

ADDENDUM

OFSTED INSPECTION REPORT

The Alderman Quilley School

URN 116425: Inspection number 193122

The following additions to the report concern management at the school prior to September 2001.

1. It is stated in the report (paragraph 41) that prize-giving evenings are poorly attended. This is inaccurate. Whilst some did not accept invitations to attend, prize-giving evenings were well supported by parents.
2. It is stated in the report that no monitoring of teaching was taking place (paragraph 42). This is inaccurate. Some monitoring of teaching was taking place.
3. It is stated in the report that too little had been done to prepare for the introduction of the national strategies for literacy and numeracy (paragraph 42). Nevertheless, preparations were similar to those in most schools.
4. It is stated in the report that arrangements for performance management were put in place by the new headteacher (paragraph 43). It should be noted that discussions of a draft policy for performance management took place in the school during the second half of 2000, with a view to its subsequent introduction.
5. It is stated in the report (paragraph 44) that there have been significant weaknesses in the management of special educational needs. Special educational needs had been identified as a priority for improvement prior to September 2001.
6. It is stated in the report that provision for religious education had suffered from long-term staffing difficulties until September 2001, when it was relaunched (paragraph 118). Steps had been taken to improve provision for religious education and prepare for its relaunch prior to September 2001.
7. It is stated that pupils were entered for GCSE Drama for the first time in 2001 (paragraph 122). This is accurate in the context of the current provision for teaching drama. In earlier years, pupils were generally entered for GCSE Expressive Arts, but a number were entered for Drama in years prior to 2000.
8. There is a typographical error in the table of responses to the parental questionnaire (page 30). The figure for the percentage replying 'tend to agree' to the statement 'my child likes school' should have been 61 (not 39).

These points do not affect the inspection judgements as reported, but they clarify the situation at the school in the years prior to the inspection visit.

INSPECTION REPORT

ALDERMAN QUILLEY SCHOOL

Eastleigh

LEA area: Hampshire

Unique reference number: 116425

Headteacher: Mrs S Ryder-Morgan

Reporting inspector: Mr J Bald
17932

Dates of inspection: 15 – 18 April 2002

Inspection number: 193122

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 to 16
Gender of pupils:	Mixed
School address:	Cherbourg Road Eastleigh Hampshire
Postcode:	SO50 5EL
Telephone number:	023 8061 2330
Fax number:	023 8061 8100
Appropriate authority:	The governing body
Name of chair of governors:	Mr S Lemon
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17932	John Bald	Registered inspector	English as an additional language	The school's results and pupils' achievements
			Special educational needs	How well are the pupils taught? How well is the school led and managed?
9472	John Edmond	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
19528	Roland Portsmouth	Team inspector	Mathematics	
2200	Jim Stirrup	Team inspector	English	
1249	Joe Edge	Team inspector	Science	
8501	Paul Hartwright	Team inspector	Design and technology	
			Information and communication technology	
8139	Barbara Johnstone	Team inspector	Music	
15075	Bryan Goodman-Stephens	Team inspector	Modern foreign languages	How good are the curriculum and other opportunities offered to pupils?
30743	Neil Cowell	Team inspector	Geography	
13122	Stephanie Matthews	Team inspector	History	
			Race equality and inclusion	
1510	Sheila Browning	Team inspector	Art and design	
23030	Caroline Runyard	Team inspector	Physical education	
27662	Elizabeth Schofield	Team inspector	Religious education	

The inspection contractor was:

Open Book Inspections
6 East Point
High Street
Seal
Sevenoaks
Kent
TN15 OEG

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12 - 15
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15 - 16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16 - 19
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19 - 20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20 - 21
HOW WELL IS THE SCHOOL LED AND MANAGED?	21 - 23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23 - 25
PART C: SCHOOL DATA AND INDICATORS	26 - 30
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31 - 52

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Alderman Quilley School is a small comprehensive school for boys and girls aged 11 to 16. It has 663 pupils, with slightly more boys than girls. Well over nine-tenths of pupils are white, and roughly one pupil in twenty is from a minority ethnic background. Most of these pupils speak English as an additional language, but none is in the early stages of learning English. Standards reached by pupils joining the school are well below average, and boys have exceptionally low standards in English. An above average proportion of pupils have special educational needs. An average proportion have statements of special educational need, including a very small minority with serious behavioural difficulties. The social and economic circumstances of the school are below average. The school has recently had problems with staffing in some subjects.

HOW GOOD THE SCHOOL IS

Because of very recent improvements, Alderman Quilley School is providing satisfactory education. However, it needs to improve its work further. Standards at GCSE are low, and pupils should be achieving more than they do. Over half of the teaching is good or better, but there is too little pace and challenge in the remainder. Leadership and management are now effective. However, the cost per pupil is well above average, and value for money is not yet satisfactory.

What the school does well

- The headteacher and deputy headteacher are taking effective action to improve the school.
- Teaching is good or better in over half of the lessons.
- There is a good inclusive atmosphere, with good relationships and personal care for pupils.
- There is good achievement in design and technology and physical education.
- There is good provision for learning outside the classroom and for sport.
- Teachers work well as a team, and are committed to raising standards.

What could be improved

- Standards need to be improved, particularly at GCSE.
- Significant aspects of teaching need to be improved.
- Opportunities for learning need to be improved, particularly in Years 10 and 11
- Learning and progress are not tracked closely enough, and there are too few targets for pupils.
- Some older pupils do not attend all of their lessons, and a very small minority behave poorly.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. At that time, standards and opportunities for learning required some improvement, but other aspects of the school's work were good. There has been no improvement on this position. Standards at GCSE have not kept pace with the improvement seen in most schools, and the school has not developed suitable vocational courses for its older pupils. Learning has been disrupted by the poor behaviour of a small number of pupils. Until the September before the inspection, the school had not begun to introduce modern management techniques. However, the school is now improving at a satisfactory rate. The newly-appointed headteacher, with the deputy headteacher, has

identified weaknesses in standards, teaching and the curriculum, and has begun to take effective action to improve them. The amount of poor behaviour has begun to fall. Progress in some subjects is being held back by staffing difficulties, but in all other respects the school is well placed to tackle its weaknesses and move forward.

STANDARDS

The table shows the standards achieved at the end of Year 11 based on average point scores in GCSE examinations.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
GCSE examinations	D	D	D	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Results in GCSE examinations have not risen in line with national trends. In subjects where teaching is consistently good, such as design and technology and physical education, pupils reach average standards, and standards are above average in some subjects taken by a minority of pupils. Standards in Year 11 during the inspection were below average overall, but well below average in music and religious education. In some subjects, standards have been affected by poor attendance and staff shortages. Overall, standards in Year 11 need to be improved.

Results in national tests in Year 9 in 2001 were below average in English, and well below average in mathematics and science. The standard of work during the inspection was slightly better in mathematics, but similar to test results in science and English. Standards during the inspection in other subjects were below average, except for physical education and art and design, where pupils reached average standards, and in music, where standards were well below average. The results in national tests have followed national trends since the last inspection, but fell in 2001. Standards in Year 9 have been affected by staffing difficulties, but most pupils could achieve more than they do.

Standards in literacy, and particularly in writing, are affecting achievement across the school, particularly among boys. The achievements of pupils with special educational needs are satisfactory, but could be improved, particularly in writing and spelling. The achievements of pupils with English as an additional language are satisfactory, but gifted and talented pupils reach their potential in only a minority of subjects. Targets for improvement in Year 11 are very demanding, but there are too few targets for earlier years, or for specific groups of pupils. The school plans to introduce these soon.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils have good attitudes, but a small minority do not.
Behaviour, in and out of classrooms	Satisfactory. Most behaviour is good, and becomes very good in response to the best teaching, but there are lapses in some classes.
Personal development and relationships	Good. All pupils, including those with behavioural difficulties, make friends and develop good relationships as they move through the school.
Attendance	Average overall, but poor in Years 10 and 11 during the inspection.

Most pupils are willing to accept responsibility, and the school council is well organised. The school works hard to avoid having to exclude pupils, but the poor behaviour of a few is still affecting their own and others' learning. Racial harmony is very good.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11
Quality of teaching	Satisfactory	Satisfactory

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

In over half of the lessons, teaching is good, and in a fifth it is very good or excellent. Teachers in these lessons plan interesting work that engages pupils' interest and helps them develop concentration. In the best lessons, teachers know their subject to a very high standard, inspire pupils and accelerate their progress. There is a significant amount of this outstanding teaching in design and technology, modern foreign languages, physical education, history and English. In most other lessons, teaching is satisfactory, but the pace and challenge of work need to be improved. There is more unsatisfactory teaching than in most schools, chiefly in geography, science and music. The weaknesses in science and geography teaching were beginning to be tackled effectively during the inspection, but more needs to be done to ensure satisfactory teaching in music.

Throughout the school, teaching is satisfactory in English and mathematics, but unsatisfactory in science. Across the school, reading and writing skills are taught well only in a minority of subjects, including history and design and technology. There is little teaching of number work outside mathematics lessons. The school's provision for both subjects needs to be improved.

Across the school, learning depends strongly on the quality of teaching in each lesson, and suffers when teaching is less than good. Learning has also been affected by staff shortages in some subjects, which have contributed to high absence rates in some classes in Years 10 and 11. Overall, the school's teaching is not meeting the needs of all pupils as well as it should, and needs to be improved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. Provision for literacy and numeracy is not effective, and there are too few vocational courses in Years 10 and 11.
Provision for pupils with special educational needs	Satisfactory overall. Good for pupils with behavioural difficulties, but some inconsistency in provision for pupils with literacy problems.
Provision for pupils with English as an additional language	Satisfactory. These pupils are fully included in the school's work, and receive good additional support and guidance. Their overall learning is similar to that of other pupils in their classes.
Provision for pupils' personal, spiritual, moral, social and cultural development	Satisfactory overall, with good provision for social development. Provision for spiritual, moral, and cultural development has good features, particularly for including all pupils in the work of the school, but is not planned and carried out consistently enough.
How well the school cares for its pupils	Good for pupils' protection and welfare. Not enough guidance and targets for improving their work.

The school has lost the confidence of many parents in recent years. It is working hard to rebuild this, but has not yet succeeded. A significant number of parents do not support their children effectively.

There are good opportunities for learning outside the classroom, and for sports. Some aspects of the National Curriculum for information and communication technology are not taught in enough detail. There is no religious education for pupils in Year 11, and no daily act of collective worship. However, assemblies are good, and at best excellent. Some teachers do not mark registers properly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Very effective from headteacher and deputy headteacher, but there are still some weaknesses in managing departments. Development planning is now good.
How well the governors fulfil their responsibilities	Satisfactory. The governors have a clear view of the school's strengths and weaknesses, and work effectively to bring about improvement.
The school's evaluation of its performance	Very good. The school has based its development planning on very clear identification of its strengths and weaknesses.
The strategic use of resources	Satisfactory. Funds are suitably allocated to educational priorities. There is good use of the building outside school hours.

The school has recently improved its staffing, but is still not fully staffed in all subjects. Resources for learning and accommodation are adequate.

The school is introducing modern management systems, and now has a clear idea of what it needs to do to improve. Development planning has very good emphasis on creating a culture of achievement involving all pupils, and on raising standards. New appointments are made very carefully, and there are good arrangements to support teachers joining the school. The school obtains value for money in its spending, but is not yet providing the best possible value in its services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is approachable• It expects pupils to achieve well.• Children like school.	<ul style="list-style-type: none">• Behaviour.• Homework.• Information for parents.• Co-operation with parents.

Inspectors agreed that the school was approachable, and that children enjoyed school, but found that pupils were not always expected to achieve as much as they should. Parents' concerns about behaviour were borne out in part, though behaviour was improving, and was satisfactory overall. The school agrees that homework is not satisfactory at present, and has plans to improve it. Inspectors do not agree with concerns about information for parents and co-operation with them, though gaps in provision for pupils with special educational needs have only recently been addressed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most pupils join the school with well below average standards. Boys start with slightly lower standards than girls overall, but in 2001, boys' standards in English were exceptionally low, and well below the average reached in the lowest five per cent of schools nationally. A small but significant minority of pupils have had poor attendance records in primary school, and some pupils in Year 7 at the time of the inspection had serious behavioural difficulties. At the same time, some pupils join with above average standards from their primary schools. As a result of this very broad range of abilities and learning needs, the school faces substantially greater problems than most with a similar proportion of pupils entitled to free school meals.
2. Nevertheless, standards in pupils' work, and the results of national tests and examinations, are lower than they should be. In subjects where pupils are consistently well taught, notably in design and technology and physical education, they respond by working hard, and their classwork and GCSE results approach and sometimes exceed national average levels. In subjects where teaching fosters good relationships, but where work is set at a level that does not demand enough of the pupils, most notably in science and geography, the same pupils achieve less. The most recent results from national tests in Year 9, for example, are below average in English, but well below average in science and mathematics, even though pupils' skills on joining the school are weaker in English than in other subjects. Standards in several subjects, notably modern foreign languages, music and art and design, have been affected by staffing shortages, which had only partly been made up by the time of the inspection. Nevertheless, overall standards at GCSE have not kept pace with the improvement seen nationally, and analysis of results by the headteacher and deputy headteacher has confirmed that standards need to be raised.
3. Standards in literacy are below average throughout the school, and well below average in writing, where pupils use a limited range of vocabulary and sentence structures, and often have difficulty in organising their work. A small number of pupils with special educational needs are several years behind expected standards in writing, and particularly in spelling. Few pupils are still in the early stages of learning to read, but most average and lower-attaining pupils are unable to detect meaning that is not stated explicitly in the text. Most make relevant and constructive contributions to discussions, but more extended speaking skills are rare, and many find it difficult to use technical vocabulary. These weaknesses affect standards in all subjects in which pupils write, and they limit the effectiveness of good teaching in raising standards, particularly in history, but also in the written aspects of physical education. The school has attempted to tackle them by teaching boys and girls in separate groups, and by a range of learning clubs, but its approach is not yet carried through into all lessons where pupils use reading and writing.
4. Pupils have adequate skills in number work. Higher-attaining pupils can carry out complex calculations, and benefit from the statistics course at GCSE, and pupils with special educational needs make good progress in arithmetic. The number work of pupils with statements of special educational needs is well set out and shows good progress. However, there is too little use and development of number skills across the school, even in subjects such as science, where it can make a clear contribution to high standards. The use of computers to promote learning is satisfactory in mathematics, and good in the library. Most teachers, though, do not have easy access

to computers in the normal course of their teaching, and information and communication technology (ICT) is not making the contribution to learning that it should.

5. Boys are achieving less than girls, particularly at GCSE. This partly reflects the lower standards of boys joining the school, but also the weaknesses in boys' writing. This is a particular problem at GCSE, where some boys do not complete their coursework properly, and where there is poor attendance for some subjects, including English. The school has tried a number of strategies to tackle this problem, but none has yet made a significant impact. The achievements of pupils with English as an additional language are similar, overall, to those of other pupils in the school, and they are well represented among the higher-attaining pupils. Few of these pupils have difficulties with basic English. The school helps them to take GCSE in their first languages, though it does not have facilities to teach these.
6. Gifted and talented pupils do well in some subjects, such as history, design and technology and physical education, but they do not achieve as much as they should across the school. The overall achievement of pupils with special educational needs is satisfactory, but the quality of their learning varies too much. Almost all pupils with behavioural difficulties make good progress towards their targets. There is evidence that the very poor behaviour of some pupils had affected standards in the recent past, but the school has taken effective steps to deal with this, and the scale of the problem had been very much reduced by the time of the inspection. Progress in literacy and numeracy is satisfactory, and benefits from close support from teaching assistants, but achievement in writing is much more limited, as additional support is not related closely enough to the writing pupils do in class.
7. Standards are well below average in science in Year 9, as teachers do not match work effectively to the range of learning needs in each class. The very broad range of standards in science in each class makes this very difficult, as lower-attaining pupils do not have the skills needed to tackle advanced work. Standards in music range from well below average to very low, due to current weaknesses in teaching and earlier gaps in provision. Standards in religious education in Year 11 are very low as the subject is not taught after Year 10, though this will soon be rectified. In art and design, standards are below average in Year 11, but have improved rapidly to reach average levels in Year 9 due to very recent improvements in teaching. Good and often very good teaching is also beginning to raise standards in history. In GCSE drama, physical education and English literature, which are taken by relatively small numbers of pupils, standards are above average.
8. The school's targets for raising standards at GCSE are very demanding, but are not backed up by targets for all groups of pupils in earlier year groups. There is too little use of the National Curriculum provisions, particularly of the level descriptions, to raise standards in all subjects from year to year, and this is reflected in lessons which are pitched at too low a level for some pupils. The task of raising standards is made more difficult by the failure of a significant proportion of parents to support their children's education, and by the unsettled lives of some pupils outside school. However, the school needs to work more effectively to raise standards among all groups of pupils, and this is, rightly, the first priority in the school improvement plan.

Pupils' attitudes, values and personal development

9. Pupils' attitudes are satisfactory overall, with many strong features. Most pupils enjoy school and respond well to a strong and clear lead from their teacher, for example in design technology lessons and when given opportunities for reflection in assemblies.

They take a pride in their work, when they know they have achieved well, but there are significant amounts of uncompleted or poorly presented work in science and geography. Many pupils take part in the wide range of extra-curricular activities, notably the sports and homework clubs. At the time of the last inspection, pupils' attitudes were good. A significant number of parents were concerned that attitudes had deteriorated considerably, and were seriously affecting learning. One incident during the four days of the inspection was sufficiently serious to spoil learning in a lesson, and misbehaviour affected learning in several music lessons. The school's records and inspection evidence showed, on the other hand, that behaviour is now improving, and most pupils' attitudes are good or better.

10. Behaviour during the inspection was at least satisfactory in nine out of ten lessons, and good or very good in two-thirds. Pupils respond very well to very good teaching, often working very hard, for example to overcome literacy difficulties that are preventing them from making progress in history. The proportion of pupils who are inclined to misbehave is very small, and these pupils also learn effectively when they are well taught. They are, however, inclined to take advantage of teachers whose class management is weak. Pupils behave sensibly when arriving at and leaving school and moving between lessons and when queuing for dinner. Most pupils honour the school's trust in them to behave sensibly in classrooms outside lesson time. The working atmosphere outside lessons is particularly good in extra-curricular clubs and in design and technology. Pupils respect property, but drop too much litter.
11. Exclusions at the time of the last inspection were about average. The number of fixed-term exclusions has halved and is now below average. Those excluded are re-integrated unobtrusively after a short period and few are excluded more than once. There are very few permanent exclusions and this sanction is used only for very serious breaches of discipline, usually those that place other pupils at risk. The school maintains proper records of exclusions, and they are reported to the governors when exclusion exceeds four days. The school has introduced very sensible measures for keeping those at risk of exclusion in school. This represents a significant improvement in arrangements for the inclusion of all pupils since the last inspection.
12. As at the time of the last inspection, relationships are almost always open and friendly. Pupils are willing to learn, and work well in groups. The school deals quickly with most of the small amount of bullying that occurs. Respect for others' feelings, values and beliefs is usually good, and most pupils are sensitive to the needs of others, especially those with special educational needs. There was no evidence of racism during the inspection, and the isolated sexist comment, on girls' performance in physical education, was not tolerated. Pupils form good relationships with teachers, but a minority are quick to take advantage of teachers whose class management is weak. This can disrupt learning. Pupils are civil and friendly to visitors.
13. Pupils are generally willing to accept responsibility for their learning and will help around the school when asked. A minority, however, are reluctant to take responsibility, and ignore attempts to improve attendance. The school provides a very wide range of opportunities for pupils in Year 11 to take on responsibility round the school and they respond enthusiastically and effectively. However, apart from joining the school council, younger pupils are not given enough responsibilities. When they are encouraged to give of themselves, for example in raising money for Guide Dogs for the Blind, all pupils react with real enthusiasm.
14. Attendance is unsatisfactory overall. It was very high at the last inspection and punctuality was generally good. It has remained consistently above the national average over the last three years with unauthorised absence broadly in line with the

average. However, on a sample day during the inspection one in five pupils in Years 10 and 11 was absent. Gaps in pupils' coursework showed that this poor attendance has been having a negative effect on standards in English and art and design, especially where pupils are not entered for an examination. Punctuality is satisfactory, but a small number of pupils are frequently late.

HOW WELL ARE PUPILS TAUGHT?

15. Strengths in teaching significantly outweigh its weaknesses. However, the quality of teaching in individual lessons is not fully reflected in learning across the school, because of weaknesses in the teaching of basic skills in literacy, numeracy and ICT. Teaching during the inspection was good in over half of the lessons observed, including a fifth in which teaching was very good. One excellent lesson was seen. The good and better teaching is a key strength of the school, and often involves long hours spent in preparation and in providing pupils with additional coaching and support outside lessons. This teaching is based on very good knowledge and understanding of the subject, careful planning and timing of the work pupils are given to do, and very good relationships and management. Teaching of high quality was most often seen in design and technology and German, but there was also a significant proportion in physical education, art and design, history and English. Where good and better teaching is established over time, examination results tend to be better than those in other subjects. The strengths in art and design and history, however, are too recent to have produced this outcome.
16. Teaching in most other lessons was satisfactory. In these lessons, teachers plan suitable work that enables all pupils to make reasonable progress, sustain good relationships, and ensure a satisfactory pace of work. This produces satisfactory learning within the lesson itself, but work is not consistently planned to teach what pupils most need to learn, to make an impact on the underlying weaknesses in most pupils' basic skills. In most lessons where the teaching is satisfactory, the needs of the highest-attaining and lowest-attaining pupils are not effectively addressed. Unsatisfactory teaching took place in one lesson in ten, almost all of it in Years 7 to 9, and in science, geography and music. The cause of most unsatisfactory teaching was a weakness in matching work to the range of learning needs in the classes, most often those of higher-attaining pupils, but in science also of those with special educational needs. Teachers began to improve on this teaching following feedback during the inspection, although the very wide range of standards and learning needs in science made adjustments particularly difficult. In music there were additional weaknesses in communication and in managing classes that led to patchy learning and, at times, to unsatisfactory relationships. Improving this teaching is a more difficult task.
17. The new national strategies for teaching in Years 7 to 9 have been introduced, but are effective in only a minority of lessons. Most teachers introduce specialist vocabulary, but the literacy strategy has not been adapted sufficiently to meet the particular pattern of weaknesses among the pupils in spelling, reading and writing. The effects of the numeracy strategy were rarely seen outside mathematics. Chiefly because of limited access to equipment, most teachers were not making enough use of ICT, and its contribution to learning in each subject has not yet been thought through.
18. Within subjects, teaching is good in history, art and design, physical education and design and technology throughout the school. In religious education, teaching is good in Years 7 to 9, and satisfactory in Year 10, where a new course is being introduced. Teaching during the inspection was good, with very good features, in modern foreign languages. However, this included outstanding work from a university lecturer acting as a supply teacher, and was not typical of the teaching pupils had received during the

year, much of which had been unsatisfactory. Since the inspection, the school has engaged this teacher's services on a part-time basis. Teaching in the personal, social and health education programme is good. Teaching is satisfactory overall in English, drama, mathematics and ICT. It is unsatisfactory in science and music, and in geography in Years 7 to 9. In addition to unsatisfactory teaching in lessons, there was further evidence of unsatisfactory teaching in all three subjects in pupils' work, particularly where work was not finished. Marking across the school is satisfactory, but teachers do not ensure that pupils use the marking to improve their work. Analysis of homework records shows that much is not set when it should be, and the school is taking steps to improve this situation.

19. The strengths and weaknesses in teaching are reflected to a very similar degree in the learning of all groups of pupils, including those with English as an additional language, gifted and talented pupils, and pupils with special educational needs. In all cases, the benefits of good or very good teaching in some lessons or subjects are diminished by teaching elsewhere that does not stretch them fully. In Years 10 and 11, learning is further held back by poor attendance in some groups, caused partly by a lack of motivation following poor teaching. There was some interference to learning during the inspection from poor behaviour, but this was confined to one class in Year 7.
20. There is a very strong sense of teamwork among teachers that puts them in a good position to improve teaching. This was beginning to happen during the inspection, where an injection of good teaching in art and design, religious education and modern foreign languages was making an immediate impact on learning, even where pupils' work showed that previous provision had been unsatisfactory. The headteacher and deputy headteacher have clear understanding of the strengths and weaknesses in teaching, and are putting in place the structures necessary to ensure that it is good or better across the school.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

21. The curriculum is not meeting the needs of pupils to a satisfactory standard. The school has introduced the national strategies for literacy and numeracy in Years 7 to 9, but they are not yet used consistently enough in teaching to have an impact on the low standards of pupils joining the school. Some aspects of the National Curriculum for ICT are not covered in sufficient detail, and there are significant weaknesses in provision for modern foreign languages, both in the allocation of time and in deciding which pupils should study which foreign language. Gifted and talented pupils are identified in some subjects but not in others, and there is no systematic programme to ensure that they learn all they should. For example, there is no accelerated course in information and communication technology, and no pupils have the opportunity to study more than one foreign language. There are very few vocational courses for pupils in Years 10 and 11, and no religious education is provided for Year 11. The school has made suitable plans to tackle these issues, but the time scale for some developments needs to be speeded up. In some subjects, notably modern foreign languages, music and art and design, the range of learning opportunities has been restricted by staffing difficulties beyond the school's control. This problem had been only partly resolved at the time of the inspection.
22. The grouping of pupils does not contribute consistently to learning. The very broad range of abilities and learning needs in some groups, particularly in science, makes it difficult for the teacher to provide effectively for all of the pupils. The effect of this is compounded by planning which focuses too much on the needs of the average pupil in the class. Attempts to raise the standards reached by boys in English by single-sex

teaching groups have produced no significant benefit in four years, and the system has not been kept under effective review. Across the school, there is no systematic planning to tackle pupils' additional weaknesses in speaking and listening, particularly in more formal situations. On the other hand, provision for pupils with special educational needs is now satisfactory overall. Work in most lessons, particularly mathematics and English, is matched to their learning needs, they have effective support from teaching assistants, and there is a good range of learning clubs before and after school. Where additional guidance and provision are needed to meet the needs of pupils with English as an additional language, they are of good quality, although these pupils' learning suffers from the same inconsistencies in provision as that of other pupils. The school makes effective provision for the inclusion of all pupils in its work, and particularly for those who have behavioural difficulties. The effect of a small minority's behaviour on the learning of others has been reduced, but not yet eliminated.

23. Teaching time has been increased since the last inspection, and is now adequate. There are six lessons of 50 minutes each in the school day, which has reduced the movement around the school highlighted in the last report, and allows sufficient time for most subjects. The fifteen-minute tutorial period at the start of each day is not, however, used effectively. Assemblies are of good quality, and at best make an inspirational contribution to the values of the school. However, the legal requirement for a daily act of collective worship is not met.
24. There is a good programme of personal and social education which includes sex education, health issues, education against drug abuse and careers. The schemes of work are comprehensive, resources are good, and the course is effectively taught throughout the school by heads of year. Work on the nature and causes of racism was particularly good during the inspection, and pupils from minority ethnic backgrounds contributed effectively in lessons. Plans and resources for the teaching of citizenship in September 2002 are well advanced. Individual advice to pupils on options and careers is good. The resources in the careers library are satisfactory, and accessible to pupils. All pupils take part in a two week vocational placement in Year 10, organised by Trident, which gives them good first hand experiences of the world of work.
25. The school has developed a good range of learning opportunities outside lessons, and these are making an increasingly effective contribution to learning. There are particular strengths in English, art and design, design technology, modern foreign languages, music and physical education. Activities are very varied, ranging from a pre-school reading club, homework clubs and GCSE revision groups to preparation for public performances, sports activities, local field trips, visits to France and Germany and a summer school. There are currently no extra-curricular activities in science. The school is developing strategies to ensure that all pupils are involved in one or more extra-curricular activity, and some clubs, such as the boys' reading club, are effectively targeted on the learning needs of specific pupils.

Personal development

26. The school makes satisfactory provision overall for pupils' personal development. There is a strong school ethos of respect for pupils and adults. The school aims to 'create a caring environment where pupils are secure and in which their educational, moral, physical and spiritual welfare will be encouraged to develop'. These values are firmly embedded in its day-to-day life. However, provision to develop them systematically across the school is not planned in sufficient detail, and is included in the school improvement plan.

27. The spiritual development of pupils has improved since the last inspection, and is satisfactory. Assemblies are seen as affirming all that the school stands for. There are twice-weekly assemblies for all pupils, one focused on news, the other on reflection. The reflective assemblies are of very high quality, and provide good opportunities for pupils to contemplate what they may do and what they may become. At best, these assemblies are inspiring for the pupils. History, geography, art and religious education give effective, planned opportunities for pupils' spiritual development. There is no planned provision for spiritual development in most other subjects, but there is a spiritual dimension in the poetry of William Blake and in First World War poets explored by pupils.
28. Provision for moral development is satisfactory and has good features. It is promoted well through the personal, social and health education programme, academic tutoring and assemblies, which place strong emphasis on individual responsibility. The school behaviour policy is satisfactory, and currently being reviewed. Teachers give a strong lead in encouraging sound relationships and in distinguishing right from wrong behaviour. Where relevant, moral issues are discussed in lessons, and there is good coverage of the moral issues raised by racism and prejudice in religious education. English, geography, history and art also contribute well to moral education.
29. The social development of pupils is good overall, particularly in modern languages, history, geography, religious education, and physical education. Good, collaborative work is seen in modern foreign languages, science, art, history, English, mathematics and geography. The school places great value on trips and external experiences as a way of developing social skills and appreciating other cultures. There are more trips and visits than at the last inspection, including theatre trips. Pupils have the opportunity to take on responsibilities such as school council, librarianship, paired reading and in the two school drama productions a year. Pupils work hard for charities, and have a strong link with Guide Dogs for the Blind. The school has raised a substantial amount towards a dog called 'Quilley', and this charity strengthens links with the community, as some families train guide dogs. Many extra-curricular sports activities are offered and pupils in physical education lessons are quick to support and recognise the achievements of those with learning difficulties.
30. Provision for cultural development has been developed since the last inspection, and is satisfactory. English, modern foreign languages, history, geography, religious education and physical education provide good opportunities for cultural development. There are good opportunities for pupils to learn about other cultures in religious education and in food technology, but too few in other subjects. Two foreign visits, to France and Germany, are well established and are strongly embedded in modern foreign language schemes of work. In English, pupils have good opportunities to develop an understanding of their literary inheritance by reading and exploring twentieth century poetry, plays and novels, as well as the works of Shakespeare. Pupils also read poetry and stories from other cultures and traditions. While the school is unable to make provision for dance at present, drama makes a satisfactory contribution to cultural development, and there is a good three-way link in drama involving a school in Dubai and Bedales in Petersfield.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. At the time of the last inspection the school had a high reputation amongst parents for the quality of its care and guidance. However, despite good assessment procedures in some subjects, its strategies for achieving academic targets were not rigorous enough. This position has not changed significantly. The school has continued to provide generally good personal support to pupils, but at times staff turnover has reduced the

planned continuity of care for some year groups. Good systems for assessing and tracking progress are still in place in only a few departments.

32. The child protection policy and procedures are very detailed and helpful. All teaching staff have received training, including those new this term. Liaison with outside agencies is satisfactory. The school has addressed weaknesses in health and safety identified during the last inspection, but its current arrangements need some improvement. The procedures are reviewed regularly and a senior member of staff has overall responsibility for health and safety. Risks have been assessed in the science, physical education and design and technology departments, but not fully in some others, and arrangements to inspect the school site need to be put on a more formal basis. Proper playground supervision and medical arrangements are in force, but there is too much litter, some of it potentially dangerous, and there are too few trained first-aiders. The school has not done enough to reduce vehicle speeds or restrict access to its site, especially when pupils are arriving at or leaving school. The school is currently making arrangements to improve the testing of electrical appliances and fire extinguishers, but there are none in the main hall. Some pupils' washrooms and lavatories are unhygienic and are insufficiently stocked with soap and other essential items. The head teacher and safety officer have been advised of a number of health and safety issues, most of them relatively minor, and have begun to take suitable action.
33. Arrangements to promote good attendance are less effective than at the time of the last inspection and need considerable improvement. Registers at the beginning of the inspection were not being properly marked, and some teachers were slow to take action once this was pointed out. The attendance of a significant number of older pupils has been poor in some of their lessons, and the school has only recently begun to take action to deal with this. The policy and procedures for monitoring and promoting good behaviour are generally very effective with all but a very small minority of pupils. Pupils see them as fair, and there is an effective system of small rewards that builds motivation and relationships. The immense effort pastoral staff take to help individuals improve their behaviour and to support those with personal problems, together with the involvement of parents at all stages, makes a strong contribution to the school's success in this area.
34. Racial harmony is effectively promoted, and bullying is usually speedily dealt with. Pupils feel safe, and know they can turn to staff or pupil counsellors for support, and that breaches will be taken up. There is a letterbox for pupils to report bullying, and formal records of bullying and racial incidents are kept and reported to the governors. The quality of personal support from tutors is generally high, though tutorial periods are not always well used and sometimes consist of little more than marking the register.
35. Overall procedures for monitoring and supporting pupils' personal development are well developed with an effective personal, health and social education programme, backed up by some high quality assemblies and individual counselling. The school council communicates the views of pupils in all years effectively, and staff value its contribution. The school provides extensive opportunities for Year 11 pupils to take responsibility, notably the team system, but does not do enough to give responsibility to other year groups.
36. Arrangements for assessing pupils' progress are very good in design and technology and modern foreign languages, and good in English, history and religious education. Across the school, however, substantial improvement is needed in the quality of assessment and in its use in planning work. In science, music and geography, weaknesses in using information from assessment are a significant factor in

unsatisfactory teaching, and in most subjects too little account is taken of information on pupils' difficulties with literacy. The assessment of pupils with special educational needs has been improved recently and is satisfactory, with good information for parents whose children have statements of special educational need. This assessment also takes good account of pupils' views. Teaching assistants are effectively involved in this work, and have pupils' targets in mind when providing support, but targets are not consistently used when planning lessons. While the analysis of assessment information by senior management is good, it has not taken full account of the very weak standards reached by boys in literacy in their primary schools. As a result, the introduction of the National Literacy Strategy in Years 7 to 9 has not been focused closely enough on the needs of the lowest-attaining pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The number of parents attending the pre-inspection meeting and completing the parents' questionnaire was small, but many were seriously concerned about the quality of education in the school. They were particularly worried about inadequate homework, poor behaviour, not being kept well informed about progress and the school not working closely with parents. A small number of parents were particularly concerned at consultation over special educational needs. Only a very small number of replies to the questionnaire criticised the management of the school or the quality of the teaching. Most parents feel comfortable about approaching the school and recognise that the school expects their child to work hard. They acknowledge that their child likes school. The findings of the inspection bear out the concerns of parents on homework and, to a limited extent, on behaviour. However, inspectors found that the overall quality of information for parents was good, and that the information they saw related to special educational needs was satisfactory. The inspection team shared the view expressed in the last inspection report that parents were encouraged to visit the school and were made to feel welcome.
38. Parents receive informative newsletters every half term, and both the prospectus and the governors' report to parents are readable publications that meet statutory requirements. There is an appropriate number of formal meetings for parents in each year group and parents are encouraged to make informal contact at any time. The school provides a good support booklet on GCSE revision and useful suggestions on how to help with homework. However, too few parents attend parent evenings and workshops designed to provide information on what is taught. In some cases, the response has been so low that workshops have been stopped. More parents attend career-related meetings, but even meetings to decide on pupils' option choices are not fully attended. The school does not yet use questionnaires to consult parents.
39. Pupils' reports were clear and informative at the time of the last inspection. Since then they have been improved, and they make good provision for target setting and comments from pupils, as well as reporting on effort, strengths and weaknesses. The best comments are detailed and informative, but in some subject reports, science for example, too little is said about standards. Reports provide for comment by parents, but many parents do not return the slip. Parents of younger pupils receive useful interim reports and a National Record of Achievement is sent to parents of pupils at the end of Year 11. Parents of pupils with statements of special educational need and of those with individual education plans are fully involved in the reviews of their children's progress.
40. Over a third of parents responding to the questionnaire said that there were too few activities outside lessons. Inspectors found that the school has a good range of sporting and learning support provision, much of it targeted to pupils who most need it.

As at the time of the last inspection, a significant number of parents are not providing their children with the support they need in their education. Many still do not sign the contact book and attach a low priority to the home-school agreement. A smaller number do not ensure that their child attends school regularly and on time.

41. Parents are invited to a range of social and cultural events, including prize-giving, but very few attend. A very small number of parents works voluntarily in the school. On the other hand discos run by The Friends of Alderman Quilley School are well attended and these raise considerable funds for the pupils' benefit.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. Management and leadership at the time of the last inspection were good, but management arrangements immediately prior to the arrival of the present headteacher had not kept up with modern developments. There was no monitoring of teaching, and the school had taken no steps to introduce performance management. Development planning lacked a clear focus on raising standards, and too little had been done to prepare for the introduction of the national strategies for literacy and numeracy, despite clear indications of weak basic skills among pupils joining the school. The governors were not meeting all of their legal requirements, for example to track the progress of pupils on the register of special educational needs, and did not have close enough links with the school.
43. Since the appointment of the new headteacher in September 2001, the school has addressed these weaknesses systematically and effectively. Arrangements for performance management were put in place, and monitoring of teaching began during the half-term prior to the inspection. This is beginning to identify strengths and weaknesses, and is very good in modern foreign languages, although observations in most departments need a closer focus on points for improvement, and clearer targets. With the deputy headteacher, the headteacher has analysed strengths and weaknesses in the school's performance, and has improved the quality of development planning. The draft school improvement plan has good emphasis on the creation of a climate of achievement for all pupils in order to raise standards. This is an effective working document, prepared after consulting all staff and the governors. It covers almost all of the weaknesses identified during the inspection, although some weaknesses, such as the very low standards reached by boys in writing, need greater priority, and some aspects of the timetable need to be speeded up.
44. The contribution to management of other key staff is satisfactory overall. The deputy headteacher, who has completed the national qualification for headteachers, contributes very well to the analysis of progress, and to the care of pupils, particularly those with behavioural difficulties. There is good leadership and management of personal support to pupils by heads of year, and roughly half of the departments are well managed, with some outstanding management in design and technology and, in very difficult staffing circumstances, in modern foreign languages. There have, however, been significant weaknesses in the management of special educational needs, science, art and design and religious education. Steps to put this right have been very effective in the last two subjects, and new management arrangements for special educational needs and science will be in place by September. Weak management in these areas has, however, had an effect on learning and on standards that was still felt at the time of the inspection.
45. The headteacher has introduced good arrangements for the professional development of staff, contributing both to their careers, and to the needs of the school. A very effective management training programme has been set up for the deputy co-ordinator

for special educational needs, and there are suitable arrangements to link training to performance management and to the school improvement plan. Teachers joining the school, whether as newly-qualified teachers, part-time teachers or heads of department, are given very good support from colleagues and senior managers. During the inspection, for example, there was an immediate improvement in standards in art and design following the arrival of a new head of department in the previous week. These arrangements are helping to foster a strong sense of teamwork among the staff, and at the same time enable the headteacher and deputy headteacher to identify and improve departments that have weaknesses. Overall, the management and leadership of the school are now satisfactory, and improving rapidly.

46. The school makes good use of information handling systems to analyse results and its performance, often asking searching questions that go beyond the surface features of the data. The governors have made recent changes to their organisation that have brought them into closer contact with departments, and have begun to monitor the progress of pupils with special educational needs effectively. They have a good working relationship with the headteacher, and good understanding of the strengths and weaknesses of the school. Overall, their contribution to leadership and management is now satisfactory. The headteacher and governors monitor finance closely, and the school is allocating funds effectively to meet its priorities, for example to improvement arrangements for pupils whose behaviour is still poor, and to finance extra-curricular clubs targeted at particular groups of pupils. Nevertheless, the cost per pupil is substantially higher than in most schools. While there is evidence that value for money is improving, for example through the trend of reduction in poor behaviour and the improvements in art and design and religious education, it is still not satisfactory.
47. The school has a core of experienced and well-qualified teachers who have worked hard to sustain effective education despite considerable recent staff shortages. By the time of the inspection, the headteacher had been able to make a considerable impact on these. However, the school was still trying to fill a long-standing vacancy in modern foreign languages, and was having to make elaborate arrangements to provide the National Curriculum in music. These were not fully effective, and staffing remains unsatisfactory. Teaching assistants are well qualified and experienced, and have good specialist skills in areas such as behavioural development.
48. Resources for learning are satisfactory overall, and good for English and geography, but there are not enough resources for science or for music. Some shortages in resources for art and design are being quickly made good. The library is used well, and has good books for history and geography and good computing facilities. There are, however, too few books to support learning in several subjects, including mathematics, ICT and modern foreign languages. The two computer suites provide satisfactory resources for ICT, but otherwise teachers have too little access to computers to support learning.
49. Accommodation is adequate, but is cramped for some subjects, including mathematics, drama and indoor physical education, though the school has good plans for a new sports hall. The buildings do not provide sufficient access for people with disabilities. Teachers in most subjects create a good learning climate through displays of work, and the art studio has been transformed by the new head of department into an attractive and effective working environment. The school makes good use of its accommodation before and after school hours, with arrangements which include a breakfast club. Access to classrooms outside lessons is particularly effective in promoting good standards and hard work in design and technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. Since her arrival in the September prior to the inspection, the headteacher has worked closely and effectively with the deputy headteacher to identify and tackle significant weaknesses in the work of the school, including the management of departments where this has been weak. The governors have also begun to make a sound contribution to improvement. The headteacher and governors should press ahead with the process of improvement they have started, and should pay particular attention to the following points in their action plan:

- (1) Raise standards, particularly at GCSE, by:
 - focusing teaching clearly on identified strengths and weaknesses in pupils work;
 - setting realistic and demanding targets for all pupils, and monitoring progress towards them;
 - improving pupils' basic skills in literacy, numeracy, and speaking.
(Paragraphs 1-3, 15-17, 21, 53-6, 67, 84-7)

- (2) Improve teaching, by:
 - planning engaging and challenging learning tasks for pupils in all subjects;
 - improving the pace of work and the management of time in lessons where these are weak;
 - focusing monitoring on teaching and subjects that most need to be improved.
 - (Paragraphs 7, 15-18, 54-6, 67-8, 83, 86, 105, 107-110)

- (3) Improve the use of assessment, by:
 - tracking pupils' progress against National Curriculum level descriptions and GCSE requirements in all subjects;
 - identifying gifted and talented pupils systematically, and tracking their progress;
 - making more consistent use of targets for pupils with special educational needs in planning lessons.
(Paragraphs 6-8, 31, 36, 52, 63, 68, 83, 89)

- (4) Improve the quality and range of learning opportunities, by:
 - developing suitable provision for vocational education in Years 10 and 11;
 - improving the range of ICT skills, and the use of computers to support learning;
 - ensuring that all statutory requirements are fully met.
(Paragraphs 1-3, 17, 18, 21-2, 42-3, 54-6, 58, 118)

- (5) Improve behaviour and attendance, by:
 - preventing the poor behaviour of a very small minority of pupils from interfering with learning;
 - ensuring that all registers are accurately and properly completed;
 - ensuring that all pupils are fully involved in their work and have a sense of achievement.
(Paragraphs 5, 14, 19, 51, 74)

Additional points to be addressed in the action plan.

- Extend opportunities for pupils to learn about cultures other than their own.
(Paragraph 30)
- Provision for first aid needs to be organised more effectively.
(Paragraph 32)
- The buildings do not provide sufficient access for people with disabilities.
(Paragraph 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	138
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	28	48	48	14	0	0
Percentage	1	20	35	35	10	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11
Number of pupils on the school's roll	663
Number of full-time pupils known to be eligible for free school meals	96

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	144

English as an additional language	No of pupils
Number of pupils with English as an additional language	29

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	7.0
National comparative data	8.1

Unauthorised absence

	%
School data	1.0
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3 (Year 9)

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2001	67	69	136

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	28	33	33
	Girls	39	37	37
	Total	67	70	70
Percentage of pupils at NC level 5 or above	School	50 (57)	52 (61)	52 (54)
	National	64 (63)	66 (65)	34 (39)
Percentage of pupils at NC level 6 or above	School	22 (23)	28 (34)	19 (23)
	National	31 (28)	43 (42)	34 (36)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	24	32	32
	Girls	40	39	35
	Total	64	71	67
Percentage of pupils at NC level 5 or above	School	48 (52)	53 (68)	51 (60)
	National	65 (64)	68 (66)	64 (62)
Percentage of pupils at NC level 6 or above	School	14 (25)	27 (27)	22 (25)
	National	31 (31)	42 (39)	33 (29)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 4 (Year 11)

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
		2001	65	53

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	19	63	65
	Girls	19	49	52
	Total	38	112	117
Percentage of pupils achieving the standard specified	School	32 (35)	95 (96)	99 (98)
	National	48 (47)	91 (91)	96 (96)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	School	32 (32.1)
	National	39 (38.4)

Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	0
	National	n/a

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	9
Pakistani	0
Bangladeshi	3
Chinese	2
White	648
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	18	2
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	40
Number of pupils per qualified teacher	16.6

Education support staff: Y7 – Y11

Total number of education support staff	11
Total aggregate hours worked per week	292

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	71
---	----

Average teaching group size: Y7 – Y11

Key Stage 3	25.5
Key Stage 4	21.3

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
----------------	-----------

	£
Total income	1,794,335
Total expenditure	1,776,930
Expenditure per pupil	2,807
Balance brought forward from previous year	31,432
Balance carried forward to next year	48,837

Recruitment of teachers

Number of teachers who left the school during the last two years	12
Number of teachers appointed to the school during the last two years	12

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	663
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	17	39	12	8	2
My child is making good progress in school.	20	56	17	5	2
Behaviour in the school is good.	16	48	19	11	6
My child gets the right amount of work to do at home.	9	39	34	17	0
The teaching is good.	8	68	19	0	6
I am kept well informed about how my child is getting on.	22	45	25	8	0
I would feel comfortable about approaching the school with questions or a problem.	38	42	11	3	6
The school expects my child to work hard and achieve his or her best.	42	38	14	3	3
The school works closely with parents.	16	50	20	8	6
The school is well led and managed.	11	53	9	5	22
The school is helping my child become mature and responsible.	21	53	11	10	5
The school provides an interesting range of activities outside lessons.	17	35	22	13	13

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

Overall, the quality of provision for English is **satisfactory**.

Strengths

- Teaching is satisfactory, and often good.
- The curriculum is imaginative, with good opportunities for learning outside lessons.
- Pupils have good opportunities to write for different purposes and audiences.
- Assessment, recording and targets for pupils are used effectively.

Areas for improvement

- Standards need to be raised further, particularly in basic skills.
- The National Literacy Strategy needs to be used more consistently.
- Pupils do not have enough opportunities to re-draft and review their writing.
- Older pupils need to improve their attendance and GCSE coursework.

51. GCSE English language results over the past three years have been consistently well below average. Approximately a third of pupils achieved an A* - C Grade in 2001. Results, particularly among boys, are affected by high rates of absence, which prevent some pupils from completing coursework. GCSE English literature results are generally above average, though only the top two classes are entered. Standards in Year 9 are below average, and just over half of the pupils reach the standard expected nationally. Analysis of work, in Years 9 and 10 showed additional weaknesses in spelling and writing among average and lower-attaining pupils. Overall, the standard of work seen during the inspection was in line with test and examination results.
52. Pupils with special educational needs make similar progress to other pupils, and benefit from clubs after school devoted to issues such as spelling. Gifted and talented pupils are identified, but are not challenged sufficiently in some lessons, and are achieving less than they should. The standards reached by pupils with English as an additional language range from below to well above average, and are similar, overall, to those reached by other pupils. Throughout the school, girls tend to do better than boys. The school has tried to tackle this problem through single-sex teaching groups, but this approach has not had an impact on standards.
53. Pupils join the school with well below average standards in English. Overall, achievement in the department is similar to that achieved in most schools with this starting point, but standards could still be higher if pupils in Years 7 to 9 developed their reading and writing skills more consistently, and if attendance and coursework could be improved in Years 10 and 11. There has been some improvement in standards at GCSE since the last inspection, but more is needed.
54. Speaking and listening skills are weak throughout the school, although a minority of higher-attaining pupils communicate well. Whilst most pupils converse well with their friends, many lack the ability to speak in a formal situation. Their contributions to discussions are usually relevant, but very brief. They find it difficult to organise their thoughts, to use appropriate vocabulary, or to express their ideas in clear, extended sentences.
55. Most pupils in Years 7 to 9 have satisfactory technical reading skills, and can read a range of texts with some expression and fluency. However, many lack the more advanced skills which they need to understand and interpret the books and plays they

read. Despite the attractive library, many pupils read only at school, although a number of higher-attaining pupils regularly visit local public libraries and buy their own books. Most higher-attaining pupils respond well to the challenging texts read in GCSE English language and literature, and develop sound critical and analytical reading skills. Many pupils in Years 10 and 11, however, find it difficult to appreciate the writers' use of language to create character, setting and atmosphere. They also find it difficult to understand subtlety in humour, or meaning that is not spelled out in the text. Across the school, reading skills are not systematically developed, and this is holding back achievement – in history, for example, some older pupils cannot read source material accurately.

56. By Year 9, most higher-attaining pupils can produce good extended pieces of written work, with few or no mistakes. Most average and lower-attaining pupils find it difficult to write at length and in detail, and much work contains basic errors in grammar and spelling. The quality of written work in Years 10 and 11 is greatly influenced by the amount of time that pupils are willing to invest outside lessons. A minority of higher-attaining pupils produce good coursework. They plan their work well and re-draft it over time in order to improve it. These pupils make a good personal response to questions. They have good knowledge of the underlying issues and concepts in the plays and novels they read, and support their answers with well-selected examples and quotations. Most average and lower attaining pupils understand plot and character, but engage in too much storytelling and fail to explore those ideas and issues which will gain them extra marks. Writing in history makes a good contribution to learning, but the design of written work in other subjects is not effectively planned. Too much work is left unfinished in some subjects.
57. The quality of teaching is satisfactory overall, and it is often good in individual lessons. All teachers have personal enthusiasm for the work, and have clear aims for each lesson. Where the teaching is good or better, these are pitched at a challenging level for all pupils, and supported by high expectations and a good pace of work. Teachers in these lessons explain work clearly and challenge pupils' first thoughts, encouraging them to speak and write in detail and at length. They use praise well, raising pupils' confidence and helping them establish positive attitudes towards learning.
58. In most lessons, teachers use good questioning skills to extend pupils' knowledge and to assess their understanding. They use timed targets to sustain pace, although the pace of some lessons needs to be improved. Most learning tasks take account of the range of pupils' needs, but all pupils in mixed ability classes are generally given the same work. Pupils plan their work, but do not have enough time to develop their understanding of content, style and sentence structure through re-drafting. This also inhibits their attention to detail and their use of imaginative and descriptive language. In two fifths of lessons, learning could have been significantly improved if teachers had taken a more demanding and challenging approach to pupils' efforts. The learning of a significant minority of pupils is held back by their reluctance to make an active contribution to the work. Teachers mark work well, but pupils do not use marking to correct their own mistakes. The teaching of literacy skills in English is not co-ordinated closely enough with the teaching of reading and writing in other subjects.
59. Leadership and management of the English department are satisfactory, and have good features. The department provides pupils with an imaginative range of learning opportunities, particularly in Years 7 to 9, and there are well-designed opportunities for pupils to take part in academic clubs to help raise standards. These include additional time for higher-attaining groups, a breakfast club, a boys' reading club and a drop-in club for pupils in Years 10 and 11. There are frequent visits from poets, authors and theatre groups. The department uses good assessment and recording procedures to

identify targets for improvement and to track progress over time. Relationships between all members of the department are good, and there is a clear commitment to improvement.

MATHEMATICS

Overall, the quality of provision in mathematics is **satisfactory**.

Strengths

- Teachers work well as a team and support each other.
- Relationships between teachers and pupils are good.
- The department is led with energy and enthusiasm.

Areas for improvement

- Examination and test results in Year 9 and at GCSE need improvement.
- Assessment needs to be used more effectively to raise standards.
- Some pupils need to rely less heavily on calculators.

60. Under half of the pupils joining the school in Year 7 had reached the expected standard in national tests in their primary schools in 2001. Standards in national tests in Year 9 and at GCSE are also well below average. Girls achieve more than boys, to a greater degree than nationally. The department is aware of this, but has not yet taken effective steps to tackle the problem. Higher-attaining pupils take statistics at GCSE as part of the extension programme for the gifted and talented pupils. Almost all of these pupils gained good grades in 2001. The learning of pupils with special educational needs is satisfactory in lessons, with effective support from teaching assistants. Pupils with statements of special educational need receive particularly well-focused work, and their learning and progress are good. The proportion of pupils achieving a graded result in mathematics at GCSE is above average, and this aspect of the department's work is an important contribution to provision for inclusion. There has been a fall in standards in Year 9 since the last inspection, but the department has adapted well to the needs of different groups of pupils, and overall improvement since the last inspection has been satisfactory.
61. By the end of Year 9, pupils have adequate understanding of number, but many lower attaining pupils use a calculator when mental skills would be adequate. All pupils' skills in using and applying mathematics are under-developed, and action on this forms part of the departmental development plan. Higher-attaining pupils can solve equations involving a range of operations. They can analyse and interpret data by using scattergraphs, and make decisions on correlation. They can manipulate expressions with numbers in standard form. The highest-attaining pupils understand and use Pythagoras' rule, and work confidently with numbers in standard index form. Average attaining pupils can solve linear equations and calculate areas of plane shapes. Lower attaining pupils know and use the properties of angles and can solve questions involving angles in triangles.
62. Pupils' skills in number work remain adequate in Year 11. Lower-attaining pupils can recognise number patterns and solve questions using fractions, decimals and percentages. Average-attaining pupils calculate probabilities of one and two events occurring and solve linear equations. The relatively small number of higher-attaining pupils can solve problems involving non right-angled triangles using different techniques. They can analyse data and use standard deviation to make conclusions and comparisons. They can solve simultaneous and quadratic equations algebraically

and graphically. However, some pupils continue to rely too much on calculators, and work with graphs is hindered by poor presentation.

63. Teaching is satisfactory overall, and good in a third of lessons. Teachers understand the subject and plan lessons well. They manage classes soundly and foster good relationships. This has developed a supportive atmosphere in which pupils are secure and confident of being able to do well. Most have good attitudes to the subject, particularly when they are well taught, and work well in groups. These factors contribute to the consistency of learning, but pupils do not always understand the importance of presenting work well. Better lessons start well, with either a numeracy starter or a brief review of previous work. These lessons are divided into short sections that contain exposition, reinforcement, development and consolidation. This approach sustains concentration and pace throughout the lesson. In most lessons, however, there is no formal reference to National Curriculum levels or GCSE when teachers share learning aims with pupils, and this limits the expectations of both pupils and teachers. The presentation of work on the whiteboard and overhead projector could be improved to set pupils a better example in presentation.
64. Pupils' work is regularly marked. This marking is encouraging but does too little to point the way forward, extend learning or reinforce understanding. Assessment during lessons checks progress, and teachers respond to pupils' misunderstandings by either individual assistance or whole class discussion. Teachers do not, however, use analysis of results of formal assessments to plan future teaching, and this leads to some lack of focus on points of weakness. Annual reports to parents provide good information and challenging targets. Teachers take care to adapt work to meet the needs of all pupils, so that all feel included in the work of the department. The curriculum offers too few opportunities for pupils to use and apply mathematics, but lessons that did include this were effective. The department makes planned and effective use of computers.
65. Leadership is good, and has created strong mutual support among teachers, who share a desire to raise standards. The management skills of the head of department need further development, and form part of the current action plan for mathematics. Monitoring of teaching and learning has begun too recently to have an impact on standards, and the department does not make sufficient use of assessment data. On the other hand, the handbook and scheme of work contain good and helpful detail. Accommodation is adequate, with attractive displays, but somewhat cramped. This restricts the range of strategies available to teachers, though some groups of pupils can work in the large corridors. The department is short of storage space. Resources are adequate and well used, but there are too few computer facilities in classrooms.

SCIENCE

Overall, the quality of provision in science is **unsatisfactory**.

Strengths

- Teachers have good knowledge and understanding of science.
- Pupils are willing to learn.
- Most higher-attaining pupils complete their GCSE coursework effectively.

Areas for improvement

- Standards are not high enough.
- All aspects of leadership and management need improvement.
- Teaching needs to be brought closer to pupils' learning needs.
- Assessment and target setting need to be used more effectively in planning.
- There are too few resources for learning.

66. GCSE results in 2001 were significantly below average, and showed a fall from the previous year. However, every pupil in Year 11 was entered, and almost all achieved a graded result. Results in national tests in Year 9 were well below average, and also showed a fall from the previous year. Standards seen during the inspection were similar to these results, and overall achievement is too low.
67. The main reason for these low standards is that low and middle-attaining pupils leave too much work unfinished, and present work poorly. As a result, both boys and girls, have too many gaps in their knowledge and lack understanding. For example, some pupils in Year 9 had copied notes about veins and arteries, but had not finished the harder task of calculations about forces. Work submitted for GCSE coursework assessment is generally of a better standard, particularly among higher-attaining pupils, but this is not enough to make up for the shortcomings in pupils' day to day writing. Low- and middle-attaining pupils in a Year 11 class, for example, had barely touched their work on key topics such as the properties of solids. Standards have been affected in some classes by the turnover of staff, and teachers, overall, have not secured a consistent and reliable quality of work from pupils. In particular, marking of work is mostly insufficient and ineffective. Standards, teaching and the management of the department have declined since the last inspection.
68. Despite very good teaching in some individual lessons, teaching and learning are overall unsatisfactory, for all year groups. Pupils are generally willing to learn, and interested in their lessons. Teachers have good knowledge and understanding of science, and almost all lessons offer a good variety of activities. However, these are not consistently pitched at a level that enables pupils to build on what they already know, so that their overall gains in knowledge and understanding are insufficient. Planning for lessons often lacks clear specifications about what National Curriculum level, or GCSE target, is to be achieved by pupils. Pupils are not told what the targets are. Teachers lack a reference point for their assessment. Feedback is given to pupils at the end of each unit of work, but this information is too general. These oversights are a key reason that progress during Years 7, 8 and 9 is less than progress during Years 10 and 11. Only in a minority of lessons do teachers plan well enough to meet effectively the needs of all pupils in the mixed ability classes. While this task is made very difficult by the very broad range of learning needs in each class, there is a tendency to match work to the needs of average pupils. This has a serious effect on the longer term on the progress both of higher-attaining pupils, and of those with special educational needs. The control of behaviour is generally good but there are lapses by some teachers. Homework is not set consistently, and some is too easy.

69. There was no head of department at the time of the inspection, though one had been appointed to start at the beginning of the next term. Current management arrangements are unsatisfactory. Monitoring of teaching and learning is not focused closely enough on raising standards, and is not effective. Management has not been concerned with the quality of homework, with marking, or with provision for spiritual, moral, social and cultural development, all of which have been left to individual teachers. All of these areas need significant improvement. There are too few resources for learning, including too little access to computers, and some classes do not have sufficient access to laboratories. Too little has been done to ensure consistent and effective provision to meet the low levels of basic skills of many pupils, and the contribution of the subject to literacy and numeracy are unsatisfactory. Teachers have plenty of accurate data about progress in science, but the department does not use this effectively. There are too few opportunities for learning outside lessons.

ART AND DESIGN

Overall, the quality of provision in art and design is **good**.

Strengths

- The new head of department provides very good leadership and management.
- Teaching and learning are good, and sometimes very good.
- The head of department has created a positive and industrious working environment.

Areas for improvement

- Standards in Years 10 and 11 are too low.
- The use of computers needs to be developed further.
- Assessment is not yet used well enough to plan learning and to raise standards.

70. Standards are broadly average in Year 9, but below average in Year 11. They were well below average in GCSE examinations in 2001, though a high proportion of pupils gained a graded result. Girls significantly outperformed boys. No pupils were entered for GCSE in 2000, and there is no clear trend in results over time. In 2001, teachers' assessments found that standards in Year 9 were broadly average. Given the quality and quantity of work seen, these assessments were too high. However, the quality of work seen in lessons during the inspection had benefited from the very recent improvements in teaching, and was up to national average standards.
71. Pupils joining the school have reached low standards in art and design; many have weak awareness of space, combined with low literacy levels. Because of the very recent improvement, pupils are reaching appropriate standards in Year 9, but standards are still lower than they should be in Year 11. The learning of pupils with special educational needs, and those from minority ethnic backgrounds is similar to that of other pupils in their classes, but higher-attaining pupils, including those with particular talents for art and design, are not reaching their potential.
72. The department has made modest progress since the last inspection, and has suffered from staffing difficulties, which have resulted in a slight fall in standards. On the other hand, all pupils in Year 9 now study the subject, and the school has introduced a GCSE course. The new head of department, who joined the school a few days before the inspection, was making immediate improvements in teaching, learning and the curriculum.
73. In Year 7, pupils explore different mark-making techniques and confidently discuss the different marks artists such as Van Gogh, have used, and know how to 'stipple' and

'crosshatch'. They use this knowledge effectively when recreating a section from an artist's work. Work is careful and shows some progress in reducing pupils' dependence on outlining. Year 8 pupils use their knowledge and understanding of Aboriginal marks and patterns well to design symbols to represent themselves, other people and features in their life, and develop good understanding of the use of symbols in Aboriginal life. Pupils in Year 9, having watched an educational video about Pop artists, set about producing informative booklets on the work of four selected artists. They are familiar with some of the works of artists such as Warhol, Hockney, and Lichtenstein. They use the internet and books to research and select, organise and illustrate what they have learned. Using a variety of layouts and folding techniques they make creative eye-catching booklets, and gain insights into the real art world by undertaking the role of advertising agents. Until very recently, pupils had made little use of preparatory studies or sketchbooks. They are now learning to use them well to produce and develop experimental and research ideas.

74. In Year 11, pupils have too little knowledge and understanding of the basic elements of art and design, which they need to stimulate their imagination and develop creative ideas. Drawing in sketchbooks and preparatory studies is weak. Coursework lacks any systematic development, breadth and depth of study. Pupils are not practised in developing from their initial investigations to refining and improving ideas for final pieces of work. Evidence of critical studies is very limited. There has been very low attendance in some classes, so that some pupils have not completed their coursework. Girls are achieving more than the boys because they are more productive in researching and experimenting in the preparatory stages. Following very recent improvements in teaching, pupils during the inspection were beginning to make personal comments in response to research and use their sketchbooks in an individual, informative and creative way.
75. The arrival of a new teacher as head of department immediately before the inspection led to an immediate improvement in teaching and learning, which are now good, and at times very good. This is enabling pupils to address the serious gaps that have arisen in their knowledge, skills and understanding. The teacher expects pupils to work hard and to enjoy learning. She plans lessons very well, with interesting work that meets the needs of different groups of pupils. Pupils are learning to use specific terms correctly and they talk or write about artists as well as their own work. They are increasingly aware of artists from different cultures and traditions, and are beginning to use computers to support their work. The use of sketchbooks has been dramatically enhanced, and pupils are being challenged to study in greater depth. Lesson activities are open and well organised. Pupils have good opportunities and experiment, explore and gain knowledge and skills using a wide range of material and improved provision.
76. The head of department knows exactly what needs to be improved, and in a few days has transformed the art studio into a stimulating, organised environment. She has made dramatic improvements in the range of learning opportunities, and has good plans to establish effective assessment procedures. She has organised resources and is replenishing shortfalls, though at present she has too little access to computers. She has made good plans to establish visits to galleries and exhibitions. The head of department has set up an enrichment class for those wanting to take GCSE early, and the studio is open for pupils wanting to further their studies. Taken together, these improvements have greatly enhanced the department's contribution to the work of the school as a whole and to pupils' personal development.

DESIGN AND TECHNOLOGY

Overall, the quality of provision in design and technology is **very good**.

Strengths

- Leadership and management are very good.
- Pupils achieve high standards in relation to their starting points.
- Teaching is good, and often better, especially in Years 10 and 11.
- Pupils' progress is effectively assessed and tracked.
- There is excellent teamwork among the teachers.

Areas for improvement

- Accommodation needs to be refurbished.
- Some matters of health and safety need improvement.
- Some aspects of work in design need improvement.
- Provision for numeracy and ICT need further development.

77. Standards are below average in Year 9, but broadly average in Year 11. GCSE results are close to average levels, and better than those in most other subjects. Pupils enter the school with little knowledge of the skills, techniques and methods employed in technology. Standards in Year 9 show good improvement on this, though they are higher in making than in designing. Standards by the end of Year 11 represent very good achievement, as a result of consistently effective teaching throughout the school. Pupils with special educational needs and those with particular aptitude for the subject are quickly identified. Both groups receive effective extra help in order to maximise their potential. Teachers are especially conscientious in this, for example, giving up preparation time to help colleagues who have significant numbers of pupils with special educational needs in their classes.
78. Design and technology includes study of food, graphics, resistant materials, systems and control and textiles. This provides a good range of learning opportunities across the National Curriculum in Years 7 to 9, and through the option system in Years 10 and 11. By the end of Year 9, most pupils can make cam toys with very strong wood frames, although the mechanisms do not always run very smoothly. They make interesting displays with flashing light emitting diodes, key labels with names engraved on steel and highlighted by braising, and well-presented cushions with individual designs. They work well in groups to produce a wide variety of dipping sauces. However, their design sheets need to be better presented and stored safely.
79. By Year 11, pupils can make long dovetail joints giving great strength to a toy chest, and make printed circuit boards and solder complex circuits, for example, numerical display lap counters for model cars running on a double track, or a door locking mechanism with an electronic combination to activate it. They reach good standards in using electronic control systems, including programming robots, and develop particularly good stitching techniques using modern sewing machines. They learn about foods from a wide variety of ethnic backgrounds, and make well constructed, colourful graphic products displays. They make good designs for furniture, including a full-sized table. However, there is not enough detail in most of their design work, and their written work needs to be better presented. While pupils use a wide range of materials, they would benefit from more work with plastics.
80. Teachers have a wide range of knowledge and experience and plan work carefully to suit the particular group of pupils in each class. They are well aware of the need to vary activities in lessons, especially during double periods, and all teachers manage pupils very well. Teaching challenges pupils well in their practical work, but the skills of designing are not taught in the same detail. Teachers involve pupils well in assessing their own work, and give skilled feedback and encouragement. All projects are

assessed at the end of the module, but work in some lessons would have been helped if more immediate targets were presented. Marking is generally thorough, and homework is used effectively. Teachers frequently provide 'catch-up' time for pupils to continue coursework after school. They encourage independent learning and responsibility by giving pupils access to the classrooms at breaks and at lunchtimes, and are always available to provide additional personal support. Pupils respond well to this, and their good relationships with teachers contribute to learning. They are often able to develop their independence by planning their own path through a task, and in the larger classes are often helped in this by an additional adult. However, some find it difficult to sustain concentration throughout a lesson, and some pupils in Years 10 and 11 do not always meet coursework deadlines.

81. Leadership and management create cohesive teamwork and a strong sense of direction. Teachers share their skills in developing the scheme of work, and there is a good climate of continuous professional development. Teaching in all subjects encourages moral and social development and provides a good introduction to foods from other cultures. There is satisfactory provision for literacy skills, but numeracy and the use of computers need further development. Assessment procedures are used well to feed back to pupils and parents, and teachers keep a careful check on attendance.
82. Accommodation is satisfactory but much is in need of refurbishment. This constrains learning, and causes some problems with health and safety. There are too few modern facilities for food technology, too few books in the library, and the department has too little access to computers. Technicians are efficient and often provide good direct help to pupils in their work. The department has maintained the good standards achieved at the time of the last inspection, and has improved its organisation. It is a strength of the school.

GEOGRAPHY

Overall, the quality of provision in geography is **unsatisfactory**.

Strengths

- Teachers' subject knowledge is good.
- Relationships are positive.
- Teaching resources are sound.

Areas for improvement

- Standards need to be raised.
- Pupils need to work harder.
- Pupils and teachers need to raise their expectations.
- The quality of teaching in some classes requires improvement.
- Planning needs to make consistent use of the national curriculum.
- Assessment and target setting need to be improved.

83. Standards are below average at GCSE, and in Year 9. At GCSE in 2001, most of the 40 pupils entered gained a graded result, but other standards were below average, and very few pupils achieved the highest grades. Girls' and boys' achievements were similar, and standards were lower than in other subjects. Standards during the inspection reflected examination results. All groups of pupils, including those from minority ethnic backgrounds, those with English as an additional language, those with special educational needs and gifted and talented pupils, are achieving less than they should. Since the last inspection the school has not kept up with the national trend of improving standards, particularly at GCSE level, and some of the teaching is unsatisfactory because too little is expected of pupils. This represents insufficient improvement.
84. Pupils join the school with well below-average skills in geography, and progress in rectifying gaps in their knowledge and understanding is too slow. Not enough is demanded of pupils and the standards of work accepted are not high enough. Year 7 pupils studying Kenya, for example, are unsure of what physical features are. They do not understand the conventional colouring used in relief shading in their atlas. Pupils do not learn and remember earlier work. In Year 8, even higher-attaining pupils do not recall earlier work about birth rates and population density. This impedes their comparison of data on European countries. By Year 9, improvements are evident. Pupils can give examples of primary and secondary industry and use a widening range of mapping and graphical techniques. They are aware of conflicts of interest in environmental issues over oil extraction in Alaska, and know about environmental accidents like the Exxon Valdez tanker spillage.
85. In Year 10, pupils preparing for GCSE work too slowly. In one lesson, for example, they did not complete the simple task of listing human and natural causes of flooding. Some do not remember facts about the River Rhine from the previous day. Work is too often uncompleted. Year 11 pupils, approaching examination, work much harder. They show good knowledge of tectonic activity and the Richter Scale. They use terms like epicentre with understanding. Most can draw conclusions from evidence about the human consequences of the 1923 Tokyo earthquake and make comparisons with more recent quakes at Kobe and in Maharashtra.
86. Teaching in Year 11 is good. In other years, it is unsatisfactory overall, though there is satisfactory teaching in individual lessons. Unsatisfactory lessons lack pace and rigour

and pupils are not made to work hard enough. Standards accepted are too low and expectations are not high enough. Teachers, however, have good knowledge and understanding of the subject. They use questions skilfully to check understanding, and give clear explanations of key ideas, new techniques and subject vocabulary. Relationships and behaviour are good, and the department makes satisfactory use of computers. There are good resources for learning, and activities within lessons are varied. However, teachers do not make sufficient demands on pupils, particularly those capable of reaching high standards, and this is taking away most of the potential benefit to pupils of strengths in the teaching.

87. Lower-attaining pupils, including those with special educational needs, and English as an additional language learn well. Learning assistants and teachers ensure that they have access to the same curriculum as others. Learning materials prepared for the whole class are often well matched to the needs of these pupils. Regular homework is not exploited sufficiently to extend the learning of all pupils. Marking tells pupils how well they are doing and what to do to improve, but some pupils are allowed to leave work unfinished. Assessment is not used as a spur to high standards.
88. Pupils have good experience of spiritual, moral, social and cultural elements in geography. Literacy is supported by well-designed materials, but these also need to be refined to extend the learning of the most able pupils. There is too little provision for numeracy, and pupils do not have experience of a wide enough range of graphical techniques.
89. Management is not focused closely enough on raising standards, and planning does not use the full range of the National Curriculum provisions, including the level descriptions, to ensure that pupils are working at the right levels. The monitoring of teaching is not yet identifying strengths and weaknesses clearly enough to promote improvement.

HISTORY

Overall, the quality of provision in history is **good**.

Strengths

- Teaching and learning are good, and often very good.
- The department is well managed.
- Lower-attaining pupils and those with special educational needs do well.
- Provision for spiritual, moral, social and cultural development is good.
- The department makes a valuable contribution to literacy.
- Teachers are skilled in bringing the subject alive for pupils.

Areas for improvement

- Standards, including reading standards, are not yet high enough.
- Average and higher-attaining pupils need more challenge.
- More opportunities are needed for research, and for visits to historical sites.
- There is too little use of computers.
- Assessment needs to be improved further.

90. Standards are below average in Year 9 and Year 11. GCSE results improved from well below average to below average in 2001, and compared well with those in other subjects. Two pupils were awarded A grades. Work seen during the inspection indicates that standards are improving and that pupils achieve well in history despite difficulties with some aspects of literacy. This is because of the quality of teaching

within the department and the positive attitudes of pupils towards the subject. Although boys find written work more difficult, they participate well in class. Lower-attaining pupils, and pupils with special educational needs, make particularly good progress as work is well matched to their needs. Pupils with English as an additional language learn well, as do some higher-attaining pupils, though the most able need to work at high levels more consistently. Overall, however, achievement and improvement since the last inspection are good.

91. Most pupils in Year 9 understand the main developments during the Second World War. The highest-attaining pupils contribute well to discussion for example about the way in which war crimes should be dealt with in the courts. Their understanding of key issues, particularly the reliability of evidence is often good. Lower-attaining pupils understand that it is important to use a variety of sources to form conclusions about issues such as the Holocaust. Written work is often affected by poor literacy skills. Pupils show better levels of knowledge and understanding in discussion, although they often find it difficult to explain their ideas clearly. Most talk about sources of evidence with confidence, and higher-attaining pupils recognize that some sources are biased and must be treated with caution. However many find it difficult to sequence events using photographs, despite a broad knowledge of events.
92. GCSE coursework builds well on the analytical and research skills learned in Years 7 to 9. Work on Stalin and Roosevelt is often good, and pupils use computers well to improve presentation. Early in their GCSE course, pupils have a good understanding of the impact of change in the USA after World War II. They know about the women's movement and student protest, and the highest-attaining pupils understand the links between these and the civil rights movement. However, many pupils still encounter difficulty with written evidence because of their limited reading skills. In Year 11, the highest-attaining pupils have good examination technique, and most pupils are preparing for the examinations with confidence. Individual pupils show the level of skills, knowledge and understanding to reach the higher grades at GCSE. The majority achieve well because they work hard to overcome their problems with literacy, although some do not give in course work on time.
93. Teaching and learning are good, and often better. Planning sets many topics in a local context, linked to stories of real people – for example, an individual who moved to Eastleigh because of work in the railway industry. Relationships between pupils and teachers are often excellent and this promotes a high quality of learning. There is a consistent focus on improving literacy skills, though the use of historical vocabulary, the variety of tasks, and writing frames. There is a good range of activity within each lesson, with resources such as photographs, music and video which give pupils valuable insights into key events, even if their reading skills are limited. Teachers and support staff work directly with pupils in class and ensure that all participate fully.
94. However, average, as well as higher-attaining pupils could reach higher standards if more was demanded of them in every lesson. In some lessons, pupils only use textbooks or photocopied sheets, and there is not enough opportunity for individual research using a range of sources. Tasks set for homework link well with work in class and pupils are able to use computers and the library to complete it. There are, however, no computers in the classrooms. Targets are set and pupils are assessed effectively, but assessment in Year 9 is not sufficiently precise. Pupils do not at present have the opportunity to go on visits but the department is planning trips to museums in London.
95. Management is good, particularly in the development of resources, assessment procedures and new schemes of work. Careful planning and monitoring ensures that

resources and assessment procedures are being effectively used to improve standards, though this needs to be carried through more consistently into lesson planning. History makes a valuable contribution to moral and cultural understanding, for example by examining the moral issues related to the conduct of war. Above all, however, teachers show pupils that they can succeed, and enable them to do so.

INFORMATION AND COMMUNICATION TECHNOLOGY

Overall, the quality of provision in information and communication technology is **unsatisfactory**.

Strengths

- The consistent time allocation for ICT.
- Pupils' interest in the subject.

Areas for improvement

- Some aspects of the National Curriculum for ICT are not taught in sufficient detail.
- Schemes of work do not have enough detail.
- There are no procedures to assess and track standards and progress.
- There is too little access to computers to promote learning across the school.

96. Standards are below average in Year 9 and Year 11. Pupils make satisfactory progress in those aspects of the National Curriculum that they study, but there is too little coverage of the full range of the National Curriculum activities, particularly in logging and handling data. There is also too little use of ICT across the school, both to promote learning in other subjects and to enable pupils to develop ICT skills further. There is little difference in the achievement of groups of pupils across the school, although gifted and talented pupils are learning significantly less than they should, as there is no accelerated provision for them. There has been some development in provision since the last inspection, but less than in other schools. A GCSE course is planned, but not yet in place. Standards are held back by pupils' difficulties with literacy, which prevent some from working independently from written instructions.
97. By the end of Year 9, pupils can use most common computer applications, such as wordprocessing, desk-top publishing, spreadsheets and multimedia presentations and the Internet. Their skills in these are, however, below average. In using the Internet, for example, they can retrieve information, but their search techniques are limited, and they do not evaluate information critically enough. Their use of spreadsheets contributes to numeracy, by enabling pupils to calculate averages and to use a good range of graphs. Pupils in Years 10 and 11 during the inspection were developing the same range of skills, for example when creating a spreadsheet to record and sort information for a video hire shop.
98. Teaching is satisfactory. Teachers understand the subject, and plan suitable learning activities, but, because of weaknesses in the scheme of work, these do not consistently build on what pupils already know. There is too little use of assessment and targets to track progress, and some pupils find it difficult to concentrate for the whole of a lesson. A few pupils have difficulty in understanding verbal or written instructions, so that they need extra help as a lesson progresses. They are sometimes able to get help from other pupils, as well as from the teacher or technician, but this support needs to be anticipated and planned for. There is too little homework. Pupils have good access to the ICT rooms outside lessons, and one lunchtime session reserved for girls is very well attended. The technician provides valuable help to pupils in addition to her normal duties.

99. Day-to-day leadership and management are satisfactory, but there are weaknesses in the longer term. The scheme of work does not provide enough detail on the needs of different groups of pupils, and the school has only very recently begun to monitor teaching. Arrangements to assess and track progress were an issue for action at the time of the last inspection, and have not been addressed. Although there are two ICT teaching rooms, these have too few facilities for demonstration, and are poorly ventilated. There is too little access to computers across the school. The library computers are well used but there are few ICT books.

MODERN FOREIGN LANGUAGES

Overall, the quality of provision in modern foreign languages is **unsatisfactory**.

Strengths

- The subject knowledge and linguistic competence of teachers are very good.
- The management of the department is very good.
- The assessment and monitoring of pupils' work and progress is very good.
- The monitoring of teaching is very good.
- Accommodation and resources are very good.
- Pupils have achieved average standards in GCSE German over a number of years.

Areas for development

- Results in GCSE French are too low.
- Standards have suffered significantly from staffing shortages.
- There is too little time for language learning in Years 7 and 8.
- More able linguists cannot study two modern foreign languages.
- The library provision for languages is poor.

100. Provision in modern foreign languages has suffered greatly over the past two years from staffing shortages, and learning has only been sustained through an exceptional effort by the head of department. The damage to learning has been more serious in French than in German. At the time of the inspection, staffing was beginning to improve, partly through the work of a very effective supply teacher, but the underlying problem of recruitment of sufficient permanent qualified teachers had not been solved. The quality of work during the inspection was not, therefore, typical of the teaching pupils have been receiving over the past two years, and recent improvements have not been enough to address the significant gaps in pupils' knowledge and understanding that the lack of staffing has caused. There has been no improvement since the last inspection.

101. GCSE results in German have been broadly average in recent years, but results in French have been well below average. Girls achieve better than boys in both languages, and boys reach very low standards in French. Standards in Year 11 during the inspection were below average except for the top German set, which reached average standards. The results of teachers' assessments in Year 9 were well below average and much lower than in other subjects. Standards in listening, speaking and reading in the top sets in Year 9 in both French and German are broadly average, but standards in writing are below average. Standards are below average in the other sets in both languages, and sometimes much lower. Many pupils join the school with low literacy standards, and only have two lessons a week for languages in Years 7 and 8. This is too little to enable them to make an effective start in learning a language.

102. During the inspection, teachers developed pupils' literacy skills well. In a Year 7 French class, for example, pupils followed a lesson conducted almost entirely in French, and about half could pick out items of clothing from a recording. In a Year 8 French class, containing a large number of pupils with special educational needs, pupils could understand quite complicated instructions relating to using computers in an information technology room. In a Year 8 German class, pupils followed a lesson on leisure activities entirely in German. Pupils in a lower Year 9 German set could understand all instructions in German, and those in the top set understood complicated structures relating to opinions. Pupils were reaching average standards in the speaking skills taught in their lessons. In a Year 7 French class, pupils could repeat words and phrases accurately and answer simple questions. In a Year 8 German class speaking was good, and pupils could talk about leisure activities fluently and accurately. Higher-attaining pupils in a Year 9 French class produced replies to questions using full sentences, and about half of the class could give reasons for liking doing things using a past tense. In a Year 9 lower set in German, pupils with special educational needs talked about leisure using the conditional tense and subordinate clauses. In the top Year 9 German set, pupils manipulated linguistic structures accurately and fluently.
103. In both languages in Year 7, roughly half of the pupils copy words and phrases with reasonable accuracy, and write short dialogues and answers to personal questions. Some middle, and most lower-attaining pupils, make spelling mistakes when copying, fail to use capital letters correctly, and do not include accents in French. By Year 9, in both French and German, higher-attaining pupils produce, with the support of writing frames, short texts on descriptions of people and places, daily routines and school life which contain a range of tenses, expressions of opinions and simple reasons. Some of this writing is redrafted using computers. The level of these higher-attaining pupils' writing is generally just below average, but the writing of lower-attaining pupils is poor. Only higher-attaining pupils in Year 9 read familiar French or German aloud with reasonable pronunciation. Overall, standards in reading and writing in both languages are well below average, and reflect the lack of continuity in learning over the past two years.
104. In Year 11, all pupils in the German top set could answer questions on a listening text using a wide range of vocabulary and structures with great accuracy. Recorded work of high-attaining pupils in both French and German showed they can make an oral presentation of a topic using a range of tenses and structures when they have written prompts to guide them. In the second German set, many pupils could talk about future plans with support, but they were sometimes hesitant, and their pronunciation poor. Some of these pupils did not understand their work. In the top set in French, just above half of the group was reaching average standards. These could talk about their future aspirations with reasonable fluency. Some pupils were able to deduce the meaning of unknown vocabulary from the context. Most were successful doing a writing activity about future hopes with the support of a writing frame. The written work of the highest-attaining pupils in German and French shows a good range of letters and compositions on different subjects of average, and sometimes at above average, standard. Other pupils' writing contains too many basic errors and spelling mistakes, and some work is unfinished.
105. Teaching and learning in French and German during the inspection were almost always satisfactory, and were more often good or better. One lesson was excellent. However, this teaching was partly the work of a highly qualified supply teacher, and does not fully represent the teaching pupils had received over the year. Teachers have secure subject knowledge, and share learning aims effectively with pupils. In most lessons, teachers use French or German very well, and this improves pupils' listening skills. All

lessons in both languages are prepared in detail, but the planning in a few less satisfactory lessons does not take into account pupils with special needs and high attainers. Generally, however, lessons match the needs and interests of pupils, with frequent changes of tasks and activities. This enables most pupils, including those with special educational needs, to make good progress. Pupils with English as an additional language achieve in line with other pupils. The pace of lessons in both languages is generally brisk, with very good use of a wide range of resources. However, while the use of computers is satisfactory, it needs to be more extensive. Teaching is very occasionally unsatisfactory when it is too directed and mechanical, not allowing the pupils the opportunity to be creative and independent. In most lessons, pupils' attitudes and behaviour contribute to learning, but very occasionally pupils do not pay full attention, and do not work properly in groups.

106. Leadership and management are very good, and have sustained the department through very difficult circumstances. Schemes of work are very detailed, and standards are assessed and tracked well. Teaching is very well monitored, with a clear focus on points for development. Accommodation and resources within the department are very good, but there are too few resources in the library. The trips to France and Germany and the French and German GCSE revision clubs ensure that modern languages make a good contribution to cultural development and enhance pupils' linguistic skills. The department is well placed to raise standards significantly if it can solve its staffing problems.

MUSIC

Overall, the quality of provision in music is **unsatisfactory**.

Strengths

- Teachers work well together as a team.
- There is satisfactory provision for extra-curricular activities and instrumental lessons.

Areas for improvement

- Standards are too low throughout the school.
- There is too much unsatisfactory teaching, especially in Years 7 to 9.
- There is too little use of information and communication technology.
- Resources for learning need to be developed further.

107. Provision for music in recent years has been seriously affected by staffing difficulties, and the headteacher has had to deploy staff flexibly in order to ensure that the subject is provided. These efforts have yet to result in satisfactory provision. Standards in the most recent GCSE examinations, and in teachers' assessments for pupils in Year 9 were very low, and pupils' work during the inspection showed no improvement. Standards across the school have declined since the last inspection, and achievement is unsatisfactory.

108. Pupils in Year 9 have significant gaps in their musical knowledge and understanding that reflect weaknesses in the teaching they have received. Pupils in Years 7 and 8 were also reaching well below average standards for their age. For example, pupils in Year 8 use only the simplest tunes and rhythmic patterns when trying to compose a tune, and most pupils lack confidence when performing their work to the class. Pupils make reasonable progress in singing, particularly in Year 7, but learning is too often held back by unsatisfactory behaviour, a problem that was not found during the last inspection.

109. By Year 11, pupils' compositions show limited development of ideas, and they have too little understanding of chords. Pupils often find difficulty in reading music and using notation. There are a few however, whose work is of a better standard. The progress of pupils with special educational needs and the more musically able is unsatisfactory in Years 7 to 9. It is satisfactory in Years 10 and 11 due to the support provided to individual pupils in lessons. In the Year 11 GCSE group, this makes an important contribution to educational inclusion by providing musical opportunities for pupils who want to learn, but whose skills and confidence are very limited.
110. Teaching and learning in Years 7 to 9 are unsatisfactory. In three of the seven lessons seen, very little progress was made as a result of weak class management. In the other four lessons, teaching was satisfactory. In the two lessons seen in Year 11, teaching was satisfactory, with work well matched to each pupil's musical ability. This enabled pupils to gain confidence in their work and to achieve some success. There is no provision for pupils to use ICT. Teachers introduce pupils to the vocabulary of music, but otherwise too little is done to develop literacy and numeracy skills. Over 35 pupils receive instrumental lessons. These pupils reach satisfactory to good standards, and the peripatetic teachers make a valuable contribution to the work of the department.
111. There is satisfactory leadership and management by the new head of department, who provides a high level of support to newly-qualified teachers. He has clear ideas for the development of the subject, but it is very difficult for him to carry them out when teaching is not consistently satisfactory. Assessment is underdeveloped, and is not yet used in planning, there is no access to computers, recording equipment is insufficient, and some keyboards are in poor condition. Inadequate provision is made for spiritual and cultural development, including the study of music from other cultures. There are, on the other hand, satisfactory opportunities for learning outside lessons. Pupils who attend band practice make good progress in ensemble playing, and pupils have performed at Christmas concerts and in a Victorian Music Hall.

PHYSICAL EDUCATION

Overall, the quality of provision in physical education is **good**.

Strengths

- Results at GCSE are consistently better than in most other subjects.
- Teachers make a positive contribution to pupils' personal and social development.
- Teaching is consistently good, and sometimes very good.
- Pupils respond well to the quality of provision, and form good relationships.

Areas for improvement

- The skills of pupils joining the school need to be accurately assessed.
- The teaching of literacy, numeracy and ICT skills need a sharper focus.
- Marking of GCSE theory work needs to be made more consistent.

112. Standards are broadly average in Year 9 and Year 11. This represents good achievement in terms of the standards of pupils joining the school, which are below average, and a good improvement on the standards reached at the time of the last inspection. GCSE results in 2001 were below average, but better than in most other subjects. Results in other recent years have been above average. The subject contributes very effectively to personal development, by helping pupils learn to take responsibility within teams, to work in a disciplined way, and to organise themselves. Lower-attaining pupils, and those with physical difficulties, are accepted and encouraged by other pupils, and often receive spontaneous applause for their achievements. The number of girls choosing not to take part in lessons has fallen, but is still higher than it should be. Overall, achievement by Year 11 is good, and there has been good improvement in the department since the last inspection.

113. By Year 9, pupils have a good grasp of basic skills in cricket and tennis. In athletics, higher-attaining pupils use good sprinting technique to gain height and distance in the long jump. Pupils understand the importance of exercise for a healthy lifestyle and are beginning to know the names of muscles. A few pupils are not reaching the standard expected for their age because of limited ball skills and poor co-ordination. Pupils' ability to analyse their own and each others' performance is below average. Most do not use technical vocabulary confidently, though they do offer each other basic coaching points in practices and games, resulting in improved performance.

114. There are significant strengths in standards in Year 11. A minority of pupils have increasingly refined techniques in their activities, and many of the boys have advanced ball skills. They apply tactics effectively in games such as softball. In athletics they practise in order to refine techniques in all aspects of long jumping. In tennis, girls can maintain a consistent rally despite restricted space. The standards reached by pupils studying physical education GCSE are above average, and represent very good progress from the standards these pupils had reached at the start of the course. They have a good depth of knowledge and are able to make logical links between their practical performance and aspects of theory. The pupils achieving the highest standards use technical language confidently when writing and speaking. They respond well to tasks requiring independent research and use the Internet effectively. They write fluently, and reflect sensitively on topics such as discrimination in sport, showing respect for beliefs and values of other cultures. Lower-attaining pupils have a limited grasp of key points and require additional help to structure their written answers. Their notes are often incomplete and are not a useful resource for revision.

115. The quality of teaching and its impact on learning are good. There is a significant proportion of very good teaching, particularly in GCSE lessons. All teachers consistently expect high standards of work, and encourage all pupils to strive for better performance. They use a variety of methods to develop practical and planning skills. Question and answer sessions are used to assess the pupils' knowledge and to provoke thought, but do not always do enough to develop the use of technical language. Tasks always progress logically and there is mostly sufficient time to consolidate skills before transferring onto the next stage. The rate of progress slows when the main aims of the lesson are not reinforced in the final activity and pupils rush in order to fulfill their competitive instincts. The two specialist teachers are well supported by a team of non-specialists who are a valuable asset to the department. Additional help, however, is required to extend the most able pupils in athletics and tennis. Pupils who are unable to take part in practical lessons for short-term reasons are not sufficiently involved in learning. However, most pupils have good attitudes, and these contribute well to learning. This is particularly evident in the popular extra-curricular programme where pupils, especially those who are talented, enjoy team and individual success in local, county and national competitions in sports such as football, cross country and athletics.
116. Marking of GCSE theoretical work is constructive, but not always consistent between teachers. Notes are checked to pick up on areas of incompleteness and weakness, but lower-attaining pupils do not always pay attention to the teachers' comments. This is an issue from the last inspection that has not been fully addressed. Homework is effective, and well linked to lessons.
117. Leadership and management are good overall. There is strong teamwork and a commitment to provide a caring and challenging environment for the pupils. These are helping the school to sustain and develop good standards. Monitoring of teaching has recently begun, but there is no clear policy on developing literacy, numeracy and ICT skills. The new national requirements for assessment levels have been introduced, but the school does not use assessment to establish a baseline for pupils in Year 7, and links with primary schools need to be strengthened. The range of activities is satisfactory, but could be extended by using local facilities, specialist coaches and a dance option. The changing rooms have been refurbished since the last inspection, but the internal accommodation is barely adequate. Examination practical classes now have the use of the local college sports hall. There is too much litter on the playing fields including many broken drink cans. This is potentially dangerous. The governors at the time of the inspection were finalising plans for a new sports hall.

RELIGIOUS EDUCATION

Overall, the provision for religious education is **unsatisfactory**.

Strengths

- Leadership and management are very good.
- There is good teaching in Years 7 to 9.
- Teachers are committed to improving standards, and have the skills to do this.

Areas for improvement

- There is no religious education for pupils in Year 11.
- Standards need to be raised further.
- Gifted and talented pupils need to achieve more.
- The status of the subject within the school needs further improvement.
- The range of opportunities for learning needs to be broadened.

118. Provision for religious education deteriorated almost immediately after the last inspection, and suffered from long-term staffing difficulties until September 2001. At that time, the subject was re-launched in Years 7 to 10 with a new head of department. Pupils enter the school with skills, knowledge and understanding which are well below average, particularly in literacy. Standards during the inspection were below average in Year 9, but well below average in Year 11, where the subject is still not taught. This is a breach of legal requirements, and as a result provision remains unsatisfactory, despite current improvements. There are no discernible differences between the standards of boys and girls. Pupils with special educational needs, and those with English as an additional language make satisfactory progress in all year groups because they are well integrated in lessons. Higher-attaining pupils, however, are still not achieving the standards they should. Overall, achievement is too low. The decline in standards since the last inspection is being reversed, but teachers still need to raise the standards they expect of pupils.

119. Pupils in Years 7 to 9 have limited knowledge and understanding of the religions studied, but standards are rising. Subject specific key words posted in classrooms are appropriately used. All Year 8 pupils have designed their own version of the Haitian hunger cloth, and higher-attaining pupils have written a paragraph explaining the cloth, what problem it represents, and how Christianity might deal with the problems of the modern world. In Year 9 lessons on Plains Indians, all pupils could present basic facts in a spidergram or through bullet points. High-attaining pupils were beginning to make the link between the lifestyle of Plains Indians and their beliefs, for example, that circles were sacred. Many pupils, however, do not remember what they have learned, and their weak literacy skills limit the use of writing as an aid to learning. Most pupils in Year 10 are more confident in learning through paired, group and oral work than in independent study. In written work on racism and prejudice, many pupils expressed their own views but few could explain their reasoning.

120. The overall quality of teaching is good. It is almost always good in Years 7 to 9, and satisfactory in Year 10, where teachers are teaching the GCSE short course for the first time. Strengths in teaching include a good command of the subject, precise schemes of work and very good relationships with pupils. Clear teaching aims are shared with pupils at the start of lessons, a good variety of learning techniques is used, and there is a review of learning at the end. Teachers use good questioning skills and have effective classroom control. Lessons generally proceed at a good pace, with good timekeeping within the lesson, and teaching methods ensure the inclusion of all pupils. All of the teachers of religious education have a pleasant manner, sense of humour and caring attitude. Pupils use a good range of methods to record their work, including surveys, worksheets, spidergrams, bullet points and even designing and building model churches. This leads to effective learning of what Christianity can bring to the modern community. Music is used to create atmosphere, for example through spiritual chants in a Year 9 Plains Indians lesson. Good links with other subjects, particularly history, promote investigative work. However, learning for gifted and talented pupils could be more challenging: higher-attaining pupils are often allowed to take the easy option of copying, and do not put written work into their own words. There is too little use of information technology in lessons or for homework tasks, and this is an identified area for development. Marking of pupils' work is thorough and regular, but pupils do not use the marking systematically to improve their work.
121. The new head of department provides very good leadership and management and has a clear vision of how it needs to improve. The re-introduction of the subject in Year 10, with plans to extend this to Year 11 next year through the short GCSE course, gives purpose and direction to the subject. Many very effective new initiatives to raise standards have been implemented, leading to good teaching and a sense of common purpose. Planning documents are very good, and include updated schemes of work, individual lesson plans, and regular monitoring, including moderation of pupils' work. Procedures for assessing standards and progress, implemented a year ago, are very good and the HAID (How am I doing?) reviews include targets and comments from pupils and teachers. Religious education makes a distinctive and significant contribution to pupils' spiritual, moral, social and cultural development. Through reflection, use of music, learning about beliefs, values and the concept of spirituality, pupils reflect on their own beliefs and values in the light of those they are studying. The attractively decorated, pleasant religious education room creates a purposeful learning environment. With the shared commitment to improvement of the subject and the encouraging start made in just one year, the capacity to succeed is high.

DRAMA

122. This subject was sampled. Overall, the quality of provision is **satisfactory**. Pupils were entered for GCSE drama for the first time in 2001. Ten of the 14 pupils who started the course sat the examination and achieved well above average grades. Standards in Year 8 during the inspection were broadly average, but standards in the Year 10 class were below average. Pupils with special educational needs make satisfactory progress.
123. Pupils in Year 8 during the inspection explored and investigated characters, took notes and analysed each other's work to a broadly average standard. Some engaged in further personal research on the issues they are exploring. They listened to each other's ideas on the framework of their drama activities, and refined their work through rehearsal, and repetition. Occasionally a small minority of pupils lacked self-discipline, and found it difficult to stay in their role and work with sustained concentration. Teachers try to introduce a theatrical element into pupils' work by introducing them to 'freeze frames', 'thought tracking' and 'hot seating'. Pupils enjoy these activities, but

find it hard to incorporate these ideas into their own work. Pupils in the single GCSE class made satisfactory progress in drama based on contemporary issues such as alcohol and drug abuse, racial prejudice and bullying. Although pupils made satisfactory progress in exploring character through the appropriate use of language, gesture and body language, they tend to be more confident when exploring characters similar to themselves. This does not fully extend their abilities.

124. Teaching and learning are satisfactory, but learning is made much more difficult by the timetable, which provides only one lesson per fortnight. Lessons are well planned and organised, and learning aims are shared with the pupils. Teachers give good support during group activities, and suggest how ideas can be extended and improved, without actually taking over and directing scenes. The final part of the lesson is used well to share and celebrate what pupils have learned. Teachers emphasise the importance of learning to be a good audience as well as being a good actor. Resources are used well. For example, pupils in a Year 8 class looked at First World War recruitment posters, and watched an extract from 'All Quiet on the Western Front' before exploring the issues of propaganda and patriotism. Pupils used this stimulus well to create some interesting work.
125. Resources are adequate, but all lessons take place in an ordinary classroom, which has some blackout facilities, but no lighting equipment. This seriously limits technical work in drama. All pupils may take part in two productions a year. These are successful, and are appreciated by all connected with the school. The subject is well led and managed. The teacher responsible for drama took up these duties in September 2001, and has put into place a good range of documentation, including schemes of work. She is currently looking at the introduction of assessment and recording procedures. The consideration of relevant contemporary issues in drama makes a positive contribution to pupils' social moral and cultural development.