

INSPECTION REPORT

Norlington School for Boys
Leyton
LEA area: Waltham Forest

Unique Reference Number: 103098

Headteacher: Ms Josephine Beaton

Reporting inspector: Dr Paula Haes

Dates of inspection: 6 – 10 December 1999

Under OFSTED contract number: 707954

Inspection number: 187524

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:	11-16
Gender of pupils:	Boys
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Appropriate authority:	The Governing Body
Name of chair of governors:	Stephen Pierpoint
Date of previous inspection:	March 1996

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Aspect responsibilities

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Teaching

Leadership and management

John Kerr, Lay Inspector

Attendance

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Partnership with parents and the community

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The leadership and management of the school are very good, and implement very successfully the school's philosophy, "The Norlington Way", creating strong equality of opportunity and very good relationships at all levels.
- The support and guidance offered to pupils are very good, particularly in promoting discipline and good behaviour and ensuring that pupils are happy at school.
- The provision for pupils' social, moral and cultural education is very good.
- The planning and control of the school's finances are very good.
- The arrangements for the professional development of staff are very good.
- The school enriches the curriculum by very strong links with the community.
- The provision for activities outside lessons, especially sport, and the guidance for careers are very good.

WHERE THE SCHOOL HAS WEAKNESSES

- There is some unsatisfactory teaching, particularly at Key Stage 3 in the areas of art and textiles, music and religious education
- The school does not offer all the elements of the National Curriculum in art, information and communications technology, and religious education.
- Some subjects are presented in a fragmented way on the timetable, or do not cater fully for individual needs, so that the progress of pupils, especially the higher attainers, is slowed down.
- The skills of information and communications technology are not fully applied across the curriculum.
- The school does not provide a daily act of collective worship and spiritual education is underdeveloped

THE STRENGTHS OF THE SCHOOL OUTWEIGH ITS WEAKNESSES. THE GOVERNORS' ACTION PLAN WILL SET OUT HOW THE WEAKNESSES IDENTIFIED DURING THE INSPECTION ARE TO BE TACKLED. THE PLAN WILL BE SENT TO ALL PARENTS OR GUARDIANS AT THE SCHOOL.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made satisfactory progress since the last inspection. Through the sharing of good practice in teaching, the large amount of unsatisfactory teaching observed at the last inspection has decreased markedly. The result is that the progress of pupils has improved substantially. The procedures for assessing pupils' progress, which were unsatisfactory at the last inspection, are now good. Effective use is made of the information gathered, especially at key stage 4. The school has worked hard to develop the management skills of the heads of department and heads of year and the majority are now satisfactory with some very good practitioners. The school now monitors the cost effectiveness of all departments regularly and efficiency overall is a strength. Although a substantial investment has been made in information and communications technology, (ICT), pupils' skills are still underdeveloped in some areas, particularly in the application of ICT across the curriculum. There is still no daily act of worship and spiritual education is underdeveloped.

The systems and structures in place in the school are good, and are likely to be able to sustain the improvements effected since the last inspection and make further progress.

STANDARDS IN SUBJECTS

The following table shows standards achieved by 14 and 16 year olds in national tests and GCSE examinations in 1999:

Performance in:	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	
			<i>above average</i>	
Key Stage 3	D	A	<i>average</i>	C
GCSE Examinations	D	A	<i>below average</i>	D
			<i>well below average</i>	E

Results in the National Curriculum tests at Key Stage 3 are below the national average but well above the average in comparison with schools with pupils from similar backgrounds.

Results at GCSE are below the national average but well above average when compared with schools with pupils from similar backgrounds.

The strongest subjects at GCSE are physical education and Urdu. The weakest subjects are English literature and French but more boys are given the opportunity to take these examinations than is the norm at national level.

At Key Stage 3, standards of attainment observed during the inspection across all subjects were higher than the results in the national tests which only covered the three core subjects of English, mathematics and science. Standards of attainment at the end of Key Stage 4 in work seen during the inspection were overall similar to those in the GCSE examinations.

About 70 per cent of pupils leaving Year 11 continue into further education, four per cent enter training, two per cent enter employment and the remainder go into other areas

QUALITY OF TEACHING

	Overall quality	Most effective in:	Least effective in:
Years 7-9	Satisfactory	Physical education, drama, English, mathematics and design and technology	Art and textiles, music and religious education
Years 10-11	Satisfactory	Physical education, drama, English, mathematics, science and design and technology	
English	Good		
Mathematics	Good		

Teaching was at least satisfactory in 90 per cent of lessons. In roughly 50 per cent it was good or better. There was very little poor teaching. In the one in ten lessons in which teaching was unsatisfactory, the planning of lessons to suit the needs and capacity of pupils and the day to day assessment of pupils' attainment and progress were the most unsatisfactory features. The quality of teaching was better at Key Stage 4 than at Key Stage 3 because art and textiles, music and religious education are taught more extensively at Key Stage 3.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good overall. There is a high level of exclusions because of the school's strict behaviour policy. Very little unsatisfactory behaviour was seen and it was always linked to weaker teaching.
Attendance	Satisfactory. Levels of unauthorised absence are in line with national averages. Pupils are generally prompt to lessons and to school.
Ethos*	Very good overall. There is strong equality of opportunity for all pupils and very good relationships at all levels. Attitudes to learning and personal development are good. The school strives to raise standards for all pupils.
Leadership and management	Very good overall with very clear educational direction from the headteacher, the senior management team and the Governing Body. Leadership of the departments is satisfactory overall. The school implements its values very successfully.
Curriculum	Satisfactory overall. Some gaps in statutory provision and the delivery of some subjects is fragmented. There is a very good range of extra-curricular activities and very good careers education.
Pupils with special educational needs	Curricular provision is good and pupils make good progress
Spiritual, moral, social and cultural development	Good overall with very strong social, moral and cultural education. Spiritual education is underdeveloped.
Staffing, resources and accommodation	Satisfactory match of teaching and non-teaching staff to the needs of the curriculum. Satisfactory accommodation, carefully maintained and cleaned by the dedicated premises staff. Satisfactory learning resources. Very good scheme for the professional development of staff.
Value for money	Satisfactory overall with very good efficiency and very good financial planning and control. Very efficient school administration.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school

- Their children feel happy at school
- The staff are very approachable
- The school achieves high standards of behaviour
- Pupils are encouraged to join in activities outside lessons
- The attitudes and values of the school have a positive effect on pupils

What some parents are not happy about

- In some subjects there is not enough homework or it is not set consistently
- Insufficient use is made of the homework diaries

Inspectors agree with the parents' positive views of the school. There is a "family" atmosphere in which all staff are friendly and pupils are happy. The strong values promoted by the school have a very positive effect and standards of behaviour are good. There is a very good range of extracurricular activities.

Inspectors agree that homework is not used as fully as it could be in some subjects and the use of the homework diaries is variable.

KEY ISSUES FOR ACTION

To raise standards of work and the quality of education provided, governors and the senior management team should:

- Eliminate all unsatisfactory teaching by offering support through the programme of professional development and further sharing of good practice (para 37)
- Review the school's curriculum to ensure that it complies fully with the requirements of the National Curriculum and offers substantial and coherent programmes of work in all subjects to pupils of all levels of attainment, but especially to the higher attaining pupils(para 53,55)
- Raise standards of attainment in information and communications technology by putting into use across all subjects the substantial range of hardware and software now available in the school and including the application of information and communications technology in the schemes of work for each subject(para 154, 159)
- Improve the spiritual education offered to pupils in all subjects, but especially religious education, and introduce a daily act of collective worship (para 65)

Other issues

- The information on pupils with special educational needs is not used consistently by all departments(para 62)
- Some subjects do not make full use of homework (para 47)

INTRODUCTION

Characteristics of the school

1. Norlington School for Boys is a comprehensive school educating boys between the age of 11 and 16. The current number of pupils on roll is 597, smaller than the average secondary school, and the school is oversubscribed. It is situated in a socio-economically disadvantaged area of London. It enjoys a broad cultural and ethnic intake and most of the boys live within walking distance of the school. Fifty-three per cent of pupils come from homes where English is not the first language, a very high proportion, and 18 per cent of pupils are eligible for English language support. The two main community languages are Urdu and Panjabi. Thirty-seven per cent of pupils are eligible for free school meals, above the national average.
2. The attainment of pupils on entry to the school is below average overall, with especially low standards in reading comprehension and reading skills. Twenty-seven per cent of pupils are identified as having special educational needs, above the national average and a slight increase on last year. Sixteen pupils have statements of educational need (2.7 per cent), in line with national averages. The majority of the statements are for learning difficulties. There has been an increase in the range and severity of learning need since the last inspection.
3. In 1998, 71 per cent of pupils stayed in full-time education after the age of 16, two per cent entered employment, four per cent training and the rest went into other areas.
4. The school was last inspected in March, 1996.
5. The standards admissions figure is 120
6. Statutory targets for the GCSE examination in the Year 2000 are:
5 or more grades A*-C: 32 per cent
1 or more grades A*-G 97 per cent
Average points score: 32.4
7. The aims of the school are summed up in its mission statement:
8. "Our aim is to build on our distinctive family atmosphere to achieve high levels of academic and social success. Norlington boys should develop into well educated, balanced and happy young men, who are equipped to make a confident and responsible contribution to their community."
9. In the current year, the school's main aims are to develop the curriculum for able and gifted children and to help staff become more competent to use information and communications technology in lessons.

Key indicators

Attainment at Key Stage 3¹

Number of registered pupils in final year of Key Stage 3 for latest reporting year:	Year	Boys	Girls	Total
	1999	120	0	120

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys	48	72	48
	Girls	0	0	0
	Total	48	72	48
Percentage at NC Level 5 or above	School	40(39)	61(65)	40(50)
	National	63 (65)	62 (60)	55 (56)
Percentage at NC Level 6 or above	School	3(8)	39(32)	8(11)
	National	28(35)	38(36)	23(27)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys	59	75	66
	Girls	0	0	0
	Total	59	75	66
Percentage at NC Level 5 or above	School	40(49)	64(61)	46(55)
	National	64(62)	64(64)	60(62)
Percentage at NC Level 6 or above	School	4(8)	36(33)	16(17)
	National	NA(31)	NA(37)	NA(31)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 4²

Number of 15 year olds on roll in January of the latest reporting year:	Year	Boys	Girls	Total
	1999	117	0	117

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	45	112	115
	Girls	0	0	0
	Total	45	112	115
Percentage achieving standard specified	School	38(27)	96	98(97)
	National	42.6 (41.3)	86.4(85.5)	92.9(92.3)

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

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	7.73
	Absence	National comparative data	7.9
	Unauthorised	School	1.29
	Absence	National comparative data	1.1

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	203
	Permanent	5

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	28
	Satisfactory or better	90
	Less than satisfactory	10

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

10. Standards of attainment are below the level expected nationally. In the 1999 GCSE examinations the proportion of pupils gaining five or more passes at grades A*-C was below average. It was, however, an improvement on the previous year and well above average for schools with pupils from similar backgrounds. The school's results for pupils gaining five or more passes at grades A*-G was well above average. This was an improvement on previous years and very high when compared with schools with pupils from similar backgrounds. The total points score per pupil was broadly average, but well above average when compared with pupils from similar backgrounds. It was an improvement on 1998 and reversed a decline over the previous few years. The GCSE results in 1999 exceeded the school's own targets, and the targets for the year 2000 will be revised upwards.
11. In 1999, GCSE results at grades A*-C were far above the national average for boys in physical education, in line with national averages in mathematics, combined science, drama and English language, below average in art and design and humanities, and well below average in English literature and French. In some subjects, the number of candidates entered was too small to make valid comparisons with national figures.
12. In 1999 in the National Curriculum tests at the end of Key Stage 3, the proportion of pupils reaching Level 5 or above was in line with the national average in mathematics and well below in English and science. In comparison with schools with pupils from similar backgrounds, the proportion of pupils gaining Level 5 or above was very high in mathematics, well above the national average in science and in line with the national average in English. The proportion of pupils reaching Level 6 or above was far below average in English, well below average in science and in line with the national average in mathematics. In comparison with schools with pupils from similar backgrounds, the proportion reaching Level 6 or above was well below average in English, average in science and very high in mathematics.
13. In the work seen during the inspection, pupils' standards of attainment were below national expectations at the end of Key Stages 3 and 4. At the end of Key Stage 3, standards were below or well below the level expected in around fifty per cent of the work seen. At the end of Key Stage 4, standards of attainment were higher, with standards below or well below the level expected in thirty per cent of work.
14. Standards of attainment in English are below average at the end of both key stages. However, the skills of speaking and listening are quite well developed. Some pupils are very articulate and speak at length when prompted, particularly in pair and group work. Pupils read widely and many make a good critical response to their reading in both oral and written form. Standards of writing vary widely. There is some outstanding work in creative writing. Standards of presentation are good in some extended pieces of writing, but generally standards of presentation and of accuracy in grammar and punctuation are not strong, particularly at Key Stage 3.
15. The skills of literacy are promoted to a satisfactory level across the subjects. The skills of

reading are only taught explicitly in English, but the school devotes twenty minutes per week to silent reading and a further 35 minutes timetabled lesson at Key Stage 3. In English, pupils' skills in writing are promoted systematically by the use of writing frames, short paragraph writing, the use of key words and by self-assessment. Emphasis is laid on "getting it right first time". In science, the appropriate key words are again used. Whilst science stresses the importance of spelling and punctuation, several other subjects pay them insufficient attention. The presentation of work is emphasised in science, mathematics and in design and technology, but not in humanities and religious education. Speaking and listening skills are generally better developed than reading and writing: in design and technology and drama pupils explore ideas well through talk.

16. In mathematics, standards of attainment at the end of Key Stages 3 and 4 are broadly in line with national expectations. At Key Stage 3, for example, higher attaining pupils have a good grasp of complex shapes. At Key Stage 4, middle attainers have a good understanding of probability.
17. The skills of number are promoted effectively by several subjects other than mathematics. In science, for example, pupils use graphs, bar charts and pie charts in their experiments. In design and technology, pupils calculate sizes and use scale drawings with accuracy. Bar charts are used to a satisfactory standard in history on the topic of transport.
18. In science, standards of attainment at the end of Key Stages 3 and 4, are in line with national expectations. At Key Stage 3, pupils are, for example, confident in the use of computers to extend their knowledge of the main organs of the body, and in the use of their investigative skills to measure changes in mass. Lower attaining pupils in Year 9 wire series and parallel lighting circuits correctly. Higher attainers know the functions of the parts of the ear. At Key Stage 4, for example, higher attainers have a good grasp of evolution and appreciate the effects of genes and of the environment on evolution. Lower attaining pupils are aware of the characteristics of the atmosphere.
19. By the age of 14, standards of attainment in subjects other than English, mathematics and science are well below national expectations in religious education, and below the level expected in all other subjects except design and technology, in which they are at the level expected, and drama and physical education in which they are above the level expected. In rugby, for example, pupils in Year 9 have a good knowledge of recycling the ball, positioning and tactics. In religious education, in contrast, many pupils are confused about the characteristics of the religions studied and are unable to discuss their ideas.
20. By the age of 16, in subjects other than the three core ones, standards of attainment are well below the level expected in French and below in all other subjects except drama and design and technology, in which they are above expectations and physical education, in which they are well above. Pupils in design and technology use tools in a sophisticated way and show a good grasp of techniques such as modelling. Most pupils in French have a very limited vocabulary and even the basic numbers are insecure for the large majority of pupils.

21. Pupils' progress over time is satisfactory at Key Stages 3 and 4. During Key Stage 3, pupils make satisfactory progress in nearly nine out of ten lessons and good or better progress in four out of ten. At Key Stage 4, pupils make satisfactory progress in nine out of ten lessons but the proportion of good or better progress is extended to six out of ten lessons and very good progress is made in one in five.
22. At Key Stage 3, pupils make very good progress in drama and physical education, good progress in mathematics and design and technology and satisfactory progress in all other subjects except art and music in which progress is unsatisfactory and religious education in which progress is poor.
23. At Key Stage 4, pupils again made very good progress in drama and physical education, good progress in mathematics, science and design and technology and satisfactory progress in all other subjects except information and communications technology in which progress is unsatisfactory.
24. When progress is better than satisfactory, as in physical education, pupils benefit from the skilled intervention and questioning skills of the teachers. In design and technology the teachers' insistence on tight time targets and their effective use of different groupings enhance the pupils' rate of progress.
25. When progress is less than satisfactory, it is frequently associated with the fragmentation of courses resulting from the way they are presented on the timetable across the year, as in music at Key Stage 3. In religious education the non-specialist teaching and low allocation of time slow the rate of progress. In information and communications technology, the lack of application of skills across the subjects has a serious impact on pupils' progress.
26. Pupils identified as having special educational needs make good progress at both key stages, especially when the class teacher is fully aware of the individual pupil's targets and adapts work accordingly. The substantial amount of information available on each pupil is well used in science, mathematics, English and physical education to enhance pupils' rate of progress. However, in some subjects work is not adapted to the targets and, in the very wide range of attainment in the groups, pupils' needs are not always well catered for. Pupils having English as an additional language make good progress and on occasions their progress is very good. Several departments take especial care to ensure that pupils' understanding is promoted so that they may progress as well as possible.
27. Higher attaining pupils make good progress when they are provided with work which challenges them to develop their full potential, as in science, for example, and in the groups of higher attaining pupils in French in Year 9. In some subjects, however, the rate of progress of the higher attainers is not as fast as it could be, in music at Key Stage 3, for example, in some French lessons, in art, information and communications technology and humanities.
28. Standards of attainment have remained similar at both key stages since the last inspection, despite a decline in standards of attainment on entry. Results in the GCSE examinations at grades A*-C have risen at a rate similar to the national one. The proportion of grades A*-G has risen. The amount of satisfactory progress made by pupils in lessons has increased from around 70 per cent to more than 90 per cent.

Attitudes, behaviour and personal development

1. Pupils' behaviour, attitudes to learning and personal development are good. Relationships are very good and a strength of the school.
2. The school has an excellent school policy for the managing of behaviour and discipline. It is underpinned by the whole school equal opportunities policy and clearly sets out the responsibilities for pupils, teachers and members of the wider community. As a result pupils understand clearly their roles and responsibilities within the school and they respond well. The high standards of behaviour achieved by the school are greatly valued by parents.
3. Attitudes to learning are mostly good. In some lessons they are very good. Pupils enjoy being in school and most work hard in lessons and respond enthusiastically to challenging teaching. They co-operate and work well in small groups and teams. Most demonstrate responsible attitudes when handling computers and working with tools and equipment, for example, in practical activities in design and technology lessons. Pupils' attitudes to learning are less than positive in a minority of lessons in which the work fails to motivate. Here progress is obstructed by poor concentration and talking that is unconnected to the task. This invariably leads to careless and poorly presented work.
4. Pupils behave well in lessons and in unsupervised situations around the school. Parents and pupils feel very confident that the school will take a firm stance on discipline and deal promptly with bullying, racism or any form of threatening behaviour. The school has excluded a small number of boys permanently, and a relatively high number of boys for single days for such behaviour. The trend in exclusions overall is static. Exclusions are entirely in line with the school policy and help to reinforce the school's high expectations for behaviour and discipline.
5. The quality of relationships in the school is a strength. The school is an orderly community in which different ethnic groups work and play in harmony. There is a high regard among pupils for the cultural and social diversity that permeates the school.
6. Pupils' personal development is good. Pupils express their ideas and feelings with frankness and honesty. The majority listen to, and have respect for, the views and beliefs of others even when they differ widely from their own. In this respect the personal and social education programme and drama both play very important roles in developing pupils' critical decision-making and personal responsibility. Pupils speak very positively about drama lessons. They recognise the opportunities they provide for exploring personal issues and value the chance to test these out with peers in dramatic situations.

Attendance

1. The attendance of pupils at the school is satisfactory and is in line with the national average. Since the last report, attendance has remained the same, except in one year when it was better than the national average. Unauthorised absence is low and no year is currently recording attendance below 90%.
2. Punctuality at the start of the day and for lessons is satisfactory. In most cases when pupils are late, they are challenged and expected to have a plausible reason. However, some pupils have

little regard for punctuality and arrive as much as ten minutes late, which causes disruption to the flow of learning.

QUALITY OF EDUCATION PROVIDED

Teaching

1. The quality of teaching in the school is satisfactory. Across the school in around half the lessons, it is at least good and in just over one quarter of lessons it is very good or excellent. There is very little poor teaching in the school. Unsatisfactory teaching is largely confined to religious education, music and art and textiles at Key Stage 3. The unsatisfactory teaching in these subjects is largely responsible for the fact that the quality of teaching overall at Key Stage 3 is not as high as at Key Stage 4.
2. At Key Stage 3, the quality of teaching is at least satisfactory in nine out of ten lessons and good or better in four out of ten. Teaching is very good in drama and physical education, good in English, mathematics and design and technology and satisfactory in all other subjects, except art and textiles, music and religious education in which it is unsatisfactory.
3. At Key Stage 4, teaching is at least satisfactory in more than nine out of ten lessons, at least good in six out of ten and very good or outstanding in one in three lessons. Teaching is again very good in drama and physical education, good in English, mathematics, science and design and technology and satisfactory in all other subjects.
4. The vast majority of teachers have a good knowledge of the subjects they teach and this enriches pupils' learning. Teachers' knowledge of their subjects is very good in music and in physical education. In religious education, non-specialist teachers' lack of knowledge affects standards of education. Occasionally teachers cannot convey the principles and skills of those subjects because of their own lack of knowledge.
5. Teachers' expectations of attainment and behaviour are satisfactory. They are high in drama, physical education, English and design and technology. In English, the teacher expected very high standards in a lesson in Year 11, in which pupils were taught to assess their own responses. However, expectations are too low at times in French, music and religious education. In French, for example, the content of the lesson is sometimes too easy and errors of pronunciation and grammar are allowed to slip through uncorrected. In music at Key Stage 3, poor levels of behaviour are sometimes tolerated. In several subjects, teachers tend to pitch their expectations of the higher attaining pupils at too low a level.
6. Teachers plan their lessons in a satisfactory way and in several subjects planning is of a high quality. Planning in design and technology is very good and takes fully into account the best ways to learn, by helping each other for example. In art and textiles, on the other hand, planning does not take fully into account the pupils' prior levels of attainment.

7. Teachers generally adopt a range of teaching methods appropriate to the needs of the curriculum, which will motivate pupils in their learning. In some French lessons the teacher uses a good mix of pair, group and individual work. In art and textiles and physical education, teachers make good use of skilful questioning to promote learning.
8. Teachers usually manage their pupils well and establish very good working relationships in the classroom. In English, pupils are controlled with sensitivity and fairness, and praise is used well. In science, teachers enthuse pupils with their love of the subject and thus establish good control.
9. Generally teachers use the time in lessons satisfactorily and maintain a brisk pace, changing activities when appropriate. Occasionally in science, the introduction to the lesson by the teacher is too long. In mathematics, the endings of lessons are sometimes inadequate. Resources are used satisfactorily. There is a growing use of computers in lessons, as in art.
10. The quality of day to day assessment is satisfactory overall but is one of the weaker features of the teaching. Assessment is poor in religious education: individual problems are not identified so that progress is impeded. Assessment is of high quality in design and technology: pupils' work is tracked carefully and individual targets are set. The quality of marking is generally satisfactory. In some subjects, however, such as humanities and French, pupils' work is sometimes not marked rigorously enough: errors go uncorrected so that misunderstandings and inaccuracies are sometimes perpetuated.
11. The use of homework is, as the parents have observed, inconsistent, but satisfactory overall. Insufficient use is made in music, for example. However, the use of homework in information and communications technology at Key Stage 3, and in mathematics at both key stages is good.
12. The quality of teaching in those lessons when pupils with special educational needs are taught separately is very good at both key stages and greatly improved since the last inspection. These lessons are conducted at a brisk pace and the content challenges the pupils. Homework is used well and regularly checked. The support staff liaise well with the classteachers and share the planning ideas, to ensure that best use is made of support in the classroom. The teaching of pupils learning English as an additional language shows similar strong points, especially when pupils are withdrawn for special lessons. However, in mainstream lessons not all teachers cater for pupils' individual needs with the same success.
13. Since the time of the last inspection, the quality of teaching has improved substantially. At the last inspection, teaching was unsatisfactory in one third of lessons. That proportion has been reduced to ten per cent. Serious weaknesses are no longer present in the subject knowledge of some of the language teachers or in their ability to form good relationships in the classroom. The planning of work in design and technology and in science at Key Stage 3 has improved greatly. Weaknesses remain in lesson content and planning in art and textiles. There are unclear objectives and low expectations still in religious education.

The curriculum and assessment

1. The breadth, balance and relevance of the curriculum are satisfactory overall. At Key Stage 3 pupils study all subjects of the National Curriculum as well as having a lesson of personal, social and health education (PSHE) and a reading lesson every week. Generally the allocation of time to the subjects is satisfactory but the Agreed Syllabus for religious education cannot be covered in the time available at either key stage. At Key Stage 4 all pupils study English, mathematics, science, humanities, French, PSHE and leisure and either food technology or technology graphics. In addition pupils can choose two extra subjects. The overall curriculum is broad enough to cater for the interests and needs of all pupils. There is a good programme of education in health, sex and drugs awareness, taught chiefly in the PHSE lessons. The whole-school reading scheme, which involves all pupils and staff in reading for pleasure, supports pupils' literacy skills across the curriculum.
2. Since the last inspection the school has introduced some valuable initiatives, which have contributed to improved educational standards. The curriculum lays great emphasis on developing pupils as citizens and encouraging their contribution both to the school and to the wider community. The East London Community Organisation project (TELCO) has provided pupils with the scope to practise their citizenship skills outside school as well as within.
3. The planning of the curriculum to ensure steady progress and increasing knowledge and skills is generally satisfactory. However, some subjects are studied in blocks on a "carousel" system, mainly in arts and technology. The loss of teaching in the period of the year when the subject is not studied, sometimes as long as a term, badly affects the pupils' progress. Several departments work hard to ensure that pupils learning English as an additional language make continuous and steady progress in their knowledge and understanding.
4. For the most part, the curriculum satisfies the statutory requirements of the National Curriculum. However, religious education does not meet the expectations of the Locally Agreed Syllabus, as it has insufficient time.
5. In general, there is good equality of access and opportunity for all pupils. Pupils are given the opportunity of taking a GCSE examination in their first language. The provision for pupils learning English as an additional language is often very good, especially when they are withdrawn from mainstream classes for separate lessons. Even when their learning of English reaches a more advanced stage, they continue to be offered individual support within the curriculum.
6. The provision for pupils with special educational needs is good at both key stages. These pupils follow the mainstream curriculum for the most part with some support from additional adults for certain pupils. Many pupils with special educational needs gain passes in the GCSE examination. Higher attaining pupils are able to take their GCSE in mathematics a year early and to study the first year of their Advanced Level mathematics in Year 11, helped by the good links that are maintained with the colleges of further education. The school is currently undertaking a special project to promote the most able pupils, but the results of this are yet to be seen. However, in several subjects, the needs of the higher attainers are not always fully recognised or supported.
7. The careers education and guidance provided for pupils are very good. There is a thoroughly well organised careers department. Careers education starts in Year 9 and is linked closely with

the pupils' self-assessment programme. In Year 10 there is a careers' convention for pupils. Employers come into the school and work with pupils to extend their self-assessment work and enhance interviewing techniques. All Year 11 pupils carry out work experience, using very good links with local businesses.

8. Extracurricular activities, including sport, are very good in the school. Last year almost all pupils were involved in at least one extracurricular activity. There is a vast amount of sport on offer, which is carefully monitored to ensure all pupils can join in. This includes inter-form competitions, such as the basketball competitions, in which pupils who play in school teams are used as coaches for the form teams. All pupils participate in an Activities Week at the end of the year, when the normal timetable is suspended and pupils choose from a range of activities and outings. Pupils also have the opportunity to go skiing, or join trips to France, Holland and to museums. There is also an extensive After School Project for Year 11 pupils, which runs for two terms with revision classes in most subjects for GCSE.
9. At the last inspection the lack of application of information and communications technology across the curriculum was a key issue and it is still unresolved. The fragmentation of the arts and technology curriculum, resulting from the way in which it is taught across the academic year, is still a problem. There is better provision for the steady progress of pupils in the humanities curriculum, although religious education is still neglected.
10. At whole school level, the procedures for gathering information to assess pupils' attainment and monitor their progress are good. The assessment policy is very good and provides clear and relevant guidance to heads of department. All have adapted the policy effectively to meet subject needs. Some aspects of the policy have been successfully implemented. For example, there is generally a clear understanding about why and how assessments are made and recorded, and the benefits of involving parents and pupils throughout the process. The implementation of other aspects of the policy, as a means of raising standards and improving planning for pupils' needs, is at an early stage of development in several departments.
11. Target setting for pupils is very beneficial at whole school and at departmental level. Pupils identify academic and personal targets on entry to the school and these are regularly reviewed and adapted, with the help of a special tutor. Some teachers use the objectives in the courses of study to set targets for the group at the beginning of lessons, and review progress with the targets at the end.
12. Good use is made of assessments to review and, where appropriate, make changes to the curriculum, especially at Key Stage 4. The school monitors attainment by ethnic group and makes very good use of the results to pinpoint under achievement in particular groups and offer support. The results of assessment have been used wisely to create such initiatives as the introduction of a mentoring scheme, target setting for pupils, the accelerated learning project and the raised profile of talented and gifted pupils. At Key Stage 3, the use of assessment is less extensive. Nevertheless some important assessments of pupils' personal and social development have been made that influence and shape curricular provision.
13. Procedures for assessing the attainment and progress of those pupils identified as having special educational needs and those learning English as an additional language are very good and much improved since the time of the last inspection. The use of the results of this assessment by the specialist staff and by the departments of science, English, design

and technology and physical education is very good. Other departments have yet to make full use of the results of assessment. The assessment of very able pupils has just begun and is still hampered by lack of funding.

14. Overall the procedures for assessing pupils' attainment are good. Since the last inspection, considerable progress has been made on a range of issues in this area and a weakness has been transformed into a strength.

Pupils' spiritual, moral, social and cultural development

1. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. All subjects include in their planning consideration of each aspect.
2. Provision for spiritual development is, however, unsatisfactory. The school does not provide a daily collective act of worship for all pupils and is in breach of its statutory obligation. Assemblies observed during the inspection were impressive occasions, well prepared and with a powerful message for pupils. Assemblies generally contribute more to social and moral than to spiritual education. However, In one, pupils were invited to consider the scientific theory of the world's creation and compare it with creation stories in various religions. They were then guided in reflecting on their own spirituality, uniqueness and worth, and invited to consider how to get the best out of themselves. Religious education provides some insights into the basic beliefs of major world religions, and enables pupils to consider the inspiration and value to society of important religious figures, such as Mother Theresa. However, lessons in religious education are all taught by non-specialists, who adopt a factual approach. Current provision does not adequately develop pupils' ability to evaluate religious beliefs and extend pupils' understanding of the need for personal spiritual values.
3. The spiritual dimension within the curriculum, although included in the planning, was little seen in lessons during the inspection. However, pupils in an outstanding English lesson in Year 9, when studying poetry from the First World War, were able to reflect on the ultimate sacrifice made by so many for their country. A 'let's talk about religion' forum held its inaugural meeting during the inspection. It got off to a promising start with a small number of pupils, and provided a good opportunity for an inter-faith dialogue.
4. Provision for pupils' moral development is very good. The school has a positive code of conduct and pupils are clearly taught to distinguish between right and wrong. The school is opposed to the manifestation of prejudice in any form and pupils are aware of the unacceptability of "macho", racist or sexist behaviour. Assemblies offer very strong moral messages. Teachers provide excellent role models and all non-teaching staff also contribute to the impressive 'family' atmosphere upon which the school justly prides itself. There is a detailed list of responsibilities and expectations for staff and pupils. This informs all members of the establishment how the school's expectations, in terms of aims, ethos, equal opportunities and discipline, can be translated into a practical, everyday code. Moral issues are dealt with across the curriculum and strongly in personal, social and health education. In English in Year 11, pupils analyse the motives which govern the behaviour of characters in 'Of Mice and Men'. In information and communications technology, pupils learn about morality in the use of the Internet, while in sport, pupils learn to respect the rules of fair play. The support department makes a very strong contribution to this area.

5. Amongst the very good opportunities for social development are the opportunities which pupils have to exercise responsibility. Pupils in Year 9 take turns to staff the reception desk and are the first point of contact for visitors to the school. Pupils act as librarians, there is a paired reading scheme, and older pupils referee sporting activities; some help coach basketball. Pupils act as monitors in class, or assist staff through a jobs board, and they help at school functions and parents' evenings. Pupils learn about citizenship through personal, health and social education and from visitors, such as the police, the fire officer and the road safety officer, who contribute to the course. Through The East London Community Organisation (TELCO), members of the school lobby within the community and promote the principles of active citizenship. This group, which has secured a national profile, succeeded in persuading the Local Authority to extend the school's playground. They have been instrumental in prompting the Local Authority to offer facilities for recycling. They have organised and acted as consultants and workers for the creation of a recycling education centre for Waltham Forest, after successfully lobbying the local Member of Parliament. They have lobbied the Governor of the Bank of England on the wider issue of the closure of high street banks. TELCO is strongly supported by pupils and there is fierce competition for membership of its committee. A wide range of charities receive support from the school. Through non-uniform days, 'readathons' and cake sales, funds are raised for a different charity each half term. These are usually selected by pupils and include national charities, such as Red Nose Day and Children in Need, and, more locally, support for the provision of an air ambulance, which was prompted by a pupil's experience of one.
6. There is very good provision for pupils' cultural development. A wide range of sporting opportunities is provided, which include visits to Holland by the school's footballers. Pupils in Year 7 visit Waltham Abbey in connection with humanities. There are theatre trips and visits to art galleries, and theatre groups visit the school. Pupils make day trips and longer visits to France. Pupils in Year 7 attend a camp in Gilwell Park. Pupils visit Hawkwood Lodge in Epping Forest in connection with science and humanities. The cultural diversity in the school is acknowledged by the celebration of major religious festivals. Multicultural understanding is promoted in many ways, for example, in food technology, textiles, religious education, humanities, and music. Musical events include a Bhangra band performing at the school's summer fair. Last summer other musicians represented the school at a festival of Asian culture. The school has an active Afro-Caribbean parents group, which exists to celebrate Caribbean culture.
7. The school continues to provide many worthwhile opportunities for moral, social and cultural development, as it did at the last inspection. Opportunities to learn actively about citizenship have been much enhanced, particularly by participation in TELCO. Spiritual understanding is promoted in a variety of ways but it is still insufficiently provided across the subjects, through religious education and collective worship.

Support, guidance and pupils' welfare

1. The provision for the support, guidance and welfare of pupils is very good. Behaviour is well managed throughout, and attention is paid to pupils' attendance records. Parents find it easy to discuss with the school's staff matters regarding their boys' progress and welfare.

2. Procedures for monitoring pupils' progress and personal development are very good. When pupils start in the school, their parents are well informed of the process. They are well known to their new head of year and they settle quickly to the school's routines. The early review systems have shown that many pupils come with a lack of basic skills. For instance, large numbers have low skills in information and communications technology. In addition, many are unaccustomed to the need for strict discipline. The procedures enable the school to start tackling these problems. Throughout the school, teachers and tutors know their pupils well. Pupils who are thought to be making less progress than expected are quickly identified and educational plans are devised. Parents of these pupils are involved at an early stage. The care for pupils learning English as an additional language is very evident.
3. From the time they enter the school, pupils have their own targets and time is made available to review these regularly. This makes a valuable contribution to the assessment of pupils' individual progress. It also identifies those who would benefit from mentoring to help improve their study skills. Learning support is well organised both in class and out. Reference is made to pupils' personal development in annual reports. Pupils are encouraged as they mature to develop their self-confidence and self-worth. The best sporting achievements are made public and the newsletters regularly report successes of teams and individuals.
4. Procedures for monitoring and promoting discipline and good behaviour are very good. The staff handbook makes a very full and helpful statement on the school's consistent expectations of discipline and good behaviour. Guidelines on classroom management are also given and the policy to prevent bullying is linked to the sanctions listed in the behaviour policy. The staff follow these policies carefully, so that pupils know that teachers and staff will deal with matters of indiscipline in a mature way. The problems of pupils with emotional and behavioural difficulties are dealt with very effectively, by a wide range of staff.
5. Procedures for monitoring pupils' attendance are good. Parents are generally co-operative in giving reasons for absence, but when the school is not notified of an absence, staff take prompt action. The Education Welfare Officer visits the school regularly. His assistance with specific cases not only helps to improve the attendance of the individual but also strengthens the link between school and home. The attendance policy outlines steps to be taken in the event of truancy. Although most pupils are challenged if they arrive late, there is not always a consistent and rigorous attention to punctuality in all classes.
6. Procedures for child protection and promoting the health and safety of pupils are good. The health and safety policy of the school is thorough. Governors and staff, particularly in the science and physical education departments, follow the policy and carry out regular checks for defects. These are dealt with swiftly. All staff are fully aware of the procedures to guard against child abuse and their role in the procedures adopted by the school. Accidents and injuries are treated promptly by staff suitably trained in first aid. Records are kept of incidents and parents are informed.
7. Pupils' health and safety education is covered in a well-devised personal and social education programme, which includes sex education and drugs awareness. The subjects are taught in dedicated lessons where pupils are encouraged to discuss the issues and in many cases to learn to listen to other points of view. The school uses outside speakers, including the police, for this programme. The links developed with TELCO contribute enormously to the civic awareness of pupils and encourage assertiveness and the ability to negotiate.

8. The school has made a good response to the concerns expressed in the previous report. Pupils' performance is regularly monitored and targets are effectively set. Educational guidance is very much more effective and time has been provided for tutors and teachers to monitor the progress of the individual. Parents are well satisfied with the support the school provides.

Partnership with parents and the community

1. The school's partnership with parents is good. Parents are very supportive of the school and find it easy to approach the school if they have any concerns about their son's education. There is a loyalty towards the school in the locality and a general desire to see it thrive.
2. The quality of information for parents and carers is good. The Governors' Annual Report is full and informative and parents enjoy receiving the newsletter. They are provided with useful information as their sons join the school, when they have to make choices or sit examinations. Pupils' annual reports are personal and give details of their academic progress, what they know and can do, as well as an assessment of their personal development. There is very good communication between the support department and the parents and carers.
3. There are regular meetings to give parents a chance to meet their sons' teachers and discuss their progress. A Parents Group meets regularly on an informal basis to help parents understand the school's educational aims. The co-ordinator of the group is always available to give specific advice. A parent, now a member of the Governing Body, worked with the Headteacher to form a group to focus on the learning of the African-Caribbean pupils. Pupils' diaries are well used to make contact with parents, particularly in the junior classes, providing a valuable home-school link.
4. The parent teacher association has recently been re-formed and has held a very successful International Day. Its aims are to increase parent involvement by fund raising and help with school events. Its efforts are much appreciated by the school.
5. The school maintains very good links with the community which enrich the experience of its pupils. There are good links with the primary schools. The school's priority is to get to know the new intake before they join Year 7. Academic links are still not well established, as was noted at the previous inspection. This is mainly due to the number of primary schools involved. The links with local businesses have been nurtured over a number of years to provide work experience placements. The success of this activity is largely due to the good reputation the pupils have with employers. Some firms also provide valuable assistance with interviewing and assessment techniques. Through the careers department boys are introduced to modern apprenticeship schemes. There are also strong links with higher education colleges and universities.
6. The school lets its premises out to a Bengali school and to a MENCAP group on a regular basis. The East London Community Organisation makes a valuable contribution to pupils' civic awareness. Pupils volunteer to help projects in the primary and special schools, and there are joint projects with the local girls' school. The choir is active in local concerts and pupils are encouraged to join a wide variety of sports clubs, where they meet and compete with boys from other schools.
7. Since the last inspection, as was recommended, the school now has the support of a parent

teacher association. It has been found difficult to develop academic links with all primary schools because of their number.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

1. The leadership and management of the school are very good overall. The headteacher provides very clear direction, and handles situations with intelligence, sensitivity and thoughtfulness. She embodies successfully her own ideal form of leadership, acting not as an authoritarian figure, but as coach and guide to all those with responsibility for running the school. The result is a true “learning organisation”, which will be very capable of continuing the progress achieved since the last inspection.
2. The headteacher is ably supported in her work by a senior management team that possesses very good organisational skills. The Governing Body is united and determined and involved appropriately in the management of the school. It operates according to the guidance provided by an excellent manual compiled by the chairman and the headteacher. The governors constantly review priorities and seek for ways to assist the school to fulfil its aims, even in the restricted financial circumstances of a smaller school. The need to develop the management expertise of the heads of department and heads of years was highlighted at the last inspection. The majority of middle managers have now assumed successfully duties appropriate to their roles and remuneration. The management and leadership of the departments of design and technology, physical education, learning support and modern foreign languages are very good. Further development is needed in the departments of art and religious education.
3. The quality of teaching is monitored mainly through a well-established and effective appraisal scheme, in which senior and middle management play their part. When monitoring identifies areas in which teachers need to develop their skills, support is provided through the very effective professional development scheme. The “Management Department Committee” monitors the curriculum overall, and important developments have occurred in, for example, personal and social education, citizenship and the scheme for able and gifted pupils. However, some areas of the curriculum are fragmented, for example the arts and technology subjects. Others, for example religious education, are not given enough time and importance. The levels of competence in information and communications technology across the curriculum are still low. To this extent the curriculum still shows the deficiencies noted at the time of the last inspection. The “Management Department Committee” has yet to tackle vigorously those issues which transcend the powers of individual heads of subject. However, within most subjects the heads of department monitor and develop their own syllabuses well.
4. The school implements its aims and values very successfully. All staff work tirelessly to create a family atmosphere in which pupils feel happy. All the parents who responded to the questionnaire said that their children were happy at school. The school successfully nurtures young men who are generally open and confident and make a strong contribution to the wider community, all features of the published aims of the school: “The Norlington Way”.
5. Policies are implemented consistently at all levels of the school. The behaviour policy is particularly evident in school life. Immature behaviour is not tolerated. The result of all this hard work and the good response of the pupils is a very good ethos, with an effective learning environment and very good relationships and strong equality of opportunity.

6. The planning for the short and longer-term development of the school is satisfactory overall. Several of the targets for 1998/9 have been achieved, most importantly the raising of achievement at GCSE. The plan is the focus of consultation with staff and governors. The development planning of the last few years has not fully realised the targets of the action plan which followed the last inspection. Thus, although great progress has been made in raising the quality of teaching and the procedures for assessment, the governing body is still not fulfilling its obligation to provide a daily act of collective worship and there are still gaps in the National Curriculum in information and communications technology and religious education. At departmental level, the quality of planning is generally good.

Staffing, accommodation and learning resources

1. Teachers have sufficient knowledge and expertise to meet the requirements of teaching the National Curriculum. Three fifths of the staff have over six years teaching experience in this school and a third hold relevant second qualifications. For the most part, there are enough teachers to enable the curriculum to be taught effectively to all pupils. However, within the humanities department religious education is taught by non-specialist teachers, and there is no geography specialist. The lack of trained teaching in information and communications teaching (ICT) across the curriculum is affecting the quality of education in that subject especially at Key Stage 4, but is a central focus of the current school development plan.
2. Overall, there is an adequate number of skilled, qualified and experienced education assistants and staff to support pupils with special educational needs (SEN) and those learning English as an additional language. An experienced member of staff with appropriate qualifications has responsibility for co-ordinating the provision for SEN within the school. The expertise and commitment of the administrative, financial, and library staff, the technicians and the premises staff ensure that the school functions effectively and efficiently on a day-to-day basis. Non-teaching staff also assist pupils with their reading on a weekly basis. There are insufficient technicians to support the teaching of design and technology and ICT.
3. Since the last report, the school has successfully improved its induction and training procedures and has recently been recognised as an Investor in People. In the effort to achieve its aim to be the best school in East London, the school displays a strong commitment to the professional development of all staff and the Governing Body. There is an annual cycle of interviews within departments and with senior staff, to consider and analyse examination results, and determine the training needs of the individual, the department and the school. Training needs are co-ordinated very effectively across the school and match the school's priorities. There is a very good system for introducing newly qualified and newly appointed teachers to their work. Procedures for the appraisal of teaching and non-teaching staff have been further developed since the last report.
4. The accommodation of the school is satisfactory. It was developed extensively in 1990 giving the school a range of specialist teaching areas for science, design and technology and physical education. The impact on standards of education has been good. Pupils cover the full range of the National Curriculum subjects in suitable learning spaces. Some difficulties remain with the heating of the old building, which can lead to cold conditions for the public examinations and some lessons. The buildings are not all suitable for pupils who have problems of mobility or who are frail.

5. At the time of the last inspection the quality of the accommodation used by the school away from its own site was a serious problem. The off-site accommodation is now improved, partly as a result of the pressure applied by the school. The need to spend time travelling to these facilities eats up the hours devoted to physical education, however. Play space in the school is still at a premium but the work over the past ten years is paying dividends. The arches under the railway have been opened up to provide additional space for games at break and lunch time, and there are plans to install cricket nets for use in physical education sessions.
6. The building is very well maintained. Cleaning and caretaking staff are committed to the positive philosophy of the school and take an active part in contributing to the warm and friendly atmosphere of the building. This has a very beneficial impact on the quality of education. The contribution of the display of work to learning is recognised by the school development plan, but in practice the quality of display is mixed.
7. The overall provision of books and other resources for learning is satisfactory in terms of the quality and quantity, although there are some shortages in science for the higher attaining pupils. The books for design and technology and art are inadequate to meet curricular needs at Key Stage 3. In design and technology there are insufficient small tools. There are no artefacts for the teaching of religious education. In physical education the resources for outdoor education are very extensive, with games equipment sufficient to match the needs of the curriculum and cater for pupils with special educational needs.
8. Resources for ICT have been improved significantly since the last inspection. There is a specialist room and equipment for ICT across the curriculum and computers within all departments. The ratio of computers to pupils has improved since the last inspection and is now in line with national averages. Now that the computers are in place the amount of computer software is increasing and beginning to meet the needs of the curriculum.
9. The school makes good use of visits to locations outside the school for field studies and environmental work such as Waltham Abbey, the Natural History Museum and Hawkwood Lodge. Visits are also organised to local companies through the careers department, particularly those that have donated equipment. The school enhances pupils' learning by taking groups abroad for experiences in modern foreign languages and for football tours. Good links with the community ensure sufficient supplies of materials for design and technology, computers for ICT and access to local sporting venues in physical education. The community also offers opportunities for pupils to perform music.
10. The library and resources centre provides an excellent environment for study, consisting of a main library with books and resources and a silent study area. The gallery section is also available for whole class visits and at lunchtime for silent study. The library is very well managed and effectively run by its staff. The filing system has recently been updated to ensure a more efficient system of identifying appropriate books for borrowing, research and reference. The library reflects the ethnic background, gender issues, interests and abilities of the pupils. Since the last inspection, the library has been reorganised and refurbished with a computer suite consisting of 11 Apple computers, which are used extensively, both during the lessons and in extracurricular time.

The efficiency of the school

1. The school's aims and educational development are very well supported by careful financial planning. The school has faced the reality of restraints imposed by a relatively low number of

pupils on roll and only four classes of entry. The governors and senior management have a clear view of their main educational target, namely to provide the best possible standard of teaching backed by an effective support staff.

2. The budgeting process is of a high standard. The budget links well with the school's development plan and governors are provided with clear explanations and financial statements to aid their deliberations. They are also well supported by their committee structure, including a review group made up of governors and senior management. All funds, including those for pupils with special educational needs, are spent appropriately.
3. The staff are well deployed in general. The monitoring of teaching standards is thorough and effective. The use of support staff is also good. The needs of pupils who have recently arrived in this country are well supported. Though some teaching is in special sessions, much of their time is spent in class where they can best gain the confidence to speak and learn in the new language.
4. The use of learning resources is good. Within the confined budget, expenditure on resources is limited. In reviewing the use made of staff time, the school has been able to provide additional tutors to monitor the progress of individual pupils. The use of accommodation, including specialist accommodation, is generally good. The limited facilities for physical education are well used.
5. The school's financial controls are highly effective. The school's expenditure per pupil is high by comparison with similar schools nationally, owing to the low numbers of pupils. However, expenditure is controlled and best value is considered when setting budgets. The recommendations of the most recent audit report have been implemented.
6. The school administration is highly efficient and does much to support the smooth running of the school. The school provides satisfactory value for money. Pupils join the school with below average levels of attainment. They make satisfactory progress and, although levels of attainment compared with all schools remain below average, pupils achieve above average levels of attainment when compared with schools with pupils from similar backgrounds. Their attitudes and behaviour are good and the quality of the support and guidance they receive is very high.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

1. The percentage of pupils achieving Level 5 in the National Curriculum tests at the end of Key Stage 3 was well below the national average but in line with the results of schools with pupils from similar backgrounds. The proportion of pupils reaching Level 6 or above was far below the average for all schools and well below those with pupils from similar backgrounds. The results were similar to those of 1998. The proportion of pupils achieving the higher grades A*-C in the English language GCSE examination in 1999 was below the national average, but comparable to those for similar schools, and a significant increase on the previous year. All pupils gained a pass at grades A*-G, better than the national average. The proportion of pupils gaining the higher grades A*-C in the English literature examination was well below average, but many more boys enter this examination than in most schools. The proportion of grades A*-G was in line with the national average.
2. At the end of both key stages attainment is below national expectations. Speaking and listening are relatively well-developed skills. Many pupils are very articulate and respond to challenges by teachers to make extended responses. The work in pairs and small groups demonstrates attainment in speaking which, at times, is very impressive. Reading is extensive in a range of genres, and the library and classroom book boxes are used well. In general, pupils read aloud confidently, including those who have some difficulties, and many demonstrate good critical sense in their spoken and written comments on the texts they have read.
3. Standards of writing are very variable: there is some good individual work in terms of presentation, grammar and punctuation and there is extended writing in various forms, narratives, diaries and so on. However, some writing at Key Stage 3 is poorly structured and poorly presented. Work is often brief, unfinished and with no apparent response to teachers' comments. The best writing is evident where teachers have explicitly taught how to write a paragraph or more - what they call 'five liners' or 'fifteen liners'. This leads to some outstanding work, such as a critical piece on 'The Withered Arm' in Year 10 and a reflective piece by a Year 11 boy called 'Crime Does Not Pay', based on 'Macbeth'. Another impressive creative writing piece was entitled 'Untitled'. In Year 7 one boy wrote an excellent extended 'Autobiography'.
4. Progress at both key stages is satisfactory. Pupils make satisfactory progress in reading. They demonstrate an increasing ability to analyse their reading critically. Reading becomes increasingly fluent as they move through the school. Progression in writing is also evident, not only in greater technical accuracy, but in a developing sense of writing and speaking for an audience and a purpose. Presentation of work is of a variable standard, particularly at Key Stage 3: a minority produce very sophisticated standards of desk top publishing, but others display some very untidy presentation with little evidence of drafting. However, in this respect, there is considerable progress evident in the writing at Key Stage 4. Continued acquisition of new vocabulary was a strong feature of most lessons observed. Pupils identified as having dyslexia, or other special educational needs, progress well.

5. At both key stages pupils' attitudes to learning are often good and sometimes excellent. They are usually attentive and courteous to their teachers and to each other. They are disarmingly polite and helpful to visitors. In discussions, they are often very animated and, at times, amusing. Most demonstrate good powers of concentration and application. They work well with each other in whole class or group work. They are punctual to lessons.
6. Teaching is generally good throughout the department. Subject knowledge is very good, both in language and literature. The teachers have high expectations, as in the 'Of Mice and Men' lesson in Year 11, in which the pupils were taught how to assess their own responses. A similarly high standard was shown in a lesson on 'Macbeth' in Year 10, when pair-work was used particularly well. Methods of teaching are effectively varied, with good oral work and directed teaching the main features. Teachers' planning is good and there are developing schemes of work. Pupils are organised and controlled with firmness and sensitivity. Teachers have a very good rapport with them and they are commended appropriately. Time and resources are used well and lessons are prompt and well paced. Marking and assessment are usually satisfactory, especially at Key Stage 4. However, work is not always marked or followed up at Key Stage 3 as consistently as at Key Stage 4. Homework is generally set appropriately as an extension of class work.
7. There has been substantial improvement since the last inspection. Courses have been modified to meet the particular needs of pupils: a structured approach with clear time limits and more explicitly teacher-centred approaches. The Key Stage 3 course has also been modified to include more non-fiction material. Drafting has been reduced in order to concentrate more on getting work right first time, in an attempt to improve presentation and spelling. An additional group has been created in Year 11 to address the needs of low attainers. Target setting has been introduced and a reading group for higher attaining pupils established. Standards of attainment and the quality of teaching have been maintained since the last inspection

Literacy

8. The school regards literacy as one of its highest priorities and the key to all learning. There is a whole school approach to literacy that represents the best of current practice. All subject departments are expected to address explicitly any problems in reading and writing that pupils may have. However, the extent to which this is achieved is variable. Beyond English, there is little evidence of reading being explicitly taught in any subject. In English, pupils are given regular practice in reading and the approach to writing is very much one of intervention. This is done by the systematic use of writing frames, short paragraph writing, the use of key words and by encouraging pupils to assess their own work. There is a deliberate policy of reducing the common practice of drafting in favour of 'getting it right the first time'. In science, there is some useful literacy documentation, incorporating key words and particular attention is paid to spelling and punctuation. In several subjects insufficient attention is given to spelling and punctuation. The departments of science, mathematics and the technology subjects strongly emphasise presentation. Good presentation is less evident in humanities and religious education. In most subjects the pupils are taught to develop their speaking and listening skills, as in drama, in which they routinely explore ideas and issues through talk, and know how to assess their work critically. In design technology, too, there are interesting discussions, such as one on the natural beauty of wood.
9. There is a school policy on reading, which is followed rigorously. A twenty minute period each week is given over to reading in which all pupils and staff, including secretarial and other support, engage in silent reading of their own choice. Paired reading takes place at

this time for some pupils. It is impressively symbolic in asserting the importance of reading to everyone. Most pupils respond positively to it. The skills of reading are not taught systematically in this period, nor is progress assessed, but that is not the purpose of the session. Additionally, Years 7, 8 and 9 have a timetabled 35 minute silent reading lesson.

Drama

10. The proportion of pupils gaining the higher grades A*-C in the drama GCSE examination in 1999 was in line with the national average. In lessons, standards of attainment are above average, particularly in performance skills and styles, critical understanding, improvisation and collaborative learning. Pupils make very good progress in improvisation and role-play skills, close reading and understanding, empathising, and in pair and group work. They demonstrate, particularly in their practical work, improving critical awareness. Pupils are very well disciplined, responsive, and work well with the teacher and each other. Drama teaching is very good. Very high standards are expected of the boys and challenging work is set. A most distinctive and successful feature of drama is the emphasis placed on the pupils' social, moral, personal and cultural development.
11. Provision beyond lesson time is very good, as is illustrated by the recent production of 'The School Speaks' - a protest play, various theatre trips to the West End and Barbican and other regular school productions. There are GCSE presentations annually, regular workshops at lunchtime, links with Redbridge Drama Centre and links with local schools. Parents assist with drama by acting as 'experts' in role-play. Presentations by Theatre in Education groups are a good feature. The facilities for drama are good: a spacious drama room equipped with black out and lighting systems. Since the last inspection there has been notable improvement in the resources available for drama, and assessment procedures have been refined.

Mathematics

1. At the end of Key Stage 3 in the 1999 National Curriculum tests, the percentage of pupils reaching Level 5 and above was close to the national average and the percentage of pupils reaching Level 6 and above was in line with the national average. When compared with schools with pupils from similar backgrounds, the proportions of pupils reaching at least Level 5 and Level 6 and above were very high. Attainment at GCSE in 1999 is in line with the national averages for grades A* to C and above average for grades A* to G. There has been a steady increase in the percentage of pupils gaining grades A* to C and A* to G since the last inspection, at a rate faster than the national one. Attainment in work seen at the end of Key Stages 3 and 4 is broadly in line with national expectations.
2. Pupils make good progress during Key Stages 3 and 4. High attaining, average attaining and low attaining pupils acquire and consolidate their subject knowledge, skills and understanding better than expected. In a class of higher attainers in Year 8, pupils swiftly acquired the skills of drawing and reflecting quite complex shapes about a mirror line. In a mixed ability class in Year 8, pupils developed their thinking skills well, discussing mathematical problems with each other and then with the teacher. In a group of middle attainers in Year 11, pupils made good progress in understanding probability. Pupils' progress is dependent on the quality of the teaching and the teachers' determination to keep pupils working throughout the lesson. Lower attaining pupils and pupils with special

educational needs are in smaller classes and are also making good progress. Those pupils learning English as an additional language make good progress because they receive effective individual support. Pupils make similarly good progress in all the different mathematical skills.

3. Pupils' attitudes and behaviour are good at both key stages. In most lessons pupils listen attentively when the teacher is introducing the topic at the start of the lesson, and work well both individually and with others. They sustain concentration well for the first 45 minutes to one hour. However, unless there is a change of activity towards the end of the lesson, they are usually unable to carry on at the same pace. In most lessons pupils behave well and form constructive relationships, working either alone or with others, with the minimum of fuss. The higher attaining pupils sometimes show initiative and take responsibility for their own learning, by choosing to take home extra work.
4. Teaching is good overall. It is at least satisfactory in all lessons. It is very good in two out of ten lessons and is good in a further four out of ten. Teachers' knowledge and understanding of the topics they are teaching are usually good at both key stages. They usually plan their lessons effectively and are well organised. Most teachers manage the pupils well. Teachers have good relationships with their pupils and this enhances pupils' learning. Most teachers insist on pupils using a ruler and pencil for their drawings and help pupils to improve their presentation. However, in a number of lessons teachers do not use the time well and the ends of some lessons are less well focussed. Assessment at the end of each unit is satisfactory. However, most teachers' records do not show what level the pupils are working at, or what attainment target they are achieving. The marking scheme used is inconsistent which makes it hard to plot progress. Although there are good displays of pupils' work in some rooms, there is little emphasis on key mathematical words to extend pupils' skills in mathematical language or support pupils' spelling. In some lessons teachers' skills using the overhead projector or whiteboard are underdeveloped.
5. The curriculum is planned to ensure breadth and balance in mathematics. Provision for pupils with special educational needs is good. The curriculum also caters well for the higher attaining pupils, who are able to take their GCSE in mathematics a year early and study the first year of Advanced Level mathematics in Year 11. This is facilitated by the good links that are maintained with the colleges of further education. The procedures for assessing pupils' attainment are followed by everyone in the department and the use of assessment is satisfactory. Homework is regularly set, but some teachers' homework records are quite sparse. There are adequate resources in the department. However, there are not enough funds to update books for more than one year group at a time, which means that many of the books are out of date.

Numeracy

1. Number skills are promoted to a satisfactory standard in a range of subjects at both key stages. Science has a very detailed numeracy policy, which it applies throughout the department. The policy gives many examples of opportunities that can be taken during lessons to enhance pupils' work. Pupils successfully use graphs, bar charts and pie charts to illustrate work carried out in experiments. They measure liquids, solids and temperatures, and use graphs often to chart their findings. In design and technology, pupils calculate sizes and use dimensions and scale drawings with accuracy. Data handling is used for primary research. Pupils use questionnaires and collect data and

show their findings on graphs. In a survey of transport in history, pupils used bar charts to illustrate their findings.

Science

1. In the National Curriculum tests at the end of Key Stage 3 in 1999, the proportion of pupils achieving Level 5 or above was well below the national average but well above the results of schools with pupils from similar backgrounds. The proportion of pupils reaching Level 6 or above was well below the national average and in line with the results of schools with similar intakes. In the 1999 GCSE examinations, the proportion of pupils achieving the higher grades A*-C was in line with the national average and a significant increase on the previous year. The proportion of pupils gaining a pass at grades A*-G was slightly above the national average. The proportion of pupils gaining the highest A and A* grades was well above the national figure. On average, pupils perform better in science than in their other subjects at GCSE.
2. In work seen pupils' attainment at the end of Key Stage 3 is in line with national expectations. These standards are higher than in the National Curriculum tests, as the current cohort of pupils has benefited from different teaching styles and their attainment has risen. Year 7 pupils, working in mixed ability groups, follow a course which carefully builds up their understanding and introduces concepts of increasing complexity. They understand well the concept of viscosity. Using their skills of information and communications technology (ICT), they enjoy positioning the main organs of the body on the computer screen with accuracy. Year 8 pupils confidently use their investigative skills to measure change in mass, having created magnesium oxide from magnesium ribbon. When heating copper sulphate powder, they know that substances can undergo physical changes and draw correct conclusions. Lower attaining pupils in Year 9 correctly wire series and parallel lighting circuits. They are aware of the effects of the different circuits on the brightness of lamps and can suggest possible uses in everyday life. Higher attainers in Year 9 know the functions of the different parts of the ear, and know that sound does not travel through a vacuum.
3. Pupils' attainment at the end of Key Stage 4 is in line with national expectations and is comparable to the 1999 examination results. Pupils in Year 10 and Year 11 follow a science (double award) GCSE course. Higher attainers in Year 10, having closely observed the dissection of a kidney, know its function and positions in the human body. The highest attainers in the group know the role of nephrons. Middle attaining pupils have observed the electrolysis of brine, identified the products and are aware of everyday uses for each of them. Lower attainers in Year 10 can apply Ohm's Law in calculations and a high number represent changes in temperature and resistance and light and resistance graphically. Higher attainers in Year 11 know that, in evolution, variation may arise from genetic and environmental causes. They know the differences between sexual and asexual reproduction. By investigation, they explain how the voltage induced in a wire can be increased by using more coils, by using a stronger magnet or by creating a greater speed of movement. They identify energy changes that occur in a power station. Lower attaining pupils are aware of the characteristics of the atmosphere. A small group of disaffected pupils are currently successfully following a modular science course. Using the Internet, an area of expertise developed in the department since the last report, these pupils search the pages of BBC-BITE with confidence.
4. Overall, progress is satisfactory, and it is good at Key Stage 4. During Key Stage 3, progress is never less than satisfactory, and is good on occasions in Years 8 and 9. During

Key Stage 4, it is never less than satisfactory, and on occasions in Year 10 is good. In Year 11, progress is good or better in four fifths of the lessons observed. The progress of pupils with special educational needs at both key stages is good. Support given by classroom assistants is effective and assists progress. The progress of pupils learning English as an additional language is good because they receive very caring support from the staff.

5. Overall, pupils' attitudes to learning are satisfactory and in half of lessons they are good. At Key Stage 3, their response is never less than satisfactory. At Key Stage 4, pupils' response is good overall and is never less than satisfactory. In the best lessons, pupils work co-operatively, especially when sharing apparatus. They persevere with their tasks and take pride in the presentation of their work. They listen carefully to the teacher and ensure that they take heed of any health and safety instructions. They enjoy demonstrating their knowledge to the class at the blackboard, and they enjoy competition with each other and the teacher, when asked to predict the outcome of an investigation. They respond well to open-ended questions. On occasions at Key Stage 3, an over-eagerness to perform an investigation can result in too high a level of noise, which makes it difficult to hear and respond to instructions.
6. Overall, teaching is satisfactory. The department has an experienced and well-qualified team of six teachers, who, in Year 9 and throughout Key Stage 4, teach mainly in their subject specialism. At Key Stage 3 teaching is good or better in about two thirds of lessons and never less than satisfactory in the remainder. At Key Stage 4 teaching is very good in nearly half the lessons and never less than satisfactory in the remainder. In the best lessons, teachers have good subject knowledge and plan their lessons thoroughly. They have an enthusiasm for their subject, which they attempt to convey to their pupils, creating very good relationships in the process. In their endeavour to raise examination standards, teachers provide additional materials and support for revision. In all lessons teachers and pupils are aware of health and safety issues. Lessons are well supported by experienced technicians, who share the teachers' lesson plans, to ensure that best use is made of teaching time. On occasions, a teacher digresses from the original lesson plan and gives far too long an introduction to a topic. The departmental marking scheme is adhered to. Formal tests at the end of modules are a regular feature in the department, and are used well to inform planning. Appropriate homework is set and teachers maintain detailed record books.
7. The department is well led. Many of the necessary departmental documents are already in place. The quality of display does not always create an attractive learning environment, however. Although learning resources are generally adequate, there is a shortage of living things in the laboratories.

OTHER SUBJECTS OR COURSES

Art

1. The proportion of pupils gaining the higher grades A*-C in GCSE examinations for art and textiles courses is well below the national average. The percentage of A*-G grades, compared with all schools nationally, is slightly above average. In recent years the art results have been close to the national average, when compared with other boys' schools. In the last two years, a small number of boys have attained the higher grades but, taken overall, standards have remained steady since the last inspection. The percentage of A*-C grades for textiles fell sharply following the last inspection, but results in 1999 showed a significant improvement on

the previous year.

2. Attainment at the end of Key Stage 3 in work seen is below expectation. The quality of research in sketchbooks and pupils' abilities to analyse their findings in spoken and visual form are weak. In their studies of the work of artists, craftspeople and designers from different times and cultural traditions, pupils use their basic knowledge of surrealism, printing and weaving techniques to produce fairly simple objects. However, whilst some begin to recognise the ways in which their work could be extended to levels more appropriate for their age, few do so. In some cases, it is because teachers' expectations of pupils are too low. The other factor is the arrangement for lessons on the timetable, whereby the teaching of art is interrupted for long periods. This impedes steady progress and the development of work in depth. Portfolios of work show much incomplete work.

3. Pupils' attainment at the end of Key Stage 4 is below the standard expected for their age. They begin GCSE courses ill prepared for the rigours of examination courses, and with few of the necessary skills and experiences. In current classes, standards of drawing from observation, research and the development of ideas are all lower than they should be. There is a tendency for pupils to resort to secondary source material, for example books and comics, as the starting point for their work, rather than first-hand sources. Few know how to use a sketchbook to record and support their investigations and evaluations.

4. Pupils' progress is unsatisfactory at Key Stage 3 and broadly satisfactory at Key Stage 4. Progress is slowed at both key stages by a lack of continuity in long and short-term planning and the way the subject is taught in blocks, with periods of inactivity. The progress of pupils with special educational needs and of higher attaining pupils is unsatisfactory. At Key Stage 4, progress is initially quite slow. Lesson plans do not rigorously address the gaps in pupils' experiences and weaknesses in their prior attainment. In an effort to remedy these weaknesses, teachers arrange visits to galleries, providing opportunities for pupils to see examples of work by artists and meet a practising designer. By Year 11 most pupils have an understanding of the examination marking criteria and begin to recognise how different aspects of their work will contribute to the objectives. All pupils, including higher and lower attaining pupils, make satisfactory progress at Key Stage 4.

5. Pupils' responses to the activities and opportunities provided are satisfactory overall. Mostly pupils' behaviour and attitudes to learning are good. But, when the work is not challenging enough, or expectations are not clearly communicated, there are lapses in concentration, leading to poor use of time and limited progress. Learning skills are weak overall. On several occasions pupils forgot to bring completed homework to the lesson. Because pupils have art and textiles lessons in blocks, rather than on a weekly basis, many pupils have to be constantly reminded of the homework requirement.

6. Teaching is satisfactory overall. At Key Stage 3, it is unsatisfactory. At Key Stage 3 planning documents in art and textiles do not systematically build on pupils' prior attainment and some activities fail to provide sufficient depth and challenge. When teaching is good, the teachers make effective use of examination criteria to help plan and assess the strengths and weaknesses in pupils' work. They share high expectations and provide appropriate experiences and opportunities to help build confidence and raise standards. Teachers skilfully question pupils, in order to extend their ideas and help them recognise new possibilities for their work. Very effective use is made of writing frames to guide pupils' evaluations, and of computers to help improve presentation. Teachers take time to explain carefully to pupils learning English as an additional language the requirements of the examination courses and of specific tasks in art

and textiles. However, there is insufficient information, in documents and lesson plans, on precisely how the learning needs of higher and lower attaining pupils will be met. Teachers' use of day-to-day assessment lacks clarity and leaves pupils confused about what is being assessed, and what they must do to improve

7. Since the last inspection the subject has gained in popularity. In other respects, insufficient progress has been made to address the weaknesses identified at the previous inspection. The place of textiles in the Key Stage 3 curriculum remains confused. The subject makes a significant contribution to pupils' wider cultural experiences and provides added breadth in an already very narrow curriculum. However, the link between textiles and art is not taken into account when teachers plan lessons, nor when they assess attainment at the end of Year 9. Planning for steady progress in learning is poor and continues to limit pupils' standards of attainment.

Design and technology

1. The proportion of pupils gaining the higher grades A*-C in the 1999 GCSE examinations in product design, at 49 per cent, is higher than the averages for all design and technology courses nationally. All pupils gained a pass at grades A*-G.

2. Attainment in work observed at the end of Key Stage 3 is in line with national expectations. Attainment at the end of Key Stage 4 is above national expectations for pupils in graphics and product development, but below in food technology. At this stage pupils begin to develop more sophistication in their use of tools, and in techniques such as modelling, research and investigation. However, many pupils still see evaluation as a final part of the process of design and making, rather than a tool to review their work along the way.

3. Progress during Key Stage 3 is good and continues to be good at Key Stage 4. Pupils learn to meet time targets and their progress is enhanced by regular club activities. Their sights are raised by exemplar displays of other pupils' work. During Key Stage 4 pupils continue to benefit from good demonstrations that set a standard for theory and practical tasks. They build on safe working practice and sequence their work with the use of well-conceived flow plans. Pupils make good use of the transfer of basic skills. At both key stages progress is slower than necessary because pupils do not investigate the work of other designers to sharpen their thinking skills. The progress of lower attaining pupils is good. They benefit from the effective use of computers to overcome problems with written work and technical drawing. Pupils learning English as an additional language make good progress; the strong practical elements of the courses develop their range of vocabulary and language skills.

4. Pupils enjoy their work in design and technology. Attitudes and behaviour are good, while personal development is very good. Pupils learn the skills of research and analysis, which enable them to work independently and they concentrate well. They develop their capacity to co-operate with each other in teams. Pupils take responsibility for the care of the equipment and the tidiness of the classroom. The parents' concern about homework was not substantiated in design and technology, although pupils did not always enter homework into their diary.

5. The quality of teaching in the department is good overall, with elements of very good teaching at both key stages. This is an improvement since the last inspection. The department consists of three teachers and a technician who have a passion for their subject and a good understanding of the needs of pupils of all abilities. Technical support is effectively shared

across the department. Planning is very good, although product design and graphics plan separately from food, missing the opportunity to strengthen the design and make process across all the elements of technology. Expectations of pupils are clear and often reiterated on the board, as in food technology, in which targets for designing a pizza were discussed and listed clearly, following a brainstorm about the task. Lessons consolidate previous learning through an effective question and answer session at the start of the lesson, when homework is given out and evaluated with the class. During a product design lesson, the teacher shared the good practice of some pupils across the group and made good use of praise, to encourage participation in the lesson and improved presentation. Pupil management is very good in graphics and product design. There are high expectations of behaviour which pupils generally meet.

6. Assessment is a strength in the department. Teachers use a rigorous system to track pupils work across the modules of technology. At Key Stage 3, pupils are made aware of the criteria for success in a piece of work. Criteria are published at the front of each module and set a pattern for improvement and independent learning. At Key Stage 4 teachers share the examination criteria and mark scheme with the pupils, supporting learning and improving examination outcomes.

7. The management of the department changed two years ago and is very good. Despite difficulties with staffing, the head of the design and technology department has raised standards of attainment at both key stages, and has developed strategies to meet the issues from the previous inspection that referred to attainment and the quality of learning. The department of food technology has not shared in all the developments, however. The funding for tools to ensure the standards of work can be maintained, and for resources to support the development of control of movement, light and sound within design tasks, remains inadequate.

Humanities

1. The school makes provision for the teaching of humanities that includes the National Curriculum subjects of history and geography, as well as religious education. All pupils follow a humanities course at Key Stages 3 and 4, and so history and geography are not timetabled as separate subjects. At Key Stage 4 all pupils follow an integrated humanities course to GCSE. Religious education is dealt with elsewhere in this report.

2. The proportion of pupils gaining the higher grades A*-C in the GCSE examinations in 1999 was below the national average. In the 1997 and 1998 GCSE examination results the proportion of grades A* to C was in line with the national average for all maintained secondary schools and boys' results. Few pupils achieve the highest grade of A*. Passes at grades A* to G have been consistent recently, and remain above the pass rates for all maintained boys' schools. In 1999, ninety-nine per cent of pupils achieved a grade A* to G. Results in humanities had been broadly comparable with other subjects in the school, but the 1999 results are below the school's average.

3. Levels of attainment by the age of 14 in work observed are below national age related expectations. Attainment based on evidence seen during the course of the inspection is below what is expected nationally at the age of 16. At both key stages the standards of pupils' written work, including their presentational skills, are much lower than their knowledge and understanding of the subject. Pupils at both key stages make satisfactory progress in most lessons. The progress made by those with special educational needs is also satisfactory. In Year 7 pupils know the key facts about the life and death of Julius Caesar, and use source materials to find out about the different views on his

achievements and his qualities as a leader. They use information technology and the library to carry out research. The higher attaining pupils understand why accounts about the past may differ. In Year 8, pupils know why cracks appear in the earth's crust, and the consequences of these cracks. They understand how volcanoes happen. The higher attaining pupils explain the key terms in this topic such as core, mantle, magma, lava, plate and crust. In Year 9, pupils know how to use Ordnance Survey maps. They use 4 and 6 figure grid references and the most common map symbols correctly. The higher attaining pupils explain the meaning of contour lines. In Year 10 pupils know that quantitative data are usually presented as tables or graphs, and that qualitative data is not statistical. The higher attaining pupils describe how data is collected and problems that may occur. They draw valid conclusions and have views about the reliability of different types of data. In Year 11, pupils know the different types of family in society: nuclear, extended and so on. They understand the difference between 'nature' and 'nurture'. They understand the meaning of key terms such as 'stereotyping' and 'scapegoating'. The higher attaining pupils describe trends in marriage and divorce, and issues about ageism and ethnicity. Pupils use their numeracy skills in drawing bar charts to illustrate the findings from their questionnaires about the use of local transport.

4. Standards of literacy are low in humanities. Many pupils are unable to write extensively and are too content to write the minimum. Many do not go on to explain their answers in any detail, restricting themselves to explaining what happens, rather than why. Some pupils do not clearly and fully explain the meaning of key terms. They often spell them incorrectly. Some do not understand what is meant by questions.

5. The attitudes of pupils towards humanities throughout the school are usually satisfactory. Many pupils at both key stages want to achieve high standards. Behaviour is usually good. Some pupils are not interested in aspects of the work. This is slowing the pace of their learning, as when they are dilatory in presenting course work. Other pupils show high levels of interest, for example when studying the Romans or using Ordnance Survey maps. Too many pupils of all prior attainment do not take enough care in the presentation of their work, nor in the way they maintain their books. This is significantly affecting standards in humanities. Lateness to lessons is slowing the progress made by some pupils.

6. The quality of teaching in humanities is usually satisfactory. All teachers have sound knowledge and understanding. The teachers are clear about what the key aims of each lesson are, and usually explain these clearly to the pupils. Expectations of work and behaviour are sometimes too low. Teachers do not give enough guidance to pupils about structuring their writing in the subject. Teachers mark pupils work regularly though not rigorously. They do not give clear targets that will help pupils to see what they need to do to improve. They do not always mark to the agreed policy and are too lax about standards of presentation, unfinished work, incomplete work, and the like. The work is sometimes made interesting and accessible to all levels of attainment by selective use of handouts that are written in a language and a style appropriate to all. At other times it is not. Teachers do not plan for the needs of all the different abilities within the class, and in particular they miss opportunities for setting work that will challenge the higher attaining pupils. Displays in corridors are good, and encourage the interest of pupils. In some classrooms, display is poorly presented. The length of the lessons is just right, and even when pupils arrive late, a fair amount of work can be covered in the available time. Homework is often used to support learning, but teachers do not insist that it is always completed, and to a high enough standard. There is a commitment to the use of information technology in the subject, as when pupils use the Internet to find out how the earth's plates have moved over the years.

7. Progress made since the last inspection is generally satisfactory. The quality of teaching is still satisfactory overall, and many lessons have some good features. Attainment as measured by GCSE results remains broadly in line with other boys' schools.

Information and communications technology

1. The school has reorganised its plan for teaching information and communications technology (ICT) as a response to the previous inspection. Pupils have a carousel of computer lessons in Years 7 and 8, but no specific teaching of computer skills in Year 9. In Years 10 and 11, pupils can opt for a short course GCSE in ICT or a modular certificate course. These programmes are organised by the head of ICT. The management of ICT across the curriculum is the responsibility of a senior manager who has been in post and planning the cross-curricular approach since May 1999.
2. Standards of attainment at the end of Key Stages 3 and 4 are below national expectations. The attainment of lower attaining pupils in the presentation of their work is good. They log on with their passwords successfully and use a variety of software: spreadsheets, databases, word processing and desktop publishing. The attainment of the higher attainers is below expectations, because the content of the work is not challenging enough. Their skills in using computer software, for example databases, remain at a very basic level.
3. Progress at Key Stage 3 in the development of skills is satisfactory. Pupils benefit from well planned modules set in an everyday context, for example the tuck shop module that considers the use of spreadsheets in business. Pupils also learn to use word processing, databases and desktop publishing. Unfortunately the split of teaching into three blocks of seven weeks over each of Years 7 and 8, fragments the lessons and slows progress. A lack of specialist computer teaching in Year 9 and little systematic work using computers across the subjects, compounds this situation. In the gaps in teaching between blocks, pupils' skills diminish and often require re-teaching at the start of the next module.
4. Progress during Key Stage 4 is unsatisfactory. The development of computer skills is satisfactorily maintained in the examination classes in this subject, but pupils continue to have few opportunities to apply their skills in a wider way across the range of subjects. Some subjects are failing to meet their statutory requirement to deliver the appropriate teaching of ICT.

5. Attitudes and behaviour in ICT are consistently good. Pupils concentrate well and learn to take responsibility for their work. Pupils learn to solve their own problems and generally work independently, although they are not afraid to ask for help when necessary. Relationships and personal development are good. Pupils behave well and treat each other pleasantly in the many opportunities which exist for working in groups and pairs.
6. The quality of teaching in specialist ICT is consistently good or better. The teachers are enthusiastic in their approach and develop pupils' confidence. The teaching of ICT across the curriculum, in those subjects where it is found, is satisfactory. Teaching is well planned to develop pupils' skills incrementally, but cannot overcome the discontinuity caused by the regular breaks in learning. Whole class teaching is difficult because the school lacks the equipment to aid the teaching of a new concept to a large group. The resources are well used. Expectations of work and behaviour are made clear and lessons run smoothly having a positive impact on pupils' learning. The procedures for assessment are straightforward and good, in line with school policy and enabling the recording of progress to take place. Homework is set when necessary and consolidates learning. It is purposeful, and often focuses on research, as preparation for the next lesson.
7. The previous inspection raised issues about the shortage of equipment, which the school has resolved with the help of donations from local companies and the use of government funding. There is now greater use of computers in the school and very flexible use in the learning resource area, which is an improvement on the previous inspection findings. There is a lack of regular technician support. Standards of attainment have improved, although the application of ICT across the subjects is still patchy. Levels of competence are still low at the end of Key Stages 3 and 4.

Modern foreign languages

1. In the French GCSE examinations in 1999, the proportion of pupils gaining the higher grades A*-C was well below the national average. It was, however, a substantial increase on the figures of previous years, as was the proportion of grades A. Many more boys are entered for this examination than is the norm nationally. The proportion gaining grades A*-G was slightly above the national average. In Urdu, the proportion gaining the higher grades A*-C at GCSE in 1999 was very high, as it has been in almost every year recently, with a third of these grades at A*.
2. At the end of Key Stage 4, in work observed, attainment in French was well below expectations. Pupils have a very limited range of vocabulary and many of the basic words, including simple numbers, are not known. Standards of attainment are well below average across all four language skills. In groups of higher attaining pupils the more passive skills of listening and reading are average, but the more active skills of speaking and writing are weak. Many pupils speak French with poor accents and are unable to construct sentences correctly in either oral or written form. These pupils have suffered from an inconsistent quality of teaching in the past, and this has affected their attainment.
3. At the end of Key Stage 3, standards of attainment in current work in French are below national expectations. These pupils have benefited from a more consistent quality of teaching, and as a result achieve standards which are closer to national expectations for

pupils at the age of 14. In some groups, pupils speak French with an authentic accent and their listening skills are well developed, as a result of hearing French spoken constantly at near normal speed, either by the teacher or on recordings. The group of higher attaining pupils in Year 9 achieve standards which are average for their age and have a good knowledge of grammar.

4. Progress during Key Stages 3 is satisfactory. Pupils' progress during Key Stage 4 is now also satisfactory. Progress in lessons can be swift, when teachers plan their lessons well and maintain a brisk pace. Only slow progress is achieved when the teaching methods are unsuitable for the pupils, or unsatisfactory lesson planning engenders a slow pace and a lack of variety in activities and resources. Over time, progress is slower than in lessons, because old material is not always carefully revised or the practice in, for example, writing is insubstantial. Generally, pupils identified as having special educational needs make satisfactory progress. However, the higher attaining pupils are not always sufficiently challenged by consolidation and practice at an appropriate level.
5. Pupils' attitudes to learning are good, especially when they are engaged in interesting and stimulating activities. They are eager to answer the teacher's questions and join in the repetition of French phrases. In the modest amount of pair and group work available, pupils work well together, help and support each other. They are ready to ask questions to further their learning. They consult dictionaries and use the written guides on the walls without prompting from the teacher. They use the tape recorder independently for individual practice. When classroom control is less firm, pupils are slow to settle to their work. There is some inattention in the gaps between activities when the pupils are not fully occupied. However, generally pupils are well behaved, obedient and polite. They do not always take good care of their work and the manner in which it is presented.
6. The quality of teaching in French is satisfactory at both key stages. It is never less than satisfactory and in nearly half the lessons it is good or better. Teachers generally know the language they teach well, and one of the teachers is a native speaker. For the most part, teachers use the foreign language extensively in the classroom, but at Key Stage 4, French is not widely used. In the best lessons, teachers expect high levels of accuracy in pronunciation and grammar, and pitch the content of the lesson at a challenging level. They create very good and productive relationships within the classroom and classroom control is apparently effortless. In the lessons which are only satisfactory, the resources and activities are less stimulating. The teachers do not structure the lesson carefully enough and the pace is slow. Generally homework is not used extensively to consolidate and extend learning, and it is not always marked rigorously. Uncorrected mistakes in grammar notes and lists of vocabulary lead to inaccurate learning by pupils. In the one Urdu lesson observed, the quality of teaching was very good. The teacher used Urdu extensively, but switched to English when appropriate, to extend his pupils' knowledge of English vocabulary. He analysed the individual needs of pupils very well and ensured that the content and level of challenge in the lessons suited each member of the group.
7. The department is managed very well, with good long term planning linked to the aims of the school as a whole. The head of department monitors all aspects of the subject very carefully. There is a good scheme for appraising the work of the teaching staff. The procedures for the assessment of pupils' progress are particularly strong. Regular, formal tests are marked carefully in accordance with the National Curriculum or examination guidelines. The results of the tests are used to set appropriate targets for individual pupils. The curriculum is enriched by visits to France.

8. Since the last inspection standards of attainment in the classroom have risen and the quality of teaching has improved substantially. All the unsatisfactory and poor teaching has been eliminated and the quality of pupils' learning has improved considerably.

Music

1. In 1999, five out of nine candidates in music gained A* to C grades at GCSE. In 1998, five out of ten gained similar grades. No candidate gained an A* grade in either year and none achieved lower than grade F. Results are slightly below the national average at the higher grades, although the low number of candidates makes national comparisons insecure. Generally pupils perform better in music than in their other subjects at GCSE.
2. Attainment at the age of 14 is below average. A small number of higher attaining pupils compose and perform with flair. However, pupils do not gain a thorough working knowledge of the elements of music prescribed in the National Curriculum, and their knowledge of basic theory is insecure. Performing includes whole-class performances of varied examples of world music, such as the Cuban 'salsa' observed during the inspection. The eventual performance was rhythmic and accurate and was lent particular excitement by the skilful improvising of two drummers. Higher attaining pupils do not realise their full potential in these tasks because they have to wait for others to catch up.
3. Standards of attainment in work observed at the age of 16 are below average. Standards of composing are raised by pupils' good skills of improvisation. Higher attaining pupils compose extended and well-structured pieces in consistent styles. They exploit the characteristics of the instruments for which they write, and most have a good sense of harmony and texture. Attainment in performing is at least in line with pupils' abilities. Some pupils make good use of computers when composing. However, pupils' knowledge of composers and musical styles is well below average, and they have limited skills in analysing music.
4. Progress at Key Stage 3 is unsatisfactory, because pupils are taught music for only two thirds of each year, which prevents the continuous development of skills and understanding and restricts coverage of the National Curriculum. Higher attaining pupils make good progress in composing and performing, but consolidate inadequately their knowledge of the music they hear and the musical theory they encounter. Pupils made satisfactory progress in Year 7 when composing in small groups. They control instruments well and use dynamics expressively. In Year 8, progress was unsatisfactory when pupils attempted to perform rhythm and melodic fragments in samba style as a whole class, because too long was spent on the task. Pupils with special educational needs cope satisfactorily in all practical activities.
5. Most pupils make satisfactory progress through Key Stage 4. Some pupils begin Year 10 with well-developed practical skills, but few have any depth of musical or theoretical knowledge. Pupils' rate of progress depends on their personal motivation and some lower attaining pupils make progress which is high. All pupils have the benefit of much individual attention, and each is encouraged to make best use of his musical strengths.
6. Many pupils enjoy music and are attracted by the interesting nature of the topics. Most pupils work conscientiously and sustain a good pace. However, a minority in each class at Key Stage 3 finds it difficult to sustain concentration. The weaknesses in their behaviour limits everyone's progress in the majority of lessons. At Key Stage 4, pupils are very dedicated and

conscientious. They show great staying power when composing or practising their performances. Standards of collaboration between pupils are high, and they enjoy each other's performances. Enthusiastic pupils at both key stages continue working individually or in small groups at lunch time on projects begun in class.

7. Teaching is unsatisfactory at Key Stage 3. The teacher brings a wide range of performing skills to bear, derived from a previous career as a professional musician. He has a deep knowledge of many kinds of music from different eras and countries. The teacher treats the pupils with respect and values their achievements. Lessons are very carefully prepared, but, at Key Stage 3, the planning does not take sufficient account of pupils' varying needs. For example, the pace set in the preparation for performances by the whole class is too slow for some pupils, while for others it is too fast. The success of lessons depends too much on pupils' levels of motivation and self control and, in general, the teacher fails to dictate the rate of learning as he should. Teaching is satisfactory at Key Stage 4, where pupils are better motivated. In neither key stage are appropriate deadlines set to ensure a good pace of working. Assessment is used effectively at Key Stage 4 to set targets for pupils. At Key Stage 3, assessment is insufficiently used to improve the effectiveness of teaching.
8. The curriculum is imaginative and gives pupils very varied musical experiences, which include the use of computers. Pupils encounter a great variety of music during Key Stage 3, ranging from the seventeenth century to the present day, and from Renaissance Europe to Africa and South America. Resources for the study of multicultural music are very good. Small ensembles perform regularly in the community, often at events which celebrate their racial identity and which provide participants with very good opportunities for social and cultural development. The department is well managed in many respects and day-to-day organisation is good.
9. The provision for music has changed very little since the previous inspection and similar strengths are apparent. The major priority, which is to improve basic classroom practice, has not been tackled successfully since it was identified at the previous inspection.

Physical education

1. The proportion of pupils gaining the higher grades A*-C in the 1999 GCSE examinations is well above the national average. All pupils gained a pass at grades A*-G. The school enjoys great success in school team games, particularly in cricket, basketball, rugby, table tennis and athletics, in which teams are successful at local and borough levels. Individuals gain success at national level in basketball and cricket.
2. Standards of attainment at the end of Key Stage 3 are above average and by the end of Key Stage 4 well above average. At Key Stage 3 for example, some pupils in Year 7 serve in table tennis with both spin and slice. In rugby, pupils in Year 9 demonstrate good knowledge and understanding in relation to recycling the ball, positioning and tactics. At Key Stage 4, pupils demonstrate good goal-keeping skills and awareness of health-related fitness issues. Pupils in the examination classes understand well the theoretical aspects of physical education.
3. Pupils make very good progress in the GCSE groups, where the quality of written and practical work is very good. Progress at Key Stages 3 and 4 is very good, both during lessons and over time. Pupils increasingly demonstrate positive attitudes towards learning and consolidate their skills and apply them into a game situation very well. Their progress is frequently due to effective interventions and questioning by the teacher and a good pace. Pupils identified as having special educational needs progress well, as the result of the high

self-esteem built up by the department and well-structured programmes of study. Pupils learning English as an additional language also progress well, as the department have arranged for them to be paired with pupils with English as a first language. Teachers also skilfully use demonstration and visual images to overcome problems of understanding language.

4. The pupils' attitudes to their learning in physical education are good. There are high levels of participation, and the pupils' relationships and rapport with each teacher are very good. Pupils collaborate very well and are very tolerant of one another. All pupils, regardless of their prior attainment, are usually well motivated. Their skills are allowed to flourish and they have a positive attitude towards physical education. There is generally a strong link between attainment and pupil involvement in extra-curricular activities. For the majority of pupils the standard of behaviour is very good. When pupils are not committed to the learning process their behaviour deteriorates, although this does not happen often.
5. The quality of teaching in physical education is very good. All teachers demonstrate good classroom management and organisation. Before the commencement of each lesson, agreed procedures are rigorously followed. This approach leads to an organised, disciplined start to each lesson. The planning for each lesson is good. Learning objectives are identified and shared with the pupils in most situations. Teaching points are always very effectively conveyed. All lessons have a good pace. Activities are usually set at an appropriate level to challenge and motivate pupils. All staff create very effective working relationships with the pupils, with feedback used to reinforce learning. Due attention is paid to health and safety issues relating to warm up and the safe use of equipment.
6. The extracurricular activity programme and links with the community are very good, with many pupils playing for local clubs. The physical education department makes significant contributions towards the school's ethos and its spiritual, moral, social and cultural policy through the outdoor education, games and extracurricular activities programme. The quality of the facilities used away from the school site has improved recently. However, time is lost from lessons when pupils have to travel to and from these facilities.
7. Since the last inspection the GCSE examination results have improved significantly. Participation in extracurricular activities has increased. An effective appraisal system has been put in place, which helps inform staff development. Pupil self-assessment and teacher assessment procedures are monitored and evaluated, and the results of assessment are used to inform planning

Religious education

1. At Key Stage 4, religious education forms part of the GCSE humanities course, together with history and geography. Results in the combined course are below the national average. The religious education component is taught at the end of the course and no lessons had taken place in Year 11 by the time of the inspection. Since the school has retained no written work from 1998/99, it is not possible to make a judgement on standards of work or provision in religious education at Key Stage 4.
2. At the end of Key Stage 3, standards in work observed and in books are well below the expectations of the Locally Agreed Syllabus. The written work of some higher attaining pupils is substantial and complete, but that from middle and lower attaining pupils lacks depth and is often incomplete. Most pupils recall some facts about the topics they have studied, but explain

what they know in only the briefest terms. Many are confused about the characteristics of the different religions studied. Pupils show poor skills in discussion, and this reduces their ability to progress beyond the merely factual aspects of religion. They are unable to evaluate evidence about religious and moral issues and learn 'from' religion, which is an important part of the course. For example, pupils in Year 9 had little to offer when discussing the symbolism of 'the five Ks', which are of fundamental importance in Sikhism.

3. While pupils make satisfactory progress within the majority of individual lessons at Key Stage 3, progress overall is poor. The reasons for this are the low allocation of time in Year 7 and Year 9, and the lack of specialist teaching. Provision for pupils with special educational needs is inadequate. Little work is adapted to match their abilities and they make poor progress. In Year 7, pupils carry out a survey of the religions represented within their tutor group, and they write brief details from the creation stories in the world's major religions, but with inadequate time to develop secure understanding. They gain useful information about places of worship, and consolidate their knowledge of a Christian church by a carefully planned visit to Waltham Abbey. In Year 8, they write about holy books and show some understanding of the significance of these in different religions. Pupils' understanding of 'pilgrimage' in Year 8 was developed well by hearing three graphic accounts of visits to Mecca by Muslim classmates. In another lesson, a topic about a Christian pilgrimage to Lourdes failed to enlighten pupils, because the video commentary was too advanced and its messages were inadequately explained by the teacher. In Year 9 there is some evaluation of moral issues related to suffering and evil, for example, in relation to the "Holocaust". Pupils learn about the contribution of 'special people', such as Martin Luther King and Mother Theresa, and their impact on religion and society. Opportunities for research are very limited and these skills remain underdeveloped.
4. Pupils almost always behave well in lessons. In Year 7, they busied themselves cheerfully when designing and making models of stained glass windows. They shared resources efficiently and were keen to achieve a good standard. In Year 8, pupils' levels of concentration reflected the varied quality of teaching. When hearing about the pilgrimage to Mecca, they were attentive and appreciative. However, in the poorly taught lesson about a pilgrimage to Lourdes, pupils continued to behave well but became bored and unmotivated, and few volunteered to answer questions. There is some resistance to formal religious education lessons in Year 9. Fortunately, when a class's initial response was unsatisfactory, the pupils responded to the teacher's firm discipline and carried out a writing task conscientiously. An important reason for low levels of interest is the department's lack of religious artefacts to stimulate pupils.
5. While teachers generally manage classes well and prepare lessons conscientiously, the overall standard of teaching is unsatisfactory. The teachers lack specialist knowledge and they contribute few personal insights to bring the lessons to life. They are largely unaware of the skills which are developed through religious education, and pupils are not sufficiently encouraged to reflect on their own moral or spiritual beliefs and those of others. The assessment of pupils' work is inadequate: most is merely acknowledged with a tick. There is rarely any advice to extend pupils' understanding.
6. Religious education is carefully organised on a day-to-day basis, but the overall management of the subject is poor and its development has been neglected. There is no development plan. The head of humanities is a comparatively recent appointment and has been chiefly concerned with developing history and geography. Development has been further delayed by the failure to secure a specialist teacher for religious education. The schemes of work provide a good range of topics, but the limited time available restricts the depth at which they can be studied. The schemes of work have not yet been adapted to reflect the requirements of the revised Waltham

Forest Agreed Syllabus. Insufficient use is made of the diversity of religions represented amongst the pupils, a valuable and easily available resource. Computers are not used in religious education.

7. Pupils' attainment and progress in religious education at Key Stage 3 are similar to those reported at the previous inspection and standards of teaching are broadly similar. Pupils' standards of knowledge, writing and discussion continue to be inadequate. The time available for teaching religious education remains below that envisaged in the locally Agreed Syllabus at Key Stage 3, and well below at Key Stage 4. Pupils study a more appropriately balanced programme of moral, ethical and religious topics than previously in the GCSE humanities course. However, the component of religious education remains inadequate to fulfil statutory requirements. The continued lack of status of religious education within humanities has prevented standards from being higher than they are at present.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

191. The team consisted of eleven inspectors who spent 43 inspection days in the school. During the week 130 lessons were seen. Inspectors also inspected most registration and tutorial periods and observed a number of assemblies. All full time and all available part-time teachers were seen teaching at least once and most were seen on several occasions. In addition extracurricular activities were visited. Thirty-four planned discussions were held with teachers, the Chair and other representatives of the governing body, with non-teaching staff and with outside agencies. Inspectors looked at the written work of many pupils in class. All the work of a representative sample of six students from each year group was inspected. Planned discussions were held with these pupils and informal discussions with many more. A large amount of documentation supplied by the school was examined before and during the inspection. The Registered Inspector and the Lay Inspector held a meeting attended by seven parents and the team considered 90 responses from parents to a questionnaire about their opinions of the school. These are published as part of the report.

DATA AND INDICATORS

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 – Y11	597	16	152	219

Teachers and classes

Qualified teachers (Y7 – Y11)

Total number of qualified teachers (full-time equivalent):	36.7
Number of pupils per qualified teacher:	16.3

Education support staff (Y7 – Y11)

Total number of education support staff:	10
Total aggregate hours worked each week:	216.5

Percentage of time teachers spend in contact with classes: 73

Average teaching group size:

KS3	21.2
KS4	20

Financial data

Financial year:	1998/99
	£
Total Income	1654704
Total Expenditure	1627670
Expenditure per pupil	2740
Balance brought forward from previous year	18900
Balance carried forward to next year	45934

PARENTAL SURVEY

Number of questionnaires sent out: 597
 Number of questionnaires returned: 90

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	26.1	59.1	5.7	8.0	1.1
I would find it easy to approach the school with questions or problems to do with my child(ren)	38.6	54.5	3.4	2.3	1.1
The school handles complaints from parents well	11.8	64.7	18.8	4.7	
The school gives me a clear understanding of what is taught	23.3	58.1	11.6	5.8	1.2
The school keeps me well informed about my child(ren)'s progress	28.7	55.2	9.2	4.6	2.3
The school enables my child(ren) to achieve a good standard of work	31.4	52.3	9.3	7.0	-
The school encourages children to get involved in more than just their daily lessons	36.0	53.5	9.3	1.2	-
I am satisfied with the work that my child(ren) is/are expected to do at home	17.4	58.1	11.6	11.6	1.2
The school's values and attitudes have a positive effect on my child(ren)	27.6	59.8	11.5	1.1	-
The school achieves high standards of good behaviour	32.9	55.3	9.4	2.4	-
My child(ren) like(s) school	40.9	54.5	4.5	-	-