

# INSPECTION REPORT

## DRIFFIELD SCHOOL

Driffield

LEA area: East Riding of Yorkshire

Unique reference number: 118078

Headteacher: Mr Michael Chapman

Reporting inspector: Dr David Benstock  
20243

Dates of inspection: 14 – 18 October 2002

Inspection number: 249729

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Community

Age range of pupils: 11 – 18 years

Gender of pupils: Mixed

School address: Manorfield Road  
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East Yorkshire

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Appropriate authority: The governing body

Name of chair of governors: Mr Graham Storey

Date of previous inspection: 10 March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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27188	Gill Murray	Team inspector	English	
4922	Michael Driver	Team inspector	Science	Staffing
31129	Jeff Pickering	Team inspector	Art and design	Learning resources
15051	Lynne Kauffman	Team inspector	Information and communication technology Health and social care	Special educational needs assessment
20825	Brain Ogden	Team inspector	Geography	Assessment
19152	Richard Merryfield	Team inspector	History Citizenship Sociology	
14790	Robin Schlich	Team inspector	Modern foreign languages	
2494	Michael Newton	Team inspector	Religious education Educational inclusion Spiritual, moral, social and cultural education	
31705	John Mason	Team inspector	Music	

Team members			Subject responsibilities	Aspect responsibilities
2941	Andrew Henderson	Team inspector	Physical education	How good are the curricular and other opportunities offered to pupils?
14871	Beryl Buteux	Team inspector	Special educational needs Drama English as an additional language	
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Driffield School is an 11-18 comprehensive school with 1793 students on roll, of which 272 are in the sixth form. The number of male students is approximately the same as the number of female. Numbers are increasing and the school is currently oversubscribed. Students are admitted from a wide range of primary schools. Levels of attainment on entry to the school are broadly average. The school is situated in very large and pleasant grounds near the centre of Driffield, a market town in the East Riding of Yorkshire. There are three building complexes on site, well separated from each other, and a range of portable and other buildings and sport facilities. The school shares the use of the council leisure centre and swimming pool. The school also owns, through a charitable trust, an outdoor pursuits centre in North Yorkshire. The percentage of students eligible for free school meals is below average. The vast majority of students are white with U.K. heritage. A tiny minority are of Asian background. There is just one student who speaks English as an additional language. The percentage of students with special educational needs (SEN) is below the national average and the proportion with statements of need is about average. The socio-economic background of students is wide-ranging, but overall represents an average cross-section of society.

### **HOW GOOD THE SCHOOL IS**

This is an effective and rapidly improving school. After a relatively static period and decline in some aspects, it is now in a phase of significant change, following the appointment of a new headteacher a year ago. It offers its students a good standard of education. It has many strengths and the capacity to address those areas needing improvement. Standards of attainment currently at the end of Year 9 are above average and achievements of students from their entry to the school have been good. In Year 11, standards are close to average and students' achievement from Year 9 has been satisfactory. Teaching and learning is good in Years 7–9, and is satisfactory in Years 10 and 11. The school provides a very good level of care for students, resulting in positive attitudes. The headteacher is an excellent leader, and has had a great impact on the improvement of the school. Overall, he and other key staff provide very good leadership and management, which is increasingly being followed by curriculum leaders. The governing body now understands its role, and provides good, critical support. The school gives good value for money.

#### **What the school does well**

- Leadership by the headteacher, which is excellent.
- Teaching and achievement of students from Year 7 to Year 9, especially in English, geography, textiles and drama.
- The quality of care, leading to very good relationships and attitudes to work.
- Provision for special educational needs, which is exceptional in quality.
- The impressive range of extra-curricular and residential opportunities.
- The sophistication of development planning, which is exemplary.
- Management of staff performance, through inspired delegation that produces strong commitment to raising achievement by all staff.
- The very good partnership with parents and the local community.

#### **What could be improved**

- Provision across all subjects of the curriculum for information and communication technology (ICT), which does not currently meet National Curriculum requirements.
- Standards of achievement from Year 10 to Year 11.
- Consistency of monitoring of teaching and use of assessment data within curriculum areas.
- Utilisation of the accommodation to reduce movement between sites, minimise road safety risks and increase locker storage.

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

In addition, it is noted that the school does not meet the requirements for a daily act of collective

worship.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Overall, there has been satisfactory improvement since that time. However, over the past year, many aspects of the school, including standards in Year 9, teaching, student attitudes and leadership, have significantly improved. In 2002, standards in Year 9 are above average, as they were in 1997, but are higher than in 2001. The GCSE results overall are rising, after underachievement in the previous year. Staff morale is now high and teaching methods have become more diverse and increasingly effective. Student attitudes are rapidly improving, with clearly improved awareness of potential success. In the last year the quality of leadership of the new headteacher, together with the support of the governing body, has made a huge impact on management practices and shared commitment. The school has not completely addressed the provision of information and communication technology, which was a key issue at the last inspection. A new network has been installed, but curricular time is insufficient. Good progress has been made on rewarding achievement and challenging higher-attaining students in many, but not all, subjects. Homework and marking of students' written work are still inconsistent, but improving. Health and safety matters mentioned in 1997 have been addressed. The school still does not provide a daily act of collective worship for all students, and there is limited spiritual development in assemblies.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 11 and sixth form students at the end of Year 13 based on average point scores in GCSE and A-level/AS-level examinations. The most recent results, in 2002, for GCE advanced level, which were higher than 2001, cannot yet be compared with national data.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
GCSE examinations	C	C	B	C
A-levels/AS-levels	C	C	N/a	

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

Results in the GCSE examinations in 2002 were above the national average and close to average compared to similar schools. From 1999 to 2001, attainment at GCSE fell, but in 2002 it has recovered and the percentage of students gaining A\*-C, as well as the average point score per student, have risen significantly. In 2002, the school reached its published target. Results were above average in English, and close to average in mathematics and science. Results in 2002 showed good achievement in English, design and technology (textiles), drama, geography and physical education. Weaker performance was found in history and art. Achievement in mathematics and science was satisfactory. The achievement of girls in 2002 was somewhat higher than that of boys. In the National Curriculum tests for Year 9, in 2002, the overall attainment for all core subjects was above average. In English and science it was well above average and above average in mathematics. This represents good achievement from students' entry to the school. Achievement of students with special educational needs was well above average. The overall attainment of boys was similar to that of girls. There has been an overall upward trend in performance in Year 9, significantly so in English.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	<b>Very Good.</b> Students like school, concentrate well and participate fully in lessons. They willingly accept responsibility and are fully involved in school activities.
Behaviour, in and out of classrooms	<b>Good.</b> Behaviour in lessons and throughout the school is good and often very good. Bullying is rare within the school, but when it occurs it is dealt with well. A good learning environment is created.
Personal development and relationships	<b>Very Good.</b> Students are friendly and polite. Very good relationships exist throughout the school, both between pupils and adults and with other pupils. Personal development is a strong feature in the school.
Attendance	<b>Good.</b> Attendance is an improving feature and is now above the national average with unauthorised absence below it. Exclusions are low for this type of school.

## TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11	Years 12 – 13
Quality of teaching	Good	Satisfactory	Good

*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.*

The quality of teaching and learning is good overall. It is good, and in some subjects very good, in Years 7-9, and is satisfactory in Years 10-11. Teaching is particularly strong in English, drama, physical education and geography. Teachers have good subject knowledge and have high expectations for students' achievement. They nurture and support students very well. The pace of learning is generally brisk and planning includes a good range of activities, with well-considered extension work for higher-attaining students. Very good support is given to those students of lower capability, and those with special educational needs. Teaching is effective in Years 7-9, but less so in Years 10-11, where attitudes to learning by some students can impede progress. Teaching of basic skills of numeracy and literacy is developing well as a result of national strategies, but is inconsistent in subjects other than mathematics and English respectively. The teaching of information and communication technology is very good in timetabled lessons, but it is unsatisfactory in its inclusion in many subjects taught in Years 7-9. Assessment is regular but its use in planning for and tracking students' progress is not yet consistently developed in subjects. Homework is given regularly but does not always extend learning in sufficient depth, particularly for the older students.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	<b>Very Good.</b> There is a wide range of opportunities, including vocational courses. Expressive arts and English are strong areas. Extra-curricular provision is very good.
Provision for pupils with special educational needs	<b>Very Good.</b> Very well organised support, with clear targets for students.

Aspect	Comment
Provision for pupils with English as an additional language	<b>Good.</b> Well-planned provision, including an external specialist support assistant for the one student concerned.
Provision for pupils' personal, including spiritual, moral, social and cultural development	<b>Good.</b> Good contributions in lessons and through a wide ranging extra-curricular programme. Opportunities for social and moral development are very good and good cultural opportunities are provided. Spiritual development is satisfactory, but assemblies remain mainly secular.
How well the school cares for its pupils	<b>Very Good.</b> The school provides very good care for its pupils, with the pastoral systems ensuring that pupils are well known to staff. There is very good welfare provision and students are encouraged to become responsible for their learning. Procedures for supporting pupil care are all in place.

Provision for ICT does not fulfil the requirements of the National Curriculum in Years 7-9.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	<b>Very good.</b> Strong commitment to improvement by all staff. Very good ethos created by inspired delegation and clear management structure. Monitoring of teaching by curriculum leaders is inconsistent but developing.
How well the governors fulfil their responsibilities	<b>Good.</b> Governors are critically supportive, are aware of strengths and weaknesses, and now share the vision of improvement. They contribute actively to the development planning.
The school's evaluation of its performance	<b>Good.</b> Good evaluation of assessment data by senior managers, but not yet fully embedded in departments. Very clear achievement plans with appropriate priorities.
The strategic use of resources	<b>Very good.</b> Well-managed finances that underpin the achievement plan.

The match of teachers to the needs of the curriculum is good. Staff are well supported in their professional development. Learning resources are adequate. New resources for information and communication technology have been purchased. Use of the accommodation is unsatisfactory, as delays incurred in moving around the site, lack of shelter and insufficient storage lockers have an impact on the well-being of staff and students that affects performance in lessons.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• High expectations of the students by the school</li> <li>• Progress made by students</li> <li>• The school is well led and managed.</li> <li>• The teaching is good</li> <li>• The school is easy to approach if they have a problem or question</li> </ul>	<ul style="list-style-type: none"> <li>• The information provided for parents about progress</li> <li>• How closely the school works with parents</li> <li>• The amount of homework</li> <li>• The range of activities outside lessons</li> </ul>

The response from parents was very supportive. The inspection team agrees with the parents' positive views. The information provided for parents is good but could be improved in quality by ensuring a more consistent approach for all subjects. The school is determined to work well with parents and this is clearly an improving aspect. Homework is considered to be appropriate for the students. The range of activities outside lessons is excellent compared with the majority of schools. Individual comments made by parents, mainly supportive, but some with concerns, were all considered during the inspection. Responses will be found in the main report. In general, areas of concern are being well addressed within the improvement programme produced following the arrival of the new headteacher.

**INFORMATION ABOUT THE SIXTH FORM**

The sixth form of this 11-18 comprehensive school is located in the upper school building on the site. At present the common room and main sixth form rooms are located close together on the first floor, but much of the teaching takes place in specialist rooms in various parts of the school. It provides a wide range of subjects and vocational courses, as well as very good provision for the teaching of key skills. There are currently 272 students on roll with numbers increasing each year. The majority of students in the sixth form have transferred from the main school. The numbers of students on some courses are very small, but there are flourishing numbers of students on several courses such as English and vocational courses.

**HOW GOOD THE SIXTH FORM IS**

The sixth form is very effective and provides students with a very good education. The quality of teaching is good in most lessons, often very good and sometimes excellent. The students have excellent opportunities to develop the skill of independence. Students achieve well over time; they are mature and determined to succeed. Leadership and management are strengths of the sixth form and the very good relationships characterise the sixth form community. The sixth form is cost-effective, with the large numbers studying English enabling the school to offer a number of subjects for students where there are only small numbers. This is seen as an important aspect in a community where alternative sources of study are limited. The pastoral and guidance systems are a strong feature within the sixth form and this enables students both entering and leaving the sixth form to make well-informed choices.

**Strengths**

- Standards are above the national average and improving
- Relationships are very good
- Teaching is good
- The management and leadership are very good
- Guidance and advice for students are very good
- Provision of extra-curricular activities and enrichment programmes is excellent.
- The key skills provision is very good

**What could be improved**

- Development of a greater variety of teaching and learning styles
- Provision for religious education and assemblies to meet statutory requirements
- Provision of external careers advice for students who are leaving education and not following established career paths

*The areas for improvement will form the basis of the governors' action plan. Strengths and areas for improvement in individual subjects are identified in the sections on individual subjects in the full report.*

## THE QUALITY OF PROVISION IN INDIVIDUAL CURRICULUM AREAS

The table below shows overall judgements about the provision in the subjects and courses that were inspected in the sixth form. Judgements are based mainly on the quality of teaching and learning and how well students achieve. Not all subjects in the sixth form were inspected.

Curriculum area	Overall judgement about provision, with comment
Mathematics	<b>Satisfactory.</b> Sound teaching and learning enable students to achieve satisfactorily.
Chemistry	<b>Good.</b> Teaching is generally good. Standards are above average and students generally make good progress.
English	<b>Very good.</b> Standards are well above the national average. Committed and lively teaching is a great strength.
Design and Technology Textiles	<b>Very good.</b> Standards are well above average. Teaching is very good. A good feature is the constructive use of assessment criteria and self-evaluation.
History	<b>Satisfactory.</b> Results have fluctuated over recent years, although in 2002 they were close to average. Teaching and learning are satisfactory overall and standards are rising.
Geography	<b>Very good.</b> Standards of achievement have risen markedly. Teaching and learning are very good from very committed subject specialists.
French	<b>Good.</b> Although the numbers of students are low, they achieve well. Students are well supported by the teachers, who have good subject knowledge and teach effectively.
Religious Education	<b>Good.</b> The relatively small numbers of students achieve well. Teachers have very good subject knowledge, teach well and are very supportive of the students.
Health and Social Care	<b>Good.</b> Standards of work in Health and Social Care are currently above average. A significant number of students exceed their predicted grades. Teachers have very good knowledge and experience that inspires good learning.
Expressive Arts	<b>Very good.</b> Standards are above average. Teaching is very good. As a result, students learn very well. The leadership is a strength of the department. Extra-curricular opportunities are excellent.
Sociology	<b>Good.</b> The subject continues to recruit and retain large numbers of students; teaching is consistently good, independent learning is encouraged and overall results are above average.
Music	<b>Good.</b> Learning is good as teaching is well planned and resourced. Standards are above average, although student numbers are very small. Students' attitudes are very good.
Art	<b>Good.</b> Teaching and learning are good. Standards have been below the national average, but the 2002 results show significant improvements.

Other work was sampled through observations of lessons in PSHE, psychology, media studies, leisure and tourism, biology, physics, business studies, sports studies, law and key skills. Standards reached were appropriate for the students and the courses being studied. The quality of the teaching was always at least satisfactory and mostly good or very good. The attitudes of the students were very positive.

### OTHER ASPECTS OF THE SIXTH FORM

Aspect	Comment
How well students are guided and supported	<b>Very good.</b> The academic progress of students is well monitored by teachers of individual subjects and tutors who have close working relationships with them. Advice on careers, further study and personal development are also very good. Relationships are very good throughout the sixth form.
Effectiveness of the leadership and management of the sixth form	<b>Very good.</b> The committed leadership team within the sixth form work hard to make the sixth form a success and provide students with the best possible opportunities. They have established a positive set of relationships in the sixth form community. Links between the curriculum of the main school and the sixth form are good and students themselves are still involved with the main school, where there is joint provision of specialist equipment and accommodation. All students, including those with special educational needs, have equal access to courses, equipment and facilities.

### STUDENTS' VIEWS OF THE SIXTH FORM

What students like about the sixth form	What they feel could be improved
<ul style="list-style-type: none"> <li>• The advice given on university applications</li> <li>• The teachers are accessible to help with difficulties</li> <li>• The strong and sensitive support they receive</li> <li>• The help and guidance they receive to adapt to sixth form work</li> <li>• The help and encouragement they receive to study and research work independently</li> </ul>	<ul style="list-style-type: none"> <li>• The advice from external agencies about future options for work and non-established career routes, as well as higher education</li> <li>• The speed of the school's response to their views</li> </ul>

The inspection team found that management and teachers readily gave of their time to assist students. The opportunities for independent study are excellent. There is a wide range of relevant courses and the printed information about them is very helpful. An excellent range of extra-curricular and enrichment activities are available, aimed mainly at furthering personal development. Systems within the school are well established and the support and guidance systems are a significant strength which establishes very good relationships and very good development of personal and learning skills. Committees within the sixth form meet regularly for students to discuss issues, but the school is slow to respond to suggestions.

### COMPARING PROVISION IN SCHOOLS AND COLLEGES

*Inspectors make judgements about provision in subjects and courses, and about leadership and management, in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. Excellent and very good are equivalent to the judgement "outstanding" in further education and sixth form college reports; poor and very poor are equivalent to "very weak".*

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. When students enter the school in Year 7, their attainment is broadly average. The results in English, mathematics and science in the national tests taken in Year 6 in 2002, were wide-ranging, and, overall, in line with the national averages. A similar profile has been observed in previous years. Other tests standardised scores in cognitive abilities tests are also close to average.
2. In the National Curriculum tests in Year 9 in 2002, the proportion of students gaining target Level 5 or higher was well above average in English and science, and above average in mathematics. The overall attainment as measured by the students' average point score was also well above average in English and science and above average in mathematics. The performance of girls was a little higher than that of boys, especially in English, as found nationally.
3. In 2001, attainment was also well above average in English and above average in mathematics and science. Overall performance in 2001 was above average. Over the past five years, attainment has been steadily rising above the national trend. Mathematics and science have both shown significant improvement over the past year.
4. The overall attainment in 2002 was above the average in similar schools, defined as those admitting a similar percentage of students eligible for free school meals. Attainment was above average in similar schools in English and science and close to average in mathematics. Standards, compared to national averages, have improved from Year 7 to Year 9, and students are achieving well overall.
5. In other curriculum subjects, the school's teacher assessments for 2002 indicate above average results in information and communication technology and modern foreign languages and well above average in all others.
6. Results in the GCSE examinations in 2002 were above the national average for all schools. The proportion of students gaining five or more A\*-C grades was above average, as was the students' average point score. The proportion gaining five or more A\*-G was well above average. In 2002, both the percentage of students gaining A\*-C and the mean point score have increased over the previous year and the school has met its published target. Girls' performance was significantly higher than boys' in this and in the previous year.
7. Over the period from 1997, at the time of the last inspection, the proportion of students gaining five A\*-C remained above average, was rising until 1999, and then fell to its lowest point in 2001. The percentage in 2002 has recovered to a point higher than any time within the last five years.
8. The overall GCSE results in 2002 were close to the average in schools of a similar nature. They were also close to the average in schools with similar prior attainment in Year 9. In 2002, GCSE results have greatly improved from being well below average in similar schools in 2001, to being in line with average in similar schools in 2002. The overall achievement from Year 9 to Year 11 has been satisfactory.

9. Within this overall picture, students performed well in several subjects at GCSE in 2002. The stronger subjects were English, design and technology (textiles and food), expressive arts, physical education and French. Weaker subjects were history and science. Art has shown notable improvement since 2001.
10. Standards of work seen in lessons and students' written work reflect the improvements in standards over the past year, which are especially apparent in Year 7 to Year 9. For the current Year 9, overall achievement is good. Standards observed in English especially, but also mathematics and science, are above those expected for the ages of the students.
11. Standards seen in Year 9 are above average in design and technology, physical education, geography, drama and religious education. Standards seen in information and communication technology, whilst above expectation in quality and challenge of work, are not representative, since a very limited part of the National Curriculum is in place and provision in subjects is inconsistent. Standards are below expectation in art and design, but in other subjects are consistent with the expected levels for the students' ages.
12. Achievement of students in Year 9 in many subjects from their entry in Year 7 is good. Students make very good progress in English. Progress is satisfactory in history, modern foreign languages and music. Overall, achievement in information and communication technology is unsatisfactory, due to the limited provision.
13. The work seen from Year 11 students is overall consistent with the expectation for the age. Knowledge and understanding in subjects such as science and mathematics reflect a broad range of attainment, with a significant number of students working well below expected levels. It also reflects the history of underachievement. Above average work was seen in English and knowledge of English literature was commendable, after a lack of emphasis in previous years. Work in some subjects was of a high standard, for example in textiles, and also physical education, where theoretical understanding of practical activities was very well assimilated.
14. Standards in the integrated expressive arts course that combines elements of drama, dance, music and art, were above those in similar schools. The standard of work seen in discrete information and communication technology lessons is above average in Years 10 and 11, because of the rapid acquisition of skills in Year 10, student motivation, rigorous assessment and inspiring teaching at this stage.
15. Progress of higher-attaining students in subjects is inconsistent. In some subjects, such as mathematics, restructured setting has ensured that appropriate work is given. In others, such as science, progress is limited by insufficiently challenging work for the more able students. In several subjects, progress of higher attainers is often good, due to their very positive attitudes and independence of learning. The school has not yet formally identified gifted and talented students, and standards of this group could not be judged during the inspection.
16. Achievement of students with special educational needs is very good through the highly organised, excellent provision by the school. All students, who are very well supported by the flexible approach assessment and detailed planning involved, make very good progress against targets set for them in clear individual education plans. Lower-attaining students, not necessarily those with special educational needs, also benefit from extensive classroom support and expertise of the co-ordinator.

17. Standards of literacy are in line with expectations for the age in Years 9 and 11. There are inconsistencies in the implementation of the National Literacy Strategy, which result in variations of standards in reading, speaking and researching. In some subjects, such as geography and music, however, greater acquisition of knowledge of key words, technical language and oral skills are apparent. Standards of numeracy are overall in line with expectations for the age in Years 9 and 11, but insufficient consistency in subjects, other than mathematics, gives pupils limited practice to develop basic skills. National Strategies have yet to have a significant impact on standards across the curriculum.
18. Standards demonstrated by students in the use of information and communication technology across all subjects of the curriculum are below expectations, since the range of provision does not meet National Curriculum requirements.
19. Aspects of citizenship, which were included in different subjects, show a good awareness of important issues. For example, a good understanding of the issues of racial equality was apparent in a Year 10 English lesson. Evidence gained from observation of a student council meeting indicated that students are developing a significant awareness of their responsibility in society.

### **Sixth form**

20. Overall, standards at GCE advanced level and vocational qualifications in 2001, as measured by the average point score per student, were close to the national average. Female students overall achieved higher than male. Results in Advanced Level were high in English, well above average in sports studies and above average in sociology. Results were below average in art and design, chemistry, history and physics. They were average in other subjects, except in modern foreign languages, where statistical comparison cannot be made due to low numbers. Results in Advanced Subsidiary (AS) mathematics were well above average in Year 12.
21. In 2002, standards in Advanced and Advanced Subsidiary Levels are overall higher than those of the previous year, with significant increases in the higher grades. National comparisons cannot be made at the time of inspection. Results show good achievement for many students from their GCSE grades. Standards in vocational courses in business education, health and social care, media studies and travel and tourism indicated a range of individual grades from A-D, again representing good achievement over the courses.
22. Over the past three years, results at Advanced Level have increased above the national trend, with the greatest increase being in the past year. The highest-performing subjects included English literature, geography, mathematics and chemistry and the weaker ones included history and physics.
23. In lessons, from discussion and analysis of students' work, standards in Year 13 across the subjects in focus in the inspection were above average. This reflects the improvement in the recent examination results. Achievement since GCSE has been good because of the quality of teaching, high motivation of students and their independent learning skills developed through the key skills work. Standards seen in GCE Advanced Subsidiary work were similarly above average.
24. Standards seen are well above average in English, geography, and design and technology (textiles). They are above average in expressive arts, sociology and chemistry. Standards observed in history, mathematics, French, religious education

and art are in line with expectation for the stage of the course. In health and social care vocational course, standards are above expectation, and exceed predicted target grades.

### **Pupils' attitudes, values and personal development**

25. Students have positive attitudes to school and to learning. They arrive at school in an orderly manner and approach the school day with enthusiasm. Students are well mannered and show courtesy to staff, visitors and to each other. This includes movement around the school where, despite the inevitable congestion due to the design of the buildings and the layout of the site, there is purposeful movement. Students' attitudes in lessons are largely very good and they concentrate well and usually work hard. There are very few lessons where students are less motivated and here teachers use skilful management techniques to control behaviour issues. There are improving attitudes within the school consistent with the improved ethos of the school that has taken place since the arrival of the new headteacher. The school has a rewards and a celebration scheme in place to encourage students to maintain and develop further their positive attitudes. Students' attitudes have improved since the last inspection.
26. Attendance for 2000/2001 was similar to the national average, as was the level of unauthorised absence. The figure for 2001/2002 shows about 1 per cent improvement and this term's figures are showing further improvement. Registration is carried out efficiently at the start of the morning and during each lesson, using an electronic system, which allows easy tracking and analysis. Procedures are secure and the lack of flexibility is encouraging students' punctuality in the morning. Punctuality at the start of lessons is frequently a problem, due to the large site and, although the school has revised the timetable, allowing some movement, it is still an issue that requires more consideration because of its effect on learning. There have been 55 exclusions – all fixed term – during the last year and this is relatively low for a school of this type. Overall, attendance is considered to be good, which is similar to the previous inspection.
27. The overall level of behaviour is good, as it was at the time of the previous inspection. Both around the school, including breaks and lunchtimes, and in most lessons, the behaviour is good and sometimes very good. No bullying or other oppressive behaviour was seen during the inspection. The school has a very effective transition unit on site to support pupils with behavioural difficulties.
28. Students form very good relationships with one another and with their tutors, resulting in a good working ethos in lessons. In most classes the very good relationships had a positive effect on learning and students supported each other well. Students are supportive of the tutor system which ensures these effective close relationships and provides time for individual contact and guidance. They show clear respect for each other and this is encouraged through the relationship between tutors and students and by the personal, social and health education programme. There is no evidence of sexism or racism in the school, which is working as a harmonious community. The school has a good system to make students aware of what to do if bullying occurs.
29. Opportunities for students to show initiative and take responsibility are very good. A particular strength is the school council that meets regularly and gives students the opportunity to learn about decision-making and to express their views.

30. There are many opportunities for students to be involved in activities both during and after school, which include clubs closely linked to academic subjects, as well as sporting and social activities. There is trust between the students and school which enables students to have good access to facilities such as computers outside lessons. The clear ethos of the school and the very good learning environment demonstrate that students understand the impact of their actions and that they should respect others. Through the good relationships, the tutor guidance and effective PSHE provision, the students' personal development is well supported. Students are mature and sensible.

### **Sixth form**

31. Students enjoy being in the sixth form and are all extremely supportive of it. A clear strength in the sixth form is the guidance and support for methods of independent working and learning skills. Students welcome the more independent status they receive but also benefit from the close links to the main school. Students show an interest in school life, a pride in their work and are well motivated.
32. Students are committed to serving in the wider community. A good number of them benefit from helping students in the main part of the school. The peer mentoring system is enabling them to support the Year 7 students and also will enable them to support Year 6 pupils, so improving the links with the primary schools. There are good opportunities for personal development through the extensive enrichment programmes. Students show a good sense of pursuing more long-term career objectives and direction. They make good use of the facilities offered by the school and join in the large number of extra-curricular activities.
33. There are no behavioural problems in the sixth form. All students choose to attend and clearly want to learn. The attendance procedure is one that encourages students to take responsibility for their learning – they register on five days at the start of the course but can earn credits for home study periods, thus reducing the number of days they have to register to two by the end of the course. The school does not keep detailed analysis of retention rates because the majority of students complete the courses they start, apart from early in the course when they may decide to change courses.
34. Personal development is a strong feature of the sixth form. Students are encouraged to take responsibility for their learning and develop skills of independent learning. Relationships are very good in lessons and learning directly benefits from the positive attitudes of well-motivated students. In general, there is total commitment from the students. The school is preparing students well for future life.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

35. Overall, the quality of teaching in Years 7-11 is good, and leads to good learning in almost every subject. Learning is better from Year 7 to Year 9 than by Years 10 and 11. This can be partly attributed to the greater effectiveness and impact of strategies, introduced by the new leadership a year ago, on the more recent entrants to the school. Attitudes of some older students in Years 10 and 11 are still impeding progress. The excellent support for students with special educational needs has greater significance in Years 7-9, and also the impact of the recent learning strategies in numeracy and literacy are apparent on younger students.
36. There has been a significant improvement in the quality of teaching over the past year through a renewed commitment by staff and the implementation of successful teaching and learning policies. At the time of the last inspection, a large proportion of teaching

was deemed good, but evidence from work seen and from parents' comments suggests that the teaching had passed through a period of some decline since then.

37. In lessons observed in the main school during this inspection, 97 per cent of teaching was at least satisfactory, 66 per cent was good or better, and 28 per cent was very good or excellent. A similar pattern was found with students' learning, in that in two-thirds of all lessons learning was at least good. A very small number of lessons were unsatisfactory. This was for a variety of reasons, for example weakness in implementation of the plan for the particular lesson.
38. Teaching is notably good in English, where activities are often inspiring and very effective. Several aspects of the teaching of music and physical education are very good. High quality learning is achieved in many expressive arts lessons, due to the extensive range of activities, and high expectations of teachers.
39. Although the teaching of information and communication technology is very good in discrete lessons, across most subject areas it is unsatisfactory. In many, little emphasis is given, resulting in minimal learning of appropriate skills. This weakness was a key issue at the previous inspection and has not been sufficiently addressed. History and science, although overall satisfactory, have some areas of teaching to address for improvement, especially for Years 10 and 11.
40. Teachers have good subject knowledge and use it well in a variety of ways. They focus well on individual student needs. Many teachers are expert in their knowledge of how to maximise learning, but there is some inconsistency in the extent to which successful techniques are put into practice.
41. Basic skills of literacy are taught increasingly well, with guidance from recent published National Strategies. Current practice in departments is variable, although literacy is well developed in English. Basic skills are not well developed in art in the early years. Good opportunities for basic skills teaching are found in physical education lessons.
42. Although there is a draft numeracy policy it is not yet implemented fully in the mathematics department or the school. Nevertheless, the teaching of numeracy is satisfactory. The recommendations of the National Strategy for teaching numeracy in Years 7, 8 and 9 are being introduced into mathematics' teaching effectively. However, this was not always the case, as skills were weak in some Year 10 and 11 lessons, in which students used calculators for simple calculations. Whilst other subjects do not teach numeracy skills in this way, they do use and reinforce them in lessons. For example, in science, students are expected to manipulate formulae and construct and interpret graphs; in geography, students interrogate and use a variety of statistical charts; in English, students use timelines to understand the sequence of events in a plot; in design and technology, students make judgements about relative size, proportion, volume, drawing using dimensions, communication via charts.
43. Teachers' planning is good and contributes significantly to the overall improving range of styles, activities, and methodology that is motivating students. Insufficient emphasis is still placed by some subjects on matching the tasks to the range of attainment within a class, although this has improved since the last inspection. Very good planning is ensured for students with special educational needs.
44. Expectations are high and are conveyed directly to students through lesson objectives and personal contact. This raises their interest and determination to a high level. Very good work is praised and rewarded openly through assemblies. Skilful questioning by

teachers reinforces learning and extends knowledge well in many subject areas. Enthusiasm and self-belief are conveyed actively, so that reluctant participants are drawn into discussion. Good strategies are used to ensure equal participation by both boys and girls. Expectations are not as high in history and design and technology (resistant materials and electronics). Again, there is insufficient expectation of learning of information and communication technology in most subjects.

45. Teachers use a wide range of methods that account for the learning needs of students. Lessons are typically brisk, with careful changes of activity. Individual strengths are identified and supported well through internal assessments. Very good support is given to students and they respond well.
46. Teaching of personal, social and health education is satisfactory and takes place including assemblies one day a week. Essential areas of personal development are included, for example issues of moral behaviour, and reinforced through assembly. Citizenship is taught through a range of subjects and, although no specific citizenship lessons were seen, the evidence shows that students are benefiting from the programme.
47. Within the school, there is a very good emphasis on developing social responsibility and consideration for others. This is backed by initiatives such as the excellent student council that has effective representation across the school and clear channels of communication for expressing their concerns. In this, students understand well the basis of democracy in society and teamwork through participation. Residential opportunities using the school's own outdoor pursuits centre, Spiers Bank, contribute greatly to personal development.
48. Assessment is carried out regularly and careful records are maintained. Senior managers provide good external assessment data analysis, but the use of this by teachers is inconsistent. Marking of work is variable in quality. Some teachers give clear guidance to students on their levels of achievement and how to achieve more. Homework is provided on a regular basis, but there are inconsistencies in the extent to which homework caters for the range of attainment.
49. Learning by students with special educational needs is very good. They receive a high level of support from a very well-organised team. Individual plans are clear and targets are appropriate to individuals. Learning support assistants provide a very good level of expertise. Support follows the new Code of Practice closely. One student in the school who speaks English as an additional language has good support from within the school and outside agencies.

### **Sixth form**

50. Teaching and learning overall in the sixth form is good. The quality is consistent across most subjects. A key strength is that very good relationships are built up between students and teachers. Very good opportunities are taken to support learning in additional time outside lessons.
51. Teachers have good knowledge of their subjects and very good knowledge of English, design and technology and geography. Key skills are taught very well through English, with an emphasis on many facets of literacy. Planning is very effective and teachers, in the best examples of lessons, prepare activities that carefully build on prior learning, meet the requirements of individuals, use a range of interesting methods and show high expectations.

52. The strong relationships with students, which are a major factor in the high achievement, are evident in successful subjects. Assessment is used very well in English and design and technology, but in some subjects, such as science and modern foreign languages, the use is more uncertain. Homework is variable in quantity and quality, but is used in most subjects to extend and challenge students appropriately.

### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

53. Overall, curriculum provision is very good across the school and has improved since the previous inspection. It provides equally for boys and girls of all abilities, aptitudes and backgrounds. The curriculum has considerable strengths, notably in the provision for expressive arts, vocational education and for students with special educational needs. All statutory requirements are met except for ICT in Years 7-9. With the exception of this significant weakness, the overall breadth, balance and relevance of the curriculum are very good.
54. Following the appointment of the new headteacher, a recent full curriculum audit has resulted in structural changes to the timetable, together with greater flexibility in grouping pupils within subjects. In Years 7-9, the curriculum has several good features. All National Curriculum subjects are provided, plus religious education, dance, and drama. In addition, personal, social and health education (PSHE), including aspects of citizenship, is taught in form groups during a guidance period. Other features are less positive. Students are able to choose in Year 7 between French and Spanish, but cannot take both at this stage. Despite a recent increase, the time allocated for ICT remains insufficient to meet the requirements of the National Curriculum – this weakness from the last inspection has not yet been successfully tackled.
55. In Years 10 and 11, the curriculum has been considerably improved since the school audit was undertaken. There is now a very good range of opportunities to meet the needs and interests of all pupils. All follow a broad core, comprising physical education and PSHE, plus GCSE English and mathematics. All take English literature and dual award science, together with a choice of a modern foreign language and a design and technology subject. In addition, all follow short GCSE courses in religious education and ICT. Further choices are made from two option blocks with a wide range of opportunities from the expressive arts, humanities, physical education, and vocational subjects. The majority of students follow nine GCSE subjects, plus the two short courses. This very good range enables students to follow a balanced programme at this stage that is further enhanced, for some, by a degree of internal flexibility.
56. There is no formal disapplication. However, around 40 students each year, with parental approval, are able to follow an alternative vocational pathway that matches their needs and aspirations. Their choice includes vocational GCSE subjects (business studies, health and social care) plus a range of four NVQ Level 1 courses provided off-site in partnership with two local further education colleges. A small number of students are withdrawn from science for additional work in English and mathematics, but all are entered for the Foundation Level science examination. This very positive framework is not reflected in modern foreign languages, as currently no pupils are studying both French and Spanish.
57. The quality and range of learning opportunities are generally very good. They are notably strong in English, the expressive arts, and in vocational courses. They are good

in geography, physical education, religious education, and in some elements of design and technology – notably textiles and food technology. For a number of subjects, including geography and English, the learning opportunities are enhanced well by residential experience at the school's outdoor centre, Spiers Bank. This outstanding resource is providing noteworthy opportunities for extending both the academic and personal development of many pupils. Less successful are the school's learning opportunities in ICT. They are unsatisfactory in Years 7-9 because they do not cover the required programmes of study, whilst across the school ICT is not being used sufficiently to support learning in most other subjects.

58. There is a good programme for personal, social and health education, taught across the school. They have one such guidance lesson each week. It runs on a modular basis and includes work in sex and health education, citizenship and careers education. Work is organised by heads of year and delivered by form tutors. Currently, the programme is under review with the intention of enhancing the quality of provision. For example, a health education group has revised the sex and relationship modules and 15 members of staff are about to be trained to deliver the revised programme. A new co-ordinator is also reviewing the contribution the programme makes to citizenship.
59. The modules for careers education and guidance are well planned and co-ordinated by the careers co-ordinator. Units are taught from Year 7 with significant inputs in Years 9 to 11. Resources are good and based on a published scheme of work. Many local employers support the school in making this provision. In addition to these lessons, students have access to careers advice from a personal adviser from the local Careers Advice Service and access to a good careers library. Information for students leaving education for alternative career paths is scarcer. The overall careers education and guidance provision is well managed in the school, which is anticipating further outside support as a result of recent government initiatives.
60. The quality of teaching across the school in guidance lessons is good overall and there are high levels of participation by pupils, who show a positive attitude to the subject. The whole programme reinforces the values of the school and adds significantly to pupils' personal development.
61. All students with special educational needs have access to the full range of National Curriculum subjects. Effective planning and assessment that closely match needs ensure that provision is very good. For example, the modern foreign languages department have bid for 'target time' from the learning support assistants to help them modify teaching materials to match need. Although there are ramps in place, there are issues concerning access to floors above ground level.
62. Extra-curricular provision is a major strength of the school, with many good opportunities in most subjects to extend and enhance pupils' learning. Most noteworthy are the extensive opportunities provided in sport, music, dance, and drama. In these areas, activities are wide-ranging and very well supported, with well above average standards. Elsewhere, in addition to Spiers Bank, most subjects include opportunities for field study, visits from actors, artists, and writers, and to museums and galleries, and trips locally, nationally, and abroad for both educational and recreational purposes, all of which enrich the school's curricular provision.
63. The community makes a very good contribution to pupils' learning. There are strong industrial and business links that contribute to pupils' understanding of the world of work, and provide opportunities for an extensive work experience programme for all

pupils in Year 10. The school is closely linked to its local community that also makes good use of the school's facilities.

64. The school has very good relationships with its partner institutions. Links with primary feeder schools are strong. The programme to ensure effective transition is very good and the induction of pupils from Year 6 into the school is extensive and successful. There are also profitable links with two local further education colleges that provide vocational courses for pupils in Years 10 and 11, and with higher education institutions, providing placements for their students on Initial Teacher Training.

### **Sixth form**

65. Curriculum provision in the sixth form is very good, and has improved since the previous inspection, notably in the breadth and range of courses currently provided. The school has successfully implemented the recent curriculum changes for students after the age of 16. It now provides a very wide range of more than 30 academic and vocational courses at AS, A2, and AVCE levels, together with GNVQ (Intermediate) leisure and tourism, and opportunities to resit GCSE English and mathematics. The school's philosophy is to provide a readily accessible sixth form that caters for all students who wish to continue their education at Driffield, and it is very successful in implementing this. The quality of information and advice about subjects and combinations of courses is very good and is a key feature of the very effective student induction into the sixth form. As a result, course completion rates are generally high, with, in 2002, virtually all Year 13 students successfully passing their examinations.
66. The quality and range of learning opportunities are very good in the sixth form. Subjects have planned work that meets the requirements of the new specifications. Curriculum planning is at least good in most subjects, enabling students to progress well, building on their earlier GCSE attainments. Time allocations within the flexible timetabling arrangements provide an appropriate balance between taught time and directed private study.
67. A consequence of providing this very wide range of courses matched to students' aptitudes and abilities is that some have only a small number of takers. Although this can limit meaningful debate and restrict opportunities for students to share ideas effectively, the school works very hard to ensure that students' preferences are available. The range of courses is a very positive feature of the sixth form, as is its success in ensuring that the subsidy for small courses is contained within the sixth form budget.
68. A further considerable strength of the sixth form curriculum is the good provision of key skills for all students in Year 12, covering communication, application of number, and ICT. There is a good range of enrichment opportunities available for students, including Young Enterprise and the sixth form council. There is a good range of sporting, musical and dramatic activities that are popular and well supported. Although there is no timetabled physical recreation, some students support younger pupils in their physical education lessons, as well as assisting with other subjects and with their personal development. There is, however, no opportunity to take general studies, or any provision for religious education for all students, which is a statutory requirement.
69. The school's guidance programme extends into Years 12 and 13, where there is a clear focus on reviewing progress, target setting, and monitoring students' study skills. It includes a strong programme of careers advice, together with support and guidance for students' applications for higher education.

## Spiritual, moral, social and cultural development

70. The quality of provision for pupils' spiritual, moral, social and cultural development (SMSC) is good. The recently published 'Aims, Vision and Values' of the school recognises the need for students to develop a 'sense of morality and spiritual awareness' and there are some very good examples of opportunities to enable this to happen. However, there is no overall school strategy that helps departments to focus on these aspects of personal development, and specific references in subject documentation are rare. In this respect, not all subjects fully meet the requirements of the National Curriculum.
71. The weekly guidance lesson makes a good contribution to the overall provision for SMSC. Students have many opportunities to listen to outside experts and become involved in a number of initiatives, such as the drug awareness programme organised by Global Rock Challenge. They are encouraged in many lessons to share their opinions and views in open discussion and many do so with increasing confidence. The Spiers Bank residential centre available to the school is an excellent resource and through the many different courses provided makes a significant contribution to students' personal development.
72. A weekly assembly for each year group also makes a good overall contribution to SMSC, although its contribution to spiritual development remains low, as at the time of the previous inspection. Although orderly and worthwhile occasions, those observed did not constitute acts of collective worship. However, they did provide an opportunity to reinforce the values of the school, celebrate achievements, and develop a sense of community.
73. The provision for spiritual development is satisfactory, with religious education and English having clear policies and making a significant contribution. Good opportunities for students to reflect on some of the intangibles of life were also observed in art, music, expressive arts, information and communication studies and health and social care.
74. Provision for moral and social development is very good. The ethos of the school is clearly established on the basis of care and respect for the individual. In this way the school demonstrates that it is an inclusive organisation. Quality relationships are at the heart of the school and are evident at all levels. The good example set by staff and their expectations of students are reflected in the good behaviour and positive attitudes of students.
75. Wider moral issues are addressed in the guidance lessons and in other subjects. For example, in science, ethical issues such as cloning are discussed openly. In English, in a Year 10 lesson on Steinbeck's work, issues about gender stereotyping emerged as a matter of debate. Subjects such as geography, health and social care and design and technology also take the opportunity to identify moral and ethical issues as they arise in lessons.
76. The school seeks to train students to take responsibility for their own learning. In many lessons there is a good deal of social interaction through collaborative work, class discussion and practical participation. These opportunities provide good social skills training. In some lessons, in subjects such as history, guidance, expressive arts and physical education, students are provided with examples of social structures and issues related to social justice are raised. The school provides further opportunities through, for example, its extra-curricular programme and the school council. Students

also have good opportunities to develop a social conscience and raise money for charity.

77. The provision for cultural development, whether at a local, national or multicultural level, is good. The links with the community are strong and students benefit from this exposure to the local culture through, for example, sport and work experience. In lessons, culture provision is very evident in art, expressive arts, music, religious education and food studies. Further opportunities are provided for some pupils through theatre visits, school drama productions and musical activities. Poets and artists also visit the school and enhance students' appreciation of their own and other cultures.

### **Sixth Form personal development**

78. The weekly guidance lesson for sixth form students makes a good contribution to students' personal development. It appropriately focuses on post-18 opportunities and career guidance. Visiting speakers provide insight into such issues as short-term opportunities overseas as well as more traditional career opportunities. A wide range of information is available on opportunities in higher education and students are given very good support and guidance. For those moving into the world of work, careers advice is available through the local advisory service and the personal adviser attached to the school.
79. Sixth form students are encouraged to become independent learners and are supported in this by subject teachers and tutors. They are encouraged to set personal action plans and have structured mentoring sessions with their tutors. They also have the opportunity to take responsibility in the school and the community. The compulsory enrichment programme offers a wide range of opportunities to contribute to the life of the school and the community. Some students work with senior citizens, while others help in the school itself. During inspection a group of students were being trained to act as mentors to students in the lower school. Sixth formers also successfully take responsibility for the school council and make a significant contribution to organising fund-raising activities for a termly charity appeal.
80. The Spiers Bank residential centre is well used for sixth formers and provides an excellent resource at which students cannot only spend intensive and extended time enhancing their subject knowledge and carrying out field studies, but also have opportunity to develop their social and study skills.
81. There is an extensive range of extra-curricular activities that provide further opportunities for students to develop their interests, skills and leadership abilities. The participation rate is high and some students reach county and national standards in sport and music.
82. Lessons make a good contribution to personal development. The stress on independent learning is a significant factor. A feature of lessons is the good level of discussion. In some subjects this often focuses on debate on moral and social issues, such as those raised in English, science, geography, history, sociology, religious studies. Through their studies students are exposed to a good range of cultural influences and, as in religious studies, are encouraged to empathise with those from other backgrounds. The absence of religious education for all, and assemblies that are predominantly secular in nature, limit the opportunities for spiritual development in the sixth form.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

83. The procedures for child protection and for ensuring students' welfare are very good and are a strength of the school. The child protection officer is fully trained and all the staff are given appropriate training to ensure that they are aware of procedures.
84. The school has a good approach to health and safety, with responsibilities well defined. Whilst the health and safety policy is comprehensive in describing systems in place, governors need to revise it to incorporate how the system is managed with respect to inspections, record keeping and audit. The school clearly addresses safety issues, but there is no record available of a whole-school risk assessment or of formal whole-school safety inspections. Records of essential checks and fire drills are available but not in a format that is readily available for inspection. Risk assessments are carried out for all activities but there is no policy incorporated into the health and safety policy about the management of risk assessments. A strength of the school's system is that, following a fire evacuation practice, there is good feedback to staff.
85. During the inspection a fire alarm occurred and the evacuation was satisfactory. Certain areas within the buildings are very congested and movement is slow but orderly. In the stairwells people have to move toward the alarms and cannot quickly evacuate. The volume of the alarms at these points themselves, could present a health hazard, since they are located in areas where they can be heard but people cannot get away from them quickly.
86. There is a room used exclusively for medical purposes, where routine medical matters are dealt with by trained 'first aid' staff who keep clear records of any treatments. The nurse visits the school on a regular basis. Accident reports are completed and external agencies are involved as required. At the time of the last inspection the on-site risk of injury by traffic using the road was identified. Whilst the school has attempted to get improvements carried out, the situation is still the same and governors have not achieved a satisfactory solution.
87. The welfare of the students is underpinned by an effective pastoral system which ensures close tutor/student relationships. Students transfer to the school from a large number of primary schools with a wide range of backgrounds but there are very good systems in place for induction, which fully involve both students and parents. The pastoral system within the school is strong, led through the senior leadership team and well supported by heads of year. A strength of the system is the mentoring system, where the school clearly identifies the needs of all students and the mentoring appropriate to them. The Year 7 students benefit from the system whereby they are supported by sixth form students. The whole system is well monitored through regular pastoral group meetings. Through pastoral guidance students are given good advice on dealing with school life.
88. The school monitors attendance and punctuality very closely and has very good relationships with the educational welfare officer. The electronic monitoring of students' attendance during the day is a good tool in ensuring students attend all lessons without excessive time demands on staff. Students are rewarded for both good attendance and good behaviour through the various rewards available. Both the behaviour and the anti-bullying policy are effective. The school's clear guidelines and expectations of behaviour are well known and adhered to. The school has an excellent facility in Spiers Bank, which is very well used to support students' personal development as well as their education.

89. Careers guidance is well supported by an effective work experience programme. Students' personal development is monitored mainly through the direct contact of student and tutor. Students with learning needs are monitored closely through the special educational needs department. The morning registration period provides daily contact between tutor and student, but the time is too short to be very effective as an opportunity to develop close relationships further. There is a weekly guidance period which is used to deliver the personal, social and health education programme which plays the main role in personal development. Monitoring of personal development is achieved through the tutor contact and the reporting/record of achievement system.

### **Sixth form**

90. Sixth form advice and guidance is very good. There is a very strong and well-trained pastoral team who are fully involved in the management aspects of the sixth form. Students are very supportive of the care and guidance provision in the sixth form and there are clearly very good relationships in existence. Staff are caring and dedicated and there is very good one-to-one guidance. The formal programme of advice and guidance they receive is very good, incorporating a specific guidance lesson each week and appropriate guidance within subjects. Students each have a progress file and there is a mentoring opportunity every term to set and review targets. The maturity of the students and the very good relationships provide opportunities for informal guidance and support throughout the day.
91. Procedures for monitoring and improving attendance are very good. The aim of the school is to develop students' acceptance of responsibility for their own learning in preparation for higher education and part of this process is to reduce the requirement to register as they move through the sixth form.
92. The advice and information available to students on future careers and education is very good, although some students have concerns about the quality of advice from external organisations about opportunities in non-established career paths. Students consider that the school staff provide excellent advice on courses, both in the sixth form and at university.

### **Assessment**

93. Assessment is in a transitional stage, being developed from a system that is largely reliant upon a Record of Achievement. In previous years this has served to provide predictions of future performance, self-review by students in Years 7-9 and a guide to subject departments, students and parents as to where students are deemed to be. However, it has not been rooted in the rigorous data that is now available or sufficiently related to setting targets and translating those into actions taken by students to raise their performance.
94. Practice between subject areas is inconsistent, so that students and parents receive mixed messages. Too often, it is unclear as to how assessment is being used to transfer its results and outcomes into the department development plan, forward planning, schemes of work or varying teaching and learning methods appropriate to the needs of all of the students. Frequently, practice was simply poorly developed.
95. Current practice is good in ICT, English, design and technology, R.E, geography and mathematics. That in the sixth form is better than that in the rest of the school, partly because of the rigorous modular and unit-based assessment of the new AS and A2 Advanced Level examination system that is part of Curriculum 2000.

96. The school is developing more precise ways of charting the progress of individual students, as well as year groups, within subjects. A new team is in place to take these forward and train departments in how to operate such a system so that assessment is seen as a tool, rather than an end in itself, to help to raise achievement even further.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

97. The partnership between parents and the school is very good. A home/school agreement is in place and students use a planner, the use of which does vary, but in general is well used and forms a useful vehicle for communication. Parents' views of the school expressed through the questionnaires and the parents' meeting are extremely good. There is general satisfaction amongst parents and students with the sixth form and the provision it offers.
98. The most pleasing aspects for parents are the high level of expectation within the school and the good progress made by the students as a result of the good teaching. Parents are very pleased with the leadership and management of the school and they feel very comfortable about approaching the school if they have any problems or concerns. Areas parents would like to see improved were the school's close working with parents, the amount of homework, the range of activities outside lessons and the information they receive about children's progress. The school is always actively seeking to further improve the strong partnership with parents and respond to their individual concerns.
99. Communication with parents is considered to be good. The school produces regular newsletters, supported by letters on specific topics as required. Because the school is a major facility within the town, information about the school and its achievements are frequently reported in the local newspapers, providing additional communication routes to parents. The school prospectuses for both new students and for the sixth form are well presented and informative. The school supplements the brochure by a document listing the successes it wishes to celebrate. The governors' annual report to parents meets requirements. The students' annual reports are considered to be satisfactory, containing data and individual comments for each subject. It is considered that they could be improved in format to be documents which students could take pride in and that the quality could be improved by ensuring that best practices are incorporated across all the subjects. The leavers' reports in the sixth form are very good.
100. There is a parent-teacher association, known as the Driffield School Association, which provides effective support. The school has strong links with the local community and very good partnerships with other local educational establishments. Parents support the school by providing transport for the students, enabling them to attend the extra-curricular activities, and some play an active role as governors or through the school association. Parents attend meetings in the school to discuss progress as well as any problems that occur. There are good opportunities for parents of students with special educational needs to be fully involved with decisions taken about their children.
101. Students in the sixth form are very supportive of the school and the opportunities it provides. They consider that it is very well led and that they receive very good support and guidance about working methods in the sixth form and about choice of subjects.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

102. The quality of leadership and management of the school is very good. The leadership of the headteacher, in his short time at the school, has been excellent. There is a strong

sense of commitment to improvement by all the staff, which is very well supported by senior managers and most curriculum leaders. There is an ethos of clear purpose, shared commitment and determination. Morale among staff and students is high and has improved tremendously over the past year. The impact of this very good leadership is increasing in all areas, but was at a stage of rapid change at the time of the inspection. The contribution of the headteacher is an outstanding strength of the school.

103. Leadership ensures very clear direction for development. There is a school achievement plan, around which all activities are based. The school Aims and Vision Statement sets out very clear goals that centre on the core principles of achieving high quality teaching and learning. There is a high level of commitment to providing equally for all students, fostering strong support procedures and maximising the potential of individuals. The reflection of these aims is seen in all areas of the school, although the point of achievement is still variable, particularly in the establishment of provision for information and communication technology.
104. Delegation of management responsibilities is good. The two deputy headteachers fulfil clearly defined responsibilities to a very high standard. The broad management and leadership team, working within a new structure, have well-conceived areas of responsibility and are establishing their roles. For example, one assistant headteacher has responsibility for assessment and development of provision for the more able students. The contribution of the management of provision for special educational needs is excellent. In one or two subject areas, for example design and technology (resistant materials), the impetus for improvement is slow, but nevertheless is in hand.
105. Governors have a good and developing understanding of the strengths of the school and awareness of areas for improvement. Key governors, including the Chair, play an active role in supporting and challenging the proposals for development. All governors are committed, exercise considerable energy and enthusiasm in their support and play an increasingly important part in shaping the future direction of the school. The committee arrangement has been restructured and members are now much more involved than they were 12 months ago. There is also greater clarity of shared vision for the future. Not all statutory requirements are fulfilled. The governors have not ensured that information and communication technology meets the statutory requirements of the National Curriculum, nor ensured provision of religious education in the sixth form and that a daily act of collective worship takes place.
106. The leadership team has very carefully and progressively monitored the work, especially the quality of teaching, in all areas of the school. The implementation of the policies for performance management is exemplary, and has proved very effective in setting clear objectives for all staff. The open management style, which enables staff to exercise responsibility with clear accountability to their line managers, is having a major effect on morale, motivation and, inevitably, the achievement of the students. The extent of monitoring of teaching within departments, however, is extremely variable and lacks consistency in rigour. The use of assessment data is also inconsistent within departments, not only in the evaluation of teaching, but also in the planning of the curriculum.
107. The achievement plan sets out clear targets for improvement, and the priorities for development, especially in teaching and learning, are fundamentally appropriate. Progress towards meeting the targets is good, but it is still early in the implementation of the plan and the tenure of the new leadership. Areas for development are clearly costed and the financial monitoring of the budget associated with the plan is entirely

established. In this, and other administration, new technology is used rigorously. Specific grants, for example for special educational needs, are used appropriately. The school is particularly careful to ensure that the principles of best value are used in its spending and that all funds are appropriately audited.

108. Outstanding management by the head of the special educational needs team and co-ordination of external agencies with in-school support ensures equal opportunities for all students with special educational needs. All students are very well supported by the flexible approach of the senior management team, advised by the assistant head with responsibility for monitoring the support and assessment of students with special educational needs. Excellent monitoring and assessment procedures secure continuity of support for improved standards of attainment, through a 'tailor-made' programme of learning for individual students. Very well-planned and recorded contributions by the learning support assistants, working in co-operation with the teachers and parents, enhances the progress made by all students with special educational needs.
109. There is a good match of teachers and support staff to the needs of the curriculum. Very good arrangements are in place for the induction of staff new to the school and for training of new teachers. There are good systems in place for the professional development of staff and the current whole-school focus is on teaching and learning. The school's strategy for appraisal and performance management is excellent.
110. The school occupies a large site and has several distinct areas, designated lower, middle and upper school. Whilst creating a very pleasant environment, the accommodation is unsatisfactory because it has a negative impact on learning and achievements of students. Departments are spread between two or even three areas, with long physical distances between them. This inevitably results in lack of punctuality, and weariness of students, especially in inclement weather. Little protection from wind and rain is provided between buildings. Within the teaching blocks, however, facilities are often good. Good use is made of display and buildings are well maintained, despite expensive costs. Storage of personal belongings is difficult, since there is insufficient provision of lockers. There is a community leisure centre on site that provides exceptional facilities for swimming and other sporting activities. At Spiers Bank Centre, there are good facilities for outdoor pursuits, as well as residential opportunities.
111. Resources for learning are satisfactory. Spending is linked to departmental development plans. The school has invested heavily in staff training and ICT. The information and communication technology department has 300 computers, above the national average, interactive whiteboards and laptop computers to support the curriculum. The design and technology department has its own computer suite, supporting computer-aided design and computer-aided manufacture.
112. Music has appropriate hardware, software and keyboards to support composing and editing. The resources for learning in science are unsatisfactory, due to insufficient computer access and data logging equipment, while the lack of computers and appropriate software prevents full delivery of the National Curriculum in art. The software in mathematics is of very good quality, but is incompatible with the current system. The geography department suffers from a shortage of ICT, but plans are in place to remedy this weakness. There are very good book stocks and in-house resources in English, history and religious education, but there is a shortage of books in the modern foreign languages department.
113. PE students benefit from shared use of the adjoining Sports Centre and have access to cameras, video analysis and CD-ROMs, although some more traditional equipment

is available. Students with special educational needs have access to good equipment and particularly good human resources in the shape of 14 trained learning support assistants. The health and social care department makes good use of computers, good quality teacher-prepared resources and library support. The learning resource centre, with its 14,600 books, careers area and computers, is an attractive working space, but is much too small for such a large school. Plans for its rebuilding and eventual transformation into a more appropriate learning resource are in preparation.

### **Sixth form**

114. The sixth form is an integral part of the school and, as such, benefits from the very good leadership and management of the headteacher and key staff. The sixth form leadership team are effective and make positive contributions to the strong work ethos, which is found within the sixth form community.
115. Sixth form development forms a very important part of the overall achievement plan and reflects the essential aims and values of the school. There is a strong commitment to providing equality and opportunity for all students. Although monitoring of teaching and learning is a priority, the full range of teaching styles is not yet fully developed.
116. Resources are adequate in most subject areas and finances are carefully managed, as in the remainder of the school. The sixth form is cost-effective and there is no significant subsidy, to or from the main school.
117. Accommodation and departmental facilities are shared with younger students. The unsatisfactory elements of the use of the accommodation apply equally to sixth form students as they do to other years.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

118. In order to raise standards and secure further improvement the governors and management of the school should take the following actions:

- (1) Ensure that provision is made across all subjects of the curriculum for the teaching of information and communication technology from Years 7 to 9 in order to comply with statutory National Curriculum requirements.
- (2) Raise standards of achievement from Year 10 to 11, by:
  - Monitoring and developing the quality of teaching in order to motivate and inspire students to have a determination to achieve well;
  - Improving the use of assessment data within departments to track student progress more rigorously.  
(paragraphs: 106, 93, 94)
- (3) Make better use of accommodation in order to improve the well-being of students by:
  - Reducing time lost in movement between sites, thereby improving punctuality to lessons;
  - Rationalising location of departments;
  - Undertaking road safety risk assessments;
  - Increasing locker storage.  
(paragraphs: 84, 85, 86, 110)
- (4) Provide a daily act of collective worship for all students.  
(paragraph: 72)

### **Sixth form**

- (1) Raise standards further by developing a greater variety of teaching and learning style.  
(paragraphs: 24, 115)
- (2) Provide for the statutory requirements for religious education and assemblies.  
(paragraph: 82)
- (3) Provide careers advice for students who are leaving education and not following established career paths.  
(paragraph: 59)

## **SPECIAL EDUCATIONAL NEEDS ASSESSMENT**

119. The Award Scheme Development and Accreditation Network (ASDAN) assessment schemes provide very high quality opportunities for students with special educational needs (SEN) to earn nationally acknowledged certificates recognising their academic progress and personal qualities.
120. There is an excellent assessment policy embedded in the work of the school and substantiated by the principles of the 'Driffield Guarantee'. This involves students and their parents, in partnership with teachers and support agencies, to work towards students' targets.
121. Assessment of students with special educational needs is excellent. The system begins with the very effective integration of parents in the initial stages of assessment. They continue to be kept informed as their child progresses. Their role in annual review is effectively secured by a six-week lead-in to the process with the opportunity to be involved in discussion with educational, social services and health professionals.
122. Teachers have access to a very good, clear and concise SEN handbook in each department. Procedures and policies to help teachers meet students' needs are colour-coded and familiar to all staff. A minority of departments do not feel they have enough access to learning support assistants (LSAs). Modern foreign languages staff are making very good use of 'target time' where they have bid for LSA support to help to design curriculum materials that match specific student need.
123. Records are efficiently maintained, although there is no secretarial support for this role. Learning support assistants use a daybook for communication because there is limited time for meetings. Excellent communication gives strength to the processes in place. Learning support assistants keep records in lessons that are fed into the system and shared with teachers; e.g., Learning support assistants supporting ICT were able to plan and work with teachers to enhance the opportunities for independent learning.
124. The SEN co-ordinator (SENCO) has an excellent system for recording information to inform decisions made. The support of the line manager for SEN in the day-to-day departmental decisions informs the senior management team's flexible response to SEN. The governor representative for SEN has a clear role and regularly evaluates the systems in place and the curriculum offer for the 167 students on the SEN list. His assessment, in collaboration with the SENCO, monitors students' exit from the SEN list and, in some cases, reintegration from the transition unit into mainstream classes.
125. At sixth form level there is very good provision for individual learning needs and independence. There are interesting examples of students who have reached university level in their studies from an SEN base. They have written in appreciation to the SEN department. Information, guidance and advice are good and, in collaboration with the local Connexions careers advice, prepare students for the next step in their lives.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	Years 7 – 11	166
	Sixth form	61
Number of discussions with staff, governors, other adults and pupils		127

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
<b>Years 7 – 11</b>							
Number	6	40	64	51	4	1	0
Percentage	4	24	39	31	2.5	0.5	0
<b>Sixth form</b>							
Number	4	18	26	12	1	0	0
Percentage	7	30	43	20	1.5	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

<b>Pupils on the school's roll</b>	Y7 – Y11	Sixth form
Number of pupils on the school's roll	1521	272
Number of full-time pupils known to be eligible for free school meals	94	18

<b>Special educational needs</b>	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	41	1
Number of pupils on the school's special educational needs register	192	4

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	77
Pupils who left the school other than at the usual time of leaving	48

## Attendance

### Authorised absence

	%
School data	8.1 (6.9)
National comparative data	8.1 (n/a)

### Unauthorised absence

	%
School data	1.0 (1.2)
National comparative data	1.1 (n/a)

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year, 2001, and in brackets, 2002.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	2002	156	150	306

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	109	113	122
	Girls	134	117	121
	Total	243	230	243
Percentage of pupils at NC level 5 or above	School	80 (81)	77 (73)	80 (80)
	National	66 (64)	67 (66)	66 (66)
Percentage of pupils at NC level 6 or above	School	42 (41)	50 (45)	46 (42)
	National	32 (31)	45 (43)	33 (34)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	109	113	122
	Girls	134	117	121
	Total	243	230	243
Percentage of pupils at NC level 5 or above	School	90 (91)	76 (73)	83 (83)
	National	67 (65)	70 (68)	67 (64)
Percentage of pupils at NC level 6 or above	School	58 (59)	43 (47)	46 (45)
	National	32 (31)	44 (42)	34 (33)

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
	2002	139	143	282

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	64 (75)	128 (148)	132 (155)
	Girls	95 (78)	139 (125)	141 (129)
	Total	159 (153)	267 (273)	273 (284)
Percentage of pupils achieving the standard specified	School	56 (51)	95 (91)	97 (94)
	National	N/a (48)	N/a (91)	N/a (96)

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

GCSE results		GCSE point score
Average point score per pupil	School	37.4capped [42.6 uncapped] (37.8 uncapped in 2001)
	National	34.6capped [39.0 uncapped] (39.0 uncapped in 2001)

Figures in brackets refer to 2001, where results were uncapped. In 2002 average point score is based on the best eight results for each pupil

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	31 (0)
	National	
		90
		N/a

### Attainment at the end of the sixth form (Year 13) 2002

		For candidates entered for GCE A / AS / Advanced GNVQ / VCE examinations		
		Boys	Girls	All
School	Number of candidates	45 (49)	62 (55)	107 (104)
	Average point score per candidate	270.4 (15.1)	272.3 (16.5)	271.5 (15.8)
National	Average point score per candidate	N/A (16.9)	N/A (18.0)	N/A (17.5)

Figures in brackets refer to 2001, where advanced level grades were scored as 10 for grade A, 8 for grade B, 6 grade C, 4 grade D and 2 grade E. In 2002 a new scoring system is introduced whereby grades at advanced level are 120 grade A, 100 grade B, 80 grade C, 60 grade C and 40 grade E. AS grades are scored at half the A level grades. Advanced vocational courses contribute to scores.

2001 data		For candidates entered for GCE A / AS examinations			For candidates entered for Advanced GNVQ / VCE examinations		
		Boys	Girls	All	Boys	Girls	All
School	Number of candidates	(44)	(54)	(98)	(9)	(16)	(25)
	Average point score per candidate	(15.0)	(14.7)	(14.8)	(8.7)	(7.1)	(7.7)
National	Average point score per candidate	(16.9)	(17.9)	(17.9)	(9.8)	(11.4)	(10.6)

### ***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### ***Exclusions in the last school year***

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
1771	52	0
0	0	0
1	0	0
0	0	0
0	0	0
0	1	0
0	0	0
3	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
32	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y7 – Y13**

Total number of qualified teachers (FTE)	98.5
Number of pupils per qualified teacher	18.4

#### **Education support staff: Y7 – Y13**

Total number of education support staff	25
Total aggregate hours worked per week	902

#### **Deployment of teachers: Y7 – Y13**

Percentage of time teachers spend in contact with classes	76.7
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	28
Key Stage 4	24

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001-2002
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	£
Total income	4608999
Total expenditure	4523210
Expenditure per pupil	2563
Balance brought forward from previous year	153500
Balance carried forward to next year	239289

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	21.6
Number of teachers appointed to the school during the last two years	29.9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	1793
Number of questionnaires returned	429

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	54	6	0.5	0.5
My child is making good progress in school.	40	54	3	0.5	2.5
Behaviour in the school is good.	27	61	4	1	6
My child gets the right amount of work to do at home.	23	61	12	3	1
The teaching is good.	31	61	2	0.5	5
I am kept well informed about how my child is getting on.	21	53	17	2	7
I would feel comfortable about approaching the school with questions or a problem.	46	46	5	1	1
The school expects my child to work hard and achieve his or her best.	58	38	2	1	1
The school works closely with parents.	25	52	14	4	5
The school is well led and managed.	46	46	1	0	7
The school is helping my child become mature and responsible.	35	56	3	1	5
The school provides an interesting range of activities outside lessons.	29	45	10	1	15

### Summary of parents' and carers' responses

A significant number of parents commented on the improvements made by the headteacher. Most parents felt that behaviour was good. A small minority were concerned about a few students who flout the school rules. Most felt that teaching is good. Teachers have high expectations, are supportive and encouraging. One or two believed that there was not enough done to help the more able, particularly by way of homework. There was some concern over teachers not keeping to the homework timetable. Some parents would like more reports, but most felt they were kept well informed. Work of the special educational needs co-ordinator was praised. Some inconsistency was reported in communication with parents from tutors and teachers. The prospectus was good and informative. Several parents were concerned about lack of lockers.

## PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES IN KEY STAGES 3 AND 4

### ENGLISH

Overall, the quality of provision in English is **very good**.

#### Strengths

- Teaching is enthusiastic and conveys high expectations to students of all abilities.
- Students support one another in class and display positive attitudes to their teachers and to one another.
- Reviewing and target setting in students' records of achievement help them to become independent learners.
- Speaking and listening skills are very well developed.
- Support for students with special educational needs is very good.
- Leadership and management of the department are very good.

#### Areas for improvement

- To increase students' use of information and communication technology in their learning.
- To more systematically monitor, in Years 7 to 9, students' skills in analysing media and moving image texts.
- To utilise accommodation more efficiently, for example by having a suite of adjacent rooms for English.

126. Students' attainment by the end of Year 9 is above average. After entering the school in Year 7 with average attainment, they go on to achieve well. Results in the National Curriculum tests at the end of Year 9 in 2002 were well above national average, and close to average in similar schools. They have been improving consistently since 1999 and in 2002 the standard was similar to the previous year. Girls did better than boys at this stage, in line with the performance of girls and boys in other schools nationally. Students' test results in English are very similar to their results in science and slightly better than those in mathematics.

127. By the end of Year 11, students' attainment is still above expectation. Although results in GCSE English in 2002 were slightly lower than in 2001, results overall in recent years show a clearly rising trend. In 2002, the percentage of students with A\*-C grades was above national average and close to average in similar schools, based on eligibility for free school meals. Girls continue to outperform boys, as they do nationally at GCSE. All students entered for English were also examined in English literature in 2002, after a gap of some years when this subject was not offered. Their attainment here was well above expectation and results were higher than in English. Students with special educational needs achieve well by the end of Year 9 and Year 11.

128. In the work seen in class and in students' writing, the standards reflect the recent test and examination results. Students are confident talkers and very courteous and active listeners. Early in Year 7 most students were able to discuss choices made during their writing, to work efficiently with a partner and to develop a point of view in class discussion. In GCSE classes they use speech both formally and informally, with equal confidence, to explore literature and ideas. In a Year 10 class studying Steinbeck's *Of Mice and Men*, for example, every student confidently sustained a role in an enactment of a murder trial. This approach to the text was very effective in allowing students to explore the moral issues raised in the novel.

129. The range of reading undertaken in Years 7 to 9 has improved since the last report. In lessons reflecting the principles of the National Literacy Strategy, students demonstrate a lively interest in the features of different types of texts and are steadily expanding their vocabulary of technical terms to describe and analyse them. They also, however, read plenty of whole texts, both as a class and in individual reading time, making good use of the learning resource centre. In Years 10 and 11 students demonstrate confidence and enthusiasm in talking and writing about their reading and can reflect on the ways in which writers' attitudes are affected by social and historical influences. This was effectively demonstrated when students in a Year 11 class were able to explain why Conan Doyle's stereotypical presentation of a villain would not be acceptable now.
130. Students' writing in all years displays the benefits of drafting and of individual target setting. From the beginning of Year 7 they are encouraged to consider the purpose and audience for everything they write. They take a pride in their writing, paying attention to layout and presentation. Many members of a Year 7 class, for example, had produced illustrated booklets drawing on research into the 18th century background of a play. A Year 9 class worked in pairs to produce posters which very effectively showed their understanding of a poem in shapes and images.
131. There is much good teaching in English. During the inspection teaching was at least good in two-thirds of the lessons seen and in a quarter of lessons it was very good. Teaching in English is enthusiastic and rigorous and teachers are usually successful in creating a positive classroom ethos. The department sees the range of ability in every class as an advantage and students respond well to teachers' high expectations of them, both as individuals and as members of a team of learners. Teachers frequently make students aware of the objectives they are working towards and link these with the individual targets the students learn to set themselves. The record of achievement is well designed and is used consistently in all classes. It helps to ensure that students continue to move forward as they move up the school and to take responsibility for their own learning. It is evident in discussions, even with younger students, that they understand how to criticise their own work constructively. By Year 11, students working on *An Inspector Calls* could also analyse one another's responses in a speaking and listening assessment and add their perspective on the teacher's commentary on each performance.
132. Teachers are particularly skilful in using the subject to develop students' critical thinking and moral and social awareness. In several GCSE classes they encouraged students to examine writers' presentations of male and female characters and issues of class and race, giving them time to reflect on these areas and to relate them to their own lives. Students in a Year 8 class studying *Romeo and Juliet* made good use of the opportunity to consider cultural differences between attitudes to families and to individuals in our society and in Shakespeare's time, through writing letters to an 'agony aunt'. In writing and sharing their own animal poems, Year 9 students were offered an accessible route into understanding Ted Hughes' writing.
133. The regular use of information and communication technology within English is limited by inadequate access to computers. Teachers co-operate effectively with one another to give individuals and small groups access to computers for writing and research, but opportunities for whole classes to use computers as part of their learning are insufficient.

134. The leadership and management of the English department are both very good. This is a large team working in several buildings on a large site, but communication and teamwork between members of the department is excellent. Roles are clearly defined and there is good understanding of how the work of the department fits into the school's development plan. There is evidence of very good collaboration in the consistency of delivery of the Key Stage 3 objectives, in the use of agreed schemes of work and in minuted regular meetings. Individual teachers are valued and enabled to give of their best by energetic and committed leadership.

## **Literacy**

135. The school has worked hard to create a policy for developing and supporting students' literacy skills across the curriculum. All departments reflect, in varying degrees, a commitment to the policy. Following recommendations from the school's literacy team, discussions, lesson observations and an audit of schemes of work, department practices have begun to make an impact on students' learning. There is not yet, however, an explicit policy on developing literacy in each subject. Although the focus of literacy developments has been in Years 7 to 9, there is evidence of raised awareness of this aspect of learning making an impact elsewhere, in vocational courses in the sixth form, for example.
136. During the inspection students were observed specifically developing their speaking and listening skills in drama, English, music, geography and design and technology. In the special educational needs base, students benefited from discussion about their reading with sixth form students in a support role. In several other subjects teachers were satisfied with short answers from students and group work was either underused or insufficiently structured, so that opportunities for learning through speech were missed.
137. Students generally cope well with the reading demands of various subjects. They can retrieve, select and edit information and respond well when asked to read aloud, in history, for example. In religious education a consistent policy of checking their understanding of key words enables students to build up a secure knowledge of subject vocabulary. There were, however, few opportunities for sustained reading in subjects other than English. In drama reading skills received insufficient specific attention. In science students undertake some research but opportunities are somewhat limited by the facilities available.
138. The strategy has made most impact on teachers' awareness of their role in supporting and developing students' writing. Key words are highlighted in worksheets in religious education and science. Where technical errors are systematically corrected, as in geography, students make good progress. The absence of a systematic approach to correcting errors in history means that the impact of students' writing is weakened. Worksheets targeting a particular level of ability are used in English and geography. Key words for the subject are displayed in art and English rooms. Writing frames are used in many subjects to help students to make a confident start when writing in an unfamiliar register.

## MATHEMATICS

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

### Strengths

- The department is led and managed very well.
- Students achieve well, especially in Years 8, 9 and 10.
- Teaching is good overall.
- The work of the department is monitored very effectively.
- The department has made a good start in implementing the methods of the National Numeracy Strategy.
- The department is rapidly improving.

### Areas for improvement

- The quality of marking is inconsistent.
- The closing, whole class, sections of lessons are not yet sufficiently effective.
- Despite improvement, there is still a narrow range of teaching strategies in use.

139. In the 2002 National Curriculum tests at the end of Year 9, the school's results in mathematics were overall above the national average. However, when they are compared to schools with a similar intake, then they were close to average. The proportion of students who achieved at least Level 5, or higher, was above average. There was no significant difference in the performance of boys and girls, and the recent trend in results was in line with the national picture. In the 2002 GCSE examinations, overall, the school's results were in line with the national average, but below average in comparison with schools of a similar nature. Girls did better than boys, by about the same amount as nationally.
140. Standards observed during the inspection broadly confirm this view. Students' work scrutinised in Years 7, 8 and 9 showed an improving picture with time. Standards in Year 7 were about as expected, but, by Year 9, standards were above those expected. This was also seen in lessons. Years 8 and 9 are currently taught in groups formed on the basis of prior attainment; Year 7 will be reorganised in this fashion shortly, following initial assessments, but, at the time of the inspection, they were taught in mixed-ability form groups. The teaching observed in Year 7, whilst satisfactory, was not of the same standard as that seen in Year 8, and this was related to the pace of lessons and, sometimes, issues around behaviour that were not observed in Years 8 and 9. However, the students in Year 9 are doing better than might be expected; when this is considered in the light of their average attainment on entry and the levels of challenge observed in lessons, it is clear that these students are achieving well.
141. In Year 11, observed standards were in the average range. In lessons, lower-attaining sets attained standards well below what might be expected, whilst their higher-attaining peers attained standards above expectations. These students' progress over time has only just been in the satisfactory range, following disruptions to their learning caused by staff turnover and skeletal schemes of work. However, expectations of what students might achieve are now higher, especially since the appointment of the present head of department. The current level of challenge that students in Years 10 and 11 are facing means they are now achieving satisfactorily after a period when students in these years underachieved compared with their performance earlier in the school.
142. Teaching in Years 7,8 and 9 is good overall. It is best in Years 8 and 9, where teachers are able to pitch work more accurately because of the grouping arrangements.

However, in most of these groups the whole group were expected to do the same work regardless of how well they had progressed. A notable exception occurred in a Year 8 lesson in which students were grappling with the concepts of theoretical and experimental probability. In a segment in which students discussed how to organise experiments, one group of higher-attaining students had a much more challenging task on which to work, which suited their needs more closely than the task given to the rest of the class. In Year 7, where teaching is currently in mixed ability groups, this fine match of task to need was less effective. Some staff supporting students with special educational needs in these classes were not always effectively deployed during whole-class discussions or exposition by teachers, thus slowing learning for some. In Years 10 and 11, teaching is satisfactory overall, and better in Year 10 than Year 11.

143. General strengths in teaching and learning include:
- the introduction of the methods of the National Numeracy Strategy, which capture students' attention immediately and allow learning to proceed at a brisk pace;
  - well-planned lessons with progression in learning highlighted that are responsive to students' changing needs;
  - the use of visual aids, including overhead projector transparencies, computerised whiteboards and simple props, such as commercial boxes that have been dismantled, to motivate students and make them concentrate on the task in hand;
  - high expectations of behaviour and work rate, leading to fast-paced lessons in which teachers can concentrate on teaching without distractions.
144. However, when lessons were satisfactory, or, in one instance, unsatisfactory, there were weaknesses:
- expectations of behaviour, especially in Year 7, are not always high enough so that students talk at the same time as teachers, thus slowing learning;
  - despite the introduction of the National Numeracy Strategy, there is still a narrow range of techniques in use in some classrooms, and the closing session, in which students should have the opportunity to reflect on their own learning, is not always well used;
  - marking in some classes is infrequent or unhelpful, so that students do not always know how to improve.
145. The department is rapidly improving under the very good leadership of the head of department. He was appointed at Easter, and immediately set about planning for improvement. The result has been:
- a recasting of schemes of work into a format that puts learning at the centre, rather than a textbook;
  - a shared sense of purpose within the department;
  - a clear understanding of the strengths and weaknesses of the department through frequent, rigorous and perceptive monitoring of teaching;
  - a commitment to staff development as an important tool for improvement;
  - a clear and well-argued development plan for the future with highly appropriate priorities contained within it.
146. These improvements have been set in place in a matter of months and will need further monitoring and review to maintain the pace of improvement. For example, the department's assessment policy is sound, but, as noted above, the quality of marking is not yet consistent. ICT is being used effectively as a tool to enhance learning, via the use of graphical calculators, computer-linked whiteboards, and the computers in the suites around the school when available. In some lessons, opportunities were lost for students to respond reflectively to learning in the closing sections of lessons, or experience a sense of awe and wonder at the natural (mathematical) world. However,

some Year 7 students did have the opportunity to respond reflectively to the subject as they wrote poems about it as part of 'National Poetry Day'. Students' understanding of the living nature of mathematics is enhanced by displays of great mathematicians in history, including many women and non-western practitioners, as well as the school's participation in competitions like the cipher challenge organised by the University of Southampton. Overall, these opportunities, as well as the development of students' moral understanding through the behaviour management in lessons, mean that the subject is making a good contribution to students' spiritual, moral, social and cultural development.

## Numeracy

147. Standards of numeracy are average in the school. The recommendations of the National Numeracy Strategy in Years 7, 8 and 9 are being introduced into mathematics and resulting in rising levels of skills in all areas. However, there were weak skills in some Year 10 and Year 11 lessons, in which students used calculators for simple calculations. Other subjects use and reinforce numeracy skills satisfactorily in lessons. For example, in science, students are expected to manipulate formulae and construct and interpret graphs; in geography, students interrogate and use a variety of statistical charts; in English, students use timelines to understand the sequence of events in a plot; in design and technology, students make judgements about relative size, proportion, volume, drawing using dimensions, communication via charts, often using ICT; in ICT, students made good use of the 'wizards' to convert data into graphs to inform a wider audience.

## SCIENCE

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

### Strengths

- Standards in the tests at the end of Year 9 in 2001 were above average.
- Teaching is often good.
- There are thorough procedures for tracking pupils' progress.
- A start has been made on broadening teaching and learning styles with the introduction of Cognitive Acceleration in Science Education (CASE) and some use of ICT.

### Areas for improvement

- Standards of achievement from Year 10 to Year 11.
- Use of ICT.
- The extended treatment of spiritual, moral, social and cultural issues.
- The range of teaching and learning styles which are too restricted.

148. Standards of attainment in the national tests at the end of Year 9 in 2002 were well above average. Standards were above average in comparison with similar schools. In 2002 results have risen since the previous year. The percentage of students gaining Level 5, or higher, was well above average. Standards at GCSE were above average in 2001, as they have been in recent years, but in 2002 the percentage of students gaining A\*-C is broadly in line with average. In comparison with schools of a similar nature, the attainment was well below average. Furthermore, comparison with schools where the prior attainment at Year 9 was similar, the attainment was again well below average, indicating overall underachievement in this subject. In 2001 analysis shows a significant number of students performed less well in science than in most of their other subjects. Underachievement was more common in lower sets.

149. Students achieve well in Years 7 to 9. They make good progress in their knowledge and understanding of concepts. Standards seen in lessons in Year 9 are above average - for example in understanding the role of enzymes in digestion and concepts such as the frequency of sound. Students are able to follow instructions and work safely in carrying out practical tasks. Investigative skills are underdeveloped, however. There is some variation in progress made by different groups of pupils. Lower attainers, and those with special educational needs, make satisfactory progress. Middle-attaining students make good progress. Higher-attaining students make satisfactory progress overall, but some work set does not offer them sufficient challenge.
150. In Years 10 and 11 the standards seen were about average and progress made by groups of students, whilst satisfactory overall, is inconsistent. Some work set offers insufficient challenge for higher attainers, however, and there is some variation in demand of questions between the different subject disciplines. Standards of coursework are consistent with pupils' levels of ability.
151. Since the last inspection, standards have improved, so that by the end of Year 9 they are above average. Standards at GCSE, however, have remained close to the national average. There has been some broadening of learning opportunities. The CASE project has been implemented in Years 7 and 8 and there is now an increased use of ICT. Pupil tracking procedures have been improved. Overall, the progress since the last inspection is satisfactory.
152. The teaching seen in science was all at least satisfactory and was often good. Particularly good features were well-planned, and structured, lessons with a variety of activity that were conducted at a good pace, with clear timescales being set. Teachers' explanations were clear and questioning was used effectively to check on, and develop, pupils' understanding. Demonstrations, models and practical activities were used to develop and consolidate pupils' understanding. Well-structured worksheets were used to reinforce learning. In some lessons there was effective use of the interactive whiteboard to explain concepts. Students in these lessons responded well to the pace and the challenge and made good progress.
153. For example, in a Year 9 lesson the teacher used brisk questioning to check pupils' understanding of earlier work on the digestive system and to lead onto the topic for the lesson of fibre in the diet and its role in water retention. Pupils were given a clear timescale to come up with ideas as to how the absorption of water by different fibre foods could be assessed. The pupils responded well and suggested a range of different methods, which were discussed in the class. The merits of these were debated and a particular method was decided upon, which was then carried out as a whole-class demonstration with participation by pupils. Good progress was made in understanding that foods with different fibre content absorb different amounts of water and effective questioning by the teacher brought out how the results could be treated to allow for different starting amounts of one material.
154. In a Year 11 lesson, pupils made good progress in their understanding of the transport of blood. The teacher showed good management of pupil behaviour with pupils who are generally disaffected and the lesson involved a good variety of activity. Questioning was effective and good use was made of a pupil's experience in a family with a heart disorder.
155. While no teaching seen was unsatisfactory, there are some weaknesses. Teaching objectives are rarely communicated to pupils and timescales are not always given for

activities. Some tasks set are basic and could be adapted to provide more challenge for higher attainers. The teacher controls some lessons very rigidly, and while the pace is brisk, the opportunities for more independent work by higher attainers are too restricted. The range of learning opportunities provided for pupils is too narrow. Investigative work in Years 7 to 9 needs to be further strengthened, as planned.

156. Many teachers have successfully completed ICT training, but the use of ICT is restricted by a lack of sufficient hardware and software and access to appropriate facilities. The curriculum requirements for data-logging are not met. There is insufficient extended treatment of spiritual, moral, social and cultural issues using techniques such as debate, group discussion and role-play. The allocation of time for science in Year 11 is insufficient and this is a factor in the department's weaker performance in GCSE examinations.
157. The department is well organised and management is sound. The department has identified the need to explore the provision of alternative courses in Years 10 and 11 for lower attainers. There is no formal system of monitoring and evaluation of teaching and standards of work. This needs to be implemented. Target-setting systems are in place. There is a shared commitment in the department to broaden teaching and learning styles but there is no policy in place on teaching and learning.

## ART AND DESIGN

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

### Strengths

- Good teaching and learning.
- Students' achievements.
- Progress made by the least capable students.
- Leadership of the department.
- Teachers' planning and subject knowledge.
- Relationships between students and teachers.

### Areas for improvement

- Students' drawing.
- The use of sketchbooks for investigation and experimentation from Year 7.
- Statutory requirements relating to ICT in Key Stage 3.
- The attainment of the most capable students.
- The accommodation.

158. Teacher assessments for students in Year 9 in 2001 and 2002 were well above average. The 2001 GCSE A\*-C results were well below the national average, although the boys performed close to the national average. Every student gained a pass between A\* and G. The 2002 GCSE results showed some improvement. The results are less good than at the last inspection.

159. Standards in Year 9 are below expectations. Students have a good grasp of basic colour theory and composition but drawing skills are undeveloped. They have difficulty using line to show space or texture. Shading often flattens form. They are more comfortable producing clay sculpture based on studies of doorways. Students repeat the outline of sportsmen to create the illusion of movement in the style of the Futurist artists, or produce emotive paintings reflecting the events of September 11 in New York. There are good examples of batik compositions, showing Cubist and Pop Art influences. Self-assessment tends to be descriptive rather than evaluative and students seldom offer a personal opinion of artwork. Sketchbooks are not well used for experimentation and their contents have a 'finished' rather than an investigative quality. None of the students use computers to make artwork. Students enter the school with very low skill levels when they arrive in Year 7, and gain essential skills well due to the teachers' understanding of need. As a result, students achieve well by the end of Year 9.
160. Standards by the end of Year 11 are close to average and the achievement of these older students is good. Sketchbook use is improved, with investigations into colour, texture and construction, in a range of materials. Although drawing shows increased sensitivity of line, the balance between observational drawing and drawing from books is uneven. Students investigate Gaudi's architecture, comparing it with more conventional building. Sketchbooks contain photographs and drawings of buildings in Germany, Spain and Russia, but few in Driffield. There is confusion about the nature of observational drawing, one student noting, "This is an observational drawing of a church," when it was copied from a book. Composition skills are much better. A student made effective use of oil pastel to add colour, tone and form to a relief based on drawings of hands, while another used masking tape to emphasise the vertical quality in a Cubist-inspired street scene. Reference to work as diverse as African, Japanese and Aboriginal art, Malevich's Suprematist paintings and Lichtenstein's comic-strip paintings helps students to gain a broader view of art and artists. Students use their own photographs to experiment with composition. Finished work is displayed in the department or around the school but development work and intermediate studies play too small a role in students' work. Those who are least capable make very good progress. Teachers speak to their students with sensitivity and work is designed to allow them to learn quickly and realise their potential. Slightly more limited drawing skills and sketchbook use affect the progress of those who are most capable.
161. Teaching and learning in Years 7 to 11 are good. Teachers' expectations have risen since the last inspection and lessons are characterised by challenging tasks and good relationships. Students enjoy challenge; Year 9 students reacted to Picasso's "Guernica" and events in the Great War with graphic images of death and suffering, one student developing a composition showing a wilting lily, its leaves decaying on the ground. Their literacy was improved when their teacher used words such as harmonious, balance, and focus. Teachers' very good subject knowledge enlivens lessons. A teacher's discovery of the paintings of Howard Hodgkins during a visit to New York led his Year 10 students to use Hodgkin's methods in their silk paintings. Marking gives a good appraisal of work while making further demands such as, "Seek more local information, check homework!" This guidance is not always followed.
162. The curriculum offers a range of two- and three-dimensional processes but the lack of computers prevents full delivery of the National Curriculum. Recent changes to the options system will allow more students to study GCSE. Assessment of students' work is very good and has improved since the last inspection. Targets are set when students arrive in Year 7 and progress is regularly reviewed. The data gathered from assessment is not used to remedy weaknesses in the curriculum. The leadership of

the department is good and teachers work together to raise standards. Schemes of work are thorough and planning for the future reflects the school's aims. Teaching rooms are on different floors and one room is too small for full classes. The monitoring of teaching and learning is regular but requires more rigour to counteract the problems caused by the accommodation. Staff have not been trained in the use of information and communication technology. There has been satisfactory improvement since the last inspection.

## DESIGN AND TECHNOLOGY

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

### Strengths

- Consistently high standards in textiles, including practical work.
- Improving results in food technology.
- Revised curriculum to take account of student needs and increased use of assessment criteria.
- Good relationships.

### Areas for improvement

- Monitoring of teaching and learning across all areas of the department.
- Raising standards in electronics and resistant materials.
- Monitoring of student progress with a sharper, more rigorous focus.
- Using more exemplar material in all areas as a support to learning.

163. Standards of work in Year 9 are above the national average, as reflected in recent teacher assessments. There is no significant difference between the performance of boys and girls but girls do achieve a bigger percentage of the higher levels. This is supported by the quality of the work produced by girls in their design folders.

164. From average attainment on entry students make good progress from Year 7 to Year 9. Practical work is usually good and the better design folders are neatly presented. Good work is seen in a sports logo project in Year 8 where the theme is well researched, good use of colour and a good range of ideas in a Year 9 torch alarm project, and good work in a food project looking at healthy in-flight meal requirements taking account of space, equipment and hygiene issues. Where the work is weaker it is due to poorer presentational skills, insufficient detail in research, work unfinished or where evaluations are not clear.

165. In the 2001 GCSE examinations, results are in line with the national average for boys and above the national average for girls, who achieve a bigger percentage of the higher grades. The overall results for 2002 show a further improvement at A\*-C and A\*-G grades. Individual specialisms achieve varied success, with textiles of a high standard and improved results in food technology. Resistant materials, graphic products and electronics are underperforming overall, but students in these specialisms do achieve success, often exceeding earlier predictions, especially lower-attaining students.

166. Standards of work in Year 11 are variable. The best work is seen in textiles and the pattern follows the recent examination results for other specialisms. There is good work in all areas and girls usually produce a higher standard of work than boys, particularly in design folders. All students integrate well, including those with learning or behavioural difficulties, and make at least satisfactory and often good progress. Higher attainers usually do well and especially so when suitably challenged, as in a Year 11

textiles project looking at hat styles, a food technology project looking at a main course dish for vegetarians including Chinese and Asian foods, and a resistant materials project researching candle holders.

167. Practical skills are of a good standard in all areas. Where the work is weaker there is poor annotation of ideas, lack of depth in research, over-reliance on commercial material for ideas and incomplete stages of the design process. Some evaluations are rather weak. Generally the weaknesses are due to poorer presentational skills. Higher attainers make good or very good progress in most areas and achieve well. Where there is underachievement, it is mainly due to lack of real challenge and expectation in the work undertaken.
168. The quality of teaching and learning is satisfactory overall, with a proportion of good and very good teaching seen. No unsatisfactory lessons were seen. In the best lessons learning is increased and good progress made because teachers use good subject knowledge to develop or expand ideas, share lesson objectives with the class, use appropriate intervention and have good student management. A good feature of some lessons is the use of assessment and self-evaluation as a means of improving the quality of the work.
169. Good relationships and student attitudes exist in all lessons, which contribute to the learning achieved. Satisfactory lessons have many positive features but can at times lack real pace and challenge; students do not develop their work in sufficient detail and rely on existing examples and some students are unable to see demonstrations clearly which can affect their later understanding of how to proceed.
170. The department's contribution to spiritual development is not addressed adequately but moral and social development is good. Students respect each other's views and show responsibility when working in groups. Cultural development is particularly good in textiles and food technology where ethnic influences in design are considered and where students research foods from other countries. Literacy and numeracy skills are satisfactory overall. The use of information and communication technology is planned in most areas of work including the use of CAD/CAM to support learning.
171. Leadership and management are satisfactory. A number of issues from the last inspection have been addressed and a positive response given to a recent departmental audit. Assessment procedures and practice are good overall but require monitoring for consistency of application. A curriculum review has taken place and courses adapted to suit student needs. Good standards are seen in textiles and food technology, but not high enough in other specialisms. Monitoring with a sharper focus is needed to include teaching and learning and student progress across all areas. The use of exemplar material to support learning is a good feature of some areas but it is not extended to all areas. Marking of work is regularly undertaken and a good feature is the use of assessment criteria and feedback to students about their performance. Students are usually aware of how well they are doing in the subject and of their targets for improvement.
172. Accommodation is good in some areas and rather cramped in others. Display of work is good and supports the learning. Resources are satisfactory overall and there are good facilities for information and communication technology in the department. The department is making some progress in addressing the gender imbalance in certain specialisms.

173. Improvements since the last inspection include strategies to increase students' knowledge of technical language, improved information and communication technology facilities, better 3-dimensional modelling, food technology rooms upgraded, and technician support in food and textiles now established. The shared technician between the resistant materials area and art is not an ideal arrangement for best use of time in both areas. There are no safety lines around machinery in workshop areas.

## GEOGRAPHY

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

### Strengths

- Above average standards in Year 9 teacher assessments.
- Good GCSE fieldwork component.
- Good teaching by subject specialists.
- Challenging students to make the most of their opportunities.
- Developing independence in learning in Years 10 and 11.

### Areas for improvement

- Ensure improving standards in attainment in GCSE.
- Developing a sequence, through assessment, monitoring, recording and review, for tracking student progress, setting targets and scrutinising how well students are doing.
- Varying teaching and learning methods appropriately to the needs of all students in order to raise performance even further.
- Developing more effective ICT skills in geography, including integration within lessons and students' work.
- Developing the presentation of work in Year 7.

174. Standards in Years 7-9 are consistently well above the national expectation. Over the past three years in the assessment at the end of Year 9, between 30 and 49 per cent of students obtained the higher Levels 6-8 with never less than eighty per cent attaining the average Level 5. In 2002, 92 per cent of students reached this level. Such percentages indicate very good levels of achievement that are much higher than that expected of comprehensive schools nationally.

175. In Years 10 and 11, attainment is above the national average at GCSE, but there has been a declining trend in results over the previous three years in terms of higher grades and the point scores of students. In 2001 results were above expectation, in that most students gained a grade A\*-G, with two-thirds attaining the higher grades, A\*-C. In 2002 the proportion was a little lower. In 2001, students taking geography achieved well and attainment was close to the average of other subjects. Girls do somewhat better than boys but not by as much as is the case nationally.

176. The quality of teaching seen in the lessons observed was mostly good and about one quarter was very good or excellent. There were no unsatisfactory lessons. Staff are established subject specialists with an in-depth knowledge of their subject which they adeptly communicate to students. Teaching in Years 7-9 does vary. Most lessons were set at a good pace. High standards are expected of pupils in terms of growing knowledge and understanding of geography. Lessons are well planned, designed to get the best out of the time available. Pupils are expected to work hard and their learning is monitored through careful questioning as well as exercises, assessment tests and examinations. While most lessons in these year groups progress well, a minority, especially those that are least participative, can become insufficiently challenging, with

pupils becoming passive receivers instead of active learners. Most pupils are good listeners, but they respond extremely well to opportunities for research, collaborative work and independent learning. Lessons that have these features were very good, contributing significantly to the good achievement and progress being made by students. The new timetable block arrangements, introduced in September 2002 in Years 8 and 9, cater more adequately for the needs of all students, including more able and talented or lower attainers, and they are already making more rapid progress.

177. Teaching in Years 10-11 to the option groups overcomes most of these areas for improvement. It is organised, efficiently delivered and to good effect, as the examination results show overall. Some carefully crafted lessons running at a challenging pace and getting the best from students were seen in Year 11. Especially significant is the development of independence in learning which leads to very good progress. The coursework requirements for GCSE are skilfully developed and this component contributes particularly well to the high marks achieved by most candidates. The teaching here was of high quality.
178. In Years 10 and 11 it is clear that written work is more systematically monitored and that feedback is given regarding improvement, evidence of omitted form coursework or unit exercises and that staff are regularly overseeing progression and development. The coursework/fieldwork seen is of a consistently high standard, and includes ICT, either word-processed or incorporating Excel spreadsheet work and digital imaging. In several lessons observed, and the fieldwork for GCSE, there is impressive capability to handle, understand the use of and apply appropriately a variety of statistical techniques. It is the product of guided, independent learning.
179. From the scrutiny of work undertaken, there is much evidence of developing knowledge, understanding and skills, indicating achievement moving forward, assessment objectives being reached and progress over time. However, in Year 7 too much work was poorly presented and standards of grammar were not high enough. There was seldom any evidence in books of ICT usage other than information gleaned from a website. The department's marking policy is consistently applied with good, constructive feedback, though there is insufficient translation of target setting after assessment into suggestions for improvement in the students' books.
180. Of particular note has been the competence and confidence of students to speak, make presentations to others on geographical topics, work individually or in groups and pairs. The staff are to be complimented on having developed these skills of communication to a high level. Relationships between staff observed teaching and students are very good and students questioned confirmed this, speaking highly of their teachers, their expertise and knowledge and the reputation of the department. These are often major factors in why they choose to take geography. Relationships seen between pupils in lessons were equally positive, in group work, pairs or whole-class lesson work, when they could be seen frequently helping each other. The effect of these positive influences is to develop the prerequisites for examination success, students learning independently, and also a wider appreciation of the contribution of geography to the world the students live in. They are enthusiastic and readily say that they enjoy the subject. Behaviour is normally very good.
181. The department is very well led. It is a large team of eight, all of whom have significant areas of responsibility, mostly outside the department. There is a clear sense of purpose and direction and a team consensus of what is to be achieved by dedicated, hardworking subject specialists. Administration has been brought up to modern standards and attention paid to the recent specification changes at GCSE and in

accordance with Curriculum 2000; it has not yet made sure that the entire ability reaches its potential and maximises scores. The performance management system is in place and on track, though its impact is not discernible at this stage. Further work will develop the raising of achievement agenda within geography. Funding to geography has improved in the past 12 months, with money being made available for much needed developments in textbooks and an interactive whiteboard, though more is urgently needed. Rooms are well kept with delightful display work to highlight the contribution of geography to the student curriculum.

182. Geography caters for all students in the curriculum for Years 7-9. A significant number of students opt for geography in each of Years 10 and 11, where the course leads to GCSE, with four sets normally running in each year group. Courses offer a broad and balanced curriculum. The department is managed very well, but has areas to address to further improve. It has yet to undertake a careful analysis of trends over time, seeking explanations with a view to consistently securing improved results at GCSE. It does not develop a sequence through assessment, monitoring, recording and review into tracking student progress. Such work would then translate into a departmental development plan, the schemes of work and variation of teaching and learning methods according to the needs of all students. Some inconsistency in the quality of homework and coursework received by the department is apparent. Already high standards observed in relation to fieldwork in Year 10/11 do not yet extend into Years 7-9. ICT facilities or opportunities for students within the subject are not yet fully exploited. Difficulties with accommodation impede progress. Consideration given to establishing a department base on a single site would bring about greater cohesion, prevent duplication of resources and concentrate further ICT facilities.
183. Consideration of improvements since the last inspection shows standards in geography have improved. Year 9 teacher assessment results are above average. Greater attention is paid to stretching the more able and talented with the blocking system in Years 8 and 9. Provision for students with special educational needs, who formerly struggled in mixed ability classes but now receive targeted support in a designated group, is good. Development of very good, professionally produced resource booklets is meeting the differing needs and abilities of students. Overall, the department is now very successful and going forward. It has clear aims and defined policies. There is a dedicated team of teachers committed to taking standards further and fostering a global understanding in the minds of students of the contribution of the subject to their overall education. There is no doubt that it has the capacity to make those improvements.

## HISTORY

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

### Strengths

- Attitudes and behaviour in lessons.
- The use of ICT in history.
- Experienced teachers with good subject knowledge.

### Areas for improvement

- Widen the range of teaching and learning styles and share good practice.
- Raise standards of attainment at GCSE.
- Improve assessment procedures.

184. According to teacher assessments, the attainment of students at the end of Year 9 has consistently been well above national expectations over the past three years. Evidence seen during the inspection does not support such an optimistic assessment. In 2001 attainment in terms of GCSE grades A\*-C was below average, although girls' results were in line with national expectations. In 2002 results were poor and well below comparable national figures. In both years, the proportion of higher-attaining students was particularly small.
185. In Year 9 students make satisfactory progress, in lessons and work seen, to attain standards consistent with national expectations. They complete a good quantity of generally well-presented, detailed and accurate work. There are strengths in the use of ICT in individual research and investigative work, often resulting in good quality extended writing. Students with special educational needs often make good progress in well-structured lessons, which allow support teachers to be effectively deployed. Work produced by average and lower-attaining students too often contains spelling and grammatical errors, which pass uncorrected by their teachers. Students do not have a clear idea of how well they are progressing, as teachers do not routinely use National Curriculum levels when marking work.
186. There is great variation in the standards of work seen at the end of Year 11, but overall they are in line with expectations. All students make satisfactory progress in learning the main features of medicine in Greek and Roman times and are able to assess the degree of continuity and change in comparing its practice. Most understand and can explain different interpretations of history, for example in evaluating responses to the treaty of Versailles.
187. The quality of teaching in history is always satisfactory and in some lessons is better than that. In lessons where teaching is good, students learn well because high expectations and detailed planning are married to good pace and varied activities to extend students of all ability levels. In a Year 9 lesson on First World War propaganda, students learned well because they were able to compare German, French, Russian and British posters on an interactive whiteboard. In a number of lessons, however, there is too high a percentage of teacher talk and too narrow a range of teaching and learning styles. Occasionally these are exacerbated by insufficiently close monitoring of students' concentration, which allows inattention to detract from the quality of learning. The majority of students behave well in history lessons and respond positively to each other, their teachers and the opportunities open to them. The subject makes a good contribution to the spiritual, moral, social and cultural development of students, as in the responses to a video in a Year 9 lesson on the Luddites, showing the changes in family life of the Yorkshire croppers resulting from the introduction of the gig mill and the shearing frame. Students' attainment is not always effectively supported through the implementation of consistent and transparent assessment procedures.
188. Despite only having been in the school for six weeks, the new subject leader has an accurate perception of the main areas for development. He has already injected a new dynamism into the teaching of the subject and is beginning to raise its profile, as was clear from both the enthusiastic response to the lunchtime Year 9 "History Club", and the planned visit to the First World War battlefields.
189. Improvement since the last inspection has been satisfactory.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Strengths

- Good provision for discrete lessons in ICT, with innovative and inspiring teaching and support.
- Greatly improved ICT equipment.

### Areas for improvement

- Compliance with requirements of National Curriculum programmes of study in ICT across the curriculum.
- Curriculum time allocated in Years 7-9, which is very little compared with most schools.
- Level of practice using ICT in most subject areas.
- Identification of a co-ordinator for the management of cross-curricular ICT.

190. In 2001 attainment at the end of Year 9 was below average. Teacher assessment in 2001 and 2002 indicated standards were above expectation. However, scrutiny of students' folders and user areas revealed that many aspects of cross-curricular ICT were not taught. There was no GCSE offered in 2001 but in 2002 a small group gained above average results in A\*-C grades and all gained at least A\*-G. A short course for all in ICT has been introduced from 2002.
191. Work seen during the inspection in Years 7-9 showed standards are above expected levels but in a much-reduced scheme of work. Students have allocated time for ICT in Years 7-9 which is well below the national average. Restriction of this limited time is further compounded by the lack of consistent application and practice with computers across all curriculum subjects. Both these issues remain from the previous inspection.
192. Work seen in Years 10 and 11 is very good because of the rapid consolidation of skills at the start of Year 10 that gives a foundation to learning. New and rigorous methods of assessment, inspiring teaching and a significant increase in equipment have enabled all pupils to reach their potential. A very good programme of master classes in collaboration with the local Beacon school is raising attainment and challenging the higher attainers.
193. Students with special educational needs match the requirements of their education plans and use ICT very well to raise their standard of work and self-esteem. A small percentage of students use laptops in class, enabling them to compensate for their learning problems and have pride in their achievement. The department documentation and practice takes a clear stance in relation to opportunities for all students.
194. The quality of teaching and learning in discrete ICT is very good overall, with some outstanding work in the teaching and learning, for example in Year 9 when preparing and presenting information to a specific audience. Sixty per cent of teaching was very good or better. Energetic and passionate teaching inspires and challenges learning. Assessment is very well organised. It capitalises on every opportunity to improve learning, including good use of technical terms and templates to aid writing, as well as spreadsheets to show efficiency with calculations. Very good learning has pace and drive. Teachers use effective demonstrations to develop students' thirst for knowledge, as seen in their research about different countries to develop a series of presentation slides on holidays. However, students make limited use of annotation to illustrate how and why they have amended their work. Behaviour is exemplary because of the high

expectations and work ethic. The successful integration of learning support assistants makes a very good contribution to students' learning and develops their own confidence with computers.

195. Cross-curricular ICT is unsatisfactory because there is no consistently monitored programme across the school. The recent government funded training was unsuccessful in promoting ICT for all teachers. The school has recently allocated time for the ICT team to develop support for teachers across the curriculum. There are elements of good practice in design and technology, history and music but there is no planned opportunity to share that expertise.
196. Leadership of the ICT department is very good because of the innovative work of the ICT team. Improved links to primary partner schools, the introduction of an initial ICT test when students enter the school and the integration of principles from the school development plan are strengthening the small but dynamic department. Poor design in some rooms constrains teaching. The network manager and technician make a very good contribution to raising standards in the department. Recent expansion to include an outreach technician to support primary schools is at an early stage of development. Resources are now very good and the use of interactive whiteboards across the school is beginning to have a positive impact on teaching, as seen in history. However, some departments still have difficulty in getting access to computers which constrains their schemes of work in relation to developing ICT skills.

## MODERN FOREIGN LANGUAGES

### FRENCH and SPANISH

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

#### Strengths

- Teachers have a good command of the languages they teach.
- Teachers are hard-working and ambitious for their students.
- Students' attitudes are in general very positive.
- GCSE results in French are above those achieved nationally.

#### Areas for improvement

- Accommodation since teachers have to teach in three areas in two different buildings.
- Insufficient use of spoken French and Spanish in lessons, opportunities to practise spoken language.
- In some lessons the pace is too slow and activities are not sufficiently varied.

197. All but a few students learn only one language. This is usually French, but over a quarter now learn Spanish. A small group is learning both languages in Year 10. The last students learning German took the GCSE examination in 2002. Students are taught in mixed ability groups in Year 7 and initially in Year 8, after which there are setting arrangements for higher attainers. Teachers' assessments at the end of Year 9 have shown an increase from 2000 to 2002 in the number of students reaching higher levels. In the same years the percentage of students gaining GCSE grades A\*-C in French was above the national figure and above the figure for other subjects. The percentages for German and Spanish were similar to those in French in 2000 but less good in 2001 and 2002. In all three languages, girls gained better results than boys. Only one candidate failed to gain a GCSE grade in these three years.

198. There is a wide range of attainment in all Years 7 to 11. In both languages good attention is given to written work, which is usually done carefully and conscientiously. Most work in early years is limited to copying or adaptation, but higher-attaining students in Year 9 are beginning to write more originally and ambitiously. In Year 10 a top French group did very good work when writing about the school subjects they liked and disliked and the reasons why. By Year 11, students write quite confidently on a range of topics, but grammatical accuracy is still a problem for many. Very little work in reading comprehension was seen during the inspection, but in all years work in listening comprehension in both French and Spanish shows that higher-attaining students know a good range of vocabulary and have a good understanding. Lower attainers sometimes find difficulty in understanding native speakers on tape and need help from the teacher.
199. Standards of spoken language in Years 7 and 8 are encouraging. Students enjoy repeating words and phrases, whether in chorus or individually, and are ready to answer questions from the teacher. Good examples of this were seen in French and Spanish lessons in both years. Pair work is less successful, both in these early years and later, particularly when the material is not well enough known for students to use it with confidence. There was, however, a very good example of successful pair work in a Year 8 French lesson where students were adapting a description of one town in order to describe another. Oral work in later years is often less encouraging. Students can be reluctant to speak and all but the most able depend too much on written material as a stimulus. There is too little use of French or Spanish as a means of everyday communication.
200. Teachers in the department are well qualified and have a good command of the languages they teach. They are hard-working and ambitious for their students and know them well. Relations between teachers and students, and between students, are in general very good and are an important factor in the overall quality of teaching and learning. Almost all lessons observed were at least satisfactory and well over half were good or very good. Students make good progress at all levels of attainment in Years 7 to 9. In Years 10 and 11 there is some variation at all levels, but overall achievement is satisfactory. Pupils with special educational needs receive careful and caring support and make good progress.
201. Teachers prepare lessons carefully and explain their objectives clearly. The best lessons use a variety of resources, activities and teaching methods. They move at a good pace and challenge all students to take an active part. Where teaching is unsatisfactory, or less successful than it could be, objectives are too limited, there is too little opportunity for students to be involved and full use is not made of the time available. Teachers often use French or Spanish effectively in lessons, but they do not encourage students to speak the foreign language as much as they might. Opportunities to include ICT in teaching are limited at present, but it is hoped to make greater use of it soon. Cultural horizons have been widened by a study visit to Spain organised by the department and a trip to Boulogne arranged in conjunction with the leisure and tourism course.
202. The curriculum leader has been in post for less than two years. He has introduced new textbooks, started an updating of schemes of work and other documentation, and allocated important responsibilities to other members of the department. Modern foreign language teaching rooms and other areas are made welcoming and attractive by excellent displays of students' work and other aids to learning. They are located, however, in three areas of two separate buildings. Teachers would be able to share

their ideas and work more effectively together if all language teaching took place within the same area.

## MUSIC

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

### Strengths

- Most GCSE students obtain high grades.
- Teaching is characterised by high expectations of individual achievement and behaviour.
- The subject is very well led with a very strong common will among full-time and visiting staff to further the learning of the students.
- The extra-curricular provision and opportunity is excellent.

### Areas for improvement

- The number of students who pursue GCSE music in Years 10 and 11.
- Continuity and progression in the schemes of work for Years 7 to 9.
- The systematic development and reinforcement of students' learning.

203. At GCSE in 2001, all students attained a grade between A\* and G, all but one between A\* and C. Results in 2000 were higher, but in 2002 they were not as good overall. Due to the small group sizes, national comparison of results is unreliable. In teachers' assessments at the end of Year 9 in 2001 results were above the national average, a very significant gain on those of 2000 and improving still further in 2002. There was a significant improvement in boys' results. They were only a little under those of girls, much closer than the situation nationally. In GCSE groups, including the music component of expressive arts, more boys than girls take music, contrary to national trends.
204. In both Year 9 and Year 11 standards of work seen during the inspection were average. Achievement from Years 7 to 9 and from Years 10 to 11 has been satisfactory. In Years 7 and 8 attainment and current progress is good, reflecting renewed stability in the teaching. By Year 9, students perform and improvise simple melodic pieces at the keyboard, often to backing tracks programmed by the teachers or the students themselves. Co-ordination of several simple melodic parts in pairs and groups is less successful. They store their work on diskettes, but not all students do this efficiently, which affects their learning. They enjoy singing, mainly in unison and by memory, but with little use of notation. They synchronise soundtracks to film clips and some successfully develop chase scenes by developing short musical motifs. In Years 10 and 11 students compose music in radical styles of the 20th century and improvise in Indian style, giving insight to trends in study areas as well as for self-expression. Students with special educational needs are well integrated into all activities and, particularly where there is additional support from Year 12 community awareness students, they make good progress.
205. Teaching and learning are good across the school. Teaching is characterised by very good relations between the teachers and students, with clear expectations of how students should behave and set about activities in lessons. Frequently, very good discussion of musical concepts leads to the stimulation of students' creative impulses. In lessons on ethnic musical styles students are required to step out of their own culture and think authentically in the targeted culture. Key concepts and vocabulary are not always thoroughly prepared before embarking on practical work, limiting the students' powers of recall. The minimal reference to key word posters and the lack of exercise books and folders, combined with only occasional and informal homework,

breaks continuity between both lessons and different units of work. Resources are well used and motivating for the students, but with keyboards time is lost in resolving technical issues and 'discovering' the sounds they can make before embarking on the substance of projects.

206. Achievement is currently not as good as teaching and learning because many able girls in Years 10 and 11 choose other arts than music, creating a skewed picture in national comparison and staffing in music, which, although now stable and well set for rapid improvement, has seen the departure of two experienced members of staff in consecutive years. Also, the whole-school strategy on assessment was until very recently inconsistent and has encouraged the department to view standards in Year 9 over-generously. New units of work in Years 7 to 9 for recently acquired class-sets of keyboards enable a good range of new composition and performance activities through storage and layering of music in a digital format. They are well presented in pamphlet form, which has done much to help students and to give guidance to the newly qualified teachers appointed in 2001 and 2002. However, the sequencing of the units has not yet secured a consistent basis for the progression of learning in music over Years 7 to 9.
207. The department is very well led and managed. The induction of new staff to the department is very good; the head of department is a model of consistent, very good practice in the classroom and beyond. The shared will to see the subject succeed is excellent. Opportunities for students to learn instruments have been extended beyond the provision of the Local Education Authority. Ten instrumental teachers visit the school, teaching close to ten per cent of the school population, above the national average. These teachers are encouraged to involve themselves in the musical life of the school, leading ensembles, playing alongside senior students in the orchestra for the annual production, leading regular workshops for staff and students, which lead both to performances and to curriculum planning. As well as rehearsal for *Les Misérables*, large-scale extra-curricular projects include Rock Challenge (a competition in which the school have been finalists for the past six years and embracing 100 students annually in a musical, anti-drugs national extravaganza) and a musical project involving composition and performance for charitable causes in Malawi. There are many further musical initiatives, both in the school and the local community. Through particularly ambitious cultural engagement, the subject makes an outstanding contribution to the social, moral and spiritual life of the school.
208. Since the last inspection the department has made satisfactory progress; it has re-established good teaching and learning despite rapid staff turnover and current progress made by the students is, as then, good. It has developed resources and materials to embed ICT into the curriculum and singing is much more regular. However, the lack of tuned percussion limits the development of motor skills in the younger years. In order to improve further, the department needs to address actively the issue of why, in so strong a musical environment, so few students opt for GCSE, and, in doing so, to reflect on progression in the scheme of work at Key Stage 3 and on evolving policies for identifying and promoting the gifted and talented within the curriculum.

## PHYSICAL EDUCATION

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

### Strengths

- GCSE results are well above average, and have improved significantly.
- Pupils' achievement and progress are good.
- Teaching and learning are good; GCSE teaching is particularly strong.
- Leadership and management are very good.
- Provision for extra-curricular activities is an outstanding feature.

### Areas for improvement

- Work needs to be matched more closely to the full range of pupils' needs.
- Teacher assessments at the end of Year 9 require improved moderation.

209. Standards in physical education are above average and represent good achievement by both boys and girls. Pupils' very positive attitudes and their good learning skills combine with good teaching to ensure that they learn effectively and make good progress as they move through the school.

210. Formal teacher assessments at the end of Year 9 indicate that standards in physical education are well above the national expectation for both boys and girls. This is not confirmed by inspection findings. In work seen in Years 7-9, standards are above average generally, including for those pupils with special educational needs. By the end of Year 9, a vast majority of pupils are reaching expected standards in their activities. More boys than girls are reaching the higher Level 6 and above. At this stage, pupils are developing a secure understanding of the effects of exercise on their bodies and understand the need to prepare themselves thoroughly for their physical activities. Standards in major games activities and in swimming are considerable strengths in Years 7-9; in hockey Year 9 girls' skills were above average in controlling the ball in tight situations, using both open and reverse stick techniques; in football, Year 8 boys' ball control and strategic awareness were well above average; standards in Year 9 swimming were also well above average for girls of all levels of attainment when successfully developing personal survival techniques.

211. Results in GCSE physical education have improved significantly since the previous inspection. In 2001, all candidates successfully completed the course with a well above average 74 per cent gaining A\*-C grades, including an above average proportion at the highest A\* and A grades. The course is a very popular option for boys and girls, and their results are very similar. They represent very good achievement for these pupils. The most recent results in 2002 have improved further with 79 per cent gaining A\*-C grades, and an overall 100 per cent pass rate once more.

212. In work seen during the inspection in Years 10 and 11, standards in GCSE physical education reflect these previous results, and are well above average at this stage of the course. There is notable strength in the theoretical elements of the course, and these are linked well to practical activities, as in a successful Year 10 volleyball lesson. During the course, GCSE pupils develop well above average levels of knowledge and understanding, which they apply successfully to their practical performances in physical education. Elsewhere, in the core physical education programmes in Years 10 and 11, standards are above average overall, as pupils consolidate and extend their work in previous years. Both boys and girls have a good understanding of health and fitness principles at this stage.

213. Pupils, including those with special educational needs, make good progress in physical education. Their rate of progress is particularly marked in Years 7 and 8. Pupils are co-operative and their behaviour is excellent. Levels of interest and enthusiasm for the subject are high, and participation rates are good. As a result, they develop good learning skills which are enhanced by their commitment, physical effort, and their considerable maturity and willingness to accept responsibility.
214. The quality of teaching and the learning that it promotes are good throughout Years 7-11. Important strengths of teaching are the very good relationships and management of pupils, linked to high expectations, which combine to create a purposeful atmosphere for learning in lessons. Teachers have a very good knowledge of the activities they teach; as a result, pupils learn correct techniques and improve their knowledge and understanding. This was clearly so in Year 8 football, where boys made very good progress in improving their technique and awareness in making individual attacking runs resulting in shots on goal. In the most effective lessons, teachers frequently question pupils to check on their learning. When this is linked to opportunities to take responsibility for planning and organising their work, learning is notably good. This was the case in Year 10 GCSE theory, where pupils made tangible gains in knowledge and understanding of the skeletal system, and, in particular, the types, classification and functions of joints. GCSE teaching is notably strong; requirements for examination success are clearly understood and communicated to pupils and their progress is supported well by regular, well-planned homework tasks. Areas for development in teaching include ensuring a closer match of work to pupils' needs; whilst planning is good, more emphasis should be placed on the work required by pupils of differing levels of attainment. Clearer illustration is needed of the tasks and resources required for both the higher- and lower-attaining pupils in classes.
215. Leadership and management are very good. National Curriculum requirements are fully met, and the opportunities for choice and specialisation are well established in Years 10 and 11, with positive impact on participation rates. Assessment procedures are secure, but in Years 7-9 there is insufficient moderation and close alignment to National Curriculum levels. A regular approach to monitoring teaching and learning would assist this process, and promote continued improvement by sharing the good range of very successful practice that currently exists.
216. Improvement since the last inspection has been very good. Standards of teaching and learning are stronger now, and examination results have improved substantially. The extensive range of extra-curricular activities has been sustained and is an outstanding feature; these are popular and supported well by boys and girls, are helping to raise standards, and are providing very good opportunities for many pupils to achieve very high standards, both individually and in their teams.

## RELIGIOUS EDUCATION

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

### Strengths

- The subject benefits from very good leadership and a dedicated team of committed specialist teachers.
- The high quality of care for students is a major contributor to their positive attitudes and achievement.
- The effective use of a wide range of good resources is a key element of the good teaching and very good teaching.
- In Years 7 to 9 students achieve well in relation to the expectations of the local Agreed Syllabus.

### Areas for improvement

- Secure a higher level of achievement from students Years 7-9.
- Improve consistency in provision by more systematic monitoring.
- Provide a subject resource base to enhance effectiveness.

217. Over recent years the number of students entered for GCSE in religious education has ranged from 12 to 18. All but one of these students has attained an A\*-G grade, which is above the national average. In 2001 the percentage achieving grades A\*-C was also above the national average but this percentage fell back in 2002. However, on the evidence available, many of these students achieve as well as or better than in other subjects.
218. The teaching of religious education is in a state of transition across Years 10 and 11. Until this year the subject has had an unacceptably low allocation of time as indicated at the time of the last inspection. A GCSE short course in religious education has now been introduced into Year 10, leading to accreditation in 2004. The work seen in the complementary studies course in Year 11 is of a satisfactory standard but the limited time and scope of the module does not meet the requirements of the Agreed Syllabus. Work seen in Year 10 is satisfactory overall with some good work in classes selected for a more demanding approach. Overall, the planned provision is now secure for students in Years 10 and 11.
219. Across Years 7 to 9 students produce work of a good standard in relation to national expectations. By the age of 14 students have gained a good grasp of key elements of Christianity and the other major world religions. They are, for example, able to use the correct terminology for differing beliefs and practices. Many are able to talk confidently about the use of symbolism within each religion and make comparisons between them. As a result of the good teaching and the well-thought-through tasks they are set, they have the ability to empathise with those of different faiths and recognize the impact of religion on attitudes and behaviour. An impressive lesson on Martin Luther King and his motives for civil liberty, was one such example.
220. Students are very well supported in their learning, particularly those with special educational needs. As a result, these students make good progress across all years. There is a high level of care for students and a concern that they achieve well. They receive good quality oral and written feedback and their contributions in lessons are always valued. In an effort to ensure that all students reach their potential, more able students, and those with a greater aptitude for the subject, have been brought together in groups where they will have opportunity to study for a full GCSE in the subject.

221. In eight out of ten lessons the quality of teaching is good or better and in nearly a third it is very good. There is no unsatisfactory teaching. Teachers are very knowledgeable and have innovative ways to teach complex religious concepts. The resources in the department are very good and these are used to maximum effect. For example, the use of appropriate video clips is particularly good, and in one classroom the use of an interactive whiteboard enhances learning. Lessons are well planned and involve a variety of structured activities that challenge students' thinking. The very good rapport teachers have with students enhances their learning. The lessons seen during inspection made a good contribution to personal development including students' spiritual development as, for example, in a lesson on the Holocaust and the impact of war. In a few lessons a greater rigour and better management of students to ensure maximum productivity would improve teaching.
222. Since the last inspection the issue of the time allocation for students in Years 10 and 11 has been addressed. Standards at ages 11-13 are now consistently above average, reflecting the improvement in teaching that is now good overall. The leadership is now very good with a clear vision for the subject and commitment to improvement. The management of the department is good but there is insufficient monitoring to ensure consistency, particularly in teaching. A suitable resource base would enhance the overall effectiveness of the department.

## CITIZENSHIP

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

### Strengths

- New management responsibility developing new course.
- Good contributions in religious education, history, art and expressive arts.
- New revised curriculum in hand to link with personal, social and health education.

### Areas for improvement

- Increase of contributions in all subject areas.
- Establishment of an integrated course.
- Assessment methods and practices.

223. The school's arrangements for the teaching of citizenship are at a relatively early stage at present. Management responsibility for the subject has changed from the beginning of this academic year and the new postholder has been unable to make as much progress as he might have wished. In preparing for the introduction of the subject the school audited its current provision in June 2001.
224. The main contributory subject areas in Years 7-9 were religious education, history, art and design, and expressive arts, with some contribution made by English and physical education. Mathematics, science and modern foreign languages made little or no contribution. In Years 10 and 11 the pattern was similar, although complementary studies made a good contribution and business, science and information and communication technology made some.
225. As a consequence of the changes in leadership and management already referred to, the programmes of study for all years for personal, social and health education are currently being revised to ensure that they meet the requirements of the citizenship programmes of study.

226. No discrete citizenship lessons were timetabled for the week of the inspection, so it was not possible to judge accurately the quality of teaching and learning. Citizenship elements were seen in a Year 10 English lesson, where the work of the Commission for Racial Equality was discussed as part of a comparison of racial issues today and in Steinbeck's time. In dance and drama there is a community theatre project through which Driffield students work jointly with ten students with severe learning difficulties from a local special school.
227. There is an active school council involving elected form and year representatives which has effected an improvement in school meals, provided seating in the lower school leisure area, and basketball hoops outside. In Years 10 and 11 students with special educational needs following the ASDAN award scheme make good progress in this area of the curriculum but, as yet, the school has made little progress in deciding on how assessment will be conducted.

## EXPRESSIVE ARTS / PERFORMING ARTS

Overall the quality of provision is **good**.

### Strengths

- Learning by all groups of students is good overall, with some very good creative work in Year 10.
- Extra-curricular productions are a strength of the whole school, involving students from all year groups.
- The inspirational teaching by the head of drama permeates the performances of all students, particularly in dance and drama.
- The ethos of the Driffield Guarantee for inclusion of all students in every aspect of school life is fulfilled through the many activities organised by the department.

### Areas for improvement

- More allocated space for practical classes to provide enhanced opportunities for students to develop their creative work independently.
- More time for students in GCSE groups to prepare both practical and written coursework.

228. Expressive arts is an integrated course combining elements of drama, dance, music and art. Standards obtained at GCSE in 2002 were above average nationally and better than similar schools; 214 students were entered, which is almost all the students in the year group. There was 100 per cent success rate with four-fifths achieving results in the top A\*-C range. Twenty-eight students took theatre studies GCSE and all achieved within the top band A\*-C grades. This course provides very good opportunities for the outstanding performance results achieved by the highest attainers. The trend in these good results has been consistent over the past five years. Boys perform as well as girls and students with special educational needs achieve well and sometimes very well. A strength is that all students have equal opportunities to do well, whatever their academic ability in other subjects. As a result, students grow in confidence and self-esteem because they are able to communicate with others through developing skills that equip them for life during their school years and beyond. Examination results are matched by the good standards of work seen in lessons, particularly in Year 10. Opportunities for a wide sampling of different theatre approaches and performance techniques result in some innovative dance and drama movements comparing style in symbolic theatre and realistic theatre. In Year 9 standards in lessons are good because students are beginning to shape their drama positively into a sequence of actions that tell a story or communicate a message.

229. Dance and drama is taught as an integrated subject throughout Years 7 to 11. Music is taught separately. The quality of teaching is good overall with some very good features, especially in Year 10. As a result, students' learning is good, particularly in developing acting skills and awareness of the need to evoke a response from their audience. For example, Year 10 students in a dance and drama lesson developed an emotionally charged movement motif based on the words and music of a popular song.
230. Teaching is always satisfactory and often good in Years 7 to 9 because teachers have good subject knowledge and share their skills and expertise by planning their lessons effectively. As a result, students tackle the tasks set enthusiastically, learning the basic skills of drama through working in pairs or small groups. Students in Year 7 enter school with very little experience of drama or dance; therefore, they are often excitable and their movement is uncontrolled. In response to the good teaching, students by Year 9 learn to use space responsibly as they devise plot, action and outcome for their developing characters.
231. Students with special educational needs integrate equally with others, exploring their creativity in the safe environment of the dance and drama lessons. For example, in support of educational inclusion, Year 10 were seen working with students with severe learning difficulties on a dance and drama project concerned with health and safety training. Gifted and talented students are financed through school funds to audition for a play by a new playwright as part of the National Theatre competition 'Celebration of Youth'. As a result, students can compete at national levels, polishing their performance skills to the highest standards.
232. Students' spiritual, moral, social and cultural welfare is developed effectively through the diversity of experiences shared in the dance and drama lessons. For example, spiritual matters are favoured through the intensity of emotion aroused in the climax of a dance. Year 8 used situation drama effectively in a school assembly by challenging other students to 'Choose between right and wrong'.
233. A strength of the school is the extra-curricular activities offered which range from a whole-school production of *Les Misérables* at Christmas to the National Rock Challenge extravaganza due to visit Australia in the summer term. These opportunities enrich the learning development of all groups of students and fulfil the promise made in the Driffield Guarantee.
234. The dance and drama team is led enthusiastically by an inspirational teacher. As a result, students entering school with very little drama experience make good progress through the drama process gaining self-knowledge as they grow in confidence and self esteem. Many achieve high standards of performance by the end of Year 11.

**PART E: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES IN THE SIXTH FORM**

In the inspection, 13 subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school.

The table below shows entry and performance information for courses completed in 2001. Figures in brackets are the school's 2002 data.

**GCE AS level courses**

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Mathematics	6	50	42	33	15	2.0	1.5

**GCE A level and AVCE courses**

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Mathematics	36 (21)	94 (100)	87	33 (47)	43	5.4	5.8
Chemistry	11 (10)	91 (100)	90	27 (60)	43	4.4	5.9
Biology	21 (22)	86 (100)	88	29 (50)	34	5.1	5.3
Physics	22 (7)	73 (100)	88	32 (28)	40	4.6	5.7
Other sciences	7 (5)	100 (100)	90	43 (60)	30	7.1	5.2
Economics	9 (8)	100 (100)	89	33 (66)	36	5.6	5.5
Sports/PE studies	8 (10)	100 (100)	92	50 (40)	25	7.0	5.1
Leisure & tourism Post 16 VQ	1 (9)	-	-	-	-	12.0	10.1
Art & design	21 (22)	100 (95)	96	19 (64)	46	5.5	6.6
Music	2 (3)	100 (100)	93	0 (33)	35	6.0	5.7
Geography	22 (26)	86 (100)	92	41 (69)	38	5.3	5.7
History	18 (23)	83 (100)	88	0 (43)	35	3.4	5.5
Religious studies	1 (1)	100 (100)	38	100 (100)	92	8.0	5.8
Sociology	20 (19)	100 (100)	86	30 (74)	35	6.1	5.3
English literature	40 (48)	98 (100)	95	73 (50)	37	8.2	5.9
French	2 (2)	100 (100)	89	0 (50)	36	6.0	5.6
German	1 (1)	100 (100)	91	100 (100)	40	10.0	5.8
Spanish	2 (1)	100 (100)	89	100	87	4.0	5.3
Other social studies	1	-	34	100	87	4.0	5.3
General studies	5	0	30	100	85	3.2	4.9



## SUBJECTS AND COURSES GROUPED IN CURRICULUM AREAS

### MATHEMATICS AND SCIENCES

In mathematics the focus incorporated both the AS and A level courses.

In science the focus was on chemistry, but biology and physics were also sampled. In biology, results were above average in 2002 and students did better than predicted based on prior attainment. One lesson was observed. This was good. Teacher explanation was well structured and thorough. Students developed a good understanding of ATP production in respiration. In physics the results were below average in 2002, but were in line with students' abilities. One 'AS' lesson was observed. This was satisfactory. Supportive teaching enabled students to make sound progress in using equations of motion.

#### Mathematics

Overall, the provision for mathematics is **satisfactory**.

##### Strengths

- The leadership and management of the head of department.
- Standards reached in advanced level examinations improved in 2002.
- Teachers are confident and knowledgeable about the course they teach.

##### Areas for improvement

- The range of teaching strategies in use.
- Students are not always actively involved in lessons.

235. In the 2001 advanced level examinations, the school's results, overall, were about average when compared to all schools nationally. Over previous years there was no secure trend in results and the performance of male and female students was not appreciably different. In 2002, standards improved, in that the average grade attained rose by about half a grade. The school uses an external agency to make predictions of students' likely performance. The results showed that, on average, results were as expected, although about half did better than their predictions and half did worse. Standards observed in both the analysis of completed work and in lessons indicate that, overall, students are working at the expected levels for this time in their careers. When these observed standards are considered in the light of the average attainment on entry to the sixth form and the satisfactory levels of challenge they meet there, students can be seen to be achieving satisfactorily.

236. This satisfactory achievement comes about through satisfactory teaching and learning. Teachers have good subject knowledge and, in the main, deliver the content confidently. Occasionally, teaching is more hesitant if, for example, the teacher is less experienced in terms of advanced level teaching. This has happened more this year than previously due to the high turnover of staff last year and a more equitable approach to whole-school timetabling taken by the new head of department. Students commented on this lack of continuity, but appreciate the clear notes they are given and the help and support from staff that they receive. However, in lessons, they are mainly passive learners. The majority of lessons take the form of a lecturette from the teacher, sometimes enlivened by the use of visual aids, which, for example, demonstrate complex graphs and their gradients. Following this, students work, largely individually, on textbook exercises. This approach is satisfactory much of the time, but students do not get enough opportunities to reflect on their learning, discuss their learning with others, puzzle over open-ended questions or carry out practical activities to fix their

theoretical learning. Students who wish to 'opt out' of a lesson can do so without challenge, with the effect that their learning is slowed. One lesson did successfully use discussion of real-life problems as a starting point to teaching about Newton's laws of motion. Students quickly moved through a series of hypotheses about the subsequent motion, relating the problem to their own experiences and questioning each other's understanding, before agreeing on the correct model. This lesson showed that students here can learn in this way given the opportunity, but it was the exception rather than the rule. Students did agree, however, that they knew how well they were doing through the regular assessment following each topic and the feedback they receive on completed work.

237. The head of department leads the department very well. Following his appointment at Easter, he quickly decided on priorities for the department. He rightly focused his energies on the main school, doing much work there to improve learning and teaching. Thus, the sixth form has not had such a high profile over recent months. This picture is changing as staff become more confident with the changes in the main school and are able to consider sixth form provision more critically. The work on schemes of work started in the main school is being extended into the sixth form, with lessons increasingly planned around measurable objectives for learning that are clearly shared with students. This process is beginning to allow teachers to use a wider variety of methods, but the breadth of methodology needs close monitoring to ensure that all sixth form students learn at the rate of which they are capable.

## Chemistry

Overall, the quality of provision in chemistry is **very good**.

### Strengths

- One hundred per cent of students entered for GCE A level in 2002 obtained pass grades A to E. The percentage obtaining higher grades, A and B, was above the national average.
- Students performed significantly better in chemistry than was predicted based on their ability.
- Teaching is nearly always very good.
- Students have a good grasp of concepts and are able to apply them well in solving problems.
- Teaching methods encourage the development of skills in independent working.

### Areas for improvement

- There is no development plan for chemistry.
- There is no monitoring and evaluation of teaching.
- More guidance is required for teachers on the teaching of different concepts, particularly in Year 12.

238. Standards at GCE A level were below the national average in 2001 but were in line with students' abilities. Standards rose significantly in 2002 and were above average. All students entered obtained a pass grade and the proportion obtaining higher A and B grades was above the national average. Analysis provided by the school shows that students performed significantly better in chemistry than was predicted based upon their ability. At AS level the proportion of students obtaining pass grades, A to E, was 90 per cent; 40 per cent obtained higher A and B grades.

239. The standards of work of current students are also above average. In Year 13, students are performing in excess of expectations. In the lessons seen they were making good progress as a result of well-structured lessons, involving a variety of activity, which gave their learning a clear focus. In one lesson, in a topic which the students had started themselves in the teacher's absence, the students confidently applied the equilibrium law to calculate equilibrium constants. Discussion with students showed an above average understanding of the Arrhenius rate equation and recent work on determining activation energies. In a second lesson on ionic equilibria students developed a good understanding of the need for a standard electrode when measuring electrode potentials.
240. Students in Year 12 have only recently begun their course but are making satisfactory progress, although some are experiencing initial difficulties with topics such as the mole and redox equations. Although the experience of last year's Year 12 shows these difficulties are surmounted, there is scope for developing alternative teaching approaches to make these concepts more accessible - particularly for students at the start of Year 12.
241. Teaching is very good overall, and students progress well as a result. The main features of effective teaching are well-planned and structured lessons, conducted at a brisk pace, which use a variety of methods to bring about learning. Teachers have a good knowledge of their subject and explanation is skilfully interwoven with questioning to develop students' understanding. Practical work is used effectively to introduce and consolidate concepts. Teachers make good use of course materials to develop some independent study skills. Individual work on a special study, and an extended investigation, provide further good opportunities for students to develop skills in independent working. Demonstrations are used well. For example, a demonstration in a Year 13 lesson helped to make the point clear that, when measuring electrode potentials, it is necessary to have a standard electrode. At present there is insufficient use of ICT, for data-logging in particular. This is because of a lack of resources. Homework is set regularly which requires students to apply their knowledge and understanding. Work is marked conscientiously and graded using the A level scale. Students feel well supported, with the provision of mark schemes for past examination questions and help given by teachers on an individual basis.
242. Students make very good progress and learn well. Their attitudes are very positive. They show a mature approach and respond well to the learning opportunities provided. Lesson time is used productively. Students work individually and co-operatively in groups. They become actively involved in discussion. They carry out practical tasks safely and accurately.
243. Work in chemistry is well led and managed and this is reflected in the high standards achieved. The Nuffield scheme is followed and, although there is an accompanying teachers' guide, this could usefully be supplemented with additional guidance for teachers on different strategies for teaching more demanding concepts, particularly for students starting AS level chemistry. With teaching periods for AS level being four lessons per week, as compared to five for A2, the need has been identified to provide more independent learning materials for students' use. There is no formal system of monitoring and evaluation of teaching in place and this needs to be implemented. There is no development plan for chemistry.

## ENGINEERING, DESIGN AND MANUFACTURING

The focus was on textiles with food technology sampled at AS level only. In food technology students are performing as might be expected at this early stage of the course. Standards of teaching and learning in the lesson seen were good where students are making gains in their understanding of nutritional values of food products. Good communication skills are developed in the sensory testing exercise.

### Design and technology - Textiles

Overall, the quality of provision for A level design and technology textiles is **very good**.

#### Strengths

- Very good teaching.
- Good examination results.
- High quality work.
- Constructive use of assessment criteria in students' work.

#### Areas for improvement

- The use of information and communication technology, including CAD in designing.
- In-service training, especially in using new technology.

244. The 2002 A level examination results are of a high standard with 42 per cent of students achieving A and B grades. These are the first results under the present examination board; previous results at A2 level have been above the national average.

245. The 2001 AS textiles results show very good standards, with 50 per cent of students achieving A and B grades. The 2002 AS results show a decline in performance at A and B grades but all students are successful at A-E grades. Retention rates are good for the subject. In relation to their GCSE results, the 2002 performance shows considerable success.

246. The standards of work of current students are above average. In Year 13, students are achieving well in relation to predictions based on their GCSE results. Good standards are seen in their AS work including use of photographs and the Internet for researching famous artists as a source of inspiration for design ideas. Good written presentation in essay work is seen as in the Van Gogh study. Some students have difficulty with aspects of observational drawing at times. Interesting work looking at abstract and geometrical shapes in design is of a good standard. Practical outcomes, including cultural influences in jewellery design, are also of a high standard.

247. In Year 12, students are producing work of a good standard for this stage of the course. Students are developing various skills including embroidery, appliqué, papermaking and colour transfer. The work using tie-dye techniques is particularly interesting and of good quality. Good practical skills are seen in using various resources and materials leading to a substantial gain in knowledge and experience.

248. The quality of teaching and learning is very good. Strategies employed are designed to allow every student to achieve high standards. Very good subject knowledge, shared lesson objectives, appropriate intervention, good pace and very good use of assessment criteria including self-evaluation all contribute to the very good learning by the students.

249. A Year 12 lesson where students increased their understanding of coursework expectations was of high quality. Here students developed their thinking skills about subject observation when creating images for fabric texture. Communication skills are also well developed when discussing strengths and weaknesses in their own work and when comparing their work with exemplar material. Very good standards in a Year 13 lesson were seen where students shared the contents of their sketchbooks and learned from each other. Very good oral contributions build confidence in the work and the very good relationships, together with a simulating environment, all help the very good learning achieved.
250. The use of information and communication technology needs to be developed in more depth to include CAD in designing and the use of the computerised sewing machine would add a further dimension to students' learning. The head of textiles ensures good leadership, but staff would benefit from more in-service training, especially in using new technology.
251. The subject was not offered at the time of the last inspection. Since being introduced in September 2000, improvements have been made in the personal study provision and essay writing and a general improvement in the quality of work produced.

## **BUSINESS**

No subjects were focused on, but two business lessons were observed, both very good, and they demonstrated effective learning through student-led presentations.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

ICT is not taught as a specific subject in the sixth form, although it is taught as a key skill. Two voluntary key skills lessons were observed where the increased access to computers and the very good planning to develop basic skills of communication and accuracy enhanced learning. During the inspection there were no other ICT lessons scheduled and hence the subject was only inspected on a cross-curricular basis.

## **HOSPITALITY, SPORTS, LEISURE AND TRAVEL**

There were no focus subjects in this area but one lesson in leisure and tourism and two in physical education were observed. The good work in Years 10 and 11 gives a secure basis to the development of these subjects at advanced level and the results have been very good. In leisure and tourism, the teaching and learning observed were very good, supported by students' access to ICT. In the physical education lessons observed, teaching and learning were always at least good, with students' attainment at or above the national average.

## HEALTH AND SOCIAL CARE

Overall, the quality of provision in health and social care is **very good**.

### Strengths

- Inspired teaching and effective learning.
- Learning is enhanced by the very good student participation.
- High standards of work as a result of very good marking and feedback to students.

### Areas for improvement

- The accommodation restricts flexible room layout, access to resources, and opportunity for celebration of work in display.

252. The Advanced Vocational Certificate of Education (AVCE) course in health and social care was inspected, with additional information gathered through scrutinising folders and discussion with students.

253. The examination results in 2001 were very good. All students achieved their target grade, a small minority gained distinction and over 80 per cent gained merits which was an improvement overall on the 2000 results. In 2001, there was an 83 per cent retention rate, and this has been consistent. Students' achievement at GNVQ intermediate in Years 10 and 11 build up good experiences of a different way of learning; results and destinations are monitored. Despite strenuous efforts, few male students are attracted to the course.

254. Current students' standards of work are above average; the very good impact of key skills taken by many students ensures that they develop a mature autonomous approach to their studies. Students succeeded in their intermediate health and social care GNVQ and from this firm basis their achievement is very good. In Year 12 students are confident and knowledgeable. They dealt with difficult concepts of values, beliefs and ethical issues in a care setting through a powerful exchange of experiences from their placement in homes, hospitals and schools. The majority of examples they shared were very touching and illustrated the sensitivity and advocacy they had developed during their placement. They have gained analytical skills and the ability to use those skills in well-reasoned debate. Students are enjoying the course; their view was that it gave them effective life skills for their futures, whatever career they followed. Year 13 students have been working on food and dietetics. They have researched a range of diet related illnesses and gained much from a very well-chosen video to improve their medical understanding of diabetes but had some trouble with creating comprehensive notes from the video. Current coursework is much improved on their previous portfolios and clearly indicates good progression. Students' standards are above average.

255. Teaching is very good overall and includes some outstanding teaching. Exciting planning, very good subject knowledge and effective teamwork underpin the teachers' flair for their subject. They are very good communicators and challenge students by demanding productive independent action that leads to developing effective lifelong learning skills.

256. Assessment is continuous, against known criteria, and very good feedback enables students to see where their work might be improved. Written and verbal feedback ensures the students are on the right track. Very good use is made of external opportunities for placement and work experience, which supports the development of the individual student. Often this work is shared in class to the benefit of the whole

student group. ICT is a strong element of the course and students apply their very good results in key skills to enhance their health and social care studies. A rich range of books available in the library enhances the photocopied materials and class resources.

257. Leadership and management are very good. The health and social care teacher is also the vocational co-ordinator so has a very broad knowledge of the needs of the AVCE. Recording systems are good. Past results and progression routes are available to enable year on year comparisons to be made by the teaching team. Retention rates are consistently at 80 per cent plus. The department is housed in a temporary building; accommodation for the subject is unsatisfactory and limits opportunities for focused discussion, effective display and access to resources.

## **VISUAL AND PERFORMING ARTS AND MEDIA**

The focus was on art, music and the performing arts including drama; dance was also sampled. Standards achieved in AS level dance were good in 2002. Encouraged by their results, three students are continuing to advanced level. In the two lessons sampled learning was good because students were given responsibility for devising movement sequences making their own choices of choreographic style and form. Lessons are well balanced between practical work and reviewing and evaluating orally followed by written notes to consolidate the learning. One music lesson from the music option within the performing arts A-level was sampled. Good understanding of minimalist composing techniques was exhibited, linked to interesting use of musical acrostics. The student worked sensitively in collaboration with the dance specialists, readily editing his sequenced score to produce changes to accommodate their needs. The teaching was good.

### **Art**

Overall, the quality of provision in art is **good**

#### **Strengths**

- Rising standards and students' achievements.
- Progress made by the least and most capable students.
- Leadership of the department.

#### **Areas for improvement**

- Teaching drawing for different purposes.
- The balance between primary and secondary source materials.
- The accommodation.

258. The results in the 2001 advanced level GCE examinations embracing graphics, fine art and textiles were below average. The 2002 results were significantly better and represent good improvement since the last inspection.

259. Standards are average. The most capable students draw to develop ideas, to select and record information on form, space, light, colour and composition, and they do it very well. Undeveloped drawing skills prevent a significant minority knowing how well they are doing or how they might improve; their drawing is highly polished, presentational and usually in pencil. A project requiring them to look at war artists prompted a range of dramatic, reflective responses, linked to television and newspaper coverage of the outrage at the World Trade Center. More inquisitive students use sketchbooks and ICT to reflect interests in cars, buildings and graffiti; others make good use of research to plan a refurbished dining hall. Insufficient development work

limits a minority of students who prefer refining imagery from the Internet or computer games. Students look at a range of American, European and British artists including Johns, Picasso, Mondrian and Piper, but fail to read enough to develop the personal view necessary at this level. Considering their GCSE results, and recognising that some did not study GCSE art, students do better than expected and their achievements are good. Those who are least capable make very good progress. Teachers speak positively to their students, generating ambition and interest, while helping to develop their natural ability and realise their potential. Those who are most capable make very good progress and two-thirds of the students gained A or B grades in 2002. A student used her knowledge of graphic designers' methods of attracting customers to a fast food outlet with very good insight into theme, colour, and corporate identity. Students make good use of ICT and benefit from the opportunities provided by technology.

260. Teaching and learning in the sixth form are good. Year 13 students made very good progress when the teacher used Bill Brandt's photographs and other artists' drawings to show different interpretations of the human figure. His well-focused presentation highlighted the importance of a personal response, reinforcing his message as he circulated amongst the students, prompting, encouraging and, where necessary, gently scolding individual students. There is a surprisingly high profile of imagery copied from inappropriate sources. Sketchbooks contain many of these sophisticated images rather than a personal response to the world around us. In the only unsatisfactory lesson seen, a significant minority of Year 12 students chose to refine cartoon-like imagery from the Internet, even though their teachers asked them to look for and work with recycled materials. In this one lesson the management of the students' activities was unsatisfactory, as was their learning.
261. The curriculum offers a range of traditional two- and three-dimensional processes as well as opportunities provided by computers. The large majority of students who begin the courses sit the final examinations. Procedures for assessing students' progress are very good and assessment guidance received from the examination boards is passed on to students. The management of the department is good and the teachers use their extensive specialist knowledge to ensure continuing improvement. Strategic planning for the future reflects the whole-school development plan. The range of AS courses has resulted in large class sizes in Year 12, placing limits on the nature of the students' work and the time their teachers can devote to their needs. The accommodation is spread over different buildings and the sixth form studios are too small for growing student numbers. Students take pride in their work and spend extra time in the department. There has been satisfactory improvement since the last inspection. Standards have risen. Teachers' expectations have risen and most lessons are challenging.

## Music

Overall, the quality of provision in music is **good**

### Strengths

- Students achieve standards higher than expectations.
- Teaching encourages students to develop independent thinking skills and creativity
- There are several enrichment opportunities, incorporating music, available to the students.
- Staff-student relationships are excellent.

### Areas for improvement

- Group sizes are very small.
- The consolidation of learning through greater rigour in teaching techniques.
- The unsatisfactory accommodation which impedes detailed aural perception and continuity.

262. Each year a very small number of students take AS and A levels in either music or music technology. Consequently, no significant comparison with national results can reliably be made. Grades have ranged from A to E in recent years. In both 2001 and 2002, however, students achieved significantly better results in music technology than in their other subjects. Students pursuing the courses are almost all male. While formerly some girls taking music technology changed subjects early in the course, there is now a flexible approach to subject choice and all students who have opted for music courses in the past three years have continued with them. About half of all students regularly continue study in higher education.
263. In work seen during the inspection, standards were good in both Year 12 and Year 13. Year 13 music technology students have a good grasp of technical procedures for recording, using the mixing desk well and mastering a variety of different analogue and digital recording techniques, including sound processing. They lack the flexibility to readily identify errors in the functioning of equipment linked serially by cables, but recordings heard, which were made in the 'fixed' set-up of the school studio, were of good quality. Their understanding of musical trends and concepts is not of such a high standard.
264. Year 12 music students are capable performers on a variety of different instruments. Those students who do not take the GCSE course are only accepted if they have acquired an appropriate level of attainment and knowledge through other channels. They have a good understanding of diatonic harmony and are developing a sure technique in writing two- and four-part harmony. When appraising music, they use subject-specific vocabulary accurately, but, at present, are reticent in giving analytical explanations.
265. Teaching in both courses and at both levels is good. Good questioning technique does much to draw out both the creativity of the students and to assist them develop their intellect. Insistence on using the correct vocabulary, often with the help of useful glossaries and worksheets, develops the students' powers of expression and reinforces their understanding of concepts and techniques. However, note-taking is inadequate and is not monitored in the early months. Teachers' subject knowledge is good, although occasionally inconsistent; in one lesson on the relationship of music to cinematic images, the teacher's expertise challenged the students' intellect. However, in another lesson on the classical symphony, the teacher was unsure when required to explain the broader development of the form.

266. Lessons are well planned, but those which require analysis of scores are dry and lack suitable preparation exercises to assist the student to make aural connections to the lesson content. This impacts on composition and performance work too. Homework is given in the light of thorough class discussion and of careful comment on previous exercises. However, there is little formal marking of work or written comment and mistakes, such as those in Year 12 harmony, cannot alone be corrected by individualised oral feedback. The excellent personal relations between the students and the teachers do much for the students' personal and musical development. On the music technology course teachers have a thorough knowledge of equipment and its application. They are well acquainted with the musical styles which lend themselves to creativity in this medium. They access technical support efficiently when it is not readily available in school.
267. One music lesson from the music option within the performing arts A level was sampled. A good understanding of minimalist composing techniques was shown. Collaboration with the dance specialists was sensitive to their needs. The teaching is good.
268. The subject is very well led and managed. The students speak extremely positively of the courses and the advice and support they receive regarding information about their studies and for post-18 planning. There are a range of enrichment opportunities: individual instrumental lessons, playing in ensembles, bands or the orchestra for the annual production; creative workshops; the recording of any of these; community awareness involvement in lower school music classes. Some students participate in the East Riding Youth Orchestra. Provision for students' cultural and social development is very good. Rotary presents an annual scholarship to a Driffield student pursuing music in higher education.
269. Since the last inspection the subject has made satisfactory improvement, continuing to encourage high achievement. There has been continued investment in resources in the subject. Accommodation is unsatisfactory; lessons are constantly interrupted by students and staff using the classroom to access adjacent rooms and distracting ambient noise emanates from practice rooms and to improve further this, in particular, needs to be addressed. The department also needs to collate the results of all students who have attained Grade 6 or higher in public instrumental, theory and singing examinations, as they can be credited for university entrance points from 2004.

## Performing Arts

Overall, the quality of provision in performing arts is **very good**.

### Strengths

- The integrated teaching of dance with drama.
- Consistently high examination results.
- Inspiring leadership.
- Extra-curricular productions provide very good opportunities for students to consolidate the practical work in lessons.

### Areas for improvement

- More allocated space for practical work so that students can experiment with a range of acting styles.
- Some clashes of commitment cause students to miss lessons; as a result, group drama or performances in rehearsal cannot be completed satisfactorily.

270. Standards in performing arts at GCE advanced level were above average nationally and consistent with the high results achieved over the past five years. Sixteen students took the examination and all achieved within the top band with 100 per cent pass rate at A\*-C grades. All students fulfilled or exceeded the targets set for them which were based upon their GCSE results. There are more girls than boys on these courses but boys do equally well and make very good progress. Students with special educational needs make good progress and achieve well; as a result, they grow in confidence and improved self-esteem.
271. The standards of work seen are also above average. Students reach good levels of attainment through exploring topical problems in their research for a community-based project. Students make good progress and learn very well because the topics chosen are relevant to their lives and understanding, yet challenge them to present their findings to a wider world through their performance skills. For example, an improvised presentation based on foot-and-mouth disease was performed in the cattle market. Students' written accounts of their experiences reflected all aspects of the performance process, demonstrating their good understanding of the purpose of drama and its message for the audience.
272. Currently, Year 13 are preparing to perform a devised dance and drama based on the story of a local Tudor mansion and the people who have lived in the house up to the present day. The integrated skills of music (composed and played by two advanced level music students) drama and dance provide excellent opportunities for co-operative work through sharing ideas and evaluating all aspects of performance. As a result, students are developing a very good sense of theatrical forms because they are using every area of the house and garden as the setting for their play. This is providing new drama experiences to enrich their learning as they are challenged to solve problems encountered by performing in a series of venues where they have to capture and hold the attention of their audience while moving from one place to the next in the telling of the story. Students inhabit their characters convincingly and reach moments of high emotional intensity, particularly in the dance that concludes their presentation.
273. Students in Year 12 are only a little way into their course but they have a mature attitude to their lessons and consequently achieve very good results. For example, students investigating the style of different theatre practitioners devised imaginative 'freeze frames' based on image theatre. This fed constructively into their study of the language of movement focusing on Laban dance techniques. This high quality of learning is a

direct response to the very good teaching in all the lessons seen, particularly those by the inspiring head of dance and drama. This is reinforced by teachers' sensitive monitoring of students' progress, informally within lessons and as formal assessment of their written work. As a result, students evaluate their own progress and become responsible for their own learning which is a useful skill to carry into their further education.

274. Extra-curricular productions provide excellent opportunities for students to refine their theatre skills into public performances.

## HUMANITIES

The focus subjects were geography, history, religious studies and sociology. Lessons in law and in psychology were sampled and teaching and learning were very good in both.

### Geography

Overall, the quality of provision in geography is **very good**.

#### Strengths

- Dramatic rise in attainment at A level in 2002.
- Standards in the new AS course are well above average.
- Students achieve well across the ability range.
- Teaching and learning are very good.
- Understanding of the relationship between monitoring, tracking, advice and outcomes.

#### Areas for improvement

- Consistently securing high examination successes as those seen in 2002.

The department is well aware that its students have varying levels of prior attainment. It is well equipped to make sure that it continually monitors performance all round so that all its students are stretched for maximum achievement and that it remains abreast of changing curriculum, teaching and assessment developments as it currently is.

### History

Overall, the quality of provision in history is **satisfactory**

#### Strengths

- Teachers' knowledge of students.
- Accurate data on prior attainment.

#### Areas for improvement

- Raise standards of attainment at A level.
- Widen the range of teaching and learning styles.
- Improve assessment procedures.

275. Results in the A level examinations have usually been consistent with national expectations in recent years, although in 2001 they fell to well below the average for all schools. In 2002 all candidates succeeded in obtaining a pass grade and the proportion obtaining the higher grades was slightly above the 2001 national average. Male

students usually do less well than females and less well than their counterparts nationally, except in 2000 when they outperformed both.

276. The standards of work of current students vary greatly but overall they are average. Students make satisfactory progress in gaining a thorough understanding of the work covered, although variations in personal and learning skills sometimes dilute their abilities to build on their knowledge. Wide reading is not regularly undertaken as a matter of course. Higher-attaining students organize their work logically and express their views clearly, both orally and in writing. Average and lower-attaining students have less well-developed personal and learning skills; there are weaknesses in their written English and essay writing styles. In a Year 13 lesson students displayed a detailed knowledge of the difficulties facing post-war Germany in accurately analysing and evaluating Stresemann's conduct of foreign policy.
277. Teaching is satisfactory overall and in some lessons is better than that. The principal features of teaching include good subject knowledge, effective planning and an appropriate concentration on historical skills and exam techniques. In one lesson seen the teacher's clear exposition of the complexities of political relations between the assorted groups in post-war Germany enabled students to learn well. In less good lessons a combination of somewhat didactic and teacher-centred methods allied to insufficiently high expectations prevented learning being more than satisfactory. Teachers know their students well but do not always monitor them sufficiently closely to support the transition of lower-attaining students from GCSE to advanced level study.
278. Students are attentive and focussed in the majority of lessons, although in some groups there was a certain passivity and reluctance to risk lengthy contributions to whole-class discussion, which quickly disappeared once they were divided into smaller groups. Year 13 students, who had been used to lecture style lessons last year, are beginning to become more independent learners as a result of the introduction of more discussion in lessons. Although teachers are well informed about students' prior attainment levels, students did not feel that they had an accurate idea of how well they were doing, which made it difficult for them to accurately identify the areas for improvement.
279. The head of department has only just joined the school, but has already had an impact on learning. Changes to the modules studied have been introduced to reduce the Eurocentric nature of the curriculum, as well as lesson styles in which students assume a greater degree of responsibility for their own learning.

## RELIGIOUS STUDIES

Overall, the quality of provision in religious studies is **good**.

### Strengths

- Teachers have a very good subject knowledge which they use effectively in lessons.
- Teaching is always good or very good.
- Resources are of a high standard and are used effectively.
- Students achieve well as a result of the high quality individual support.

### Areas for improvement

- Ensure all lessons have a clear conclusion in order to reinforce key concepts.
- Ensure that all sixth form students have a religious studies element in their programme.

280. Religious studies as an examination subject at AS and advanced level, is offered to all students and is taken up by a small number each year. There is, however, no provision made in the sixth form for the subject to be taught as a compulsory element within a student's overall programme. In this respect the school fails to meet its statutory obligations and has failed to address a key issue for action at the time of the last inspection.
281. In the last few years only a very few students have studied the subject to advanced level. In 2001 and 2002 just one student sat the examination in each year. Both students gained a B grade, which represented good achievement for the two individuals. In 2002 six students sat AS level and relative to their attainment in GCSE the majority achieved above their predicted grades. These students are now proceeding to A level and a further three have started the AS course in Year 12.
282. Students benefit from the individual attention they are afforded by the two teachers who teach in each year. Teachers know the students' strengths and weaknesses and cater for their individual needs very well in lessons and in personal support through very good marking and individual feedback. Students value this and recognize the contribution it makes to their learning. They also recognize that the two teachers' differing approaches complement each other and help them to achieve.
283. Year 13 students have a secure understanding of the foundation principles of both Christianity and Islam. They are able to draw from work in the lower school as well as from recent reading to develop their understanding of new concepts. In a lesson from their New Testament studies module they showed a developing appreciation of Saint Paul's teaching on the work of the Holy Spirit. There was a good level of debate in another lesson on the impact of Muslim teaching on wealth and finance and the implications for those of that faith living in a non-Islamic culture.
284. In Year 12, where students are in the early stages of the AS course, they are conscientiously tackling new information and concepts. In a lesson on the Torah one student in particular showed a good breadth of reading and a very good background knowledge, enabling her to make a good contribution to the lesson. In the foundational work on Islam, students are at an early stage in their appreciation of how Mohammed's experience related to the culture of his time.
285. Teaching is either good or very good. Teachers have a thorough grasp of their subject and are very good at explaining ideas to the students. They use a very good range of resources to good effect, including video clips and interactive whiteboard presentations. They produce background reading material for the students to a high standard and refer them to key published texts and to sources on the Internet. In class, students use the Koran and Bible to check the origins of teaching. Lessons and the work set for further study help students to develop their own study skills. Some lessons lack a clear conclusion because insufficient time is left for the reinforcement of the key issues covered in that session.
286. There is a clear vision for establishing a wider take-up of the subject and for improving the standards achieved. Students' work is carefully monitored and they are set appropriate targets. Resources are being regularly reviewed and updated.

## SOCIOLOGY

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

### Strengths

- The quality of teaching and learning.
- Above average standards of attainment.
- Very good relationships between teachers and students.

### Areas for improvement

- The range of teaching and learning styles.
- The role of information and communication technology in lessons.
- The quality of students' written English.

287. The A level results in sociology have compared favourably with those for all schools over the past three years, when all candidates sitting the examination have been successful. In 2001 the proportion gaining the highest A and B grades unusually dipped below the national average but in 2002 it was well above. Value added measures show that students perform better in the subject than their prior attainment would suggest.
288. Lessons and work seen during the inspection indicate that the attainment of current students is also above average. In oral work, students express their views clearly, and, in the case of higher-attaining students, at some length. They acquire a good knowledge and understanding of sociological concepts and studies, and are able to select and deploy relevant material in constructing lines of argument leading to logical conclusions. Students understand and can use subject-specific terminology, such as restricted and elaborated codes, and in one Year 13 lesson seen were able to debate the validity of Bernstein's research. Lower-attaining students found it difficult to explain clearly the difference between relative and absolute poverty.
289. There is an appropriate focus on key skills. ICT is sometimes used for research and communication purposes, although access problems restrict its use during lessons. Numeracy skills form an integral part of the subject, as students are required to analyse and interpret sociological data from statistical sources such as censuses. Higher-attaining students demonstrate well-developed personal and learning skills through their logically structured notes and carefully organised files, although lower-attaining students' organisational skills are less developed and their grasp of literacy is less secure. Errors in the technical accuracy of written English, which are not always sufficiently closely monitored and corrected by teachers, sometimes detract from the quality of students' work. Scope exists for wider reading and improving the evaluative skills of all students.
290. The quality of teaching and learning is good and consequently students of all ability levels make good progress to achieve above their predicted grades. Strengths include very good subject knowledge, detailed supporting material giving valuable guidance and clear exposition. In lessons seen there was a certain reliance on teacher-directed learning, although over the course as a whole independent and personal learning skills are well developed. In two areas these were somewhat lacking; some Year 13 students displayed a certain passivity when faced with a new topic and some lower-attaining students lacked the initiative to take their own notes during the teacher's helpful exposition. Students have a very positive approach to the subject and this, combined with the accessibility of their staff and very good classroom relationships, makes a valuable contribution to the good quality of learning.

291. Sociology attracts and retains a large number of students as a result of good quality leadership and management and the close working relationships in the department. Comprehensive and up-to-date documentation contributes to high standards through consistency of practice within the department. Assessment procedures are well used to closely monitor and accurately track individual progress, although, curiously, there is no cumulative evaluation by gender. The subject has improved well since the last inspection, although there is still scope for improvement in the quality of display in classrooms to raise the profile of the subject and support learning.

## ENGLISH, LANGUAGES AND COMMUNICATION

The focus within English was on English literature but English language was inspected as part of this focus; the media and communications AVCE was also sampled. In this subject results were above average in 2002, with just over a third of students gaining A and B grades and no student receiving a grade below D. One lesson was observed in which very good teaching enabled students to display both analytical and practical skills. Previous lessons had prepared students well for the decision-making and independent use of video and editing facilities which they undertook in this lesson with speed and efficiency.

The focus within languages was on French, but Spanish was also sampled. In Spanish, the number of A level candidates has been very small: three in 2000, two in 2001 and only one in 2002, gaining, in chronological order, grades C, D, E, A, B, E. One lesson was observed with the three students in Year 13. Sadly, there are at present no students in Year 12. Students watched a television documentary about the Basque region and the ETA movement. They showed good understanding and were able to discuss some of the issues involved quite confidently. The teacher managed the lesson skilfully and sympathetically and there was a very positive atmosphere, including a determination to improve on the grades gained at AS level (C, C and D).

### English

Overall, the quality of provision in English is **very good**.

#### Strengths

- Results in English literature for the last three years have been well above the national average.
- Teaching is very good. Lessons are stimulating and help students to develop skills of analysis and to relate literature to wider issues.
- Students rapidly become confident, independent learners and supportive critics of one another's work.
- The subject is very well led. Staff and students are proud of their achievements.

#### Areas for improvement

- Continue to develop the English language course that has just been introduced.

292. The GCE advanced level English literature results in 2002 were well above the national average, with half of the large entry gaining A and B grades. This level of attainment, with many students gaining the highest grades, has been a feature of the results over several years; students of English have consistently gained some of the best results in the sixth form. This is particularly impressive in the light of the large numbers of students, both boys and girls, who choose to study English. Students achieve well in relation to their GCSE grades and there is no significant difference in the performance of boys and girls.

293. The standards of work, both written and oral, are also above average. In Year 12 students have a good grasp of the structure of the course and of the objectives within a unit of work. At this point in the year they have done little formally assessed written work but their folders were well organised and showed a good sense of direction. In discussion about their work, they understood the role of key skills in helping them to develop subject-specific skills. They have already begun to acquire the necessary habits for independent learning, making effective use of the learning resource centre and the Internet as preparation and follow-up for lessons. Year 13 written work demonstrates a secure knowledge of subject terminology. Students can analyse a wide range of texts with confidence and enthusiasm. Their writing is accurate and perceptive and personal insights are effectively combined with critical opinions. In class discussion, students listen very carefully to one another and to their teachers. They display an enquiring attitude and formulate thoughtful questions to clarify their understanding of complex ideas. This was particularly evident in a Year 13 discussion of Blake's symbolism.
294. Teaching is very good overall and some of it is excellent. The A level teachers are a strong team with a very thorough knowledge of the subject. They provide stimulating and accessible resources to encourage students to understand the background to works of literature, enabling students of all abilities to view them as part of a wider context. Teaching in lessons is carefully structured and well paced and offers opportunities for full participation. Students respond enthusiastically to challenging questions, which require them to draw on their existing knowledge and apply it in new contexts. Marking is extremely thorough and highlights key concepts. Achievements are celebrated but high-attaining students are given further challenges.
295. Students learn well and show great commitment to their studies. This is evident in lessons, in written work, in discussion and in their reading habits. They are good readers and are able to choose from an impressive range of texts when selecting a topic for comparative study in Year 13. They are very appreciative of the enthusiasm, expertise and dedication that characterise the work of the English team. They are made to feel that they are part of a community of readers and writers. During the inspection this was most evident in the tutorial work observed at the school's outdoor centre in North Yorkshire. The opportunities here for students to discuss their work in progress at some length and to read, think and write are invaluable.
296. The department's enthusiasm for literature is a great strength. Strong leadership and management ensure that this is reflected in well-planned and energetic teaching, which in turn enables students to be successful in examinations as well as developing their own enthusiasms for the subject. In 2002 the department has broadened its provision by offering a GCE advanced level in English language for the first time. As well as providing an alternative route into higher education, this course builds on the recently increased emphasis on the explicit study of language for students in Years 7 to 9.

## French

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

### Strengths

- Teachers' subject knowledge is very good.
- Teaching is good, with a wide range of different styles and approaches.
- There is a very positive atmosphere in lessons.

### Areas for improvement

- Weaknesses in understanding, and applying, grammatical rules.
- Confidence and fluency in spoken French.

297. There has been a gradual fall in the numbers taking A level in French, from 11 and ten in 1998 and 1999 to only two in both 2001 and 2002. Grades gained were C and C in 2001 and B and D in 2002. These numbers are too small to justify firm conclusions, but the school's value added analysis for 2002 shows a positive result for French in what was an outstanding year.

298. There are at present three A level students in Year 13 and four in Year 12. There is a considerable variation in the standards of their work, but overall they are about average. Students in Year 12 are finding the transition from GCSE quite daunting. They have done an impressive amount of work on a variety of topics with a broad range of vocabulary. In both lessons observed they showed a good understanding of spoken and written French. Their own written French has become more ambitious and uses a promising range of language. There are, however, weaknesses in their grasp of quite elementary grammatical rules, and other mistakes due to carelessness. Their spoken French varied in the two lessons observed. In one they gave quite good prepared presentations about advertising in France, but had some difficulty when asked to comment on advertisements which they had not previously seen. In the other lesson they gave fluent and convincing answers in the less demanding role of indignant teenagers responding to complaints from an angry father.

299. In one lesson observed with Year 13 two of the three students discussed energy sources and pollution; in the other all three gave written presentations on the characters in *La Gloire de Mon Père* by Marcel Pagnol. These two topics and other work in files show that students have already covered a wide range of more advanced vocabulary.

300. Teaching is good overall. There is a sense of purpose and commitment. Teachers have a good command of French and use the language effectively in lessons. They have high expectations and give students challenging work to do. The four lessons observed showed a range of methods and approaches, which together give students good opportunities to develop their knowledge and their language skills. Teaching in Year 12 is helping students to make the difficult transition from the everyday language of GCSE to the more complex language required for AS and A level. In Year 13 students are presented with good opportunities to raise the level of their work further. Both teachers manage skilfully and sensitively the problems which arise when one student is a more confident and fluent speaker than the others. In both years teachers are well aware of students' weaknesses in oral and written French.

301. Management in the subject is good. Work is well organised with clear statements of examination requirements, what resources are available, and how the teaching is to be shared between the two teachers in each year. This provides a good basis on which to

build in the future and it is to be hoped that the number of candidates will soon reach the levels of earlier years.