

INSPECTION REPORT

**St Andrew's Church of England Voluntary Aided High
School**

Surrey

LEA area: Croydon

Unique reference number: 101813

Headteacher: Dr Margaret Martin

Lead inspector: Stuart Powell

Dates of inspection: 19 – 22 January 2004

Inspection number: 258764

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:	Voluntary aided
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
Number on roll:	560
School address:	Warrington Road Croydon Surrey
Postcode:	CR0 4BH
Telephone number:	020 8686 8306
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Stewart Davidson
Date of previous inspection:	26/01/1998

CHARACTERISTICS OF THE SCHOOL

The school is one of two Church of England secondary schools providing for the education of children from the Archdeaconry of Croydon. It attracts pupils from all parts of the Borough and indeed, from a number of adjoining authorities.

560 pupils attend this popular school, making it about half the size of schools nationally. Increasingly, the school is becoming more multi-cultural with pupils from minority ethnic groups forming, for the first time, over half of the intake in 2003. The percentage of pupils identified as having special educational needs, including statements (11.6%), is broadly in line with the national average. Just 3.8% of pupils are known to be eligible for free school meals, compared with the national average of 15.6%. Attainment on entry has traditionally been above the national average but entry for the last three years has been in-line with the national average. Just seven pupils are recognised as having English as an additional language.

The explicit and distinctive Christian ethos of the school bonds pupils, parents, governors and staff in collaborative activity which promotes a very good climate for learning.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3653	Stuart Powell	Lead inspector	
9499	Phiroze Daruwala	Lay inspector	English as an additional language
23413	Robert Allen	Team inspector	English Drama
31163	Alison Brock	Team inspector	Physical education
18076	Howard Dodd	Team inspector	Information and communication technology
31673	John Gwyer-Roberts	Team inspector	Music
15606	Christine Hill	Team inspector	Design and technology Special educational needs
32213	Chris Lloyd-Staples	Team inspector	Science
32993	Gwendoline Newton	Team inspector	Mathematics
19867	Maxwell Pettitt	Team inspector	Art and design
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is good. Strong leadership and good teaching practice continue to contribute to above average standards of achievement. The school provides **satisfactory value for money** because above average standards are delivered at a unit cost comparable to schools nationally.

The school's main strengths and weaknesses are:

- Standards are consistently and significantly above national results in both key stages.
- Pupils regularly achieve well in art and design, music, drama and PE.
- The quality of teaching is good and pupils' learning is good.
- The leadership of the headteacher is very good.
- Outstanding teaching practice was observed in English and history.
- The nature of the school population is changing and the attainment of pupils on entry is now broadly similar to schools nationally. The school is not reacting fast enough to these changes in terms of provision of setting arrangements or the range of teaching and learning strategies employed in Key Stage 3.
- Aspects of assessment are unsatisfactory because insufficient use is made of information to set individual targets for pupils.

Since the last inspection the school has maintained its effectiveness. The assessment of pupils' work was identified as an issue in the last inspection. The school has made good progress in developing subject policies which reflect the school policy but attention now needs to be focused on consistent application of these policies in all areas. The provision for pupils with special educational needs has been substantially improved.

STANDARDS ACHIEVED

Standards are well above average compared with all schools nationally throughout the 11 to 16 age range and, in GCSE examinations, in line with schools whose pupils attained similarly at the end of Year 9.

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with:	all schools			similar schools
	2001	2002	2003	2003
	A	A	A	C

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

Achievement within the school is determined by talking with pupils and observing their work and progress. **Achievement is good.**

In Years 7, 8 and 9 standards and achievement are satisfactory but in Year 9 are hindered by a lack of application by some pupils in low ability sets. In Years 10 and 11 standards and achievement are good. Pupils with special educational needs achieve well and make good progress across all subjects.

In the core subjects, standards are well above average compared with all schools nationally, but the achievement of Year 11 pupils in 2003 examinations in science and mathematics did not match the very high standards in English, given the prior attainment of these pupils in Year 9 tests, taken in 2001.

Pupils have a very positive approach to school life. The **very good spiritual, moral, social and cultural development** of all pupils is greatly enhanced by the strong Christian ethos which underpins the life of the school.

- Attendance is good with figures continuing to be above the national average.
- Pupils' attitudes and relationships with each other and teachers are very good, resulting in good behaviour and very few cases of harassment or bullying.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good overall with some very good teaching in Years 10 and 11. Excellent teaching was observed in English and history; however, in some subjects, teaching is too didactic. The learning of pupils could be enhanced by sharing with support assistants the lesson objectives and how these may be met. Pupils in Years 10 and 11 show good engagement, application and concentration but need to develop the skills and capacity to work independently.

Teachers have a good command of their subjects and actively encourage and engage pupils in lessons. However, assessment continues to be an area of weakness. Although a policy was introduced following the last inspection, it has not been fully or consistently implemented by departments. Insufficient use is being made of assessment information to set individual targets for pupils.

Teaching in most of the lessons observed was judged good or better and only two lessons were judged unsatisfactory. Overall, the breadth and quality of the **curriculum** are **satisfactory**, but provision of courses other than GCSE requires urgent attention. There is a rich provision of activities for pupils outside the classroom and beyond the school day. Although ICT is taught well as a subject, insufficient use is made of it in other subjects.

Resources are satisfactory. However, in the absence of a library, there is a need to provide alternative resources for reference and to promote reading for pleasure. Standards of care, guidance and support for pupils are good. All pupils are highly valued as individuals. The effectiveness of the school's partnerships with parents, other schools and the community is good.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good. Leadership and management by the senior management team and middle managers are satisfactory overall with examples of very good practice. Governors also provide good leadership in helping to shape the vision and direction of the school. All statutory requirements are met.

The whole school community recognises the very good leadership provided by the headteacher. Sound management procedures ensure the orderly running of the school. Governors are actively involved, work closely with the headteacher and have a good understanding of the strengths and weaknesses of the school. Strengthening of leadership in assessment practice, monitoring the quality of teaching and learning and evaluating its impact upon standards are required. Curriculum provision does not offer the most cost-effective use of staff time and the school has a significant deficit.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally very positive about the school and the quality of teaching it provides. A survey of pupil attitudes revealed a range of concerns but very positive comments were expressed by pupils who were interviewed by inspectors.

IMPROVEMENTS NEEDED

- Good progress has been made since the last inspection in systematising the recording of assessment data and sharing this information with pupils and parents. The school still needs to improve the use of data in monitoring the performance of departments, individual pupils and groups of pupils, particularly in relation to the evaluation of achievement based on knowledge of the prior attainment of pupils.
- The Key Stage 3 Strategy is a whole-school national initiative aimed at raising standards in Years 7 - 9. The strategy is not statutory but provides useful mechanisms by which schools may review and improve their provision in all subjects. If this school is to raise standards further and cope better with the diverse needs of children entering the school, it will need to apply more systematically the principles which underpin this initiative.
- In the absence of a school library, there is a need to ensure that enhanced reference resources are provided to promote independent learning and that sufficient and appropriate books are made readily available to encourage and support a culture of reading for pleasure.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Pupils in Key Stage 4 entered the school achieving standards which were above average. There has been an incremental change in the ability of pupils on entry to the school and pupils now more typically represent the full ability range found nationally. The number of more able pupils entering the school has remained fairly constant whilst the number of less able pupils has increased.

Standards, in both key stages, have been well above national averages for a number of years. There has been no consistent pattern in the relative performance of girls and boys but variations are evident between different year groups. The achievement of pupils determined by inspection of work is satisfactory overall in Key Stage 3 and good in Key Stage 4. Standards and achievement in English are both good. In mathematics, standards of attainment are above average and in-line with expectation. Work seen during the inspection was good. Standards and achievement are both satisfactory in science.

Main strengths and weaknesses

- The school has particular strengths and standards are high in English, drama, history, music and art & design.
- National Curriculum test and GCSE results have been well above national averages since the last inspection.
- Pupils with special educational needs achieve well because of good support in most lessons.
- Benchmarking against similar schools for science and mathematics reveals progress below expectation for Year 11 pupils in 2003.
- Attainment and progress should be higher than it is in some lower ability sets in Year 9.

Commentary

1. Results in the 2003 National Curriculum tests taken by Year 9 pupils were above average compared with national averages and well above average in 2002.

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

Standards in:	School results	National results
English	34.7 (35.7)	33.4 (33.3)
mathematics	38.1 (39.6)	35.4 (34.7)
science	35.8 (37.3)	33.6 (33.3)

There were 109 pupils in the year group. Figures in brackets are for the previous year.

2. GCSE results of boys and girls have fluctuated over recent years but remain well above national and local averages.

Standards in GCSE examinations at the end of Year 11 in 2003

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	65 (75)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	98 (98)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	100 (99)	96 (96)
Average point score per pupil (best eight subjects)	41.2 (34.7)	43.7 (34.7)

There were 105 pupils in the year group. Figures in brackets are for the previous year.

3. The 2003 Key Stage 4 target for the percentage of pupils gaining 5+ GCSE A*-C, set at 80%, was unrealistically high. 65% of pupils achieved this standard in 2003 examinations, a ten-percentage point decrease on the previous year. Despite this, standards of attainment remain high in both key stages and, whilst the inspection confirmed good achievement in Key Stage 4, inspectors judged achievement in Key Stage 3 to be satisfactory and in line with the progress made by pupils nationally. Trends in examination and test results are below national trends but this is not uncommon among high attaining schools.
4. Girls and boys achieve equally well. The minor differences in performance from year to year and subject to subject are not significant. Pupils with special educational needs achieve well and make good progress across all subjects. They are well supported in most lessons and in their personal development but their overall progress is not sufficiently monitored. Higher attaining pupils achieve proportionally better than other pupils and make good progress. Monitoring of their progress is a developing area for the school. At the time of the inspection, just seven pupils spoke English as an additional language. All seven have a good working knowledge of English, are making good progress in lessons and achieve well.
5. Pupils are entered for GCSE examinations only; a small number are entered for short course GCSE provision. There is evidence that the match between provision and need is not appropriate in all cases and the achievement of less able pupils is not as good as it should be.
6. The trend in the school's average National Curriculum points for all core subjects in Key Stage 3 is below the national trend but the attainment of pupils in each year matches the progress which is expected of them given their prior attainment. The trend in the school's average total GCSE point score per pupil is also below the national trend but, with the exception of science and mathematics in 2003, attainment of pupils in each year similarly matches the progress to be expected. The narrowing of the gap between school and national trends is a function of the changing ability profile of pupils entering the school. The number of high attaining pupils has remained the same for several years but the number of low attaining pupils has increased in each successive year. The results of boys and girls in both Key Stage 3 tests and GCSE examinations are well above the national median and the value added by the school is in line with expectations.
7. In relation to pupils' literacy skills and their competence in mathematics and information and communication technology, which support pupils' capacity to make progress in all areas of the curriculum, there are many strengths. Numeracy and mathematical competence are planned into the schemes of a number of subjects and information and communication proficiency is evident in the way pupils use ICT to support their work in other subjects. Formal opportunities for discussions are not often provided in subjects other than music and English and this limits the contribution of literacy to the progress pupils make.

Pupils' attitudes, values and other personal qualities

The attendance and punctuality of pupils are good. Pupils demonstrate a very positive approach to their life in the school. Pupils' behaviour is good overall. Pupils' spiritual, moral, social and cultural development is very good. Personal development is supported by the mixed-age tutor groups which provide a good vehicle for social interaction and support.

Main strengths and weaknesses

- Pupils' attitudes to learning are very positive.
- Pupils' values and other personal qualities are very good, and pupils show respect for the feelings of others.
- As at the time of the last inspection, attendance figures were well above the national average. This position has been maintained.
- Relationships between pupils outside classrooms, in corridors and in playgrounds are very good.
- Pupils' participation in extra-curricular activities is very good.
- At the time of the last inspection, pupils' self-knowledge and spiritual development were strengths of the school. This position has been maintained.
- A few examples of poor behaviour in Key Stage 3 lessons were noted, including persistent low-level disruption and not attending to work given by teachers.

Commentary

8. The school's policy on attendance and punctuality, as well as the active support from parents, promotes good attendance and punctuality. Pupils arrive on time at lessons and are well prepared. This contributes to pupils' progress and attainment as well as to their orderly life in the school. The rates of attendance and punctuality are good overall. Attendance in the year 2001/2002, at 93.8 percent, was well above the national average. The school emphasises the importance of regular attendance and a number of staff from tutor groups have specific duties to check and support attendance. There is good liaison with parents and they can contact the school before it opens in the morning to report absences. The school actively discourages parents from taking holidays during term time and thereby reduces this adverse impact on the level of attendance.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.8
National data	7.2

Unauthorised absence	
School data	0.0
National data	1.1

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	355	6	0
Mixed – White and Black Caribbean	15	1	0
Black or Black British – Caribbean	75	6	0

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

9. All pupils respect the school's clear guidance on appearance, and care for property and valuables. Both parents and pupils like the house system and the mixed-age tutor groups arising from this arrangement. Pupils enjoy coming to school and attending lessons. With the exception of a small minority, pupils display very good attitudes, values and personal qualities in their lessons. Most pupils respond to the high expectations of teachers and this drives up standards. All pupils show a curiosity for the subjects they study. They work individually, in pairs and groups to complete their class work and apply themselves well. In some lessons, however, a small minority show disengagement and distract others from their work.
10. Teachers and other adults in the school have relaxed but purposeful relationships with all pupils; high standards of conduct are expected. As the school promotes good relationships between all groups of pupils, there are few cases of bullying or harassment. The school's buddy system is effective in providing support to those experiencing difficulty. Relationships between boys and girls and between different ethnic groups are very good. Pupils with special educational needs enjoy sound relationships with other pupils and adults. No racial overtones in the interactions between pupils were observed.
11. In lessons and around the school, pupils generally **behave courteously** to adults, show consideration for fellow pupils and are generally pleasant in their conduct. They like their school and take pride in it. The school is in the process of developing its policy guiding provision in sex and relationships education. The policy on race equality is being implemented.
12. Most pupils take pride in the responsibilities given to them both inside a classroom, around the school and whilst travelling to and from school. Pupils also accept a variety of responsibilities through the prefect system for Year 11 pupils. They help to supervise pupils outside lesson times and also the work of monitors, who help staff and fellow pupils in a variety of ways. Their participation in the School Council deepens their understanding of citizenship issues.
13. Pupils take part in a variety of extra-curricular activities, including music and the Christian Union, Duke of Edinburgh Award Scheme, skateboarding, annual Year 8 residential in Shropshire, drama club, art club and language and music exchange programmes. The facilities of the Old Town Youth Club are also available to senior pupils at lunch time.
14. In general, pupils possess self-esteem and self-confidence. The Christian ethos of the school is explicit and is respected by all. There are daily assemblies, a weekly voluntary Eucharist and a termly service in Croydon Parish Church. The school expects pupils to take an active role in their own churches and to reflect on what it means to be a Christian. Most departments follow the school's policy on spiritual, moral, social and cultural development to reflect in their own curriculum activities. Very good opportunities for spiritual, moral, social and cultural development were seen in music, art and drama lessons. Through taking part in

the Duke of Edinburgh Award Scheme, work experience, their own churches, charitable activities, sport activities outside the school and choirs and concerts, pupils' appreciation of living in a community is raised.

15. Pupils' awareness of the British and western culture and tradition is very strong (very good), which is further enhanced through exchanges in Europe and study of European languages. Aspects multi-cultural and multi-faith issues are studied within the curriculum, particularly in subjects such as music and RE. However, as at the time of the last inspection, a pro-active and holistic approach to these present-day issues remains less developed throughout the school.
16. Pupils have good attitudes to all aspects of school life. They respond well to the good range of support systems that are used to enable them to mature as learners, to behave well and to attend school regularly. Trivial misbehaviour in a small number of Key Stage 3 lessons can slow progress but instances are kept to a minimum by good teaching which progressively increases pupils' confidence and self-esteem.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good overall. Teaching and learning are good and effective procedures are in place for promoting good behaviour and pupils' personal development. High standards of attainment in GCSE examinations have resulted from good provision over a long period of time.

The nature of the school population is changing and the attainment of pupils on entry is now broadly similar to schools nationally. The school is not reacting fast enough to these changes in terms of provision of setting arrangements or the range of teaching and learning strategies employed in Key Stage 3.

Teaching and learning

The quality of teaching is good and pupils' learning is good. Aspects of assessment are unsatisfactory because insufficient use is made of information to set individual targets for pupils. Pupils understand how well they are doing but not what they need to do in order to improve.

Main strengths and weaknesses

- Teachers have a very good command of their subjects and courses.
- Teachers encourage pupils and engage them in lessons.
- Teachers know their pupils very well and can support their learning.
- Teachers have high expectations and provide challenge in lessons.
- Assessment is not used well enough to support learning by setting individual targets for pupils to help them improve.
- Teaching in some subjects is too didactic, and pupils do not have enough opportunities for independent learning.

Commentary

Summary of teaching observed during the inspection in 101 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (3%)	31 (31%)	40 (40%)	25 (25%)	2 (2%)	0	0

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

17. The quality of teaching is good overall, with more very good teaching in Key Stage 4. Three quarters of lessons seen were graded good or better, and pupils learn well in all year groups. There is evidence of literacy and numeracy skills being developed across the curriculum to support pupils' learning. Parents and pupils are very positive about the quality of teaching, and there is a very good match between highly qualified teachers and the courses they teach.
18. Teachers generally have a good understanding of the range of lesson types which enable pupils to learn, though in some subjects there is too much reliance on teacher-led approaches. This approach is not appropriate for some children, and does not encourage active and independent learning. Teachers have a very good command of their subjects; in the best lessons this is combined with enthusiasm to create an atmosphere of excitement where the pupils respond positively. In such circumstances, achievement is high and results in improved standards. Excellent teaching was observed in English and history. Teachers manage pupils well, but on rare occasions where pupils do not listen to the teacher or to each other, learning is not as effective.
19. Teachers plan well, and this leads to effective teaching. However, lessons in some subjects do not recognise the full range of ability, and special work in these classes is not provided for the less able or for the most able pupils in the class. Teachers do not often make use of the methods recommended in the Key Stage 3 National Strategy, and in some subjects there is too little variety in teaching style. In this respect, subject leadership is unsatisfactory. ICT is used in some lessons, but its use is infrequent and both teachers and pupils make insufficient use of this technology.
20. Pupils of all backgrounds are generally attentive, interested and eager learners, and in the majority of lessons the teacher makes use of these attributes to help the pupils make good progress. Pupils commented upon the high expectations of teachers in relation to developing a work ethic. However, in the more didactic lessons, pupils do not have opportunities to work independently or collaboratively. In these lessons, study skills are underdeveloped, and pupils passively learn facts without the opportunity to evaluate them.
21. Teaching overall meets the learning needs of the pupils well. The skills and expertise of assistants and support staff are good because the staff know the pupils well. In some lessons support staff are not always as well informed as they could be about the learning because they are not sufficiently involved with teachers in lesson planning. They are briefed but not always fully aware of the learning objectives and how they can be met. Frequently pupils who do not have specific learning needs are supported by assistants and this saves the teachers' time. In the best lessons resources are adapted, modified and used to boost learning. Support staff are involved in all aspects of the school and have access to professional development. Pupils' progress is monitored through the individual education plans which suggest strategies that could be used to support teaching and learning. However, updating of individual education plans is not frequent enough to record short-term gains in progress and to set new targets.
22. Assessment was identified as an aspect for development in the last inspection, and it is still an area of weakness. The policy is comprehensive, but it is not fully or consistently implemented by departments. The use of assessment to support individual pupil progress is patchy, and does not always guide the learning in lessons. There is good assessment practice in history but there is insufficient monitoring of assessment style and feedback to pupils across the school. As a result, full use is not made of this information in lesson planning.

The curriculum

Overall, the breadth and quality of the curriculum are satisfactory. Breadth and balance are good in Years 7-9; the provision of vocational courses for Years 10 and 11 is insufficient. The school provides very good support for learning outside the school day and promotes participation by pupils in sport and the arts. There is a good match between the provision of teachers and support staff with appropriate qualifications and experience to satisfy the curriculum provision made. Provision of accommodation is satisfactory overall though there is a lack of appropriate indoor accommodation for PE and sport. The absence of a school library introduces the need for alternative provision to be made within departments.

Main strengths and weaknesses

- The pervasive Christian ethos is a strength of the school and supports learning.
- There is a good range of academic courses for pupils in Years 10 and 11. There is a rich provision of activities outside the classroom and beyond the school day.
- The school plans to participate in an innovative national foreign languages project for Years 7-9 next year, and a start has been made this year.
- The principles embodied in the National Key Stage 3 Strategy are not yet in place, even in science and mathematics.
- There is no library, and there is therefore a heightened need to provide resources for reference and for reading for pleasure.
- The provision of appropriate vocational courses is only planned for next year.

Commentary

23. All statutory requirements are met, and the curriculum offers a good range of courses leading to entry for GCSE examinations, but more vocational courses leading to other qualifications are needed. Reviews have taken place and changes will take place with the aim of broadening choice next year. Pupils follow the normal range of subjects in Years 7-9, with the exception of an extension of modern foreign languages and the addition of drama. The school has begun to introduce the National Key Stage 3 Strategy. The head of English has shown good leadership and largely completed the process of adopting recommended strategies, but progress has been insufficient in many other departments. As part of a national pilot project, all pupils follow courses in French, German and Spanish in Year 7, and the intention is that they will be better equipped to choose one or two of these languages in Years 8 and 9, and that their motivation to learn will be enhanced. It is too early to judge the success of this initiative.
24. Drama is a valuable enrichment to the curriculum, providing social insights and increased communication skills in a controlled environment. This enrichment is also a good feature of the school's provision beyond the standard curriculum, in drama clubs and lively presentations involving many pupils and teachers. The strong musical and sporting activities also enrich the main curriculum, combining to promote high achievement and positive motivation among pupils. The religious ethos of the school, permeating a great deal of its life, confers confidence and commitment.
25. The provision for pupils with special educational needs is good. All pupils with special educational needs, including those with statements, have full access to the curriculum. All statutory requirements are in place and reviews are up-to-date. There are just seven pupils with English as an additional language. They make good progress and achieve well. This is the result of the good support they receive and the very inclusive nature of the school. Teachers give careful consideration to individual pupils and their targets to enable them to achieve as well as they can. The curriculum is well organised to meet the needs of these pupils. However, there are no vocational options for accreditation at Key Stage 4 and some

less able pupils find difficulty in accessing the curriculum offered. There are not enough opportunities for dialogue between support staff and teachers to promote independent learning and cut down pupils' dependence on adults.

26. The programmes for personal, social and health education are satisfactory. Statutory requirements are met, including sex and relationships education, and drug and alcohol education. There are planned links between the work done in PSHE and science with well planned activities to raise pupils' awareness of important issues and encouraging sensitive thought and discussion.
27. As the school receives pupils from over 40 contributory primary schools, pre-transfer arrangements are limited. However, arrangements for the post-16 phase of education are good: there are good contacts between the school and colleges and schools providing for this phase, and relationships between St. Andrew's and its 11-18 sister Church of England school are very good.
28. Equality of opportunity is good in the way in which teachers know pupils well and seek to meet their needs. However, the school reports that only 80% - 90% of pupils were able to be offered the subjects they preferred in Years 10 and 11: this means that a significantly larger number than is typical nationally did not receive their first choice.
29. The school is very well staffed to cover its curriculum: all teachers have qualifications in the subjects they teach. Teaching assistants provide good support to the individuals and small groups they work with, although they rarely share in lesson planning or delivery.
30. Accommodation is satisfactory, but there is a lack of specialist teaching space for PE, art & design, technology, music and drama. Plans are in hand for building improvements in the coming year. Resources are satisfactory, and meet the requirements of the curriculum. There is, however, no library, and there is a need to provide alternative resources for reference and to promote reading for pleasure.

Care, guidance and support

The quality of provision, which ensures pupils' care, welfare health and safety, is good. Advice, guidance and support for pupils, based on their academic progress and personal development, are also good and this impacts positively on standards. The school actively seeks to involve pupils in its development and work and strategies are good.

Main strengths and weaknesses

- There is good leadership of these aspects and the heads of the houses lead management of pastoral care and the team of tutors.
- Form tutors have good knowledge and understanding of their pupils' individual needs.
- The school has established good procedures for health and safety, and child protection.
- Support for pupils with behavioural problems is good.
- Advice on examination options and careers, and preparation for work experience are good.
- Induction arrangements for pupils are good.
- There are two equally effective school councils, involving pupils from Years 7 and 8, and Years 9, 10 and 11.

Commentary

31. Since the last inspection, the school has continued to work hard to enhance the standards of care and support for pupils. Teachers respect their pupils, and all pupils are highly valued as individuals. The system whereby each pupil has the same form tutor and the head of the house throughout their time in the school allows very trusting relationships to develop. An

effective pastoral care system ensures that all pupils have an adult to whom they may turn for guidance. The school is very conscientious in child protection matters. Teachers ensure that pupils work in a safe and healthy environment. The Building Manager takes pride in the school and makes an effective contribution to the integrated approach to health, safety and security of pupils.

32. The school monitors academic achievements of pupils, enabling the teachers to make good provision of support, advice and guidance to pupils. Any problems arising from pupils' unacceptable behaviour are identified and acted on promptly, involving parents where necessary. The school collects details of pupils from most primary schools and tracks their achievements as they progress through the school. Pupils' attitudes and the rigour with which they pursue their academic work are included in half-yearly and yearly reports to parents. Targets are set in all three core subjects, and pupils are given guidance which enables them to know what to improve. Further work remains in enabling pupils to understand how to improve.
33. Joint master classes are provided for pupils in Year 11, who are identified as gifted and talented. Pupils with special educational needs are supported well. The PSHE/Citizenship programme makes a strong and effective contribution to pupils' personal development and this is monitored through interim progress reports and annual reports. Most pupils acquire good social skills, as they contribute to the paired reading scheme, and participate in the Duke of Edinburgh Award programme.
34. Pupils receive impartial but beneficial advice, enabling them to choose their subject options for GCSE. This relates well to work experience placements in Year 10 and to employment and study options after Year 11. The limited time scale for the Connexions careers advisor is utilised well for the benefit of the pupils.
35. The school makes good provision for induction. Pupils joining the school in Year 7 settle in quickly and the school's ethos of care and support help new pupils to feel valued and respected.
36. Pupils make a positive contribution to the work of the school and its development through school councils. In view of the large number of councillors for each year group, the school holds 2 separate council meetings, one for Year Groups 7 and 8, and another for Year Groups 9, 10, and 11. Two councils link together when they discuss fund raising events. The school's youth worker is the guiding force behind the working of these councils. A survey of pupils' attitudes is conducted each year and the school actively seeks, values and acts on their views.
37. There has been a good development of the school's overall learning systems with the increase in personnel involved. There is good provision by the special educational needs coordinator (SENCO) for reading support and pupils' personal development. The reading support programme is very effective in getting pupils back to school and learning well, in some cases well enough to gain accreditation. Not enough use is made of assessment to advise and guide pupils' progress overall. Pupils have access to a good range of support and guidance especially at the time of transitional reviews.

Partnership with parents, other schools and the community

The effectiveness of the school's links with parents are very good. The quality of links with the local community are good. The school has established an exceptionally good link with Archbishop Tenison's School. However, because of the difficulty in communications with an exceptionally large number of primary schools, links with other schools and colleges are satisfactory.

Main strengths and weaknesses

- The school and parents share the same Christian values in terms of ethos, generating a cohesive bond for all aspects of the school's life and work.
- Parents are very positive about the school and are supportive.
- The school consults and involves parents in its work and provides very good information about the school community, and their children's attainment progress.
- Parents encourage their children's full involvement in extra-curricular activities, especially music and sports.
- Excellent links with Archbishop Tenison's School help pupils' transfer to Sixth Form.
- The school works closely with the local community.
- The responsibility for the transfer of records relating to pupils' achievements in Key Stage 2 resides with primary schools and, because an incomplete data set exists for Year 7, setting arrangements on entry to St Andrew's are hindered.

Commentary

38. The partnership with parents is a significant strength of the school which has the confidence of all communities. The headteacher has taken every opportunity and shown good leadership by involving parents in the life of the school. The school is very successful in developing a very strong and purposeful partnership with all parents, who express very positive support for the school's work. Parents are well informed about their children's achievements and the school activities. Pupils' annual and interim reports provide comments on attitudes and personal development, and set clear targets to raise academic achievements.
39. Parents value the consultation meetings with teachers, where targets are set and the attendance at these meetings is high. Any complaints are handled effectively and sensitively. The school diary acts as a way of communication between home and the school. Parents provide practical support through the Friends Association, helping to find work experience placements and supporting pupils' extra-curricular activities with transport. They give practical help during school productions, which they are keen to attend.
40. The school recognises the important role it plays in the community. It has been successful in establishing positive links with the local community through churches. There are good links in subject areas, notably in design and technology, and in mathematics and information technology with two other secondary schools. The school is fortunate in securing the services of a popular youth worker, a joint appointment with Croydon Youth Service. She enjoys a good rapport with pupils, who come to see her for confidential advice. A team from a local Non-Conformist Church participates in running the Christian Union in the school for the benefit of pupils. Croydon Education and Business Partnership provide career advice to pupils and helps them towards their work experience placement.
41. Although pupils from as many as forty primary schools join the school for their secondary education in Year 7, the school makes every effort to settle them quickly into secondary school environment with positive pastoral care and support. The school has good collaboration with the local Archbishop Tenison's School, and the mechanisms of transfer to this and other Sixth Form centres are good.
42. Parents and the community continue to provide strong support for the school. The school's purposeful links with parents and the community serves the interest of the pupils well.
43. Good communication keeps parents well informed about their child's progress. Parents are very positive about what the school provides. The school regularly seeks parents' views and appreciates the support they receive especially at the time of the annual reviews. Links with other schools and the transfer of information are unsatisfactory for pupils new to the school. Induction arrangements are good when pupils arrive at the school.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good. Leadership by the senior management team and middle managers is satisfactory overall with examples of very good practice. Governors also provide good leadership in respect of helping to shape the vision and direction of the school. The school is effectively managed but the constraints of a deficit budget have restricted the opportunities for staff to engage in professional development and extend their own leadership skills in respect of new initiatives.

Main strengths and weaknesses

- The whole school community recognises the very good leadership provided by the headteacher who provides a clear sense of purpose and direction for the school.
- Governors are actively involved, work closely with the headteacher and have a good understanding of the strengths and weaknesses of the school.
- The school is fortunate to benefit from the very good leadership of a number of middle managers who provide excellent role models.
- Sound management procedures ensure the orderly running of the school.
- Leadership in assessment practice, monitoring the quality of teaching and learning and evaluating its impact upon standards requires strengthening.
- Whilst the principles of best value are central to the school's management of procurement arrangements, timetabling of the curriculum offered does not offer the most cost-effective use of staff time.
- The school has a significant deficit.

Commentary

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,720,000
Total expenditure	1,749,000
Expenditure per pupil	3123

Balances (£)	
Balance from previous year	40,000
Balance carried forward to the next year	-29,000

44. The headteacher and governors have a clear vision for the development of the school and are preparing to make a bid for specialist status in music. Most importantly, the vision aims to build on the existing strengths to raise standards and educational opportunity for all pupils further, irrespective of their particular talents.
45. Governors ensure compliance with all statutory requirements, including promoting inclusive policies for special educational needs, gender, race equality and disability. They have a good understanding of the strengths and weaknesses of the school and clearly articulated strategies for tackling issues of concern. Governors offer appropriate support and challenge to senior staff and are good ambassadors for the school.
46. The quality of education in this school is good because of very good leadership by the headteacher. Her relentless focus on purpose, standards and ethos has contributed significantly to a caring and happy environment in which pupils can thrive. The pervasive Christian ethos contributes much to the life of this school and stems from the leadership of the headteacher.
47. The senior management team is committed to the school and members exhibit personal values which underpin the school's development. Confidence, understanding and trust exist between the headteacher, the leadership team and the governors.

48. The school undertakes self-evaluation and uses the findings to inform development planning but planning focuses on philosophy and purpose rather than costed strategy addressing what needs to be done, when, how and by whom. Performance management of staff is based on the observation of teaching practice but the use of performance data by teachers to inform lesson planning is at an embryonic stage and identified in the improvement plan for 2003-2004. The main thrust of the improvement plan is to become a self-improving school. A focus on leadership in assessment practice, requiring all subject departments to engage with an analysis of value added information, based on the prior attainment of matched pupils, is required to fulfil the stated aim.
49. Both leadership and management are strong in English and drama, ICT, history, design and technology, art and design, music and PE departments. In these departments good leadership results in high standards.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 and 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision for English is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Teaching is good and, with pupils' positive motivation, results in a good quality of learning.
- Relationships between pupils and teachers are very good.
- Subject leadership is very good.
- Marking practices are inconsistent.
- In the absence of a school library, there is a need for the systematic provision of resources for reference and for reading for pleasure.

Commentary

50. The standards in Year 9 and Year 11 are above average. Examination results in GCSE English were better than average in 2003, and in English Literature, significantly better. In the national statutory tests for Year 9, the percentage of pupils achieving Level 5 and above was slightly lower than in previous years, but remained above the national average. It is possible that this was because of staffing problems in the last academic year.
51. Pupils enter the school with levels of attainment above the national average, and maintain this achievement well, as a result of their own good motivation and the good teaching they receive. This includes challenges set skilfully and carefully for both those with special educational needs and those who are gifted and talented so that each pupil is enabled to respond well according to his or her individual capability. The small number of pupils for whom English is an additional language are making good progress. Improvement has been good since the last inspection; almost all the lessons observed were good or very good and there were two examples of outstanding practice.
52. A highly effective feature of teachers' success is their collaborative style and their readiness to share their enthusiasm for their subject with their pupils: this results in highly positive outcomes in terms of both achievement and enjoyment. Curriculum leadership of very high quality is also a driving factor. The head of department sets out her expectations of her teachers clearly in her well-organised subject documentation and offers a fine example in her own teaching. The teachers of the department are a strong and able team, who share a vision - focused upon excellence - of what they offer to pupils. Lessons are well planned and as a result they have pace and structure. Teaching assistants, while they offer good support to individuals, are not incorporated into this planning and, as a result, are not well used while the teacher occupies the attention of the whole class.
53. The National Literacy Strategy is the model for the planning of English throughout the school. Teachers share their lesson aims with pupils, and they explain lesson structures, so that all can work together to achieve common objectives. At the ends of the lessons, however, the opportunity to share judgements about the quality of the learning is often missed, and this means that pupils do not get the chance to evaluate how they are progressing. While procedures for the regular and frequent formal assessment of pupils' work are good and well used, standards of day-to-day marking are inconsistent. While some marking is evaluative

and developmental, there is very little checking in subsequent work of whether advice has been followed. Sometimes marking is no more than ticks and perhaps a bland and not very helpful comment "I can see you have thought about this".

54. In speaking and listening, the confidence which the ethos of the school confers upon pupils stands them in good stead. This is also supported by the very good relationships between teachers and pupils. Throughout the school, speaking standards are high, and the vast majority listen respectfully and analytically. Pupils answer questions, which are generally well framed and appropriately challenging, thoughtfully and carefully. Wording is well structured, and there is less use than usual of conversation fillers like "you know", and "like". In reading, pupils of all age groups engage well with the texts they study, and some sensitive responses were observed in all lessons, from pupils in Year 8 showing great understanding of the characteristics of the ballad form, to pupils in Year 11 recognising many of the subtleties of *Romeo and Juliet* in a very mature way. Reading aloud is of above average standard, fluent and accurate. Writing is lively and interesting, and pupils try hard to produce work which will please and hold their readers. Procedures of drafting and redrafting throughout the school, often incorporated in the assessment procedures, mean that from the beginning to the end of their time in school, pupils are achieving well and continuously improving.

EXAMPLE OF OUTSTANDING PRACTICE

In two lessons, outstanding practice was seen. They were both characterised by very careful planning, so that there was a clear line of development towards shared and mutually understood objectives.

In the hour-long lessons, a variety of activities took place. As a result, pace was brisk, attention was engaged and held, and interest did not flag for the whole time. There were no problems of control: pupils had neither time nor desire to be off task. To each of these lessons, the teachers brought their individual styles: in one, lively and contagious enthusiasm, and in the other, measured and informed subject knowledge. In both, there were excellent relationships and uninhibited collaboration. As teachers and pupils came together with a united purpose, the outcomes were an excellent quality of learning, rapid progress, and enjoyment for all. One lesson was with younger pupils, and one was with Year 11.

Language and literacy across the curriculum

55. In the majority of subjects, teachers try hard to reinforce pupils' language skills. Pupils are encouraged to read questions carefully, to ensure accurate understanding of what they are asked to do. Key subject-specific words are often displayed in classrooms, and pupils are often reminded of the words they will need for specific pieces of work. Pupils are required to speak clearly and analytically as they respond in class: this is a particularly strong feature in music and English. Nevertheless, throughout the school, formal opportunities for discussions are not often provided and talks and presentations by individual pupils are rare. A paired reading scheme, in which pupils from Year 11 support those from Years 7 and 8, is very effective.
56. The fact that there is no school library is a concern. It is accepted that such a provision can be uneconomical for a small school, and may not give value for money. Nevertheless, the essential functions of a library need to be met in some other way. Resources for learning through organised reference sources need to be provided. The school has gone some way in promoting these through a small central reference book collection, some computer software, and through subject specific books and software in some departments. There is, however, no organised approach to providing for independent learning. The other essential function of an effective school library, the promotion of literacy through reading for pleasure, is not met systematically either. Pupils are encouraged to read, to have books with them all the time, and to read them in form tutor periods and in part of some lessons, but mostly they select and provide them themselves. Resources need to be put in place and systems provided to promote and make readily available appropriate books which will encourage and

develop habits of reading.

Modern Languages

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

Main strengths and weaknesses

- The modern languages provision offers choice and opportunity to all pupils in the school.
- Teaching and learning benefit from the teachers' competence and their care for all pupils.
- Results in both KS3 and KS4 are good.
- There needs to be more systematic use of assessment, feedback, target-setting and the use of ICT, to involve and encourage lower ability pupils in their learning.
- Independent learning skills are underdeveloped.
- More pupils should study one or more languages of their preference.

Commentary

57. As at the time of the last inspection, GCSE results in French are well above national averages. GCSE results in German are in-line with national averages. Standards overall are good in both key stages - except for the lower ability groups in Year 9. In this year group, standards of pupils' work vary - from very good to unsatisfactory in a minority of cases. Girls outperform boys to the same extent as found nationally but there are no other significant variations in the standards of groups of pupils.
58. Teaching is good overall, with some very good features. Generally, lessons are interesting, teaching aids are used effectively, materials are relevant and attractive, the pace of teaching is appropriate, class and homework activities are varied and adequate teacher support and supervision are provided to individual pupils. In lessons that are most productive, teachers encourage independent language learning skills, make a consistent and confident use of the target language, plan for the different needs of pupils and employ such strategies that may enable pupils to construct new sentences with the grammar and vocabulary already learnt.
59. In a minority of lessons, where teaching proves less effective, not all pupils are involved consistently or make the progress required. Generally, pupils in such lessons lack the necessary positive attitudes for languages or the independent learning skills for acquiring them. In such lessons, inadequate class management skills, unsuitability of pace, language content, or low teacher expectations also contribute to pupils' slow progress and their low attainment. Moreover, the current teaching practice does not always fully exploit assessment, feedback, target-setting and ICT to involve and encourage lower ability pupils in their own learning.
60. Pupils' attainment is generally good in Years 7-11. Their attitudes to languages are enthusiastic. In Years 7 and 8, attitudes are very good. In Years 10 and 11, attitudes and behaviour are overall good, and very good in some lessons. However, significant disengagement in Year 9 lower ability groups and some disengagement in Year 8 were observed. Pupils make good progress overall. In Years 7 and 8 the majority make very good progress, as reflected in their above-average attainment. In Year 9, especially in the lower ability groups, both progress and attainment falter. In Years 10 and 11 pupils' progress in the lessons observed and over time is good, which is reflected in their overall above-average GCSE results.
61. Leadership and management of the department are very good, supporting the generally high quality teaching and learning. Staff work in harmony and collaboratively to conduct the business of the department effectively. Accommodation and resources are adequate. However, access to ICT equipment and facilities, as well as related software, remains inadequate.

62. The department has introduced an innovative structure of providing three languages – French, German and Spanish to pupils in KS3, starting this year with Year 7. The intended aims of the new arrangements are to encourage more pupils opting for languages in Years 10 and 11, and to increase the numbers of dual linguists. The department is aware of the possible issues arising from the new structure of delivery. These include staffing requirements, time allocation to languages, and guidance and advice to pupils and parents as to the choice of languages, especially in KS4.
63. Since the last inspection, the department has continued to make sustained effort to improve the quality of language-learning experience for all. As at the time of the last inspection, the needs of lower attaining pupils still remain an issue and the school's changing pupil population appears to have made this even more challenging. The educational trips to France and Germany are very useful in extending pupils' knowledge of the associated cultures, histories and geographies.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teachers have high expectations of pupils' work, behaviour and attainment in mathematics.
- Challenging work is set for pupils of all abilities, including those with special educational needs.
- All teachers in the department demonstrate very good subject knowledge.
- Teaching is good and, as a result, pupils learn well.
- Standards in national tests and examinations are well above average.
- Assessment and marking procedures are inconsistent and underdeveloped.
- The provision and use of information and communication technology (ICT) in lessons are inadequate.

Commentary

64. Results in the national tests at the end of Year 9 in 2003 were well above the national average, maintaining the trend over the last three years. Boys performed very slightly better than girls in 2003. In the GCSE examinations, results were also well above the national average, but not as high as in 2002. However, a very high proportion of pupils achieved the higher grades A* -B in 2003. Girls performed better than boys in the GCSE examination in 2003. Standards seen during the inspection were above average in all year groups.
65. Pupils' attainment on entry to the school is above average. When the standards reached are compared to those on entry to the school, pupils' achievement is in line with expectation. Teachers have high expectations of pupils' work and behaviour in lessons. As a result pupils are motivated to work hard and to do their best, thus they reach high standards and many pupils achieve well in all year groups.
66. Teaching, overall, is good. The pace of lessons is brisk; teachers make sure that learning objectives are clear and that pupils make full use of lesson time. Every teacher in the department demonstrates very good teaching. Provision for pupils with special educational needs is good, particularly in Years 10 and 11 where smaller group sizes are of real benefit. Relationships in lessons are good and all teachers show a good rapport with pupils which helps to create a positive and purposeful working atmosphere. They also make good use of the school's more formal behaviour management strategies, when appropriate, to manage and motivate pupils and to help them to learn. In a lesson with less able Year 7 pupils, the starter activity included quick questions to test recall, balanced with questions to test new learning. Pupils' confidence increased as they realised how much they could remember. The teacher

used skilled questioning to prompt pupils to explain how they got their answers and to ensure that pupils with special educational needs understood what was going on. There was poor behaviour and a lack of concentration amongst a small number of pupils at times in this lesson, but the teacher managed this very skilfully, ensuring that all pupils settled down to work.

67. There is not enough use made of ICT in the teaching and learning of mathematics. There are only three computers, in one classroom, in the department for pupils or teachers to use; this is fewer than when the school was last inspected. It is difficult for teachers in the department to use other ICT facilities in the school as these are being used for specialist lessons. This is of particular concern for students in Years 10 and 11 who are undertaking mathematics GCSE coursework. Overhead projectors are available in some classrooms and teachers use these very effectively. The department does not have access to any interactive whiteboards or to data projectors.
68. The department's policy for marking and assessment does not fully reflect the whole school policy. The work of pupils in Year 7 is marked and assessed regularly. However, there is some inconsistency in the marks and grades awarded. For other year groups there is no consistency in marking and assessment. Whilst some books are regularly marked by the teacher, with helpful comments and suggestions for learning, in other cases, marking has often been done by pupils themselves, with occasional ticks added by the teacher. Whilst pupils have the opportunity to learn and benefit from marking their own work, this needs to be complemented by more regular marking by the teacher. The use of grades and other assessment data to monitor progress of groups of pupils and of individuals, and to plan future work is underdeveloped.
69. Leadership and management of the department are satisfactory. A good scheme of work has been developed for pupils in Years 7, 8 and 9 and this is being followed by all teachers. This work scheme will help the head of department to monitor teaching and learning in the future. The scheme of work for pupils in Years 10 and 11 has also been improved since the last inspection, but this is not as good as the one for younger pupils. The head of department already has plans to address this. The department has a good team of well-qualified and experienced teachers. It is adequately resourced, apart from ICT, and all pupils have their own textbook which they are able to keep with them. Pupils are expected to, and do, come to lessons well equipped with basic mathematical equipment and calculators.

Mathematics across the curriculum

70. Standards of mathematical competence are sufficient to allow pupils to progress well in all subject areas. In science pupils use formulae and graphs as well as pie charts. In information and communication technology, pupils use spreadsheets to introduce the fundamentals of algebra. In design technology numeracy and mathematical competence is planned into the work scheme. In a Year 7 food technology lesson pupils demonstrated clearly their knowledge of mathematical vocabulary including proportion and estimation when they were asked to adapt a recipe. They also knew when and how to apply their knowledge and did so appropriately and accurately.
71. A numeracy policy is now in place and has been implemented across the school. The head of mathematics has responsibility for managing and monitoring its impact.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The experienced and dedicated teachers are keen to improve standards.

- The provision at GCSE has been adapted to suit the wider range of pupil ability.
- The laboratories are well-designed and facilities are generally good.
- Assessment information is not used rigorously for giving pupils specific targets for improvement in this subject.
- In some classes, pupil behaviour is not well managed.
- There is a need to take greater notice of national initiatives to make teaching more effective.

Commentary

72. In 2003, results at age 14 were well above the national average, but when compared to schools of a similar type, the results were below expectations. The achievement of pupils is average in relation to their attainment on entry to the school at age 11. In general, students with special educational needs and those from minority ethnic groups achieve in line with their ability. However, some lower attaining pupils did not make enough progress. Girls have outperformed boys for several years.
73. Standards at age 16 are above national averages in GCSE examinations, but pupils in this school perform better in most other subjects. A range of different GCSE courses has been offered, and this has benefited pupils of all abilities. The school has specialist science teachers able to cover all aspects of the curriculum, and this has ensured that pupils can make sound progress in most classes. However, the overall rate of progress between the ages of 14 and 16 is below average.
74. Achievement is good for the most able pupils, particularly where they are taught separate sciences by specialist teachers with high expectations. Where appropriate work is offered, the most able pupils progress at a fast rate. For less able children, progress is less than expected because lesson styles do not fully address their needs. Although pupils are placed in sets, teaching rarely recognises that some pupils in the group need different pace, materials or methods for their learning.
75. The quality of teaching is satisfactory overall, with some examples of very good practice. More than a third of teaching was at least good, but too many lessons depended on the delivery of facts by the teacher; there were too few opportunities for pupils to be actively involved in their own learning. Where teaching was most effective, the teacher used a variety of teaching techniques, exercised good management of the classroom and had a positive rapport with the class. This created an environment where the pupils were able to explore and discuss ideas; pupils responded well to clear instruction in a calm atmosphere. For example, a Year 9 class reviewed their knowledge of forces by working in pairs to decide if statements were true or false. They made good progress in a difficult topic.
76. Where teaching was less effective, the teachers did not achieve complete quiet when it was necessary, and resorted to teaching methods that included copying and an over-reliance on worksheets. For many pupils, there were few opportunities to think for themselves or write about their own views. The lower ability groups were more often managed in this way.
77. The day-to-day management of the department is good, with a close-knit team of teachers showing good subject knowledge and a desire to improve the results. The facilities are good, with well-designed laboratories, and adequate resources. Technician support is good and systems are well organised, though storage space is currently cramped. The use of ICT in lessons has improved, but is still inadequate.
78. Leadership of the department needs to be stronger, with closer monitoring of teaching styles and greater notice taken of national initiatives that recommend innovative teaching methods. New teaching styles can support the learning of the wider ability range of pupils. The current reliance on large numbers of worksheets does not help the more visual or active learners, and independent learning skills are not being developed.

79. Some aspects of the department have improved since the last inspection. Work schemes are well organised, although they do not incorporate advice on teaching styles, and have not been adapted to suit the school. Assessment has improved, but more use needs to be made of the results for setting individual pupil targets and for analysing the work of the department. At present, marking rarely contains evaluative comments and specific guidance for improvement of work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The leadership and management of the department are both very good.
- Teaching is consistently good at both key stages.
- Teachers are knowledgeable and enthusiastic about their subject.
- Relationships between pupils and teachers are very good.
- There is good technical support for the ICT department.
- The timetabling arrangements for the GCSE short course are unsatisfactory.
- In the GCSE short course, boys under-perform in comparison with girls.

Commentary

80. From the evidence of work seen during the inspection, the standard of pupils' work in ICT at the end of Year 9 is well above national expectations. This shows good improvement since the last inspection. Results at GCSE have also improved since the last inspection with the average level of attainment over the last three years being above national expectations. Results in 2002 were particularly good with almost two-thirds of pupils achieving grades A*-C in both the full and the short GCSE courses. In 2003, results were not as good with only about 50 per cent of pupils achieving grades A* -C. There were some difficulties in the assessment of the coursework for the new GCSE full course and the unsatisfactory nature of the way lessons in the short GCSE course are timetabled may explain why the results fell. The single thirty-minute lesson is inefficient. By the time the pupils have arrived from the previous lesson there is effectively only 20 to 25 minutes teaching time. This is insufficient for a practically-based subject. In the short GCSE course boys significantly under-perform compared to girls.
81. The attainment of pupils on entry to the school in Year 7 is above the national average but, by the end of KS3, pupils have reached a standard well above national expectations. This represents good achievement. The evidence collected during the inspection reinforces this judgement: from the scrutiny of pupils' work and lesson observations. Achievement in Years 10 and 11 is satisfactory with pupils being able to maintain a standard in line with national expectations.
82. Teaching and learning at both key stages are consistently good. No unsatisfactory teaching was observed and some lessons were very good. Teaching is very good where explanations are clear, expectations are high and the lesson contains a good balance of theory and practical work. This was the case in a Year 9 lesson which introduced the use of functions, including the IF function, in spreadsheets. The teacher clearly had high pupil expectations, his explanations were very good and the new concepts and procedures were immediately reinforced through well-guided practical work. This resulted in pupils displaying audible expressions of delight, as they were able to put into practice these complex new techniques. Weaknesses in lessons judged to be only satisfactory were due to insufficient variety in teaching style and stimulus materials.

83. Pupils like ICT and are well motivated in lessons, especially when they are allowed to use computers for well-directed practical work. The only pupils who appeared unmotivated were lower attaining pupils who were obliged to follow the short GCSE ICT course. A less demanding IT course (e.g. Certificate of Achievement or Key Skills) may be more appropriate for these pupils.
84. The leadership and management of the department are both very good. The curriculum team leader has a very clear vision for the future of ICT in this school. He works hard and demonstrates a strong dedication to bringing about continuous improvement. He sets an extremely good example to others teaching ICT. Fresh innovations are always being considered. For example, involvement in the DfES 'accelerated Key Stage 2' pilot. There is a very good handbook for the department and detailed schemes of work are in place. Good systems are now also in place for the assessment and monitoring of pupils' progress. This involves pupils assessing their own work before the teacher assesses it. As a result, pupils are generally aware of their current standard of work, in terms of the National Curriculum level or GCSE grade, and they can monitor their progress with respect to their individual target for ICT.
85. Work in ICT has very good technical support. There is a full-time ICT technician who also manages the school network.
86. There has been good improvement since the last inspection. Standards have improved at both key stages; the department is now very well led and efficiently managed. A significant improvement has also taken place in the arrangements for assessing and monitoring the progress of the pupils. The accommodation for ICT is now very comfortable and there are two large and well-resourced computer suites.

Information and communication technology across the curriculum

87. Most pupils show a good level of competence in the way they use ICT to support their work in other subjects: for example in their desktop publishing skills and their ability to research topics using the Internet. Pupils also benefit from very good use of ICT to improve learning in design and technology, art, religious education and modern foreign languages. In these departments, PowerPoint presentations and more general use of data projectors enable teachers to help pupils understand difficult concepts and consolidate learning. Each department also has access to the Internet allowing teachers and pupils to conveniently research topics.
88. All teachers have now completed the New Opportunities Fund training programme in the use of ICT and about a third of teachers have school laptop computers. However there are very few data projectors for teachers to borrow and use in their teaching. Also, due to the increase in the amount of ICT being taught as a discrete subject, there is reduced availability of the computer suites to be booked by individual teachers for whole-class ICT experience.

HUMANITIES

Geography

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

Main strengths and weaknesses

- Standards were well above average at GCSE between 2000 and 2002 but fell in 2003.
- Achievement of pupils judged through the inspection of work is good.
- Teachers are knowledgeable and get a good response from pupils.
- Pupils present work well and write extensively.
- Marking is constructive and informative.

- Leadership is good and management is satisfactory.
- There are insufficient opportunities in lessons for independent learning and discussion.
- The subject is not a popular option at GCSE.

Commentary

89. In 2003, standards on both the full and the short course GCSE were below average compared to schools nationally. A large proportion of pupils gained a D grade (40%).
90. By the end of Year 9 standards are broadly in line with pupils nationally.
91. Pupils achieve broadly in line with expectations between Years 7 and 9. However, they make good progress in lessons when they are encouraged to think and give opinions clearly.
92. Pupils set about tasks enthusiastically as a result of knowledgeable teaching and clearly explained tasks. In a Year 9 lesson on a volcanic eruption, each pupil had to produce a newspaper on the event. This gave them scope for independent learning. Pupils could handle information and develop their understanding at a level that suited their needs and made good progress as a result. However, there are not sufficient opportunities for small group work and discussion. In a Year 11 lesson, pupils were keen to learn and discuss issues of development affecting a variety of countries. This was due to the stimulating resource provided. They showed good understanding and awareness. Although they coped well with the complex task, insufficient forward planning resulted in a lack of time within the lesson for feedback and discussion.
93. Presentation of work is good overall. However, the work of some lower ability pupils is weaker and sometimes muddled. Work of the average and more able pupils shows conscientiousness and there are good contributions to literacy made through extended writing. Teachers comment clearly and constructively on pupils' work, explaining why the work is good or how to improve it. In relation to leadership and management, the head of department has created an effective team. However, there is a decline in uptake of the subject at GCSE due to insufficient action to adapt to more appropriate teaching and learning styles in Years 7 to 9.

History

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

Main strengths and weaknesses

- Standards of work seen during the inspection were good and reflect the consistent above-average GCSE results.
- Pupils achieve well in relation to their capabilities.
- Pupils are enthusiastic and learn well due to the high quality of teaching.
- Pupils demonstrate good historical understanding.
- Leadership and management are very good.
- Pupils' learning is affected where there is a lack of in-class support for pupils with special needs.

Commentary

94. In 2003, attainment on the full GCSE course was above the national average and in line with the national average on the short course GCSE. At the end of Year 9 standards are above average compared to schools nationally. These results are consistent with 2002 results.
95. Achievement is good, throughout the whole age range. Higher attaining pupils make very good use of the opportunities to write and analyse in depth. Lower attaining pupils are also

encouraged to do so and many manage to write extensively. Through the use of a wide variety of resources, pupils learn to select information successfully and transcribe it appropriately.

96. Overall teaching and learning are both good. Introductory sessions to lessons are effective and enable pupils to demonstrate knowledge and understanding they have retained. Pace in lessons is brisk but measured. In a Year 11 lesson on power struggles in the USSR, pupils were able to demonstrate their excellent understanding and background knowledge of what started the Cold War. In a Year 10 lesson on propaganda and censorship, pupils responded to an historical source by answering questions very effectively and asked challenging questions of their own. In a Year 8 lesson on the trial of King Charles, pupils showed good awareness of events and understanding of the issues. When given the opportunity to discuss, learning is good. Pupils give very measured and intelligent responses and show good historical understanding.
97. In a Year 7 lesson, the concentration and application of a number of pupils was unsatisfactory and they took a long time to settle to their tasks. The teacher supported pupils well and the work set was appropriate for this group but many were not keen to learn despite the teacher making the work interesting. Many other pupils in this lesson wanted to learn, as judged by their willingness to answer questions, but were frustrated by those who didn't.
98. Pupils' written work shows a good ability to analyse and evaluate sources. Pupils make use of the Internet for research and present relevant data from it. Teachers comment in detail on pupils' work and explain why the work is good or how to improve it.
99. There is knowledgeable and innovative leadership of the curriculum and effective team management. The department monitors data on its performance well and has clear plans of action for improvement in areas such as lesson management.

TECHNOLOGY

Design & Technology

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

Main strengths and weaknesses

- The very good management is confident and committed to raising standards in all areas of the subject.
- Standards in food technology are higher than standards in resistant materials.
- Consistently good teaching leads to high levels of interest from most pupils.
- Staff and pupils have good relationships and younger pupils especially are enthusiastic to learn.
- Monitoring, linked to assessment, is not in place to measure and record each pupil's progress.

Commentary

100. Standards vary depending on the materials used. In food technology standards, for pupils in Year 11, are above average. Pupils have good knowledge of the products they use and skills to work with increased accuracy. From standards in design and technology that are below average on entry to the school they make good progress to reach standards that are average at the end of Year 9. Through consistently good teaching the good progress continues until the end of Year 11.
101. In resistant materials standards for pupils in Year 11 are average. Pupils make good progress from below-average standards on entry until they are in Year 9. However, staffing issues have affected the continuity of experience for older pupils especially and the range of work covered.

Assessment was not always used to monitor how well pupils were learning and to guide new teaching.

102. Teaching is good. Teachers insist on good standards of behaviour and challenge pupils, of all abilities, and keep them learning. Lesson planning is good and assessment is well used to make sure what is planned fits the pupils' needs. Questioning checks understanding and more able pupils are given opportunities to develop their higher level thinking skills like prediction. The resources to help learning are of good quality and used selectively. Across all areas, pupils are given a good range of ways to learn. They progressively develop design and make skills as they tackle realistic challenges.
103. Teachers are good at developing pupils' literacy skills and technical vocabulary. Pupils really enjoy using the correct technical terms, when asked, to describe what they are doing. They are given good opportunities to use and develop numeracy skills and to make good use of computers to inform and present their work.
104. The head of subject is a good leader with very good management skills. She has an informed view of the strengths of the department and the areas for development. Planning, across all material areas, is being addressed and assessment is now being used well by most staff. Monitoring the work of the department is planned for but not in place.
105. There has been a good improvement since the last inspection especially in teaching that is now consistently good.

VISUAL AND PERFORMING ARTS

Art and Design

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

Main strengths and weaknesses

- Very good teaching results in very good learning in Years 7 to 11.
- Challenging teaching produces consistently well above average success at GCSE.
- The very well-designed curriculum significantly enhances pupils' spiritual and cultural education.
- Limited ICT resources restrict pupils' opportunities to manipulate art work in Years 7 to 9.

Commentary

106. On the evidence of work seen and pupils' responses in lessons, standards by the end of Year 9 are well above average. This represents very good achievement given pupils' variable art skills on entry to the school. GCSE results in 2003 were well above average, as were Year 11 standards seen during inspection, representing very good achievement. Throughout Years 7 to 11, there are no significant differences in standards and achievement between boys and girls or pupils of different ethnicity. Pupils with SEN achieve as well as others. Pupils designated as talented in art achieve very high standards.
107. As pupils progress through the school they develop very good observational drawing skills. In projects on pop art, portraits and still life, pupils demonstrate confident use of colour in a range of media. Sculpture work in ceramics and mixed media is generally well produced, bold and imaginative. Etching work is of high quality. Sketchbooks are very well used for research. Pupils use art-specific terminology with assurance. Evaluative skills are well developed and pupils' understanding of art history is a significant strength.
108. Pupils learn very well in art because teachers possess excellent subject knowledge, enabling them to devise an imaginative and inspiring curriculum. Pupils make very good technical progress in lessons that are well planned to develop key art skills via well-timed and

progressive activities. Teachers have very high expectations of pupils, particularly in art history topics, and offer them significant challenges to which they are keen to respond. Pupils of all abilities are able to make very good progress because teachers make effective use of differentiated work. Pupils know how to improve their work because they are provided with rigorous assessment and are set demanding individual targets. Pupils enjoy art lessons because teachers respect their individuality and provide a positive ethos for learning founded on consistent classroom management and discipline. Teaching styles promote independent learning. Class discussions in art significantly develop pupils' oracy.

109. Pupils benefit from a very well-led department. The curriculum makes a very good contribution to pupils' spiritual and cultural development, although the multi-cultural dimension could be further strengthened in Years 7 to 9. Schemes of work are well devised with excellent links to the wider school curriculum. Development planning appropriately identifies current needs and art gallery visits enrich learning in Years 10 and 11. However, pupils have insufficient opportunities to manipulate their art work using ICT in Years 7 to 9.
110. Very good progress has been made since the previous inspection, particularly in the quality of teaching and learning.

Music

The overall provision in music is **very good**.

Main strengths and weaknesses

- Very good teaching and learning lead to very good pupil achievement.
- Very good leadership of the department has consistently maintained high standards.
- Very good assessment strategies contribute to pupil learning.
- Large numbers of pupils learn instruments which helps to maintain high standards.
- Very good relationships within the department contribute to an ethos which promotes very good learning.
- The use of ICT in Years 7-9 is underdeveloped.

Commentary

111. Standards at the end of Year 9, reported in teacher assessments, have been consistently well above average for a number of years. Similarly, standards in GCSE examination results have been well above average for the past decade. The numbers of students, especially boys opting for GCSE music, has been consistently high for a number of years. Standards seen during the inspection reflect these facts. In Year 9, pupils show very good prior knowledge of musical terms, instruments and the elements of music. Lessons start each week for each year group with the 'listening diary', where pupils are required to listen to a piece of music and answer appropriate questions on the music. Over each key stage this builds into a powerful teaching tool, widening the musical experiences that pupils receive both in terms of different styles and performers. This practice, which is continued in Years 10 and 11, helps develop pupils' knowledge, understanding and experience of music and contributes to the department's high standards. The listening diary, together with the well-developed compositional techniques that pupils acquire in Years 7-9, contribute to high achievement at GCSE. Pupils make very good progress throughout Years 7-9 and Years 10-11. Pupils with SEN make progress as good as others in the department. The use of ICT is limited in Years 10 and 11 by the availability of the appropriate software and in Years 7-9 it is very underdeveloped.
112. A strength of the department is the quality of teaching which is consistently very good. Teachers have thorough subject knowledge, and high expectations of pupils both in terms of work and behaviour. Questioning is used effectively to push pupils' knowledge and understanding of music through extended answers. Assessment is very good and is used effectively to inform teachers and pupils. A notable feature is the use of at least seven different

stages in practical tasks so that pupils are fully aware of expectations and how to improve their performances. This gives clear direction to practical work. National Curriculum level descriptors are adapted for each unit of work to help pupils self-assess their own work which can be through detailed written tasks (often set as homework) or aural evaluations of finished or work in progress. Previous pupils' work is used as exemplar materials for pupils to model and develop further ideas.

113. Leadership within the department is very good with teachers working closely together and there is high quality monitoring of the twenty peripatetic staff who between them teach nearly half the school. The head of department has developed strong links with parents who loyally support the department's work on a regular basis.
114. A hallmark of the department is the quality of relationships which fosters a climate for learning. Pupils are respected and feel valued in their contributions in all the department's work, from oral appraisal of their own and others' compositions to the concerts and musical productions. The department contributes well to the pupils' cultural, spiritual and social development. They work effectively individually, in pairs, in groups even when not directly supervised. The number of pupils learning an instrument or having singing lessons is impressive, as is the number participating in the extra-curricular programme and regular concerts, musical productions and foreign exchanges.
115. The department has made satisfactory improvement since the last inspection as issues of accommodation and the use of ICT are still to be addressed. However, the department has managed to maintain its high standards of achievement despite these shortcomings.
116. The department has a high profile within the school and makes a valuable contribution to the school's ethos and the pupils' creative development.

EXAMPLE OF OUTSTANDING PRACTICE

A hallmark of this high achieving department was that each lesson started with a listening diary.

Pupils entered the classroom with a different piece of music playing each week. Their attention was immediately drawn to the music which was reinforced with questions and information on the board. Whilst the pupils completed the questions, the teacher would take the register. Afterwards, when all pupils had completed the questions with occasional replays of tricky parts, the questions would be discussed. This practice helped pupils focus on their work and helped increase their knowledge and understanding of different musical styles and genres. It enriched their musical experience extremely effectively over a whole key stage.

Drama

Provision in Drama is **good**.

Main strengths and weaknesses

- Standards are well above average in Year 11.
- Teaching is good overall, and very good in Years 10 and 11.
- Pupils are well motivated, and there are good relationships between pupils and teachers.
- There needs to be a more structured and controlled approach to the subject in the younger age groups.

Commentary

117. In Years 7, 8 and 9, it is clear that pupils' attitudes to drama are maturing. There is a clear line of development and improvement, until, by Year 9, pupils have an understanding that drama is a subject which requires very specific skills, and that many of these require

self-control and co-operation. Younger classes take a little while to reach this understanding, and some excited and unruly behaviour gets in the way of their best achievement. Nevertheless, Year 9 performs in a way which is at least in line with expectations. A steep curve of progress takes place in Years 10 and 11, when the percentage of pupils gaining A*-C in GCSE is well above the national average.

118. Good teaching ensures that pupils achieve well, and build upon that achievement both over time and in lessons. This includes pupils with special educational needs and the gifted and talented, because teachers provide them with the right challenges, and with the right opportunities to meet them. As a result, lessons are varied, well structured, and packed with activities - sometimes to such an extent that there is no time for the shared evaluation which would consolidate, refine and enhance learning. Pupils acquire many of the specialist dramatic skills, and standards of acting are high. A strong contributory factor, apart from the good collaborative teaching, is the confidence which comes from the school's particularly supportive ethos.
119. The leadership and example provided by the head of English, who also has responsibility for drama, are of high quality. In a short time she has produced useful and effective schemes of work. This process continues, and is resulting in a very well structured and developmental course.
120. Drama provides a very good additional enrichment to the school's curriculum - and particularly to the pupils' personal, social and moral development - through its focus upon interactions between people, and through the collaboration which is part of every lesson.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils' attainment is above national expectations.
- Teachers are enthusiastic, possess excellent subject knowledge and know their pupils well.
- There is a large commitment to extra-curricular activities by all the staff and a dedication to the pursuit of excellence for pupils in the school.
- The curriculum is broad but not balanced due to the lack of indoor space, which is not available to the department all year.

Commentary

121. Boys and girls are equally able to consolidate subject knowledge and skill acquisition through a range of practical activities. Pupils demonstrate that they are developing the skills to analyse performance and some very good examples of this were seen in a Year 7, middle to low-ability boys' gymnastics class. As a result, progress is consistently good at all levels.
122. Pupils' attitudes are good. Very few miss participating and with good reason. The department includes pupils in the learning process by providing relevant worksheets, which ensure they gain the knowledge intended and have roles in evaluation and coaching. Pupils' social and moral development is enhanced through extra-curricular activities, including inter-house events and curriculum programmes. The department does much to ensure that pupils are valued by publicly recognising achievement at all levels. Display is used to maximum effect.
123. Lessons are well planned and pupils with additional needs are identified and appropriate strategies are used to ensure progress. Expectations of pupils are high. Teachers give very good demonstrations which allow pupils to model techniques successfully. Lessons make use of technical vocabulary which is used to good effect. For example, most of the warm-up sessions included pupils naming the parts of the body being stretched, rotated etc. Pupils were

able to name bones and joints accurately. When the pace of lessons was consistently energetic and demanding, pupils made very good progress. At Key Stage 3 all the teaching observed was good with some very good teaching observed in Year 8 girls' Netball and Year 8 boys' Football. At Key Stage 4, most of the teaching was good but year 10 GCSE theory was only satisfactory due to poor pace and the provision of work which did not fully meet the needs of all pupils.

124. The outdoor facilities are generally good and adequate for the curriculum with a good combination of hard surface and field. The department use the space available effectively but, as they depend mostly on outdoor facilities, they are compromised when weather conditions are poor. At Key Stage 4 the department makes effective use of the community as a resource by using local leisure centres to support a diverse range of curriculum provision. Assessment and tracking of pupil progress is well developed and all members of the department have access to records. The department use ICT well to facilitate this and have also used their assessment analysis to inform their planning and organisation. The setting arrangements used have implications which the department monitors carefully but it has been found that high ability girls in Year 9 are not all achieving their potential in mixed group arrangements. The department has plans to change the organisation of these groups.
125. Leadership and management of the department are good. The head of department provides clear direction and effective management. Documentation is helpful, comprehensive and detailed. Schemes of work are well written and make good use of the Key Stage 3 methodology. The subject action plan from the previous inspection has been fully implemented.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHE) and citizenship is **satisfactory**.

Main strengths and weaknesses

- Personal, social and health education, including citizenship is timetabled for all year groups.
- Good work schemes exist for all year groups.
- Procedures for monitoring teaching and learning are not yet firmly established.
- There is not enough systematic recording of pupils' attainment.

Commentary

126. Citizenship is a developing subject in the school. The relevant aspects of the subject have been identified and are currently taught through the personal, social and health education (PSHE) programme and in a range of subjects across the curriculum. The school has carried out an audit of the topics taught by departments. There is no formal procedure for managing the different aspects of the development of the subject or for measuring the progress of pupils.
127. The standards of attainment seen are broadly in line with national expectations and pupils, on the whole, achieve well. Pupils show sensitivity, thought and understanding. For example, whilst discussing the impact of advertising, Year 11 pupils showed insight into the hidden messages in some advertisements. Year 9 pupils took part in a drama activity ("hot seating") relating to crime and punishment which made them think seriously about what it might feel like to be in prison, and the impact of this experience on people's lives.
128. Teaching is satisfactory and lessons are well planned to reflect the detail in the work scheme. Teachers' knowledge of the subject matter is good, and issues are presented in a variety of ways. The team of teachers involved in the delivery of citizenship within the PSHE curriculum are experienced and effective. Pupils' behaviour and attitude towards citizenship education is generally satisfactory but procedures for monitoring teaching and learning need to be established and pupils' work needs to be marked and assessed more often. The department

needs to develop a clear policy for assessment and marking that links to the school policy.

129. Satisfactory progress has been made since the last inspection. In particular the timetabling of personal, health and social education, including citizenship, has improved and detailed work schemes for citizenship have been developed. The school is aware of the need to develop the subject further, and is currently investigating the possibility of introducing a short course GCSE in citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).