

# INSPECTION REPORT

**Guiseley School**  
Guiseley

LEA area: Leeds

Unique Reference Number: 108085

Headteacher: Mr D Lowe

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Reporting inspector: Mrs M Christian

Dates of inspection: 15 - 19 November 1999

Under OFSTED contract number: 708010

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

Type of control: County

Age range of pupils: 11 - 18

Gender of pupils: Mixed

School address: Fieldhead Road  
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LS20 8DT

Telephone number: 01943 872315

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Appropriate authority: Governing Body

Name of chair of governors: Eileen Morgan  
[ where appropriate ]

Date of previous inspection: 1994

## INFORMATION ABOUT THE INSPECTION TEAM

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Mrs J Garland, Lay Inspector		Attendance Attitudes, behaviour and personal development Support, Guidance and Pupils' Welfare Partnership with parents and the community
Mr R Lohan	Religious Education	Spiritual, Moral, Social and Cultural Equal Opportunities
Mrs J Peacock	English	
Mrs D Sutherland	Mathematics	
Mrs H Tear	Science	
Mrs J Hotson	Design Technology	
Mr D Mawson	Information Technology	
Mr R Geoghegan	Modern Foreign Languages Post 16	Staffing, Accommodation and Learning Resources
Mr M Holyoak	History	
Mr B Pike	Geography	Curriculum and Assessment
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Mr D Parkinson	Music	
Mr A McCarthy	Physical Education	
Mr J Brown	Business Studies/Economics Key Stage 4	
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## MAIN FINDINGS

### What the school does well

- The school is continuing to sustain high levels of attainment in all key stages.
- Standards of attainment in national tests are well above average.
- GCSE and A level performance of pupils is well above the national average
- Pupils make good progress in their learning in most subjects; progress is very good in modern foreign languages across the school, design technology at key stage 4 and post-16 and geography at post-16.
- Teaching is of good quality and at least 1 lesson in every 5 is very good.
- Pupils' attitudes, standards of behaviour and attendance are very good.
- Leadership, management and governance are effective.
- Provision for pupils' spiritual, moral, social and cultural development is very good overall
- There is very good provision for pupils' support, guidance and welfare.
- The school has a very good partnership with parents and the community.
- There is a very good range and quality of extra-curricular activity for pupils.
- Careers guidance for pupils is very good.

### Where the school has weaknesses

- I. The school has no formal system for the support and monitoring of teaching and curriculum development.
- II. The use of assessment to inform teaching is inconsistent across subjects and the effectiveness of assessment, while satisfactory overall, is variable.
- III. While progress in target setting for individual pupils within pastoral provision has been made, there is not yet effective target setting for pupils within most subjects.
- IV. Standards in art at key stage 4 are weak when compared with the school's high performance overall.
- V. The management of art, physical education and science is unsatisfactory.
- VI. Arrangements for the professional development of staff are not closely targeted at school improvement; the statutory requirement for appraisal is not being met.

1. This is a very good school whose strengths far outweigh its weaknesses. The governing body's action plan will set out how the relative weaknesses identified during the inspection are to be addressed. The action plan will be sent to all parents or guardians of pupils at the school.

### 1. How the school has improved since the last inspection

2. The school has made good progress since the last inspection. High standards have been maintained and the following key issues raised at that time have been addressed: provision for pupils' cultural development is now good overall and review arrangements have been extended to key stage 4, though now need to be included within subjects. Pupils with special educational needs have full access to the curriculum and make good progress.
3. Pupils' entitlement to religious education provision in key stage 4 and post-16 has been secured through the GCSE short course in religious education and the ethics course in year 12. The school has increased the proportion of good and very good teaching from five to seven lessons in every ten and has reduced the proportion of unsatisfactory teaching by more than half. However, collective worship provision continues to fall short of the statutory requirement for a daily act of worship. The school has set clear targets for improvement and is well placed to continue to sustain high standards.

3. **Standards in subjects**

4. The following table shows standards achieved by 14, 16 and 18 year olds in national tests, GCSE and A/AS-level examinations in 1999:

Performance in:	Compared with all schools	Compared with similar schools	4. Key	Key
			well above average	A
			above average	B
Key Stage 3 Tests	A	A	average	C
GCSE Examinations	A	B	below average	D
A/AS – levels	A	N/A	well below average	E

5. The standards achieved by pupils on entry to the school are above the national average. Pupils make good progress throughout and in key stage 3 achieve results that are well above average. GCSE results are well above average and the performance of students at A level is high. In comparison with other schools with a similar proportion of pupils entitled to free school meals, GCSE results are above average.

5. **Quality of teaching**

	Overall quality	Most effective in:	Least effective in:
Years 7-9	Good	Design technology, English, information technology and modern foreign languages	5. Art
Years 10-11	Good	Geography, history, mathematics and music	Art
Sixth form	Very good	Geography, music and religious education	
English	Good		
Mathematics	Good		

6. The quality of teaching is good overall. Seven lessons out of every ten involved good or very good teaching, a quarter of lessons were satisfactory and a small percentage (6%) were unsatisfactory or poor.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. ‘Satisfactory’ means that strengths outweigh any weaknesses*

## 6. Other aspects of the school

Aspect	Comment
Behaviour	Behaviour of pupils in the school and their attitudes to work are very good. This is a strength of the school which has a real impact on the standards reached.
Attendance	The levels of attendance are well above average. Pupils arrive punctually for school and for lessons.
Ethos*	The school has created a climate in which there are high expectations and high standards and in which pupils' personal development is valued and successfully promoted.
Leadership and management	Senior staff and governors provide good and effective leadership overall. There are some shortcomings in the support and guidance given to middle managers in reviewing standards, developing their staff and setting targets for improvement.
Curriculum	The curriculum has good breadth and balance and meets the requirements for national curriculum subjects and religious education. The range and quality of extra-curricular activities are strengths.
Pupils with special educational needs	Pupils with special educational needs have full access to the curriculum and make good progress.
Spiritual, moral, social and cultural development	Provision for spiritual, moral, social and cultural development is very good overall, especially in moral and social development.
Staffing, resources and accommodation	The staff are very well qualified and very effectively deployed. Resources and accommodation are good and very well used.
Value for money	The school achieves high standards at average cost and provides good value for money.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## 6. The parents' views of the school

### What most parents like about the school

- Pupils achieve well and make good progress.
- The school is approachable.
- The school encourages positive values and attitudes.
- Pupils are encouraged to get involved in extra-curricular activities.
- Behaviour is good.

### What some parents are not happy about

1. The vast majority of parents appreciate the work of the school. The inspectors support their positive views.

## 7. **KEY ISSUES FOR ACTION**

2. In order to raise standards further in this very good school, the governing body, headteacher and staff should:

1. further develop all teachers' strengths by -
  - better, more systematic monitoring of teaching by senior and middle managers in order to share more effectively the very good practice within the school; (paras 38, 45, 75 and 87)
  - better and more focused professional development for staff; (paras 63, 82, 87 and 123)
  - better and more consistent use of assessment to inform teaching and to give clear feedback to pupils on how well they are doing and how to improve; (paras 37, 46, 50, 51, 121, 139, 146, 159, 160, 165, 167 and 207)
2. extend the use of target setting and review at individual pupil level into all year groups and into all subject areas; (paras 36, 51, 57, 98 and 206)
3. focus improvement on those aspects of the curriculum where there is under-performance, particularly art at key stage 4, and the management of art, physical education and science. (paras 118, 122, 129, 131, 134, 135, 136, 193, 196 and 197)

Other issues:

review arrangements to meet the statutory requirements of appraisal and the provision of a daily act of collective worship; (paras 44 and 80)

further develop the use of the new library resource area which is under-used by pupils; (paras 84 and 88)

review provision for pupils who are unwell in school. (para 64)

## INTRODUCTION

### - **Characteristics of the school**

1. Guiseley school is a mixed 11-18 comprehensive school with 1249 pupils on roll. Most pupils come from Guiseley itself, although a sizeable minority come from beyond the school's immediate area including a neighbouring LEA. The roll has risen since the last inspection and is expected to rise further to 1350+ by 2003.
2. The proportion of pupils entitled to free school meals is well below the national average. Fewer pupils than average come from socially and economically disadvantaged homes. Results of national tests indicate that the levels of attainment of pupils on entry to the school are above average. The proportion of pupils identified as having special educational needs is well below the national average. The proportion of pupils with LEA maintained statements of special educational needs is below average. The proportion of pupils of minority ethnic heritage is low.
3. The school was awarded Technology College status in 1996 and opportunities will be extended to 2002 following a successful re-bid in January 1999. There has been significant expenditure on developing the information and communication technology network in the school and expansion in the use of information and communication technology in other subject areas as a means of enhancing learning. Links with the local community have been strengthened and the school is seeking to expand these further.
4. The school has set a target for 2000 of at least 65% of pupils achieving 5 or more grade A\*-C passes in GCSE, and of an average points score of 44.5.
5. The school aims "to create an environment in which each individual achieves as much as possible; to build an atmosphere of mutual respect and support whilst encouraging independence and self-confidence; to encourage a positive attitude towards the place in which we work and the wider community".
6. The main priority for the school is to raise student achievement in the context of a supportive and caring environment. The focus of the school development plan is to raise achievement through target setting across the school; extending the place of the arts in the curriculum; information and communication technology across the curriculum and developing the provision for the least able.

## 14. Key indicators

### Attainment at Key Stage 3<sup>1</sup>

Number of registered pupils in final year of Key Stage 3 for latest reporting year:	Year	Boys	Girls	Total
	1999	94	92	186

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<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

14. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys	77	80	78
	Girls	83	77	70
	Total	160	157	148
Percentage at NC Level 5 or above	School	86.0 (89)	84.4 (77)	79.5 (82)
	(National) 1999	63 (65)	63 (60)	55 (56)
Percentage at NC Level 6 or above	School	46.2 (61)	46.2 (56)	45.1 (53)
	(National) 1999	35 (35)	35 (36)	27 (27)

14. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys	73	78	81
	Girls	79	74	76
	Total	152	152	157
Percentage at NC Level 5 or above	School	81.7 (76)	81.7 (79)	84.4 (84)
	National	64 (62)	64 (64)	59 (62)
Percentage at NC Level 6 or above	School	40.8 (35)	52.6 (50)	44.6 (38)
	National	31(31)	37 (37)	28 (31)

### Attainment at Key Stage 4<sup>2</sup>

Number of 15 year olds on roll in January of the latest reporting year:	Year	Boys	Girls	Total
	1999	93	80	173

GCSE Results		5 or more grades A* to C	5 or more grades A* to G	1 or more grades A* to G
Number of pupils achieving standard specified	Boys	50	93	93
	Girls	57	79	80
	Total	107	172	173
Percentage achieving standard specified	School	61.8 (60)	99.4 (96)	100 (98)
	National	46.3 (44.6)	88.4 (89.8)	93.9 (95.2)

Number studying for approved vocational qualifications or units and percentage of <i>such pupils</i> who achieved all those they studied:	Number	% Success rate	
	School	0	n/a
	National		n/a

<sup>2</sup>

Percentages in parentheses refer to the year before the latest reporting year

### Attainment in the Sixth Form <sup>43</sup>

Number of students aged 16, 17 and 18 who were entered for GCE A/AS examination in the latest reporting year:	Year	Male	Female	Total
		1999	26	37

  

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A levels or equivalent		
	Male	Female	All	Male	Female	All
School	21.6	30.5	23.3	5	3	4.5
National	-	-	18.2 (17.6)	-	-	3.0 (2.8)

Number entered for the IB Diploma, and percentage of <i>such students</i> who achieved this qualification:		Number	% Success rate
		School	0
	National		n/a

Number in final year of approved vocational qualifications and percentage of <i>such students</i> who achieved these qualifications:		Number	% Success rate
		School	19
	National		79.1

#### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
		Authorised	School
	Absence	National comparative data	7.9
	Unauthorised	School	0.8
	Absence	National comparative data	1.1

14.

#### 14. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
		Fixed period
	Permanent	0

#### 14. Quality of teaching

Percentage of teaching observed which is:		%
		Very good or better
	Satisfactory or better	94
	Less than satisfactory	6

<sup>3</sup> Figures in parentheses refer to the year before the latest reporting year

14. **PART A: ASPECTS OF THE SCHOOL**
14. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**
14. **Attainment and progress**
7. Guiseley School achieves high academic standards.
8. Attainment of pupils in national tests across the school in all key stages is well above average. Attainment of pupils in standards observed in lessons and pupils' work during the inspection is well above age-related expectations across the school in each key stage. The school is continuing to sustain high levels of attainment in all key stages.
9. When pupils start the school their attainment is above average in relation to national tests. By the end of key stage 3, pupils achieve well above average standards in English, mathematics and science in national tests. The school has maintained these high standards over the last three years. Standards observed in the school confirmed above average attainment in these subjects.
10. In other national curriculum subjects observed, attainment is well above national expectations in information technology, above national age-related expectations in design technology, geography, history and modern foreign languages, and in line with expectations in art, music, physical education and religious education by the end of key stage 3.
11. In GCSE in 1999, 62% of pupils achieved five or more A\*-C grades which is well above the national average of 47.8% and above the performance in similar schools. 100% of pupils at the school achieved at least one GCSE A\*-G grade in 1999 which is well above the national average of 93.9%. The average points score at GCSE for pupils at the school was 46.1 which is well above the national average of 38. There is no significant differential achievement between boys and girls at GCSE. This high performance has been sustained over the last three years.
12. In comparison with all schools, performance in 1999 at GCSE in mathematics and science is well above average and in English is above average. When compared with similar schools, GCSE performance in maths is well above the average, in science is above the average but in English is below the average.
13. Attainment overall, taking into account national results and standards observed, is well above average in maths and above average in English and science. In other subjects at key stage 4 attainment is well above age-related expectations in design technology and modern foreign languages, above expectations in geography, history, information technology, music and religious education, in line with expectations in physical education and below expectations in art.
14. The average points score of post-16 students taking two or more A levels in 1999 at 23.3 was well above the national average. Over the last three years the school has maintained this differential over national results in a steadily rising trend. At GNVQ Advanced level with a small cohort the average point score has improved from 6.6 in 1998 to 8.7 in 1999 which last year placed the school a little below the national average. Attainment in GNVQ in standards observed was above age-related expectations.

15. When examination results and standards observed are taken into account, attainment in maths and science post-16 is well above expectations and in English is above expectations. In other subjects attainment is well above expectations in design and technology, geography and music, is above expectations in history, information technology, modern foreign languages and religious education and is in line with expectations in art.
16. The school broadly achieved its target for A\*-C at GCSE and exceeded it in relation to numbers of pupils achieving A\*-G at GCSE and the average aggregate point score overall.
17. Progress in relation to prior attainment is good at all key stages and overall across the school. In key stage 3, progress is very good in modern foreign languages, good in English, maths, science, design and technology, geography, information technology, physical education and music, and satisfactory in art, history and religious education. In key stage 4, progress is very good in design and technology, good in maths, geography, history, modern foreign languages, music and religious education, satisfactory in English, science, information technology and physical education and unsatisfactory in art. Progress for students post-16 is very good in design and technology, geography and modern foreign languages, good in maths, science, history, information technology, music and religious education, and satisfactory in English and art. Pupils with special educational needs make good progress.

25. **Attitudes, behaviour and personal development**

18. Pupils' attitudes to work are very good. They are committed and rise to the high expectations when teachers place these demands on them. Pupils concentrate in class and develop habits of personal study through homework, which are continued into the sixth form.
19. Behaviour is very good and a positive feature of the school's ethos. The very good behaviour noted in classrooms contributes to the standard of work observed. Behaviour in the common areas designated for older pupils is rarely troublesome and pupils relax here and use the outdoor areas in a generally friendly fashion.
20. Relationships in the school are very good, characterised by a relaxed but authoritative regime. Crowded corridors are supervised carefully by teachers, and often feature good-natured banter between staff and pupils. Most pupils behave appropriately and are generally respectful to all staff.
21. Pupils react well to the personal development which is offered by the school. There is a strong focus on anti-bullying, anti-racism and the fostering of tolerance to which pupils respond. Sixth form 'buddies' take their roles seriously and the older pupils who supervise movement round the school work well. Pupils regularly participate in the School Council.
22. Residential experiences which attract large numbers of participants, and which include activity trips abroad, help this development and cement the bond between staff and pupils. Pupils react well to opportunities to help others, and many of them had participated in a fast for Oxfam.

## Attendance

23. Attendance is very good. Several years boast almost 100 per cent attendance, particularly years 7 and 8. Most pupils come to school on time and prepared for work.
24. Attendance is well above average for secondary schools, at about 94.3 per cent in the last reported year. The incidence of unauthorised absence is low at 0.8 per cent. The overall figure is, however, adversely affected by family holidays taken in term time.

## 32. **QUALITY OF EDUCATION PROVIDED**

### 32. **Teaching**

25. The quality of teaching is good overall. In the 242 lessons observed, seven lessons out of every ten involved good or very good teaching, a quarter of lessons were satisfactory, and a small percentage (6%) were unsatisfactory or poor. This last figure is less than half of the proportion of unsatisfactory teaching observed in the last inspection, and marks a considerable improvement, as does the increase in the proportion of good and very good teaching from five lessons in every ten in the last inspection. In key stage 3 and key stage 4 the teaching is good overall. There is slightly more teaching of both excellent and of unsatisfactory quality in key stage 3.
26. In the post-16 phase, the quality of teaching is very good overall, with hardly any unsatisfactory teaching, three quarters of lessons being good or better, and well over a quarter of very good or excellent quality.
27. In subject departments, teaching was good or better in at least three quarters of lessons in English, mathematics, geography, music and religious education, with 55% of lessons in modern foreign languages having very good or excellent quality of teaching. Most subjects had either all lessons satisfactory or only a small proportion unsatisfactory. Exceptions were English and science with 11% and 12% unsatisfactory respectively, and art where 35% of lessons observed involved unsatisfactory or poor teaching. Teaching by tutors in the personal education lessons was predominantly good. Similarly, predominantly good teaching was observed in GNVQ lessons and in business studies.
28. Teachers' knowledge and understanding of their subjects are strengths of the school; they have a very good grasp of their specialisms and generally have high expectations of pupils in their subjects. The school has a database of attainment at pupil level to track their progress through the school. This useful data is not yet widely used by classroom teachers to monitor progress and to set individual targets for improvement.
29. Teachers' management of pupils is very good, and they use homework very effectively to support and extend pupils' learning. Teachers plan well for lessons in both key stage 3 and key stage 4, and planning in the post-16 phase is very good. The methods teachers use and the way that their teaching is organised are good across the school, as is their use of time and resources. The quality and use of day to day assessment by teachers was good post-16 and satisfactory in both key stage 3 and key stage 4, where there is a relative weakness in using assessment data to target the curriculum to identify needs and build on prior attainment. Overall, the quality teaching has a good impact on the attainment and progress of pupils.

30. The teaching of pupils with special educational needs is satisfactory overall, but there are shortcomings in some departments, such as science, where work set is not always appropriately matched to pupils' needs.

38.

### **The curriculum and assessment**

31. The school has a broad and balanced curriculum, which promotes pupils' intellectual, physical and personal development. It has actively developed the curriculum to meet the terms of its Technology college status and responded well to curriculum issues raised by the previous inspection.
32. At key stage 3, all national curriculum subjects and religious education are provided and time for each is reasonable. Drama in all years and integration of IT across subjects successfully extend breadth. Smaller class sizes in design technology, and year 9 art and music, meet key priorities of technology college status. Small numbers of year 7 and 8 pupils are given intensive support in literacy and numeracy. Some pupils are withdrawn from lessons where in-class support would more appropriately meet their needs.
33. All key stage 4 pupils study the three core subjects, religious education and physical education with a modern foreign language and design technology. All pupils study a short course GCSE in religious education. This meets requirements, extends pupils' spiritual development and promotes greater post-16 take-up. Options offer two more GCSE subjects from a wide choice and vocational courses in GNVQ part 1 programmes in leisure and tourism and health and social care as alternatives to GCSE. Time for GCSE courses is appropriate but for GNVQs, equal to two GCSEs, is barely adequate.
34. In both key stages, there is a well-planned coherent course for pupils' wider personal development. It fulfils statutory obligations for health and sex education, including attention to drugs misuse, and careers education and guidance. It also promotes pupils' study skills and their wider appreciation of citizenship. Pupils are adequately prepared for the next stages of education, training or employment. All year 11 pupils receive two weeks' work experience.
35. The post-16 curriculum offers a wide range of advanced level subjects and GNVQ courses to intermediate and advanced levels. The personal education programme provides general studies, careers education and guidance and attention to key skills, helping pupils to prepare for the next stage. Physical education or community service occur weekly for those who can access them. Support for pupils' IT skills is through the CLAIT course, in rotation with ethics which meets statutory requirements for religious education for all at post-16.
36. The provision for collective worship across the school does not meet statutory requirements for a daily act, though is valued and of reasonable quality.
37. The curriculum gives all pupils equality of access and opportunity to learn and to make progress. Setting is used to meet the needs of pupils of differing abilities. The quality of teaching and learning in the small lower sets in key stage 3 is variable and should be monitored more systematically. Larger sets do not limit standards seen to be attained by the more able. The school lacks a formal system of monitoring subject schemes and teaching to make sure that the provision impacts on standards.

38. Pupils with special educational needs have full access to the curriculum. There is effective identification of pupils with special educational needs using standardised tests and information gained from feeder schools. Procedures for assessing and withdrawing pupils needing extra help in years 7 and 8 are sound. Arrangements for assessing and monitoring the progress of other pupils with special educational needs throughout key stage 3 and above are insufficiently rigorous. Pupil records do not contain all relevant information collated into an easily accessible format. Annual reviews of pupils' statements are carried out in line with requirements. However, their quality is limited by shortcomings in the ongoing assessment of pupils' needs in year 9 and above. The system for reviewing individual education plans (IEPs) does not yet appropriately reflect requirements of the Code of Practice.
39. Liaison with feeder schools is effective and there are good curricular links in history, music, drama and in help with feeder school sports by GNVQ pupils. Good links are maintained with business, employers and further and higher education institutions to help pupils make successful transition to their next career stage. Increasingly effective tracking of pupils' progress and mentoring and target-setting reviews managed through the pastoral teams, support pupils' progression. Use of the student planners greatly helps this process. GNVQ provision offers good progression from key stage 4 into post-16 and beyond.
40. Very good extra-curricular provision gives wide, varied and developing opportunities. There is a strong tradition in music, drama, outdoor education and sport. Minority interests are well represented such as the recently formed Astronomy Club. A particular strength is the commitment to residential experience for all years in key stage 3 and to the importance of foreign visits and exchanges abroad.
41. Statutory requirements for careers education are met. The programme is well taught by form tutors through the personal education programme. The time available in the programme at the key decision-making points in years 9 and 11 is just adequate. The school maintains a very effective partnership with the careers service from whom the necessary impartial advice and guidance are secured.
42. Progress targets are set for individual pupils at whole curriculum level, monitored by pastoral teams and reported regularly to parents. The school is not yet examining the data for cohorts and teaching groups to monitor the impact of the curriculum and teaching on progress year by year. At subject level, the effectiveness of assessment, in judging pupils' attainment, while satisfactory overall, is variable. It is strong in modern foreign languages and vocational courses in key stage 4 and post-16 where there is very good practice.
43. Pupils' work is frequently marked and regularly checked, but the quality of written feedback to pupils is inconsistent and does not always record their strengths or give constructive advice on how to improve. Subject assessment is not always used diagnostically to plan the next steps in pupils' learning and the use of assessment information to inform planning, while satisfactory overall, is weak in some subjects. The contributions of departments is not co-ordinated into a whole school target setting process to help sustain high rates of progress and raised attainment for all.

**51. Pupils' spiritual, moral, social and cultural development**

44. The provision for spiritual, moral, social and cultural development is very good overall, supported by the very positive climate of high expectations and very good relationships. Moral and social development are particularly well provided for. In lessons and around the school pupils are given a clear framework of principles and values to guide their behaviour and their decision-making. Teaching in many subjects emphasises knowledge and understanding of what constitutes right and wrong. For example, in religious education, in geography and history and in the personal education programme pupils regularly consider a range of moral choices which are exemplified in the topics studied. The school's approach to rules, rewards and sanctions promotes pupils' self-esteem, and encourages the taking of responsibility and exercise of self-discipline. When on occasion pupils get into potentially serious difficulties, the school supports them well by providing a short-term withdrawal to help defuse the situation. Around the school teaching and welfare staff, with the assistance of senior pupils, provide a vigilant but supportive presence which contributes to good order and safety. Social areas for years 10, 11 and post-16 contribute to opportunities for pupils to socialise in break and lunch times, as do extra-curricular activities. A strong feature of the school's social development provision is the access which pupils have to residential visits and exchanges. In the week before the inspection year 8 pupils had been on an outdoor pursuits visit in the Lake District. Year 12 GNVQ students and year 7 pupils have also benefited in this way in the past year. In the formal curriculum, the personal education programme is well-thought out and well-taught, considering over time a range of issues which relate to social development.
45. Spiritual and cultural development are relatively less strongly provided for, but the school has improved provision of both of these aspects since the last inspection, and they are now good. There are many points where spiritual issues are reflected upon in religious education lessons, for example, a year 10 GCSE lesson involved pupils in thinking about the causes of different kinds of suffering reported in a TV bulletin. Other subjects make good contributions, for example in geography where a lesson involved thinking through and empathising with the situation of Amazonian Indians. A meeting of the astronomy club had pupils excitedly sharing the view through a telescope of Saturn's rings and Jupiter's moons. In collective worship, pupils and staff reflected on the possible help that their fundraising for Oxfam might have on the lives and education of young people in an African village. Collective worship is satisfactory overall. It is generally well-planned and involves pupils regularly in preparing and presenting themes. The quality of some assemblies which had impact on reflection and celebration of spiritual values, was not always matched by others where the climate of the occasion was spoilt by contributions which affected the reflective mood established.
46. Cultural development is well provided for, through the work of the performing arts departments, and through the extra-curricular events such as group music-making: rehearsals and performance of bands, choirs and other large and small ensembles; visits by Theatre in education groups to perform and to hold workshops, for example the Leeds Playhouse School's Company with their drugs awareness project, called 'Head On'; and performances by a year 10 drama group of 'Kids Play' in local primary schools. Assemblies in the week of the inspection highlighted forthcoming festivals of light in Judaism, Hinduism and Christianity. Cultural exchanges with other European countries

are frequent. Contributions to multi-cultural awareness and thinking about the impact of racism on members of ethnic minorities have been provided by local Race Equality consultants and a development officer from Leeds United.

47. Overall, there is very good provision and pupils' response is very good.

55.

### **Support, guidance and pupils' welfare**

48. The pastoral system, with year heads taking an overview of personal and academic progress, is undergoing a systematic change, as more responsibility is being taken for target setting and personal goals for pupils. This is having a very good effect on standards and pupil motivation in the years where a common system has been started, and it is particularly strong in the sixth form where it was first introduced.

49. Schemes such as mentoring by in-school staff and outside volunteers are coming on stream to support this initiative. The appointment of assistant heads of year is a measure of the importance the school attaches to this area of personal targets. There is room for specific subject targets to be married into the system, as well as overall grades or levels to be achieved. Pupils are clear about the target setting and find it helpful particularly in public examination years. Some parents, however, find the system more puzzling.

50. Pupils with special educational needs are supported well by the Special Educational Needs Co-ordinator's work and by assistants in classes, and good relationships are established. At present the school does not fund classroom assistants to meet the special needs of the pupils who do not have statements.

51. The 'buddy' system, whereby older pupils attach themselves to a form in year 7, continues to be a good adjunct to the support provided to new pupils in the school, giving them a friendly face to relate to.

52. The behaviour system in operation includes specific means by which pupils can cool off or be removed from sources of conflict and this works well, resulting in a very low temporary exclusion rate and no permanent exclusions during the past three years. The behaviour system is well known to pupils and operated consistently in the school. The result is very good behaviour which was observed during inspection week and praised by parents in the pre-inspection meeting and on questionnaire returns.

53. Measures to combat bullying are in place and there is a vigilant system to monitor this, aided by the pastoral support teams. Any trouble which does occur between pupils is dealt with appropriately and parents are involved in the discussions. Attendance is also monitored very well, with brisk systems of registration and effective measures to check any internal truancy.

54. The Personal Education Programme which operates throughout the school, including the sixth form, provides a wide range of topics relating to pupils' welfare, including health and safety subjects such as drugs education. As part of this programme, careers education and the work experience programme in year 11 and the sixth form make a good contribution to the guidance pupils receive on choices, both in school at year 9 and for employment or further/higher education. The school liaises well with many sources of outside support; a local GP and the school nurse are involved in health and sex education matters and the school calls on specialist help when needed.

55. Measures for child protection are good, the senior staff involved have been trained and operate a well known system, but there has not yet been sufficient whole staff training on the matter. There are good links with outside agencies.
56. Appropriate health and safety procedures are in place. However, the school needs to look at the provision for pupils who are unwell. At present the system of treating or receiving pupils in the reception area is undignified for the pupils concerned and gives an unfortunate impression to visitors.
57. Overall, this aspect of the school's work contributes substantially to its success and is very good.
65. **Partnership with parents and the community**
58. The school's partnership with parents was praised in the last inspection, and it continues to be very good and a strength of the school. Parents were overwhelmingly supportive of the school, and there was a large number of positive returns and written comments on the questionnaire.
59. The most effective measure which the school uses to involve parents in its work is the use of the student planner. This works well: there is a dialogue established with parents which can alert staff to concerns and which allows them to monitor any problems which develop, or indeed to make parents aware of successes which their child has had. The planner is an integral part of the target setting system and allows the pupils themselves and their families to become involved in the process. There is swift reaction to problems of behaviour or academic commitment and common use of the phone to contact parents as soon as possible.
60. There is, in general, satisfactory liaison with parents of pupils who have special educational needs, particularly in the review of statements. There is limited involvement with parents of pupils with special educational needs who are not stated when individual education plans are being drawn up.
61. Parents are consulted when subjects have to be chosen, with for example, a careers workshop in year 9 which is well attended each year. Parents continue to be involved in the charting of academic progress when their children reach the sixth form.
62. The school has very good and productive links with the community and these have a positive impact on pupils' attainment and personal development. The school's technology status has involved increased liaison with primary schools. The links made here are mutually beneficial, and involve some, but not all, departments in useful projects and sharing of expertise, particularly in information technology, design technology, science and mathematics. The various geographical groupings of schools of which the school forms a part provide good communication channels at senior management level.
63. The school is proactive in seeking links with industry and work placements for GNVQ are successfully negotiated with local businesses. Unusual projects sometimes result from these links; the school has designed park benches for the local community association which led to a commission for beer tables for a working men's club. The work experience programme puts pupils in touch with local companies, and there are developing links with members of local businesses who agree to act as mentors and role

models.

64. The school makes sure that the community knows about it and celebrates its successes by good links with the press. There is a good quality newsletter which involves pupils in its production which is distributed widely. The school acts as a trainer for various student teachers, and its methods and involvement were praised by universities and colleges involved. Pupils are involved in local fundraising and music and drama activities take them out into the community.

## 72. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### 72. **Leadership and management**

65. The new headteacher provides positive leadership and is securing support for the school's further development, particularly in establishing priorities for school improvement. The governing body is very supportive of the school and is well organised in carrying out its responsibilities. It is now becoming more strategic in its outlook and acts as a critical friend to the school both in the time given to support and in perceptive questioning of development issues. The governing body does not, however, have any formal systems for holding the school to account for the standards achieved and the quality of provision.
66. The tasks and responsibilities of the senior management team are clearly set out and team members work effectively in carrying out their identified duties. This work ensures the smooth running of the school and has led to its current success.
67. At present, the school has no formal systems for the support and monitoring of teaching and curriculum development and this is unsatisfactory. The senior management team are not sufficiently clear about their role in evaluation and review processes and this strategic and supporting function should be clarified in terms of a whole school approach, established in school procedures and fully implemented. A link role between individual members of the senior management team and department managers has been established. This has not yet been developed to ensure that teaching and the curriculum are effectively monitored, good practice is shared and weaknesses are addressed. The responsibility for monitoring the quality and consistency of the work of departmental team members is included in the generic job description for heads of department but is not carried out satisfactorily in most departments. The senior management team do not provide sufficient guidance and support to team leaders in carrying out this role. The headteacher and senior management team need to ensure that these checking procedures are carried out and that the findings are appropriately acted upon across the school.
68. The school has clear aims, values and policies which form the basis of a shared sense of purpose in the school. The school's development planning process has recently been moved to a three year cycle and the governing body and staff are fully involved in establishing relevant priorities for action in line with the underpinning aims and purposes of the school. Department teams are required to reflect the agreed whole

school priorities in their own development planning and their progress is reviewed annually. Again, more rigorous success criteria and procedures for evaluating cost effectiveness by governors and the senior management team would secure a view of the impact of the initiatives on standards eg reviewing the impact of the new library provision. The review process has been used by the school to identify progress towards targets in the resubmission for technology status and this process should be built in to the wider work of the school.

69. There is a very positive ethos throughout the school. The school is committed to high standards and pupils respond very positively to this. Relationships in the school are very good and the school provides an effective learning environment for all its pupils.
70. Overall, the school has regard for the 1994 Code of Practice on the identification and assessment of special need. However, the governing body's policy on special educational needs does not clearly describe how resources are allocated nor does it set clear criteria against which the policy will be monitored.
71. The governing body has appointed two governors to oversee special educational needs in the school and the policy committee and governing body receive regular reports on special educational needs provision. The Governors' annual report to parents contains a section on special educational needs as required. It does not describe the school's expenditure on special educational needs, and, in the absence of clear criteria for evaluation for the special educational needs policy, it does not report on the success of the policy.
72. The school meets its statutory requirements except in relation to appraisal and the provision of a daily act of collective worship.
80. **Staffing, accommodation and learning resources**
73. There is a very good match of the number, qualifications and experience of teachers to the curriculum, with improvements since the last inspection in drama and German. Music is very well supported by visiting instrumental teachers. There are good numbers of appropriately skilled support staff for example in science, design technology, information technology and modern foreign languages, and appropriate administrative and clerical support. However, the school does not fund enough teaching time to provide the necessary specialist teaching support to meet the needs of all pupils with special educational needs and to fulfil the management and monitoring responsibilities set out in the Special Educational Needs Code of Practice; however there are sufficient classroom assistants to meet the needs of pupils with statements of special educational need - these are funded directly by the LEA.
74. Induction of newly qualified teachers is thorough as is the induction of newly appointed staff including support staff. Professional development for all staff is generally well organised and linked to the school's or a departmental development plan, or individual staff's expressed needs. The LEA's appraisal system has not been used since July 1998 and therefore the school is not meeting its statutory duty in this respect. Although a number of measures are in place to monitor staff and support their professional development, this does not amount to an effective substitute for individual appraisal and therefore arrangements for the professional development of staff can only be judged satisfactory overall. The school is working towards recognition as an 'Investor in People' and this has led to some very good professional development, especially for support staff.

75. At the time of the last inspection, the school's cramped accommodation was affecting standards. Significant strides have been made since then to improve the accommodation, including the building of a sixth form block, RE suite and library; the refurbishment of the English and science areas; the provision of two new IT suites; and social areas for the sixth form, year 11 and year 10. The fields remain poorly drained and as a result cannot be used for periods in the winter. The accommodation remains tight because of continually growing numbers but it is efficiently used and only a very small number of lessons have to be taught outside specialist rooms. The art kiln, while not at present in use, is sited within a paper store which is potentially a safety risk. The accommodation now has a positive effect on standards.
76. At the time of the last inspection, the school suffered from a shortage of learning resources in a number of areas. The provision of resources is now generally very good, having improved markedly in availability, quantity and quality since the last inspection. These resources are generally well deployed and well matched to pupils' needs with the exception of art and design where they are only satisfactory. IT is very well resourced and both hardware and software are generally very well used. The library, though a wonderful area, is not yet adequately resourced and therefore does not yet perform the function of a central learning resource area for all pupils. Use in lesson times is generally by sixth form students only. It is also -inappropriately - used as an isolation room for disruptive pupils. The library is a 'new' resource and for this reason has not yet been fully and effectively integrated into the work and life of the school.
77. Overall, the adequacy of resources for effective delivery of the curriculum is good.
85. **The efficiency of the school**
78. There are good systems of financial planning which target resources towards securing high standards and quality provision. The Technology status additional funding has been well managed to improve premises, materials, particularly IT equipment, and staffing which is having an impact across subject areas. The school expects to clear its carried over deficit by the end of this financial year.
79. Priorities are clearly identified and resourced through the school's development planning process and the bidding process for departmental developments. The school's spending on special educational needs for statemented pupils reflects LEA guidance. The use of teaching and support staff is effective overall but there are shortcomings in the teaching of some less able groups. There needs to be more emphasis on the monitoring and evaluation role of the learning support co-ordinator to ensure that resources for special educational needs are used effectively. This extends to staffing where the excellent value for money achieved through the use of LEA funded special educational needs assistants for pupils with statements needs to be extended to other pupils with special educational needs in a systematic way.
80. Accommodation is very well used and there are well founded plans for further improvement for this growing school, in particular to extend drama facilities and create more space for pastoral support for pupils. Learning resources are very good overall and a new library resource centre has recently opened. At present, this is under-used by pupils and the school should seek ways to improve its impact on learning.
81. There are very good systems of financial control and administration in place. The school is linked to the central LEA system and the governing body's Resources

Committee regularly checks expenditure. The impact of spending decisions on standards and the quality of provision is not closely monitored, however.

82. In view of the high standards achieved by pupils, the good quality teaching and the effectiveness with which resources are deployed at an average unit cost, the school provides good value for money.

90.

## 90. **PART B: CURRICULUM AREAS AND SUBJECTS**

### 90. **ENGLISH, MATHEMATICS AND SCIENCE**

#### 90. **English**

83. Pupils arrive with above average standards at the end of key stage 2 and achieve standards which are well above average in the key stage 3 Standard Tasks for Assessment. In 1999, key stage 4 results for pupils attaining A\*-C was above the national average in English language and just above the national average in English literature but below that of similar schools. A level results in 1999 for English literature were below the national and school average.
84. Attainment by the end of key stage 3 is above average in all aspects of English. Standards in speaking and listening are high and pupils listen effectively and respond appropriately to the opinions of others. Reading skills are above average. Pupils read aloud from challenging tasks with fluency and text choice includes a wide range of non-fiction and media texts. In the main, attainment in writing is better than average. Pupils plan and compose written work for a variety of purposes and they are able to adapt the language requirements to the needs of the audience. On the rare occasions when attainment is below the average expected for the group, there are low expectations in terms of presentation and tasks are not challenging enough.
85. At key stage 4, attainment continues to be above average for the majority of pupils. Pupils of all abilities extend their skills in discussion and debate. They use an increasingly extensive and appropriate vocabulary to express spoken responses. Pupils' reading skills are increasingly sophisticated by the end of key stage 4. They interpret demanding literary texts and they are able to make inferences about characters and events in the plays, stories and novels. They read, with increasing confidence, non-fiction books and computer texts. The majority of pupils are able to present a personal response to issues in literature, supporting their ideas with appropriate references. Written work is generally above average and by the end of the key stage pupils can write in a range of forms using appropriate technical vocabulary.
86. Attainment at post-16 is above average overall. Pupils in the sixth form have a clear understanding of the process of textual study and, in the main, have confidence in presenting a spoken response. They are able to justify a point of view selecting suitable quotations from the texts studied and to relate their knowledge to texts studied previously.
87. Writing in history, geography and in English is frequently supported by the use of structured formats. In English, information technology, food technology and textiles pupils understand the purpose of their writing and use appropriate forms to convey their ideas.

88. Pupils make good progress in English over key stage 3. Pupils in lower sets make progress which is good for their capabilities, especially in spoken responses. The quality of discussion is above expectations as a result of skilful and sensitive teacher support. Over key stage 4 and in the sixth form, progress is satisfactory overall. In original writing, which the department developed as one of its priorities in the previous year, progress is good at key stage 4. Pupils increase their range of writing skills to include a good quality of empathetic response. The skills of note-taking and devising critical response to texts is developed effectively. The school has introduced a cross curricular literacy initiative which involves the reinforcement of subject specific vocabulary by individual departments. Pupils in English are helped to make progress in their understanding of technical language and make significant progress in eliciting an appropriate response to texts studied.
89. Response, in the vast majority of lessons, is good and in a significant percentage of lessons is very good. Pupils respond to the high expectations of teachers and contribute readily to discussion. Pupils with learning difficulties participate with interest and volunteer answers. At all key stages the quality of co-operation in group work is good and pupils' opinions are valued and responded to appropriately. An atmosphere of safety in learning is created in English lessons which gives pupils more confidence to express a point of view. Attitudes of pupils at all key stages are positive and pupils respond well to the feedback about their work provided by teachers.
90. In the main, teaching is good and, in a significant minority of lessons, it is very good. A small proportion of teaching is unsatisfactory. Planning is secure and is a strength of the department. The quality of resources to support learning is also good, particularly school-produced worksheets. Teachers are skilful in conducting discussion activities and in providing pupils with the essential terminology to study language and literature. Relationships between pupils and teachers are very good. On the very rare occasions when teaching is less than satisfactory pupils' learning needs are not identified and insufficient guidance is given to help pupils understand new knowledge or concepts. Generally assessment procedures to track pupil progress are sound. The department could develop further the setting of targets for individuals in the various aspects of English.
91. Further resources including a wider range of dictionaries and thesauruses are needed to develop the work of the whole school in literacy. The department has commenced its work of self-evaluation and has reviewed teaching approaches in the sixth form in the light of lower than expected results at A level. There is not as yet a systematic monitoring of the effectiveness of the department.
92. The department is well led and documentation is very comprehensive. A commonly agreed scheme of work ensures progression in a wide range of skills and knowledge. Since the previous inspection the department has consolidated effectively work on media and the use of information technology to support English.
100. **Mathematics**
93. Standards of attainment in mathematics are well above national expectations.
94. Standards in the key stage 3 tests in 1998 were well above the national average and the results for similar schools. In 1999 the results were high in comparison to national averages. In both 1998 and 1999 at GCSE, the number of pupils gaining A\*-C grades

was well above the national average. Pupils perform well in mathematics when their results are compared to other subjects in the school, with boys and girls performing equally well. At A level, results are above average for similar courses.

95. Attainment in lessons observed and in pupils' work seen confirm that standards across the school are well above national expectations. By the end of key stage 3, more able pupils can generalise number sequences using algebra, manipulate algebraic expressions, use Pythagoras' Theorem to solve problems and represent equations and inequalities using graphs. Most pupils are secure when calculating with whole numbers and decimals. They round answers and make estimates accurately, know names and properties of two- and three-dimensional shapes and calculate angles. Where more open problems are tackled, often with a structure provided by the teacher, most pupils can organise results and explain processes. Only a small number of pupils have difficulty with basic calculations and recall of number facts.
96. By the end of key stage 4, most pupils use a range of calculations accurately, manipulate basic algebraic terms and use trigonometry in straightforward examples. Many show confidence in the use of graphs and extend the use of trigonometry to solving problems, with the most able pupils applying their knowledge to three-dimensional solids and to the use of the cosine rule. The most able also develop their algebraic skills to manipulation of increasingly complex expressions and use tangent and area under curves to calculate distance and acceleration in velocity/time graphs. Coursework tasks provide challenge at all levels and extend higher attaining pupils. Pupils throughout the age and ability range explain processes, with many able to articulate ideas clearly. In A level classes, year 12 pupils extend their use of algebra, with some showing confidence while others are less secure. Year 13 pupils apply their knowledge in a range of contexts and at the time of inspection were beginning to make links between different areas of mathematics as they tackled examination questions. Standards are at least in line with those expected at A level with a significant number of students working at a level appropriate for higher grades.
97. Standards in mathematics make a positive contribution to pupils' application of numeracy skills in other subjects. Pupils of all ages apply calculation, measurement and data handling skills in geography. These skills are used in science at key stages 3 and 4 but pupils are less confident in their application in physics and chemistry at A level if they do not continue to study mathematics.
98. Pupils make good progress in mathematics. Progress was good or better in 70% of lessons observed and was very good in one in six lessons. Progress is good where previous knowledge is consolidated in new contexts, pupils know exactly what they are meant to learn in the course of the lesson and challenging mathematics is presented clearly. Pupils also make good progress where explicit links are made to examination questions and techniques. In all the lessons where progress was very good, teaching was also very good. Features of these lessons were that pupils had opportunities to think for themselves and teachers made good use of assessment from previous work or discussion at the start of new work to ensure that work was at the right level of difficulty. In the small number of lessons where progress is less secure teachers give clear explanations but do not give pupils sufficient opportunity to contribute. In some cases not enough notice is taken of pupils' answers when these show that they could move on to the next stage of learning.
99. Pupils' response to mathematics lessons is good overall. In half the lessons observed response was good, with an equal number of lessons very good or satisfactory. This

picture is broadly reflected at all ages, although response was very good in fewer lessons at key stage 3. This was linked to fewer opportunities at key stage 3 for pupils to demonstrate independence. In all lessons seen levels of concentration, accuracy and rate of work were good. Most pupils are willing to contribute ideas and describe reasons or methods, although opportunities for this are not always given. Where pupils are given the chance, they take responsibility for their work. They listen to each other as well as to teachers and good discussions take place between pupils. For example in a lesson using a computer graph plotter, pupils each had access to their own computer but they co-operated well and discussed how to manipulate the graphs on screen. Lower ability pupils show a willingness to persevere. Relationships between pupils and with teachers are very good.

100. The quality of teaching is good and is a strength of the department. It contributes significantly to pupils' progress. Teaching was good in half of the lessons seen with the remainder balanced equally between satisfactory and very good. Teachers have very good subject knowledge and understand common difficulties for pupils in understanding of mathematics. They give clear explanations and have high expectations of pupils' behaviour, involvement and ability to cope with mathematical content. There are good examples of building on pupils' previous knowledge and the best teaching made use of pupils' answers, adjusting the pace and content of the lesson accordingly. Although clear explanations are a strength, very good teaching balanced this with opportunities for pupils to discuss and try out ideas before providing explanations. This increased the level of pupils' involvement. National initiatives on interactive teaching are beginning to be used and are having an impact on pupils' involvement and understanding. Very good relationships provide a climate for pupils to try out ideas with confidence. In the few lessons where there were weaknesses in teaching, the teacher provided too much of the structure and pupils were not fully involved.
101. Teachers are making good use of information technology to support mathematics. The programmes used help pupils to understand mathematical concepts better and give them the opportunity to explore ideas before they commit them to paper. Spreadsheets are used well to model mathematical problems.
102. The department has made good progress since the last inspection and all the issues raised in the last report have been addressed. The quality of teaching and pupils' progress have improved, particularly at key stages 3 and 4. Provision for pupils with special educational needs is good and resources for learning are appropriate to the demands of the curriculum. The department is well led with a clear focus on raising standards. Teachers work well as a team and convey a positive image of mathematics. Individual teachers are provided with information to track pupils' progress and identify those who need additional support. There is no system in place for the department to use this data to monitor pupils' progress and evaluate the impact of teaching on standards.
110. **Science**
103. Standards of attainment in national tests at the end of key stage 3 in 1999 are well above the national average with 79.4 per cent of pupils achieving level five or above compared to the national figure of 54 per cent. Pupils' achieving level six or above is twice the national average at 44.6%. This level of performance maintains the high standard that the school has achieved in recent years with a rolling average (1996-1999) of 78.6% of pupils at level five or above. The average grade at the end of key

stage three shows a rising trend that is 0.5 level above the national average. Results in national tests show very similar performance between girls and boys.

104. Standards of attainment at key stage 4 in 1999 are above national average with 57 per cent of pupils gaining grades A\*-C at GCSE. This is in line with the rolling average (1996-1999) of 56.5% and shows a three per cent improvement on 1998 results. 1998 and 1999 GCSE results have shown an increase in the number of pupils gaining A\* and A grades. Results in 1999 also show a decrease in the number of pupils gaining F, G and U grades indicating improvement in the performance of lower ability pupils. There is no significant difference between the performance of girls and boys. However, pupils perform relatively less well in science at GCSE than in most other subjects.
105. Standards of attainment at advanced level show an overall pass rate for science subjects of 85% with 62% of candidates achieving passes at high level (grade A or B). In 1999 a 100% pass rate was achieved in physics and 92% in biology and maintains the high standards achieved by the department in recent years.
106. By the end of both key stages and by the end of the sixth form, attainment is above national expectations as judged in lessons and in pupils' work observed. Pupils are on target to achieve at least the usual high standards at the end of the course.
107. Progress across key stage 3 is good with pupils building on the firm foundations of key stage two. Progress across key stage 4 is satisfactory in that pupils make further gains in their knowledge and understanding but this is not as high as might be expected. Pupils achieved 20% above national average in tests at the end of key stage 3 (1997) and just 7% above the national average at GCSE level (1999) and this trend was similar for the previous cohort being 18% above national average at the end of key stage three (1996) and 4% above at GCSE level (1998). Progress in the sixth form is very good.
108. Where progress in lessons is less than satisfactory pupils' prior attainment is given insufficient consideration and expectations of standards of work and behaviour are low. Pupils with special educational needs make satisfactory progress overall, particularly where some staff use IEPs as working documents and set subject specific targets. However, there is not always an appropriate match of work to meet the needs of less able pupils.
109. Pupils' response to lessons is good overall and occasionally very good in examination classes. Pupils generally show a keen interest in their work. In most lessons pupils sustain concentration but are given limited opportunities to develop their capacity for independent learning as the majority of lessons are predominantly teacher directed. A strength in many lessons is the positive nature of the relationships between teachers and pupils and pupils work well together during practical sessions.
110. Teachers have a secure knowledge and understanding of the subjects they teach and teaching is at least satisfactory in the vast majority of lessons. There is, however, a small proportion of unsatisfactory teaching which leads to unsatisfactory progress. Teaching is very good in the sixth form. Where teaching is good or very good teachers share clear objectives with the pupils and set high expectations so as to challenge pupils and deepen their knowledge and understanding. Although schemes of work are less than satisfactory, some staff undertake planning which matches curricular objectives and the needs of the pupils. Where teaching is weaker the work is not well-matched to pupils' needs and progress is unsatisfactory. Science 1, Experimental and Investigative Science, is presently under-represented in schemes of work and lessons.

111. Pupils are usually well managed and high standards of discipline are maintained. In a small number of unsatisfactory lessons the teacher has not established ground rules for behaviour and pupils respond inappropriately.
112. A limited range of organisational and teaching strategies is employed which leads to a significant amount of the teaching being lacklustre. However, some staff show great enthusiasm for their subject which inspires pupils to want to learn and become involved in their lessons. Unusual and imaginative activities, for example, the construction of the 3-dimensional model of the digestive system by sixth form pupils and the model cells, are being used especially in work on Life and Living Processes. Pupils complete projects on topics such as energy resources and diseases which allows them opportunities for extended writing and using IT skills.
113. There is variation in the assessment of pupils' work with some examples of effective marking including comments which address specific tasks to help pupils to improve the standard of their work. Pupils are assessed by end of unit tests and end of year examinations but insufficient use is made of this information in planning future work and setting targets for pupils or the department. Some staff use IEPs as working documents and add subject specific targets for pupils but there is not always an appropriate match of work to meet the needs of less able pupils. This issue was also raised in the last inspection report..
114. The leadership of the department is unsatisfactory overall. Day to day management of the department is effective and staff are well supported by the technicians. However, improvement in the standards of attainment is not supported by the weak departmental development plan with little attention given to teaching and learning. Managers within the department do not monitor and support the work of the team. There is no systematic analysis of assessment data to identify trends in performance, inform planning and set targets though the system of centralised records may be further developed to set targets for individual pupils as well as the department.
115. The demands of the curriculum are met by the well-qualified and experienced team of teachers who are well deployed in their specialist subject areas. However, the arrangements for the professional development of staff are not well structured and therefore unsatisfactory.
116. Accommodation is adequate for the school's curriculum and this year, for the first time, all science lessons are taught in laboratories. The arrangement of tables in some rooms restricts the range of activities which can occur. The main preparation room is cluttered and better use could be made of available space.
117. The resources to support the use of IT in science available have been enhanced recently with the addition of further computers and datalogging equipment. The purchase of new key stage four textbooks and workbooks for the modular science course provide good support for pupils. The developments in accommodation and resources represent improvement since the last inspection.

125. **OTHER SUBJECTS OR COURSES**

125. **Art**

118. Standards in GCSE examinations show a significant decline in the last two years. Whilst in line with national averages in 1998, the A-C score was 45% in 1999, compared with a national average of 63%. However standards at advanced level, which were of concern in the last inspection report, have been in line with national averages in the last two years. In 1999 all students passed the subject apart from one. Take up of the subject at GCSE and A level remains low.
119. The relative performance indicator which compares individual pupils art grades with their grades in other subjects shows a pattern of under performance at GCSE both within the school and when compared with national averages.
120. Standards in pupils' work and in lessons observed during the inspection are variable across both key stages, but more consistent at sixth form level. The key stage 3 and 4 standards are in line with national expectations in graphic activities and in exercises concentrating on the development of the visual vocabulary of art. For instance some lively examples of patterned work based on the work of Kandinsky are notable.
121. However, standards at key stage 3 and 4 are below national averages in drawing where pupils found difficulty in accurate representation. Skills in handling paint are variable. Whilst pupils demonstrate competence when the medium is applied thinly they lack skill when using it expressively. Pupils' research abilities are limited, particularly at key stage 4. Whilst much reference is made to a range of modern artists in lessons at both key stages, pupils are still not developing a clear understanding of the meaning of these works. The acquisition of knowledge and understanding is therefore below national expectations.
122. At A level standards are in line with expectations or better in all lessons observed. At this stage pupils are developing confidence in handling the medium of paint, and produce good design work and paintings from imaginative sources.
123. Pupils' progress is satisfactory in half of lessons and unsatisfactory in the remainder at key stage 3. Progress is unsatisfactory in all lessons observed at key stage 4 and is satisfactory in lessons in the sixth form. The most significant lack of progress is in the area of visual inquiry where pupils lack an understanding of research procedures. Progress is satisfactory in key stage 3 in pupils' acquisition of a visual vocabulary of art.
124. Response at key stage 3 is satisfactory overall, but unsatisfactory at key stage 4. Behaviour is usually satisfactory, but though most pupils enjoy their lessons at key stage 3, they show less enthusiasm at key stage 4.
125. The quality of teaching is variable. It is satisfactory in 64% of lessons overall with a few good examples being observed in key stage 3 but is unsatisfactory in key stage 4. In the better lessons introductions are clear, and questioning techniques effectively used to challenge pupils' thinking. The dominant teaching style, one of individual learning, is generally managed effectively by teachers who cater for pupils' needs. Teachers are well prepared and industrious, and lessons well managed. Relationships between teachers and pupils are good.
126. When the quality of teaching is unsatisfactory teachers fail to use questioning

techniques effectively to maintain pupils' attention during whole class teaching; lessons are delivered without flair or imagination. In some classes the over use of individualised learning approaches lead to slow lesson pace, with some pupils being off task without immediate teacher intervention. These unsatisfactory features are inhibiting pupils' progress in learning.

127. The curriculum experience for pupils is somewhat narrow. It is dominated by two-dimensional graphic activities with little three-dimensional work in evidence. The scale of work is limited, and sketch books are not effectively used, being concentrated on homework activities and unsupported observational drawing, at the expense of experimentation and visual inquiry.
128. The departmental leadership is weak and aspects of the department are poorly managed. Departmental documentation is poorly presented and sometimes inconsistent. Schemes of work do not sufficiently identify learning objectives, as noted in the previous inspection report. Schemes need further development to ensure that consistent and progressive approaches to teaching and learning operate through the department and that pupils' acquisition of skills and techniques is consistent.
129. Accommodation is generally adequate but is in a dilapidated state and the limitations in display space noted in the previous inspection report remain. The tiles in one room are loose thus being a hazard to health and safety, and the kiln is currently in a location where paper is stored. This practice represents a fire risk.
130. Resources for the subject are generally adequate and allocation of funds for the purchase of materials in line with national averages.

### **Design Technology**

131. At the end of key stage 3 attainment is slightly below the national average and trends indicate that slight regression has occurred at the higher levels. In lessons and in work seen attainment is at least in line and often above national expectation. Pupils are given the opportunity to develop design and making skills over a wide range of materials and through a variety of projects. The use of focused practical tasks and product analysis enables pupils to generate ideas and acquire skills. For example lower key stage 3 pupils can produce a circuit and add components to produce a steady hand game. The use of a focused task enables a high level of confidence to be developed by lower key stage 3 pupils working on the sewing machine and their ability to change stitch length, width and shape generated a range of embroidery designs for a pencil case. The production and use of criteria against which each project can be assessed are developing. There is, however, a lack of end of key stage 3 standardising and moderating procedures.
132. By the end of key stage 4 pupils are achieving standards of attainment well above national average and above that of schools of a similar type. There has been a consistent improvement in GCSE examination results since the last inspection. Key stage 4 pupils show they have a good grasp of the design process which is demonstrated in graphics when pupils collect and analyse research and produce a detailed specification for a point of sale display. Pupils can produce outcomes of good quality and finish and are able to apply industrial practice and systems and control to

their product prototypes. For example in textiles pupils investigated and evaluated different decorative techniques with a view to their suitability for mass production.

133. By the end of year 13 standards of attainment are very high. There has been a significant rise in standards over the last year and this is reflected in the high take-up for the subject. Students are able to extend their design and manufacturing skills to solve a range of problems and are able to address constraints within their designs. The quality of research, analysis and development within folders and the use of information technology together with the application of knowledge and understanding is evident in the range of projects which students undertake.
134. In all key stages pupils use information technology effectively and appropriately and this is having an impact on attainment. For example pupils can use computer aided design and manufacture in key stage 3 to produce a decorative frame for a photograph and in key stage 4 to produce a packaging net.
135. Design and technology makes a significant contribution to information technology across the curriculum but apart from the upper key stage 3 control project no other use is made of the subject's contribution to the overall assessment of pupils' information technology capability.
136. Pupils make good progress in lessons in key stage 3 though lack of continuity in food and textiles and lack of planned progression through projects restricts progress. At key stage 4 and in the sixth form pupils make very good progress particularly in food and textiles. There is clear evidence in folders that pupils make good progress in all aspects of their design work. For example annotated drawing and sketches are used by pupils in all materials to communicate their thinking and build on earlier ideas. Boys and girls make equal progress and pupils with special educational needs make good progress by being given structured tasks and good support.
137. Pupils' attitudes behaviour and personal development are very good. In all lessons they are well behaved, well motivated, listen well and answer confidently. They use and understand technical vocabulary and can communicate ideas and information in a range of different forms. They have a very positive attitude to learning, take pride in their work and really demonstrate a sense of enjoyment which is particularly evident by boys in textiles. They are given very good opportunities for personal development through competitions and community projects.
138. Teaching is always satisfactory, and good or very good in two thirds of lessons. Where teaching is good, prompt, lively introductions to lessons are given, well structured questions are posed which target pupils of differing abilities, pupils are actively involved in relevant and informative demonstrations and strategies for improvement are discussed with pupils. A wide range of good quality resources are provided which include project booklets. These however demonstrate a lack of balance between information, activities and relevance to the design and make task. Where worksheets are effective they provide pupils with prompts and challenges to promote independent thinking and objective evaluation. Most teachers have a very enthusiastic approach to their teaching. Planning includes explicit inclusion of information technology but there is a lack of clear learning objectives which prevents the identification of progression. There is variation in the type and style of marking and limited evidence of evaluative comments and feedback to pupils. Very effective use is made of technician support and their role is valued.

139. The department benefits from positive leadership and all staff have defined roles and responsibilities which they carry out effectively. Good development planning enables priorities to be identified and progress monitored. An informative department handbook lays out clear policies and procedures but no risk assessment procedures are in place. The impact of Technology college status on the provision and in-house training for information technology and the additional accommodation and refurbishment has had a very positive effect on raising staff confidence, skills and morale. Accommodation is generally good and the displays enhance the environment and learning opportunities for pupils. There is lack of sufficient specialist space for post-16 provision.
140. In order to raise standards further the department should seek to develop individual target setting procedures for pupils, a system for standardising and moderating work at the end of key stage 3 and systems for self-evaluation.

## **Geography**

141. Attainment in key stage 3 is above national expectations. By the end of the key stage, pupils have good map and atlas skills and strong spatial awareness. They have good knowledge of plate tectonics and processes causing natural hazards around the world. They appreciate the distinctiveness of a range of different places and environments and most can write good, explanatory accounts of geographical features.
142. At key stage 4, GCSE results are above national averages and have continued to improve over the last three years. Pupils' attainments are now in line with their results in all their other subjects. In 1999, all gained an A\*-G grade, three-quarters gained a pass at A\*-C and a quarter A\* or A. Standards in lessons in key stage 4 are above national expectations. Pupils understand social and economic changes accounting for patterns of tourism in the United Kingdom and the wider world. Almost all skilfully use a wide range of map, photographic and statistical evidence to obtain geographical information. They use their findings well to explain different industrial locations in the UK and understand trends over time in patterns of locational change in manufacturing, such as in the car and steel industries.
143. At post-16, standards are well above national expectations. Results at GCE A level have been consistently high over the last three years. In 1999, all pupils gained passes and half gained the highest grades of A or B, a successful trend of recent years. Pupils' work demonstrates very good research skills. They exploit a wide range of techniques to analyse complex issues and processes in urban and physical geography. They use fieldwork, data-handling and decision-making skills well to develop understanding of quality of life variations in conurbations. Many fully appreciate the complexity of the problems confronting less economically developed nations, through studies of health and disease or the impact of natural events such as hurricanes.
144. Progress is at least good in all key stages and often very good. It is very good in key stage 3 when using role-play to understand the moral and social issues about human exploitation of fragile environments, such as the Brazilian rain forests. Pupils with special educational needs make good progress. They use IT effectively to display relevant geographical learning, for example about volcanic eruptions. Progress in key stage 4 is good when pupils are challenged, for example in looking for patterns in OS

map information about particular case-studies. Many can prioritise key facts and write good accounts to explain their judgements. Progress in the sixth form is consistently very good, especially where pupils use their high quality information retrieval skills in research on urban problems. They can analyse problems and carefully argue a case for change, as in using census and map information of Leeds to define costed proposals for possible urban regeneration schemes.

145. Pupils' attitudes to learning are almost always good and usually very good. In the sixth form they are very good to outstanding. All pupils are courteous and very well-behaved, responding well to high expectations set for them by their teachers. They are very keen and enthusiastic to learn and to find out about the world and fully accept the challenge to do well. Many have well developed writing skills, take pride in their learning and present work in books effectively. Many take a very positive and active part in lessons and make telling and informative contributions. A substantial number use initiative well in homework, often finding out additional information to bring to lessons. They work very well in groups or pairs when given the chance to do so. Overall, the best progress happens when they have responsibility to manage their own tasks through more independent and shared enquiry and when they can express and test out their own ideas and conclusions. Progress is very occasionally less secure, when teacher talk is long, lacking pace and pupils' interest and enthusiasm are not then fully captured.
146. The quality of teaching overall is good and often very good. Teachers have a convincing command of the subject. They plan lessons well to give an effective sequence of activities, guiding pupils through logical steps to make progress. Lessons are conducted in good order with an encouraging atmosphere which promotes productive and successful learning. Expectations for work and behaviour are demanding, led by teachers acting as very good role models for their pupils. Teaching is best where pupils are required to accept responsibility for their own learning and express their opinions and ideas, as in year 9 work on environmental management in Brazil and year 13 presentations about urban development in Leeds. It is very effective when pupils are asked to examine moral, social and environmental issues and required to take a view of the inequalities of living standards around the world and the need for sustainable lifestyles in the future. There is usually very good use of probing questions to stretch pupils' thinking and their search for explanations.
147. The geography team is very strong, with considerable expertise. It is well-led and is effective in reviewing what it wants to improve and successful in carrying out that change. The curriculum is well balanced and broad. It has been significantly improved since the last inspection and now provides a strong element of physical geography as well as improved arrangements for the teaching of less able pupils. More case-studies allow pupils to consider the issues facing people in other cultures. In order to raise standards further the department should develop the scheme of work to identify year by year learning objectives.
155. **History**
148. At key stage 3, performance in the 1999 statutory teacher assessment of history exceeded national standards with 88% of pupils achieving level 5 or above against 60% nationally. In the lessons observed in this key stage, the majority of pupils were working within national expectations, and some exceeding those for their age. The most able can make links within and across different historical periods studied, which is a testament to the strength of curriculum planning for key stage 3 history, can

explain cause and consequence and can use and evaluate a range of historical sources critically.

149. GCSE results in history continue to exceed national performance with 78% achieving grades A\*-C in 1999 against 60.7% nationally. In the key stage 4 lessons observed, attainment was above age-related expectations with the majority of pupils achieving national standards, particularly in historical enquiry based activities, and a significant proportion exceeding them in year 11. Despite a decline in GCE A level performance in 1999 based on previous years' results, sixth form students were observed in lessons to have good command of the chronology of the historical periods they are studying together with developing analytical skills in line with national expectations at A level.
150. At key stage 3 progress is variable, ranging from satisfactory to good. Some less able pupils make poor progress when there is an inappropriate match of task to their ability levels and where care needs to be taken in relation to their Individual Education Plan targets. At key stage 4 progress is largely good with some very good progress observed in one GCSE lesson when a range of artifacts was being used as evidence of Plains Indian culture which resulted in most pupils' knowledge and understanding of key features of the historical period increasing significantly. Sixth form students make good progress in their knowledge and understanding and in using it to formulate hypotheses, inform discussions and make links.
151. The teaching of history is largely good, with some very good practice also observed. Teachers' knowledge and understanding of the subject, national curriculum and examination requirements are very good and a strength of provision. Teachers set and make clear high expectations of pupils in both work and behaviour which has a positive impact on standards achieved. Lessons have clearly defined learning objectives, activities and assessment opportunities. There is, however, a need to secure a better match of historical content and understanding of task for less able pupils in key stage 3 which takes more account of Individual Education Plan targets for those pupils who have them.
152. A wide range of teaching methods and organisational strategies were observed during the inspection which made good use of time and resources and had a positive effect on standards achieved. These included good use of questioning to secure and extend pupil knowledge and understanding; discussion and debate; well-planned team-teaching in key stage 4; and a range of written tasks drawing on different approaches to historical enquiry, including visits to historic sites, and use of artifacts, written sources and archive film in the classroom. Teachers give pupils very good oral feedback on the standard of their work and much positive encouragement and praise during lessons. The range and extent of diagnostic comment on pupils' written work which points pupils towards improving their work is more variable, however. Good use is made of a variety of homeworks to support and extend learning. The lack of IT activity evidenced in lessons at the last inspection has been rectified. There is a wide

range of evidence available of pupil use of IT both within and beyond taught lessons, some of it of high quality. The recent construction of a local history database which has been installed in local primary schools provides for cross-phase curriculum developments, strengthens partnerships and is a strength of provision in this area.

153. The subject is well managed and the planned curriculum for history meets statutory requirements at key stage 3 and provides for examination syllabus coverage at key stage 4 and in the sixth form. Assessment opportunities and differentiation are difficult to identify in the scheme of work, however. The moderation opportunities for assessed work at key stage 3 could usefully be extended into the creation of a portfolio of assessed work to support the quality and consistency of statutory assessment. A wide range of appropriate resources are now in place for key stage 3 history marking a significant improvement since the last inspection. Excellent use is made of the museum loans service to supplement the school's own small collection of artifacts and archives. The extra-curricular Nuffield Oral History Project is attracting considerable pupil interest and support as a weekly lunch time activity and makes a positive contribution to the school's links with the local community.

161.

161. **Information Technology**

154. At the end of key stage 3 the proportion of pupils who attain above the level expected for their age is much higher than the national average. This continues the level of success achieved in previous years. Attainment is higher in communicating information than in other areas of the programmes of study for information technology. Pupils are confident users of information technology. They understand the specialist vocabulary and terminology related to information technology and use it well to explain what they are doing for example when accessing information from the Internet in a design and technology activity based around Inspector Gadget.
155. There is more variation in the attainment of pupils at key stage 4 although it is always at least in line with national expectations and often better. Those pupils who take the GCSE IT course achieve the national average for attainment. Few girls opt for the GCSE course. The majority of pupils do not take courses which lead to any qualification in IT although subjects, such as science, mathematics, history and design technology, provide a range of opportunities to develop and demonstrate their knowledge, understanding and skills throughout years 10 and 11. In mathematics, for example, pupils can use graph-plotting software to investigate and model experimental data.
156. At the end of the post-16 stage standards of attainment are generally appropriate for the student's age and ability. Results at A level are below national averages for the higher grades but in line for pupil ability. Attainment of students undertaking GNVQ courses is above expectations as opportunities to develop information technology capability are an integral part of the normal teaching.
157. Progress is at least satisfactory and often good in lessons in all key stages. It is best when opportunities are provided for pupils to learn new applications and extend

existing skills, for example in a year 9 mathematics lesson where pupils use Logo software to investigate external angles of polygons. Progress is less good where teachers do not build upon pupils' prior knowledge. Repeated use of Desk Top Publishing software by different subject departments, where each spends time covering the same basic skills, for example, results in limited progress. Progress over key stages would benefit from more frequent assessment to support lesson planning. There are opportunities for all pupils to use the specialist IT suites and library based resources during lunchtimes. Pupils are increasingly encouraged to make use of home PCs by many subject areas. These opportunities contribute to the promotion of good progress.

158. In all key stages, pupils respond well to the use of information technology in their lessons. They show interest in their work, listen attentively to instructions and are able to make suggestions when given the opportunity. Behaviour is excellent at all times and pupils consistently show respect for each other and the expensive equipment which they are using. They show great willingness to help each other when working on different tasks, those with more knowledge often acting as 'experts' during lessons.
159. The quality of IT teaching throughout the school is good. Staff are secure in their knowledge and are competent at explaining the use of various software packages. There is effective general planning and preparation for lessons and good use is made of the IT technicians to support staff where necessary. There is little evidence of the use of assessment to inform planning of specific learning objectives however. This area of planning needs more attention to raise standards and to ensure continuity and progression in development of the pupils' information technology capability. For example in a year 7 lesson the basic knowledge of a Desk Top Publishing package was taught to a class even though around one third were already familiar with the software.
160. Good teaching allows the pupils to take the initiative and encourages them to make suggestions of how to proceed. An example of this was seen in a design technology lesson where pupils were able to make informed suggestions about the use of Computer Aided Manufacture to improve the surface finish of a pencil case. Teachers also make very good use of information technology to develop and produce teaching aids. Examples include 'Brainframes' used in A level geography and CAD/CAM produced reference resources for Textile Technology.
161. At key stage 3, the teaching of the IT programmes of study is entirely cross-curricular where pupils undertake a range of subject based activities, particularly in mathematics, English, science and design technology, to develop their skills and knowledge. Examples of these activities include the use of spreadsheet software to collate and analyse results in a year 9 science lesson and the use of database software in a year 7 design and technology lesson. Other subject areas also provide opportunities to develop IT skills, particularly those related to text and image manipulation. For example in a year 9 geography lesson where pupils create a report about the Mount St Helens eruption. The overall provision is well planned but the system is not closely monitored to ensure consistent curriculum provision for all pupils. Use of IT at key stage 3 is extensive and enhances teaching and learning in other subjects but pupils' experience in the various subject areas is not adequately mapped to ensure progress is made by all.
162. Provision at key stage 4 is entirely cross - curricular for the majority of pupils. Those pupils who undertake the specialist course are given good coverage of text and information handling and word processing skills. Others develop their skills through use of information technology in other subjects, for example the use of a digital camera

and image manipulation software in a year 11 food technology lesson and the use of computer linked keyboards to sequence, perform and record pupil compositions in music lessons. This cross-curricular use of IT enhances teaching and learning in other areas of the curriculum but the overall provision is not monitored to ensure that pupils are given full access to the key stage 4 programme of study. The post-16 curriculum is enhanced by use of information technology in a number of areas. GNVQ courses in particular make good use of computers to produce pupils' work. Vocational skills based courses are also available to those pupils who wish to enhance their keyboard and text manipulation skills. Many pupils make use of information technology as part of their coursework in other subjects. A small number of pupils undertake a specialist IT course.

163. The assessment of pupils' IT capability is satisfactory at key stage 3 where there is a well-established system in place to collect assessments from four subject areas. There is inadequate standardisation of the assessments and no inclusion of assessments from other subject areas. There is no portfolio of assessed work to act as exemplars of standards to ensure that even levels of assessment are applied across the different departments. Assessment at key stage 4 is unsatisfactory as, apart from those pupils following specialist courses, there is little evidence of any planned assessment of pupils' work to monitor curriculum coverage, skill and knowledge development. A start has been made to improve the situation by use of a certification scheme. Assessment at both key stages would benefit from more consistent use of pupil planners to record more frequent assessments.

164. Information technology provision at the school benefits from the leadership provided by the co-ordinator. Leadership would be further improved by the introduction of a more structured scheme of responsibility involving a network of information technology co-ordinators in the subject departments. The number of computers, quantity and range of software and quantity and range of other information technology are well above national averages for the size of school. They are well distributed throughout the school. There is good general access to specialist IT suites, through a booking system, and efficient use is made of the equipment. There are two specialist technicians available to support the use of information technology within the school and their knowledge and experience are of great benefit to both staff and pupils.

172. **Modern Foreign Languages**

165. Results at GCSE in French in both 1998 and 1999 were well above national averages; in German they were above national averages in 1998 and below in 1999. Relative to other subjects in the school, French performs well, whilst German is average. (Pupils do one less year of study for German). Results at A and AS level in both French and German were good in 1998 and 1999.

166. Attainment by the end of key stage 3, judged through lessons observed, discussions with pupils and scrutiny of pupils' work, is above national expectations German being less advanced because pupils have had less exposure. Many pupils show a good grasp of grammar and some are beginning to manipulate language well. Listening skills are good; and there are examples of developing fluency in writing from better pupils. Pupils memorise material well. Pronunciation in French is relatively weak.

167. By the end of key stage 4, pupils' attainment overall is at least above national expectations and in some examples is high. There is a very wide range of attainment. Some pupils demonstrate impressive abilities at constructing their own language both orally and in written form with a high degree of accuracy and a good degree of complexity. Many pupils at all levels of attainment are articulate orally. Listening skills are generally good. Knowledge and use of tenses are good. All pupils are well prepared for further study, work and leisure.
168. By the end of the A and AS level courses, students' attainment remains at least above national expectations: they can speak and write fluently and at a good level of complexity on a variety of more complex topics and their listening skills are good. Pronunciation in French remains relatively weaker.
169. Progress overall is good - very good at both key stage 3 and in the sixth form. This is a result of the clear and direct teaching and the good behaviour and attitudes of the pupils. Only in the few lessons where teachers make fewer demands of pupils and are less insistent about learning is progress less than good. Pupils progress well in the four skills of listening, speaking, reading and writing; and good progress is made over time in higher attaining pupils' ability to recall larger amounts of vocabulary and use ever more complex language structures.
170. Pupils' behaviour and attitudes throughout the school in languages lessons are always at least satisfactory and generally very good, though in some lower attaining groups, this is thanks to the vigilance of the staff. Pupils want to take part in lessons; they are willing to make contributions and take risks; they are also good listeners. Written work is more varied, the best being very well presented, but some work is untidy. Pupils come to lessons expecting to work hard - and they do. They have a good sense of the importance of accuracy and listen closely to corrections given by their teachers. They respond very positively to the high and carefully controlled use of French or German by their teachers.
171. The quality of teaching overall is always at least satisfactory and often good or very good, with a few examples of outstanding teaching. Many of the teaching strengths are apparent throughout the school. The department shows real strengths in teaching both the very able and the lowest attaining groups. All the teachers are energetic, enthusiastic and give of their all; they generally teach with pace, challenging pupils to do better; they use a good variety of strategies including ICT to reinforce learning and keep pupils' interests; and they are willing to drill items and insist on them being mastered. All teachers conduct their lessons in French or German - this is well pitched to ensure all understand. Teachers are good listeners - this very much helps to develop the knowledge and skills of pupils. Where there are weaknesses, teachers do not insist enough on pupils gaining a good grasp of material covered. All teachers are competent linguists in the languages they teach.
172. The department is very well led and managed. There is a good range of extra curricular clubs; and exchanges to France and Germany. All issues raised at the last inspection have been dealt with effectively.
180. **Music**
173. Music is a strength of the school throughout the curriculum and in the additional music activities organised during lunch times and after school.

174. The department has a good success rate at examination level. In the 1999 A level, there was a 100% pass rate at grade A with two students compared to a national average of 38% and a 69% rate of grades A\*-C at GCSE which is in line with the national average.
175. In key stage 3, attainment is at least in line with national expectations and evidence in lessons indicates higher attainment in many instances such as when pupils demonstrate independent skills and/or group skills of composing and performing imaginative arrangements using accepted structures and appropriate sounds. Other good work examples are when pupils demonstrate leadership skills as well as the ability to work co-operatively with others.
176. In key stage 4 there were very good examples of pupils able to sing and play imaginative pieces well above standards expected on a national scale. The majority of these pieces use a range of keyboard sounds supplemented by tunes played on orchestral and band instruments.
177. Progress in key stage 3 is at least satisfactory and often good. In key stage 4 it is good overall and in the sixth form very good. Where progress is good in key stage 3 pupils develop listening skills and practical work on keyboards or classroom percussion instruments. Topics are structured in order to guide pupils through a range of musical styles. Pupils in key stage 4 and the sixth form make good progress in composing and performing activities and are ably assisted by knowledgeable teachers. Many of the pieces heard were well above national expectations for the pupils' ages and abilities.
178. Response is satisfactory in key stage 3. In general, pupils in key stage 3 remain on task and respond well to teachers' ideas, prompts and questions. However, some pupils are reluctant to settle down to specific tasks and require encouragement. Staff should develop further strategies to ensure all pupils work on task throughout the lesson. Pupils behave well and, in general, have good attitudes in music lessons. Those pupils who opt for music in key stage 4 and the sixth form are well motivated, share excellent working relationships with teachers and their peers, and demonstrate a varied range of quality musical talents which are being well developed by challenging prompts and questions. Pupils' response in these key stages is good.
179. The quality of teaching is at least good throughout the key stages with examples of very good teaching particularly in key stage 4 and the sixth form. Lessons are extremely well-planned with appropriate learning objectives and delivered with a good pace. There is a good system of developing listening skills through the use of well-prepared worksheets which are informative and challenging. However, the coverage of work for GCSE and A level courses should be mapped out more clearly. Pupils are encouraged to develop independent learning skills through composing and performing activities from year 7 and good teaching encourages confidence and developing skills in those pupils opting for examination courses. As well as asking challenging questions, teachers are good at praising pupils for the quality of work and commitment to department activities.
180. Teachers have good subject knowledge and musical expertise. They work well as a team sharing expertise and developing strategies for promoting music education. They are committed and enthusiastic, providing a wide range of opportunities for developing musical abilities in pupils through the additional activities of bands, choirs, orchestras and chamber ensembles. Good support is also given to pupils taking external instrumental examinations. More use could be made of homework to write up and

extend classroom activities.

181. The department is very well led. It has two spacious teaching rooms, three smaller practice rooms and an office, two of which are being converted into a recording studio. Sound proofing in rooms is poor. There are sufficient keyboards and classroom percussion instruments for practical work to be a regular feature of music lessons. Once appropriate devices are fitted to the newly installed PCs, the department will be well set up for music technology.
182. Since the last inspection, progress has been made in providing a greater awareness of world cultures by visiting musicians working in school, participating in a millennium project and attending concerts eg an African choir. The department collaborates well with the drama department in presenting musicals and joint concerts.
183. The school buys in good support from the LEA Instrumental Service. Eight peripatetic teachers work in the school. Many pupils are able to borrow instruments from the school. In the lessons observed, teachers have good teaching skills, relate well to pupils and develop pupils' techniques well. Some teachers contribute to the development of ensemble work. There is no system to measure value for money for this service within the school.

191.

### **Physical Education**

184. By the end of key stage 3 attainment is at least in line with expectations and above expectations in half the lessons observed. Pupils are technically competent in the expected range of games techniques, for example in rugby pupils demonstrate good awareness of space, they run well with the ball and show their understanding of forward and back play in semi-opposed contexts. Pupils make up, perform and repeat short sequences in gymnastics, where performances sometimes lack fluency and body tension. Pupils tactical understanding and decision making in competitive small sided games is limited, for example in rugby (boys) and basketball (girls). They describe their own and others' movements and recognise when a movement or sequence does not work. However they are not able to compare and contrast performance and say why a tactic in a game or combination of activities in gymnastics did or did not succeed.
185. In key stage 4 attainment is broadly in line with national expectations. However this represents a decline in standards since the last inspection. Pupils show increased control, fluency of movement and consistency when practising techniques in both drills and semi-opposed contexts. They comment, using appropriate language, on the success and failure of techniques in games play, for example use of strokes in badminton. They are not able to suggest ways of improving either games play, technique or in trampolining improve the quality of a simple bounce routine. Tactical awareness in semi-opposed games, eg. rugby or hockey is good but again this knowledge is not successfully carried forward into competitive games. Pupils fulfil the role of performer well, they referee when required though generally lack confidence. Their ability to critically analyse performance across all areas of the Physical Education curriculum is the weakest aspect of the programme. Post-16 pupils choose from a range of activities, some follow umpiring courses and qualify as hockey umpires but there is no structured programme for post-16 pupils. Attainment is variable because of the recreational nature of the programme.
186. Progress in key stage 3 is good and in key stage 4 is satisfactory overall but unsatisfactory in a very small minority of lessons. Progress post 16 is unsatisfactory

overall, where only a very small number of pupils build upon their previous learning by attending hockey umpiring courses or leading aerobics sessions for younger pupils. Where progress is good, pupils are given opportunity to explore a range of solutions to a task, for example, in rugby choosing what to do when tackled or in dance selecting and developing a theme. In these lessons pupils begin to appreciate the wider context and can see why it is necessary to practice. Where progress is unsatisfactory pupils practice techniques or agilities in isolation, for example in trampolining. In all key stages pupils with special educational needs make satisfactory progress.

187. Pupils' attitudes to learning is good overall. Where response is very good pupils manage their own learning, for example, in dance. They choose a theme, develop their ideas and are clearly focused on a performance. In these lessons pupils contribute significantly to discussion, listen to ideas from their peers and explore solutions to a task. Generally, pupils work effectively in pairs and small groups in both gymnastics and games. They comment on others' work when required but are rarely critical of their own or others' performance. They persevere with the activities, even when not under direct supervision and enjoy their Physical Education lessons.
188. The quality of teaching is generally good at key stage 3 and satisfactory in key stage 4. Where teaching is good teachers expect pupils to perform practices and drills with accuracy and consistency. Lesson objectives are clear and relate to longer term objectives, for example in dance the pupils know they have to prepare a dance for performance and are supported in completing the task. Most progress is made in lessons where teachers place significant emphasis on problem solving, for example in football where pupils develop an understanding of width in attack. Where teaching is good feedback is supportive, it encourages and motivates pupils and contains enough technical information for pupils to improve. In gymnastics feedback helps pupils to increase fluency, posture and control in their sequences. Relationships are a strength of the department, the teachers' approach encourages pupils to take part and pre-empts discipline problems. Where teaching is less effective, lessons are dominated by a narrow range of teaching styles in which pupils are directed by the teacher. In these lessons pupils often have to stand and watch for long periods, feedback is mechanical and does not help pupils to relate good performance to the way it felt which inhibits progress. In some lessons work is insufficiently matched to prior attainment, for example in football, pupils were required to play the same game, where some adjustment to space and particularly targets would have made the game more accessible, raise standards and improve progress.
189. The programme meets statutory requirements at key stage 3 and guarantees one in depth activity at key stage 4. Planning for most areas of the curriculum is satisfactory, though in many cases there are no clear links to national curriculum objectives. Health-related exercise is taught as a separate unit and insufficient time is spent in lessons relating the principles of health-related exercise to the activity. There is a wide range of extra-curricular activities available to pupils where the emphasis is on school teams. The girls' and boys' departments have different approaches to assessment. Both systems have their strengths, for example the girls links closely to the national curriculum while the boys have a clear set of criteria to judge performance, but there is no coherent clear approach to assessment within Physical Education. The two departments are managed well on a day-to-day basis but overall management of the department is unsatisfactory because of the lack of strategic direction and the inconsistencies indicated.
190. The pitches are poorly drained and require attention.

198. **Religious Education**

191. Attainment in religious education is above expectations overall but in the new GCSE short course in religious education, where the whole cohort is entered, pupils gained 35% A\*-C passes in 1998 and 44% A\*-C passes in 1999 which is below national averages. Pupils scored about one grade less in their religious education than in their other subjects. There was no A level group in 1999, and a very small group in 1998 of only three pupils who attained pass grades in line with school expectations. In lessons observed, attainment is in line with expectations in the Leeds LEA Agreed Syllabus in key stage 3, and pupils in year 7 are beginning to exceed expectations.
192. Pupils have a sound grasp of the key features of the faiths studied and can talk and write about the underlying beliefs and values which underpin religious practice and daily life in those traditions. In year 7 pupils have completed work based on a visit to Ripon Cathedral and demonstrate good standards of knowledge and of the ability to analyse the main aspects of the role which the Cathedral plays in the life of the community around it.
193. In key stage 4 pupils are attaining at a level above expectations for their age and stage, and are on track to improve the record at GCSE. Year 11 pupils deal sensitively with challenging issues of belief and morality, for example, with regard to the conversion experience of a former criminal, and show awareness of the relevance of key Christian teachings to the topic. In year 10, where pupils are studying a new syllabus, pupils contribute well from their own experience and take balanced views in relation to the material.
194. At A level, both year 12 and year 13 groups are attaining at above expectations. In the post-16 ethics course which year 12 pupils take, attainment is at least in line with the expectations of the LEA Agreed Syllabus.
195. A level pupils show insight in their questions and evidence of prior learning in their approach to new material. Their coursework is sustained at a good level and they effectively handle the concepts, terminology and interpretations presented in their study. Year 12 students build on their study of moral issues in year 11 by considering difficult ethical dilemmas in the fields of medicine and of social relationships.
196. Progress is good overall, particularly in key stage 4 and post-16, and is satisfactory at key stage 3 though progress in year 7 is good. The rigour and demand of the examination courses helps to structure the learning objectives for older pupils and this impacts on the pace of learning. In key stage 3, particularly in year 8 and year 9 the learning objectives, though explicit, sometimes give way to less focused activity, such as copying out or answering closed questions with not enough challenge to think and articulate ideas.
197. Pupils' response is good overall across the school, and is very good among A level students. Pupils have positive attitudes towards the subject. They show sensitivity and interest when dealing with issues of belief and practice, particularly when adherents of faith communities either make a contribution in class or are present in a broader class discussion. Pupils participate well and are willing to share their own ideas, experiences

and reflection on the issues raised.

198. The quality of teaching is predominantly good, with some very good and some satisfactory teaching. The teaching staff are all specialists in religious education, and have all had responsibility for the subject at some point in their careers. Their grasp of the subject is good and their expectations high, though in key stage 3 this should be translated into more challenging activity on occasion to ensure that appropriate standards are attained and pupils make progress. Teaching is well organised and a good range of approaches is used though these were not all observed in the week of inspection. Day-to-day assessment and marking is satisfactory, but the setting of learning targets for pupils is currently underdeveloped.
199. The department is well led and efficiently managed. The establishment of a core short course in key stage 4, the ethics course in year 12, and the resurgence of A level groups present both an opportunity and a challenge to secure a high profile for the department in the school. More systematic tracking of pupils' progress and more thorough scrutiny of pupils' progress in lessons is needed to sustain the improvements already beginning to show. This is a good and improving department, and the shortcomings of the previous inspection in terms of provision at key stage 4 and post-16 have been effectively addressed.

207.

207. **OTHER SUBJECTS IN THE SIXTH FORM**

207.

208. The provision which falls outside the subjects dealt with in other parts of the inspection report comprise GNVQ advanced: Leisure and tourism and health and social care; A level law; and A level general studies.

209. Results for advanced GNVQ health and social care; and leisure and tourism were good in 1999: there was a 87% pass rate, with 62% gaining a merit or distinction. A level general studies, with a much higher entry than for any other A level subject, achieved an 83% pass rate with almost half achieving an A-C. A level law had a 100% pass rate, with four students.

210. In lessons observed in law, attainment was well above national expectations and the students responded positively and with growing confidence. The teaching was of good or very good quality, questioning being well used to make students think and draw out existing knowledge. Students made good progress.

211. In lessons observed and work scrutinised at GNVQ advanced, students show a growing skill in organising their work and time. They can produce a detailed action plan with deadlines; they make very good use of ICT to support their studies; they show growing ability to research independently, including use of the Internet. The students generally make good overall progress. Teaching is generally good, with clear objectives, a heavy emphasis in lessons observed on teaching study skills; and perhaps too little emphasis on emphasising the quality of the output. The groups present a challenge as there is a very wide range of attainment: more attention needs to be given to ensuring that the most able are stretched and not just through outcome. There is very good one to one support provided to the students. The students respond on the whole very positively to the responsibility given to them to plan and organise assignments and meet deadlines.

212. The residential trip to Coniston is a very good feature.

### **Business Studies and Economics**

200. The attainment in the subject in GCSE examinations in 1999 is above average. The proportion of pupils achieving grades A\* to C is well above the average for business studies nationally, and is better than the proportions achieved by many other subjects in the school. Pupils in business and economics also do marginally better in the subject than they do on average in their other subjects at GCSE.
201. The attainment at advanced level in 1999 is well above average. The proportion of pupils achieving grades A or B is well above the national average and the average for the school. These results are also much better than in 1998. Pupils also do well in the advanced GNVQ in business studies.
202. By the end of key stage 4 the attainment in lessons is above that expected nationally for pupils of that age. Pupils have a good knowledge of business and economic issues and are developing an understanding of some difficult concepts such as cost analysis and break even. Some have the ability to analyse and evaluate economic issues such as the single European currency.
203. In sixth form lessons attainment is also above the level expected nationally for pupils of that age. The pupils show good knowledge of economic trends, theories, and issues, and many are able to interpret economic data and pose questions about its validity. In GNVQ lessons pupils have a considerable insight into the workings of business and are able to plan, monitor and evaluate their own work. Some make productive use of the work experience opportunities to support their course work.
204. In key stage 4 pupils in economics and business make good progress. They develop a good subject knowledge, they are familiar with the subject's particular terminology, and they develop an understanding of some difficult economic concepts.
205. Pupils in the sixth form also make good progress. Many do better than their GCSE grades would predict, and they develop not only good subject knowledge but also a high level of skill in the areas of analysis and evaluation. GNVQ pupils develop good working practices in addition to their knowledge of the business world.
206. In both key stage 4 and the sixth form pupils' response to lessons is good. Behaviour is very good, and pupils often show good levels of concentration and attention to task. Relationships in lesson are very good both between pupils and between pupils and teachers, and the atmosphere this creates has a positive impact on pupils' attainment and progress.
207. The quality of teaching is never less than satisfactory, often good, and sometimes very good. Teachers have very good subject knowledge, and they plan well, regularly presenting pupils with good, current and relevant source materials which stimulate interest. Good use is also made of information technology to support pupils' learning. Teachers have good expectations of the pupils, and some lessons are delivered at a challenging pace ensuring good progress. There are however some occasions when although teachers ask challenging questions, they do not give pupils time to compose a response or do not encourage them to give extended answers. Lessons are well managed, and the good relationships between teachers and pupils serve to motivate pupils.

- 208. The subject is effectively managed, and teachers are evaluating their courses by analysing attainment. They use this information to review their lesson planning and examination entries. A more structured approach to this departmental self-evaluation might further strengthen the impact of the courses.
- 209. The developing system of enabling pupils to track their own progress is a good initiative to further raise attainment, whilst the introduction of the 'Key Terms' booklet is a contribution to pupils' literacy. Numeracy features highly in the subject, and GNVQ pupils follow a key skills module in the application of data.
- 210. The stock of subject related texts in the school library is poor, but the department supplements this with a departmental library for those engaged in the courses.

## **Drama**

- 211. Standards achieved in Theatre Studies A Level in 1999 were above average with a small number of candidates entered. Results in GCSE drama in 1999 were well below averages nationally. Since these results the department has revised its programme of study for year 10 and year 11.
- 212. Attainment in lessons observed was above average overall. At key stage 3 pupils understand and apply a range of theatrical conventions. Very effective use is made of Greek myths which are researched by pupils and recreated as plays. Pupils are able to transfer myths into a modern setting and to consider the issues raised within the drama. By the end of key stage 3 they have acquired the vocabulary of theatrical performance and evaluation. Pupils have begun to develop the awareness of space, voice, gesture and staging conventions.
- 213. At key stage 4 pupils have a good knowledge of the impact of lighting and costume on theatrical performance and are able to evaluate their own performances and those of others using an increasingly precise vocabulary. Pupils following the A level course understand a very wide range of theatrical forms and have secure understanding of changing theatre conventions through history.
- 214. Pupils' attitudes to learning are very good. Pupils of all abilities contribute constructively in the planning of their performance and in the evaluation of plays presented by other groups. Relationships in groups are good and pupils relate well to teachers. The quality of pupils' collaborative work is a strength of the department.
- 215. The majority of teaching is very good. Secure planned units of work ensure that there are consistent experiences in classes taught by teachers who contribute to the department but whose main teaching is in another department. Sessions are well paced and structured to develop a specific aspect of the range of dramatic techniques and strategies. Teachers have high expectations and, in the main, provide pupils with very good levels of support to establish a working vocabulary for the study and performance elements in drama. Teachers sensitively intervene to support pupils with learning difficulties. The knowledge base and subject expertise of the teachers are strong.
- 216. The department is well managed by a full time head of department. There is comprehensive documentation which ensures that policies are known and followed by all drama teachers. A very comprehensive scheme of work supports progression in provision across the key stages.

217. The school has addressed the issue of lack of training for non-specialist teachers raised in the previous inspection. This has been achieved by appointing teachers with drama as a specialism to the department and by enabling them to attend training provided by the examination board.
218. The department has devised effective records as part of assessment. Systems for record keeping and the setting of targets for individual pupils should be developed to raise standards further.

### **GNVQ Part One**

219. The 1999 results for the Intermediate level GNVQ are above the comparable results in other subjects at GCSE but below at Foundation level. Many of the pupils make good progress in this course given their prior attainment in key stage 3 national tests.
220. Based on the scrutiny of portfolios and from lesson observations, by the end of key stage 4 pupils demonstrate attainment which is in line with standards expected of pupils of this age. Research and presentation skills are satisfactory, there are some good gains in knowledge and understanding, and pupils have developed their ability to plan, monitor and evaluate their work. Coursework frequently incorporates information technology and pupils demonstrate appropriate gains in IT skills, though standards of accuracy in some written work are not high.
221. Pupils' response is good to their vocational studies. Most students show a pride in their work. The majority work purposefully and make appropriate gains in knowledge, skills and understanding. The course offers good opportunities for group work and to undertake presentations, enabling the development of oracy, self confidence, teamwork and interpersonal skills. Some pupils exercise a great deal of responsibility in organising their own work.
222. The quality of teaching is satisfactory, with some good features. Good relationships are developed with students. Work is carefully planned and meticulously scheduled and assessed. Teachers show expert subject knowledge and give clear explanations and instructions. They use a supportive and tutorial style encouraging independent learning, though at times there is a greater concentration on organisational matters than on the content and quality of work. Pupils are provided with good contexts through which to develop skills in numeracy, communication and information technology. Teachers are very knowledgeable and well trained in GNVQ procedures. Attention does need to be given to differentiation with a view to stretching the most able students while supporting the less able in groups with wide attainment levels.
223. The course is efficiently and effectively co-ordinated, and the external audit reports are complimentary. It is well resourced, and the accommodation is good, though the nature of some activities mean some rooms are rather small for larger groups.
224. The course is equivalent to two GCSE courses yet has the same curriculum time as a single GCSE subject. This is problematic given the nature of the work and the wide range of pupils admitted to the course. The prior attainment of some pupils would suggest they might be better suited to a foundation level course, but it would not be viable to run the two groups together with the current time allowance.

237.

## **PART C: INSPECTION DATA**

### **237. SUMMARY OF INSPECTION EVIDENCE**

225. The inspection was carried out by a team of seventeen inspectors including a lay inspector for a total of 58 inspector days. During the week, 242 lessons were inspected as well as registrations and assemblies. A number of lunchtime activities were seen. Discussions were held with members of the governing body, the headteacher, the senior management team, heads of department and other holders of posts of responsibility, teaching and support staff within the school. Inspectors looked at the practical and written work of many pupils. All the available work and reports of a representative sample of pupils from all year groups was also considered. Planned discussions were held with these pupils and informal discussions with many more. A wide range of the school's documentation including information produced for parents was studied by inspectors. Before the inspection the Registered Inspector held a meeting attended by 48 parents. The team considered the responses of 454 parents to a questionnaire about the school.

238. **DATA AND INDICATORS**

238. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y7 - Y13	1249	18	98	72

238. **Teachers and classes**

238. **Qualified teachers (Y7 - Y13)**

Total number of qualified teachers (full-time equivalent):	71.12
Number of pupils per qualified teacher:	17.56 : 1

238. **Education support staff (Y7 - Y13)**

Total number of education support staff:	16
Total aggregate hours worked each week:	412.0

[ Secondary schools ]

Percentage of time teachers spend in contact with classes:	78.6
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Average teaching group size:	KS2	
	KS3	26
	KS4	21

238. **Financial data**

Financial year:	1999
	£
Total Income	2735404
Total Expenditure	2715644
Expenditure per pupil	2303.35
Balance brought forward from previous year	-59340
Balance carried forward to next year	-39580

## 238. PARENTAL SURVEY

Number of questionnaires sent out: 900

Number of questionnaires returned: 454

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	15	60	17	5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	30	58	8	2	0
The school handles complaints from parents well	14	44	28	4	1
The school gives me a clear understanding of what is taught	21	56	15	6	0
The school keeps me well informed about my child(ren)'s progress	27	57	9	2	0
The school enables my child(ren) to achieve a good standard of work	33	56	4	2	0
The school encourages children to get involved in more than just their daily lessons	28	52	14	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	22	64	6	6	1
The school's values and attitudes have a positive effect on my child(ren)	21	61	12	3	1
The school achieves high standards of good behaviour	19	60	13	4	1
My child(ren) like(s) school	32	57	6	4	0