aware of the school's key strengths and weaknesses, support senior staff and play their part in the evaluation of the school's practices. Their involvement via sub-committees or groups attached to aspects of the school's work such as the curriculum or pupils and personnel is becoming increasingly effective. The statutory duty to provide a daily act of collective worship is not met, but discussions are taking place about how this could be incorporated into the daily form period, as part of the development of the role of form tutors.

OTHER SPECIFIED FEATURES

Work-related learning

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

Main strengths and weaknesses

- Pupils in Years 10 and 11 who do not study a modern foreign language attend Huddersfield Technical College, achieve very well and are fully included in the school's learning programme.
- Opportunities provided by the Careers Service and work experience allow all pupils to experience the world of work.
- The school does not have a sufficiently clear view of the way individual academic departments consider work-related learning.

Commentary

56. All Year 10 pupils follow a short GCSE course in work-related learning. Those pupils who do not study a modern foreign language in Years 10 and 11 follow vocational courses such as motor vehicle maintenance, electronics or health and beauty at Huddersfield Technical College. Pupils respond very positively to the college courses where they are introduced to a range of career paths and their achievement is good. These same pupils also achieve well when maintaining local woodlands, dry-stone walling and building bird and bat boxes. Back in school they follow courses to develop their numeracy, literacy and ICT skills. All Year 10 pupils achieve well when they take part in the work experience. The school timetable allows them time to prepare for work placements and to review their experiences afterwards. The *CragRat* Theatre Group visits the school and stages productions and workshops that provide further good career guidance for Year 10 pupils. High-attaining Year 11 pupils are mentored by local industrialists, while the Careers Service arrange for industrialists to stage mock interviews for all Year 11 pupils. The teacher co-ordinating work-related learning in school is on long-term sickness leave and in his absence the school has not yet completed its review of the uneven contribution academic departments are making to this curriculum area. Pupils in modern foreign languages write an account of their work experience in French, while elements of Year 8 personal, social and health education lessons focus on employment and the world of work. The design and technology department's links with Slazenger and Coca-Cola allow pupils to visit and observe industrial processes. Practising artists work in the art department and there are occasions when pupils are placed in design studios and greetings card manufacturers.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGES 3 AND 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

The overall quality of provision in English is **good**.

Main strengths and weaknesses

- The school's aim to raise standards of achievement for all pupils, particularly for boys, is clearly reflected in the work of the department.
- Pupils achieve well as a result of much good teaching that takes account of their individual needs.
- Good leadership and management have established a reflective, self-critical department.
- In a few less successful lessons, questioning is not used well enough to extend pupils' understanding.
- The most able pupils and those with particular talents are catered for well.

Commentary

57. Standards of speaking, listening, reading and writing are above average in Years 9 and 11. All pupils achieve well in relation to their earlier attainment as teachers work effectively in helping them to do justice to their capabilities. They are helped to build well on their attainment in Year 7, particularly on the average standards in writing that they bring to the school. Girls generally attain higher standards than boys, although steps taken to narrow the gap are beginning to bear fruit. The pupils reached above average standards of attainment in the most recent National Curriculum tests for 14-year-olds and the overall standards attained by pupils compare favourably with standards reached by pupils from schools in similar circumstances. Though standards in the tests dipped in 2003, they recovered in 2004. The overall trend has been upwards in the tests and is rising faster than the national trend.
58. Results in the 2003 GCSE examinations were above average in both English language and English literature. However, the proportion entered was well above that entered by most schools nationally. There were similar good standards attained in 2004. Pupils' understanding of poetry and other texts, revealed in their discussions and other work in lessons, is even better than that suggested by results in examinations. What is particularly striking is the progress made by the more able pupils towards achieving above average standards of analysis and discussion. This is particularly evident when teachers manage lessons in a way that gives them time to work with individual pupils. An increasing number of pupils attain the higher grades. Achievement overall throughout Years 10 and 11 is good.

59. Teaching is mostly good, with some that is very good, as a consequence of a growing shared awareness of the strategies that lead to effective learning, particularly amongst the boys. At the heart of the success of many lessons lies the clarity of purpose revealed in the start of the lesson, with consistent adherence to established routines and expectations for behaviour. Less successful lessons are weakened through missed opportunities to extend pupils' understanding by effective questioning. In these cases, teachers settle too easily for unreflective answers or unwittingly answer the question themselves. A real strength lies in the teaching of poetry and creative writing when activities encourage the use of a good range of appropriate language to embody feeling and mood. There is also some good work on Shakespeare, helping pupils to develop refined analytical skills.
60. The pupils are good learners and have become steadily aware of their responsibility for producing their best efforts. This does not come by nature, but through the persistent efforts of the teachers to keep wandering minds on track. Pupils are all at ease with their work in the climate of high expectations for achievement established by the teachers. A good number of pupils read beyond the minimum requirements of their courses.
61. Good leadership and management have established a team of teachers who work well together with a strong commitment to improvement. Monitoring is regular and sensitive and has done much to improve teaching and raise standards of attainment. Progress since the previous inspection has been good.

Language and literacy across the curriculum

62. Pupils' skills in reading, writing and discussion are generally used well across the curriculum to support learning. Pupils' competence in the use of language specific to subjects varies from subject to subject, depending on the extent to which the school's literacy policy has been implemented. There is good practice in the development and use of literacy in some departments. In this respect, work in mathematics, drama, history, music and physical education is particularly good. In these subjects there is a strong emphasis on the use of the correct technical language and on encouraging discussion. There are some missed opportunities to build on pupils' literacy skills, particularly writing, in art and science.

Modern foreign languages

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

Main strengths and weaknesses

- Standards have risen sharply and are continuing to improve.
- Both the leadership and management of the department support all developments very effectively.
- Teaching has improved and stimulates learners very well, although there is too much English used in some lessons.
- Departmental planning has improved overall, but there is still a lack of confidence in using the school's computer facilities.

Commentary

63. Standards are well above national expectations in both French and Spanish by the end of Year 9. By the end of Year 11 they are well above the national average in Spanish, above the national average in French and in line with national results in German. There has been a substantial improvement in standards in all age groups over recent years, which is continuing albeit with a dip in 2004.
64. The pattern of results is also reflected in pupils' achievement, which is very good in Years 7 to 9 and good in Years 10 and 11. This disparity can be explained by the turbulent history of the department, whose current stability is beginning to have a positive impact lower down the school. This considerable improvement is supported by very good teaching overall in all years.

Teachers have a very good command of all three languages and generally use them well in lessons to challenge learners and provide a wide variety of opportunities for extending their own practice and language development at complex levels. In a minority of lessons, however, there is some over-use of English or unnecessary translation. Tasks are very well matched to pupils' needs and very well managed and executed with patience and humour. Both staff and pupils have a very good understanding of the level of work, targets and how to improve. This is mainly due to the clear and consistent feedback pupils receive both verbally and in written form, however, the head of department is aware of some inconsistencies in marking. Planning is consistent across teachers and ensures full coverage of courses and high expectations and levels of language. The beginnings of lessons interest pupils as soon as they enter the room and lead well into the main focus of the lesson. The ends of lessons are not as crisp as the beginnings and are sometimes rushed, leaving little time for summing up of learning. Problems with the school computer network have led to some frustration with and under use of ICT to support language learning.

65. The team of specialist linguists is very effectively led and managed by a very well-qualified head of area who provides very clear direction and support. All staff are committed to pupil achievement and use very effective systems and procedures put into place by this head of department. Change is managed very positively and systems for the collection, analysis and practical use of information are an evident strength. The monitoring and review of teaching and learning are carried out with clear vision and regarded by all as a tool for improvement. The rebuilding of the department is not fully implemented and some systems are as yet underdeveloped, but clear plans are in place for their future evolution.
66. Other features which contribute to the very good provision are the contact pupils have with mother tongue speakers on trips and special events, with language assistants and in e-mail links abroad. The support pupils receive in class from teaching assistants is an invaluable aid to their learning.
67. A history of some turbulence and disruption over some years has meant that the current state of the department represents very good improvement since the last inspection.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards of attainment are well above national averages.
- The head of department provides very good vision and clarity of leadership.
- Teachers are very secure and confident in their subject knowledge.
- Pupils are enthusiastic and have a very good attitude towards mathematics.
- There are inconsistencies in the quality of marking.
- There is insufficient use of ICT within the department.

Commentary

68. In 2004, results in national tests at the end of Year 9 were very high and well above the previous year's published averages for all schools and similar schools. There was no significant difference in the attainment levels of boys and girls, although boys' attainment at the higher levels was better than that of the girls. Results have been consistently above the national average and are rising faster than nationally. In work seen during the inspection, pupil attainment by the age of 14 is well above national expectations. Achievement is very good.
69. In 2004, the percentages of pupils obtaining a GCSE grade A* to C and those obtaining a grade A* to G were both well above the national average. The performance of girls was better than that of the boys. In work seen during the inspection, pupil attainment by the age of 16 is

well above national expectations and achievement is very good when prior attainment levels are taken into account.

70. Teaching is very good. Teachers are secure and confident in their subject knowledge, they are very willing to take on responsibilities within the department and have high expectations of the pupils. Very good learning takes place and pupils enjoy mathematics. They are motivated by the enthusiasm of their teachers and willingly contribute to class discussion and questioning. Relationships between pupils and teachers are very good and pupils behave very well. Excellent use has been made of the National Numeracy Strategy for Key Stage 3 in the drive to raise standards at all levels. However, despite improvements since the last inspection, it remains the case that because the network of computers is unreliable, not enough opportunities are provided for pupils to use ICT.
71. In the most successful lessons, teachers are very aware of prior attainment levels and set work that is suited to the abilities of the pupils in the group. Pupils with special educational needs make very good progress as a result of their teacher's high expectations, good classroom management skills and effective use of learning assistants. Pupils identified as gifted and talented are challenged to succeed at the highest level and they enthusiastically attend extra classes that enable many to gain A* grades at GCSE level.
72. Assessment is good. Pupils' prior attainment levels are recorded, targets set and progress monitored. Pupils are aware of their targets and current levels of achievement. Level descriptors are displayed in each classroom and pupils know what is needed to move up a level. The marking of pupils' work is satisfactory, although there is insufficient use of written comments that would help to improve future performance.
73. Leadership of the department is very good. The head of department has a clear vision for improving standards. She is a very good role-model for other teachers and has established a very successful and talented team of colleagues who share her high expectations of the pupils.
74. Management of the department is good. Policies and plans are in place to deal with identified areas for development. Considerable efforts have been made to create a good working environment and the quality of display in the classrooms is very good. One identified area for development is the monitoring of marking to ensure greater consistency in providing pupils with constructive feedback.
75. There has been good progress in mathematics provision since the time of the last inspection. High standards of attainment have been maintained and there has been an increase in the proportion of pupils obtaining the highest grades. Teaching remains a considerable strength of the department and the quality of learning has been raised by increased opportunities for independent learning.

Mathematics across the curriculum

Use of mathematics across the curriculum is **good**.

76. Pupils apply their numeracy skills well in most subjects. In geography coursework, for example, pupils make good use of their mathematical skills as they analyse, represent and interpret statistical information. In physical education, pupils measure heartbeats, draw graphs and interpret the results. In art, pupils show an understanding of perspective and are able to work to scale. Within science, pupils demonstrate good analytical skills and analyse, interpret and extrapolate from statistical information.
77. There has been satisfactory progress since the last inspection. The governing body has approved a numeracy policy and each department has been issued with a numeracy handbook. The school does not have an overall numeracy co-ordinator, however, and formal opportunities for inter-departmental co-operation are limited.

SCIENCE

The provision for science is **good**.

Main strength and weaknesses:

- Results in national tests at the end of Year 9 are consistently above national figures and improving each year.
 - Systems for tracking pupils' progress over the length of a course are used well.
 - The curriculum leader has a well-planned view of the future development of the subject.
 - The detail in the marking of pupils' work is inconsistent across the department.
 - There is insufficient use of ICT to enhance the teaching of the subject.
 - Pupils' literacy skills are underdeveloped.
78. For the last four years, science results in the national tests at the end of Year 9 have been above national figures for all schools. Boys and girls have attained similar results and results have followed the national trend. In 2004, the percentage of pupils attaining both average levels and higher levels was well above national figures. In relation to pupils' prior attainment aged 11, these results were above national expectations.
79. Pupils achieve well from starting in Year 7 and often reach levels above expectation, as when Year 7 reacted different metals with acids and identified the gas produced. In other groups seen, the work was at average levels. Those pupils with special educational needs achieve well when supported by teaching assistants who give additional explanations or help them focus on the work. When there is no support or specific resources, these pupils do not achieve as well as other pupils.
80. Double award GCSE science was taken by all pupils in 2004 and the percentage attaining the higher grades fell from the previous year by nearly 20 per cent to below national figures. Girls' results were better than boys' and all pupils attained a pass grade and achieved well, despite the teaching of this group being disrupted owing to long-term absence of several science staff. Currently, there are pupils in both Years 10 and 11 following the triple science course. Here, standards are well above average and above in the top groups for double science. Results so far in the module tests indicate that overall GCSE results are on track to rise again in 2005. Pupils in the top groups are achieving well and overall in the work seen pupils in GCSE courses are achieving satisfactorily.
81. Teaching is good overall, but better up to the end of Year 9 than at GCSE. In well over half the lessons, teaching is good and this results in good learning. The best lessons are conducted at a brisk pace by enthusiastic teachers with plenty of challenging activities to keep pupils interested and involved in their learning. Occasionally, pupils are given opportunities to discuss their understanding with one another and the teacher's questions and methods are designed to develop the understanding of all pupils and so aid learning. Learning is less satisfactory when unchallenging tasks such as copying are set or when a lengthy teacher input takes up a large part of the lesson. This, together with general questions, prevents all pupils from developing understanding in the subject.
82. The marking of pupils' work in books is only satisfactory as it is inconsistent across the department. The best marking is regular and gives corrections, comments and help on how to improve from one piece to the next. At its worst it is non-existent or consists only of ticks. The standard of pupils' written work and its completion is also inconsistent and often related to the standard of marking. Pupils generally behave well and work well together, particularly during practical work. Here, the department is very well served by the technical team.
83. There are very limited ICT facilities to enhance the teaching of the subject, which is preventing pupils from having the hands-on experience of using it to record experimental results or learn using interactive programs. The majority of pupils are able to use their mathematics skills well to analyse results with graphs and calculate different values from formulae. However, there

are insufficient opportunities for pupils to develop literacy skills of discussion, presenting findings or writing at length or creatively.

84. Since being mentioned at the previous inspection, a very detailed system for tracking progress across each course has been developed by the department using the wealth of information on pupils' prior attainment. Target grades are set and shared with pupils and regular reviews of an individual's progress made. This improvement, together with upgraded accommodation, means that improvement since the previous inspection is good.
85. The department is well led by a curriculum leader who has built a mutually supportive team of subject specialists. She has a clear view of the way forward and has taken an integral part in the successful bid to become a specialist science college. Since the previous inspection, many of the issues raised have been dealt with and the GCSE curriculum has been widened with the introduction of GNVQ applied science and the re-introduction of separate sciences. At present, the management of the department is satisfactory, but lacks a clear structure for sharing the expertise present within the staff. Formal systems for sharing and evaluating teaching methods and resources, together with systems for standardising the setting and marking of homework, are not in place.

Psychology

Psychology is offered as a subject for GCSE. One Year 11 lesson was sampled. Good teaching and learning resulted in well-motivated pupils successfully exploring psychological and physiological aspects of everyday stress.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good management is raising standards.
- The use of computers across the curriculum is unsatisfactory.
- The computer network is unreliable.

Commentary

86. Results in GCSE were below average in 2004 and below other subjects as the result of recent severe staffing difficulties and computer network breakdowns. These results represent a slight improvement over 2003. While there are still problems with computer reliability, there is now a stable team of specialist teachers.
87. For current Year 11 pupils following a GCSE course, standards are average and improving. Pupils successfully select the correct software for a given task. Word-processing skills are above average. Pupils' skills using databases are average and many use the software's advanced features. Pupils have a clear understanding of the benefits of computers to society, but are less secure on the moral and ethical questions raised. Achievement is good for all these pupils because they started the course with below average standards.
88. Standards for Year 11 pupils who do not take an ICT-based GCSE are below average and their achievement is satisfactory. The school has a programme of study for this group, taught through subjects across the curriculum. However, it is not fully implemented because teachers are reluctant to use the unreliable computers. As a result, many topics are covered only superficially.
89. Teacher assessments in Year 9 judged standards to be average. These are consistent with the standards seen during the inspection. When designing a slide show, pupils select appropriate text and colour. Higher-attaining pupils can create interactive links between slides. Pupils have average standards when using a spreadsheet to generate graphs and when

entering formulae to calculate. While pupils have an average understanding of databases, few progress to using advanced features. As pupils enter the school with average standards, this represents satisfactory achievement. This is in spite of good teaching, achievement being limited by recent staffing problem and a history of computer breakdowns. Achievement of pupils with special educational needs is good in all years because different work is planned for them that meet their needs well. The achievement of gifted and talented pupils and those with English as an additional language is satisfactory.

90. Teaching and learning are good. Teachers' very good subject knowledge ensures learning focuses on key concepts. Pupils find work challenging and work hard to solve the problems they are given. They learn well through many varied activities. Attitudes are positive and behaviour is good because of teachers' good class management. Pupils cover a lot of work in lessons because expectations are high and clear time limits are set. Regular homework extends class work well. Marking is thorough and pupils have a good understanding of how they can improve, but written targets do not appear on work. In a minority of lessons, pupils do not have sufficient time for learning practical skills.
91. Leadership is satisfactory. There is no head of department, but the team of teachers is committed to raising standards. Management is good. The work of teachers is regularly monitored and the results are used well to improve provision. The team has undertaken a thorough analysis of GCSE results and the conclusions are raising standards. Assessment is satisfactory with pupils' progress carefully monitored, but there is insufficient use of previous standards in this process.
92. Improvement since the last inspection is satisfactory. Standards remain average, but are improving. Good teaching and pupils' attitudes have been sustained. While there are plans for the use of computers across the school, in many subjects this is unsatisfactory.

Information and communication technology across the curriculum

93. Provision is unsatisfactory. Good use is made of computers in design and technology for drawing and the control of machines. Good use is made in physical education of digital cameras to analyse athletic performance. Music makes good use of composing software, but is limited by access to computers. Elsewhere, computers are underused in learning. Subjects have clear plans for their use, but teachers are reluctant to implement them because of computer network difficulties. The school is working hard to improve computer reliability with some recent success.

HUMANITIES

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils enjoy the subject and reach above average standards in historical skills.
- Teachers display high levels of industry and teamwork and benefit from very good leadership and management.
- Teachers motivate their pupils effectively and their questioning challenges the youngsters to justify their views.
- Pupils are grateful for the detailed comments they receive on how to improve their work.
- The use of ICT is underdeveloped as a teaching and learning tool.

Commentary

94. In 2004, GCSE results were below average, but boys reached national expectations and performed at a higher level than girls. However, these results were an improvement on 2003 and prior attainment information demonstrates that pupils generally did as well in history as in

their other subjects. Because teachers place great emphasis on examination technique and because there are now more pupils of higher ability following the GCSE course, standards in Year 11 are above average. Most pupils have a good knowledge of the topics under consideration and are fully aware, for example, of how and why Hitler came to power in 1933. Similarly, by the end of Year 9, standards are above the national average and pupils use historical terminology confidently and in context. Their understanding of the feelings of youngsters who had to be evacuated during the Second World War is quite profound.

95. Achievement in all years is good. In Year 7, for example, pupils make creditable progress in skills of chronology and their awareness of the nature of evidence is improved by their study of *Tollund Man*. Because teachers place emphasis on source analysis and evaluation throughout the course, pupils at age 14 talk accurately about the pitfalls of using primary evidence. Moreover, pupils in the GCSE years are challenged to think for themselves and, as a consequence, they are becoming more adept at gauging the reliability and usefulness of the source material open to them.
96. History is becoming increasingly popular and pupils benefit from detailed ongoing advice on how well they are progressing and on what they need to concentrate if their standards are to improve. They behave well in class and are often amused by the subject matter, the '*Religious Rabbles*' of the Interregnum, for example. They thrive on challenge and take pride in giving extended answers to quite challenging questions from their teachers. Teaching is, therefore, good overall and in a third of lessons it is very good.
97. The head of department leads the subject area with skill and verve and her management is also very good. Staff work as a team and produce many thought-provoking resources to meet the needs of all their pupils. Teachers now recognise that ICT needs to be integrated more into the curriculum and they are hard at work establishing strategies to end lessons more effectively.
98. Improvement since the last inspection is good. Teaching has improved, activities and resources to meet the needs of different abilities have been introduced and progress across all years is now good. The department is well placed for further success.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Standards achieved by Year 11 are above the national average and are improving.
- Pupils find geography interesting and respond enthusiastically to lessons requiring them to consider real issues.
- Pupils know how well they are doing, but marking does not tell them clearly enough how to improve their work.
- Teachers have very good subject knowledge and plan lessons that contain a variety of activities.
- The department uses information on how well pupils are performing to set challenging targets.

Commentary

99. Standards are above average and pupils achieve well. An interesting and well-taught course helps Year 7 pupils from different primary schools to overcome differences in their previous learning. They make good progress and, by Year 9, standards are above national expectations. Geography is a popular option for GCSE and standards are improving. In 2003, the proportion of A* to C grades was above the national average. In 2004, results improved markedly with all pupils achieving A* to G grades and 73 per cent achieving A* to C grades. Girls' performance improved particularly well because of improvement in their fieldwork reports. Achievement overall was good and was very good for those pupils who started the

course with lower levels of achievement. The department predicts further improvements in standards and work seen supports that judgement.

100. Teaching is good and promotes good learning. In the most effective lessons, teachers share clear learning goals and plan for a variety of activities. Pupils respond well when the work is challenging and in some lessons good questioning checks their learning and includes all pupils. Teaching assistants understand their role and support good involvement from pupils facing challenges to their learning. The range of writing tasks is broad and mostly involves pupils explaining issues and consequences. There are carefully planned fieldwork opportunities for each year group. Pupils talk enthusiastically about these and the skills they develop help them to produce very high-quality work for GCSE. Although behaviour is good overall, some boys become restless when teaching does not ensure they are sufficiently involved in active learning. Work is marked very regularly and teachers provide grades and improvement targets. Pupils understand these judgments, but in Years 7 to 9 some cannot explain how they might improve particular pieces of work. This restricts their ability to make even faster progress. Marking of GCSE work is very detailed and supports good learning. The use of computers has improved since the previous inspection, but access, especially to the Internet, is limited. Teachers do not have access to data projectors and this limits the variety of teaching approaches they use.
101. Leadership is very good. The head of department expects high standards and is determined to help pupils to achieve them. Management is good. Teachers have supported changes in the syllabus and in teaching styles. This has resulted in good year-on-year progress and good improvement since the last inspection. Text resources are much better than at the previous inspection and the main teaching accommodation is bright and airy. Good displays promote high standards of presentation and encourage pupils to recognise the everyday importance of geographical events and issues. There is variability in the quality of written advice given on work and in the extent to which all pupils are actively involved in question and extension sessions. There has been good improvement since the previous inspection.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils display good attitudes to the subject and achieve well.
- Effective leadership provides good direction for the subject.
- Teachers use their very good subject knowledge well to engage pupils in their learning.
- There is insufficient use of assessment information.
- Opportunities for learning outside the classroom are limited.

Commentary

102. In 2004, teacher assessments for pupils at the end of Year 9 showed standards were above those of the locally agreed syllabus. Standards of work in the current Year 9 are above average. Pupils have a good knowledge and understanding of the major world religions and they are developing the appropriate skills of research and evaluation, as seen through their work on life after death.
103. In 2003, a small number of pupils were entered for the short course GCSE. Results, as in previous years, were well above average. In 2004, only one pupil chose the GCSE examination and secured a pass grade. From the start of the current school year, statutory requirements are now in place and all pupils in Years 10 and 11 follow the short course GCSE. In Year 11, standards are above average and pupils have a good knowledge and understanding of topics such as suffering and evil.

104. Pupils enter the school with standards that are broadly average. Achievement across Years 7 to 11 is good. The achievement of pupils with special educational needs is good. Boys and girls of all capabilities and of all ethnic backgrounds achieve equally as well. Pupils achieve well because of good teaching and the positive attitudes they have for the subject.
105. Teaching and learning are good. Most teaching is by specialist staff, who have very good subject knowledge and use this well to make learning interesting. Lessons are well structured with a good range of approaches that successfully engage pupils in their learning. Good use is made of textbooks and video to develop pupils' learning, but there is insufficient use of ICT. Questioning techniques are not fully developed and do not ensure that all pupils are actively involved with oral work. Pupils behave well and display good attitudes to the subject. Across Years 7 to 11, pupils' learning in religious education makes a good contribution to their social, moral, cultural and spiritual development. Assessment is good. Marking gives pupils good guidance on how to improve and they know how well they are performing against local and national standards.
106. Leadership and management of religious education are good. The head of department provides good direction for the subject through regular department meetings and good written guidance. Planning has identified appropriate priorities for development. There are effective procedures for reviewing teaching and learning and for scrutinising pupils' work. Although there is a good analysis of GCSE results, there is insufficient use of data to monitor and track the performance of pupils. Staffing, resources and accommodation meet the needs of the curriculum well. There are limited opportunities for learning outside the classroom. Educational visits and the use of visiting speakers are underdeveloped and restrict activities for pupils to broaden their experiences and apply their skills.
107. There has been good improvement since the previous inspection. Statutory requirements are now in place and the quality and range of resources have improved.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Current standards are above average in food and textiles technology, made possible by good teaching, learning and the expert knowledge of the teachers.
- Assessment informs pupils in all lessons, which helps them to know if they are successful and how to improve.
- Pupils' attitudes and behaviour are very good, which contributes to the effective learning.
- Fashion drawing is excellent in textiles technology, enabling personal ideas to be shown in a very professional way.

Commentary

108. GCSE results at A* to C were broadly average in 2003. In 2004, the results show a similar picture of average standards. Current standards in Years 9 and 11 are above average. Achievement throughout the school is good, as pupils enter the school in Year 7 with below average standards. This sustained progress is made possible by well-focused teaching and very good assessment and target setting. The overall profile of standards indicates a trend of rising standards. Teacher assessments at the end of Year 9 are accurate and show above average standards. In food and textiles technology, pupils make particularly good progress as a result of good teaching linked to clear objectives in the GCSE or the National Curriculum programmes of study.

109. Overall, teaching and learning are good in all years. Assessment is excellent in food technology and textiles and very good in the other areas of the department where it has become a tool for targeting the teaching and learning. Pupils know if they are successful, and how to improve, with many setting themselves targets for individual lessons and evaluating their own efforts. Pupils who are gifted and talented are identified and given many opportunities for their work to be extended. Pupils with special educational needs are identified and helped to make good progress across the department. Teachers have very good subject knowledge with awareness of industrial processes and products. Fashion drawing in textiles technology is excellent and shows clear and creative development of vivid ideas. All teachers have an excellent information base of current and past achievement of all pupils in their classes and use it to redefine lesson objectives and target particular groups of pupils. Pupils show a very positive attitude to learning and enjoy the lessons and behave very well.
110. Leadership and management of the subject are very good. The curriculum area leader has a vision that is shared by the team of teachers and a passionate belief in the importance of the subject. Good teamwork exists with very good systems in place for the monitoring of good professional practice and induction of new staff.
111. Improvement since the previous inspection has been good. Standards and achievement have risen particularly in Year 11. The behaviour and the attitude of pupils have also improved. The subject is well placed for future development and further success.

VISUAL AND PERFORMING ARTS

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because of the emphasis on challenge and discovery in the work.
- Standards are high by the end of Year 11 and examination results are well above average.
- The care the teachers have for all of their pupils leads to very good learning and attitudes.
- Opportunities for pupils to reflect on their work at the ends of lessons are often missed.
- There is scope to improve experimentation in sketchbooks and to use drawing to collect particular information.
- Insufficient use is made of computers and specialist software in Years 7 to 9.

Commentary

112. The 2004 GCSE results were well above average and an improvement on 2003 and at the last inspection. Almost twice the national average number of pupils sat the examination. The work in Year 9 is above average. Pupils draw from observation from Year 7 onwards, quickly gaining knowledge of proportion and shape. Good-quality landscape compositions capture distance and atmosphere. Sculpture inspired by modern architecture is modelled from clay or constructed from mixed media. Sketchbooks are used for research, but there is less experimentation with methods and materials than usual. Pupils do not write about their work in any critical way. They make little use of computers in lessons. Recognising their low levels of attainment when they enter school, achievement in Years 7 to 9 is very good. The work in Year 11 is well above average. Observational drawing remains at the heart of pupils' work. They use line and tone very well to accentuate form, such as the way light radiates from the centre of an aluminium pan. Few draw to gather particular information or investigate composition. Two- and three-dimensional work is original and varied in size and materials. A small number of pupils over-rely on drawing from magazines, but sketchbooks increasingly reflect pupils' independence. This independent working and rising standards ensure that achievement in Years 10 and 11 is very good. Those who are less able also make very good progress because teachers know their pupils' special needs and carefully design work to

engage everyone. Those who are most able make very good progress and expected numbers gained A* grades in 2004.

113. Teaching and learning are very good. Teachers use their very good subject knowledge to present their subject with great sensitivity and care. Pupils respond very positively and respect their teachers, their work and the department's resources. A particular strength is the way teachers require pupils to accept responsibility for their work from Year 7 onwards. Research and discovery are at the heart of the pupils' learning, although experimentation with materials is more usually limited to Years 10 and 11. Lessons are very well planned with the work clearly explained and working methods described and pupils quickly recognise their teacher's high expectations of creativity, industry and behaviour. There is insufficient time allowed in lessons for pupils to reflect on their own and their classmates' work. The mentoring of pupils is very effective and half of all of the GCSE candidates gained a grade C.
114. The curriculum in art is broad with two- and three-dimensional processes figuring in all years. The large volume of three-dimensional work very successfully increases boys' involvement and attainment. The way pupils and teachers discuss and analyse the content and meaning in works of art adds to the pupils' spiritual awareness. Extra classes for gifted and talented pupils and visits to museums and the Yorkshire Sculpture Park increase the opportunities for pupils and enrich the curriculum. The assessment of pupils' work is good and the information from assessment is used to set targets for pupils and to recognise weaknesses in the curriculum. Pupils' very good achievement and high standards make it clear that the subject is very well led and managed. The head of department has ambition for her pupils, her subject and her staff. That a boy interested in origami is delighted to hold a well-attended weekly club in the department reflects the way pupils feel about the subject. There is strong teamwork from experienced staff, but there is insufficient technical support when classes are working with three-dimensional processes. Teachers from the department visit feeder schools to give pupils an insight into secondary school art. The department makes a good contribution to the teacher-training programme. Performance management of staff is in place, but the monitoring of pupils' learning requires more rigour. The accommodation is very good with spacious suited rooms and good display areas. There has been good improvement since the last inspection. Standards have risen and achievement is now very good. Teaching and learning have improved. Sketchbook usage has improved and pupils' attitudes are now very good. Leadership and management have improved to very good.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 9 and well above average in Year 11.
- Girls' and boys' achievement is very good because of very good teaching and learning, very good attitudes and interesting and enjoyable work.
- Extra-curricular work is extensive and of a high quality.
- There are insufficient computers for the development of music technology across the curriculum.

Commentary

115. Standards are above average in Year 9. Performing, composing and listening are well developed and pupils understand and use the relationship between them. They talk about music using correct and appropriate vocabulary. They achieve very well during these three years. Pupils who are talented in music achieve very well because they are well challenged in all activities. Those pupils with special needs, including pupils from the autism unit, work with real determination to succeed. They are very well supported by teachers and assistants. Many of these pupils are very musical and are considerably motivated by their success, achieving as well as others.

116. Standards are well above average in Year 11. Pupils achieve very well and continue to develop all musical skills to a high standard. They listen critically and perceptively to music of many styles and talk using an impressive vocabulary. Performing skills are used to very good effect in class when playing and composing and also in the extensive range of high-quality extra musical activities in the school. Over 100 pupils have instrumental lessons, which are also of very good quality. Standards seen in the classroom are higher than the examination results in 2004. Nine of the 15 pupils taking the examination achieved a grade between A* and C, and all but one pupil passed. These results, in line with the school, were lower than usual. However, pupils did slightly better in music than they did in the average of their other subjects. There were too few taking the examination to compare reliably with national averages.
117. Pupils' attitudes are very good. All pupils, including boys, are highly motivated by a programme that appeals, but challenges. They choose to do GCSE in good numbers and boys are in the majority. The approach is practical. Pupils spend much of their time either composing or performing. They learn very well because teaching is very good. Teachers question pupils closely and in higher years in considerable depth. All pupils are included and teachers have a knack of making sure all pupils answer. Questions are framed to be appropriate, but challenging for individual pupils. No time is wasted in the lessons. They work hard and productively as a class, as individuals and in pairs and groups, collaborating very well. Pupils are given good face-to-face advice in class and they are beginning to know their grades and levels. However, the quality of their work is not sufficiently discussed, nor do they reflect on their learning. Pupils in Years 10 and 11 use technology very well for their compositions, but five computers are woefully inadequate for a thriving department.
118. Improvement since the last inspection is good because of very good, inspirational leadership. The department buzzes with life. Practice rooms are always full in break times and music can even be heard on the stairs outside the department with guitars and voices enjoying a relaxing lunch hour. Management is good. Thorough analysis of GCSE results means that the course is planned to raise standards. This is not yet happening for Years 7 to 9.

Drama

Drama was sampled. Pupils achieve very well as a result of very good teaching. Results in the GCSE examinations are consistently above average. In the two lessons seen, the pupils showed considerable refinement in the development of improvised pieces and in talking about them. Classes are a hive of purposeful activity. The subject makes a substantial contribution to the development of pupils' language.

Media

Media studies was sampled. Teaching is invariably very good. It is driven by a clear sense of purpose, with the consequence that pupils show a lively interest in the subject and achieve very well. The critical exploration of texts builds very well on the pupils' other work on language. Standards in the GCSE examination have been well above average. In the few lessons seen, the teacher skilfully provided a series of progressively challenging activities that engaged the interest and enthusiasm of the pupils.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Good teaching, arising from a secure knowledge of the subject, helps all pupils to achieve well so that standards are above average by Years 9 and 11.
- GCSE results are consistently above average.
- A very good programme of extra-curricular activities is well supported by pupils and helps gifted and talented pupils to do especially well.

- Pupils have a very positive approach to learning and relationships between staff and pupils are very good.
- Though progress is assessed and recorded, pupils do not have clear targets, nor do they know what to do to reach the next level.
- The proportion of girls taking GCSE is low.
- Though statutory requirements are met, the planned curriculum has few opportunities for creative and aesthetic activity, such as dance.

Commentary

119. Pupils enter the school with average standards and, in response to good teaching, their achievement is good, reaching above average standards in Year 9. Boys have above average skills in hockey. They play small-sided games effectively, showing good awareness of attack strategies. Girls have a good understanding of health-related exercise. They describe the changes in heart rate with exercise and understand how the length of recovery can be an indicator of level of fitness.
120. Standards of work in Year 11 are maintained at above average levels and GCSE results have consistently been above average in recent years. Pupils' achievement is good and they reach better standards than those expected of them in both GCSE and National Curriculum lessons. Rates of participation are high and boys and girls enjoy lessons, reflecting their very good attitudes. In rugby and badminton, pupils play the games to an advanced level and are able to analyse skills and tactics thoroughly. Though increasing, the proportion of girls taking the subject to GCSE is lower than is found nationally.
121. There are no significant differences in the achievement of girls and boys. Pupils with special educational needs achieve well because teachers and support assistants work effectively together to provide tasks suitable to pupils' needs. Pupils identified as gifted and talented achieve well and are especially well supported by the very broad range of extra-curricular activities and very good links with local sporting clubs. They are well challenged in GCSE lessons.
122. Teaching and learning are good overall. Pupils learn at a good rate because lessons are well structured and include progressively challenging activities. Teachers' demonstrations are clear and feedback to individuals on how well they are doing is good, reflecting secure specialist subject knowledge. Relationships between staff and pupils are very good so lessons are well disciplined, run smoothly and pupils willingly work hard. Teachers pay good attention to improving pupils' use of technical language and pupils use this correctly for class and peer evaluation on most occasions. Teachers use ICT well to support learning, for example, Year 9 girls used heart rate monitors to measure recovery rates. Pupils take on a good level of responsibility for warming up and cooling down in GCSE lessons, but this is not extended enough to core physical education lessons. Questioning is used well to review pupils' knowledge and develop their understanding, but questions are not always targeted to individual pupils, nor are all pupils expected, or given the opportunity, to have thought through an answer. Assessment is used well in GCSE courses, but in core lessons pupils do not have target grades, nor do they know what they must do to reach the next stage of learning. In a small number of lessons, higher-attaining pupils are not fully challenged because activities are not adapted to meet more demanding needs.
123. Very good leadership is clearly focused on raising standards. It provides a very positive role-model for staff and pupils and high standards are expected. It has ensured good improvement since the previous inspection. Above average standards have been maintained and the subject maintains a high profile across the school. Management is good. The department is well organised on a day-to-day basis. Close attention is paid to health and safety and risk assessment. The curriculum includes a high proportion of games-related activities and though temporarily not in place, the Junior Sports Leader Award is usually a successful feature of learning activities in Years 10 and 11. However, there are few creative aesthetic activities

included. Development planning is well focused on raising standards, but success criteria are not specific enough. Checks on the quality of teaching and standards are carried out regularly, helping to identify areas for improvement.

BUSINESS AND OTHER VOCATIONAL COURSES

Business studies was sampled by observing one lesson. The teachers work hard to overcome the very limited resources, particularly ICT resources, available for teaching the subject. A particular weakness is the lack of contact with the world of business. This leads pupils to see the course as theoretical rather than as having significance for the real world of work. In the one lesson seen, teaching was good. It was thoroughly prepared and supported the pupils well in developing their coursework assignments, but a lack of resources is keeping standards down.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Citizenship is provided through a combination of specific lessons within the personal and social education programme, specific lessons within subjects and additional visits. There was not sufficient evidence for a full report, though from documentary evidence it is clear that the school fulfils its statutory duty. One lesson was observed in Year 10 in which pupils considered the differences between jobs and careers. Teaching and learning were satisfactory.

Personal, social and health education

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- Good guidance on sex, relationships and drugs is provided.
- Pupils value and see the importance of lessons.
- Staffing difficulties restrict the teaching of some work.

Commentary

124. For current Year 11 pupils, standards are average. They have a sound understanding of human rights, voting, race relations and animal rights issues. They have a clear understanding of sexually transmitted diseases. Pupils are well briefed on the dangers of alcohol, including "binge drinking". Pupils have a good knowledge of the various pathways available when they leave school and a clear understanding of the academic qualifications and personal qualities needed for various careers. This enables them to make well-informed choices about their future. This represents good achievement for all pupils.
125. In Year 9, standards are average. Pupils have a sound knowledge of aspects of citizenship, including voting rights and local government. In Year 8 they begin to investigate future career choices through decision-making games. Pupils are well briefed on sex education, including sexually transmitted diseases; relationships and drugs education, including solvent abuse. This represents good achievement for all pupils.
126. Teaching and learning are good. Pupils find work interesting and work hard. They take the work seriously, recognising the need to think carefully about the many challenges that life presents. They learn well through varied activities that include very well-produced drama vignettes to focus attention on the topic under discussion. In a minority of lessons, pupils' learning is unsatisfactory because the teacher has not prepared sufficient work for the lesson.
127. Leadership and management are good. The head of department provides good training and support for the large number of teachers involved. He arranges outside speakers to provide a specialist perspective. There is a small team of teachers who are well trained to teach sex

education. While aspects of sexual hygiene are covered well in Year 7, other sex education matters are deferred to Year 8, later than widely recommended. This is because the school has too few staff trained to teach this work. The school is aware of the problem and is actively seeking ways of remedying it. The views of pupils are gained through self-evaluation reports at the end of modules, but the school does not seek the views of parents on personal, social and health education. The subject was not reported in the last inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

poor (6); very poor (7).