

INSPECTION REPORT

ST BEDE'S CATHOLIC SCHOOL

Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 118119

Headteacher: Mrs M Travers

Lead inspector: Dr A R Beaver

Dates of inspection: 26–29 April 2004

Inspection number: 258767

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 years
Gender of pupils:	Mixed
Number on roll:	692
School address:	Collum Avenue Scunthorpe
Postcode:	DN16 2TF
Telephone number:	01724 861371
Fax number:	01724 280878
Appropriate authority:	The Governing body
Name of chair of governors:	Mrs M Readhead
Date of previous inspection:	11–15 May 1998

CHARACTERISTICS OF THE SCHOOL

St Bede's Catholic School is a Voluntary Aided, Roman Catholic school located in Scunthorpe, North Lincolnshire. The school is the only Catholic school in the area. Pupils come from the parishes in the locality and from a wide area up to 25 miles from Scunthorpe. Two-thirds of the pupils come from families that follow the Roman Catholic faith. The school is smaller than most other secondary schools. It provides for 692 girls and boys. There are 34 more boys than girls in the school, and 22 of these are in Year 11. The number of pupils has changed little since the last inspection in 1998. Pupils come from a wide range of social backgrounds. A broadly average number of pupils claim entitlement to a free school meal. Thirteen per cent of pupils have minority ethnic backgrounds; these are mainly from different parts of the Indian sub-continent and have Sikh, Hindu or Moslem backgrounds. Others come from different parts of Europe, including Ireland, Italy, Poland and the Ukraine. The percentage of pupils from minority ethnic backgrounds is greater than in most schools. No pupils are at an early stage of learning English. The percentage of pupils who are identified by the school to have special educational needs is broadly average, as is the number with Statements of Special Educational Needs. Many of the pupils with special needs have social, emotional and behavioural difficulties; others have learning difficulties and a few have physical impairments. The number of pupils who joined or left the school at other than the usual ages of 11 or 16 years is below average. However, there has been more movement than usual affecting Year 10, to which some pupils who have been excluded from other schools have been admitted. The school has had considerable difficulty in recruiting teachers in some subjects. Pupils' attainment on entry to the school at age 11 spans the full range and is broadly average. The school is a specialist school for mathematics and computing. It holds awards for Healthy Schools and the Sportsmark. It is involved with a national initiative for gifted and talented pupils.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20224	Dr A R Beaver	Lead inspector	
9724	Mrs B E P Quest-Ritson	Lay inspector	
13734	Mr H B Davies	Team inspector	Geography
14596	Dr A B Fiddian-Green	Team inspector	Special educational needs English as an additional language
32115	Mr J S Foster	Team inspector	Modern foreign languages
11969	Mr J Hardy	Team inspector	Design and technology Information and communication technology
27416	Mr T Howard	Team inspector	Mathematics
1994	Ms H Olds	Team inspector	History
19867	Mr M Pettitt	Team inspector	Art and design Music
15971	Mr M Pye	Team inspector	Physical education
20420	Mr S Rawcliffe	Team inspector	Science
3731	Mr W G Robson	Team inspector	English

The inspection contractor was:

Cambridge Education Associates Ltd.

Demeter House
Station Road
Cambridge

CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Bede's Catholic School is very much at the heart of its community. Its strong sense of mission as a Roman Catholic school ensures a fair and equal response to the needs of all pupils, whatever their faith or their ethnic background. **The school provides a satisfactory quality of education.** Girls and boys of differing competence and irrespective of their social backgrounds and ethnic origins achieve satisfactorily. Overall, pupils reach standards that are often above those typical of all schools. The teaching and learning are satisfactory. The good leadership of the headteacher gives very clear vision and direction to the school. Management is satisfactory and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The school has a strong sense of mission. Pupils' spiritual, moral, social and cultural needs are well provided for and relationships are good. Pupils from all religious, ethnic and social backgrounds receive fair and equal access to education.
- Although pupils often reach standards above those typical of all schools, their attainment in the Year 9 National Curriculum tests and in gaining five or more A* to C grades in GCSE examinations should be higher.
- Pupils achieve very well in modern foreign languages, but not as well as they should in mathematics, design and technology and music. Pupils with special educational needs achieve well.
- The expertise of the teaching staff varies considerably and, consequently, in subjects of the curriculum, the quality of pupils' learning ranges from very good to unsatisfactory.
- The headteacher's good leadership is well endorsed by parents and gives the school very clear direction. Management is satisfactory overall, but some aspects of health and safety and provision for personal, social and health education are not managed rigorously enough.
- Information about pupils' progress is collected and analysed increasingly well, but pupils are not yet helped enough to adapt their learning to reach the standards expected of them.
- Links with the community and other schools and colleges are very good. Consequently, the curriculum in Years 10 and 11 gives all pupils a good range of learning opportunities.

Since the last inspection in May 1998, the school has made satisfactory improvement. Examination standards are usually above those typical of most schools. Although the school has had great difficulty in recruiting teachers in some subjects, satisfactory teaching and learning have been maintained. The school's ethos for learning has become more positive. Leadership gives clearer direction. Effective planning has led to the gaining of specialist school status for mathematics and computing. Information and communication technology (ICT) is much better provided for and used. Assessment is used more effectively, but pupils do not yet know well enough how to adapt their learning to reach the targets set. Some health and safety matters have not been managed well enough. Although the curriculum for personal, social and health education is appropriate, some teaching of this subject is not good enough.

STANDARDS ACHIEVED

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

Overall, girls and boys from all social and ethnic backgrounds achieve satisfactorily. They attained average standards in the Year 9 National Curriculum tests in 2003 in each of the three

subjects tested, but have in the past usually attained higher standards, especially in English. The upward trend in results in the tests over five years has been above that of the rising national trend. Standards in 2003 were lower than in 2002 and 2001 because many pupils in this year group joined the school after the end of Year 7 and were not taught there throughout Years 7 to 9. Typical standards were gained in comparison with similar schools nationally, but performance in the tests should be higher still, especially in mathematics. Results in the GCSE examinations in 2003 and the previous two years were above the national average overall. Almost all candidates attained at least one graded result. Pupils with special educational needs in learning achieved well. In comparison with similar schools, average results were gained, but students' performance was below average in the attainment of five or more grades A* to C, and the school did not reach its target. In 2003, pupils gained above average results in French and English literature, compared with their results in other subjects; they attained least well in mathematics. During the inspection, pupils were seen to achieve particularly well in modern foreign languages, especially in Years 7 to 9. However, they did not achieve the standards that they should in music or in the resistant materials component of design and technology.

Pupils' personal development is good. **Their spiritual, moral, social and cultural development is well provided for.** The large majority of pupils have positive attitudes to learning but, although most behave well, some require close direction and supervision. The vast majority of pupils attend regularly.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. Overall, **the teaching is satisfactory** in enabling pupils to learn. Teachers' expertise varies considerably and some teaching is unsatisfactory. The curriculum gives good opportunities for all. Pupils receive good personal care and support, but some health and safety requirements are not met. Links with parents are good. Very good links are in place with the community and the diocese, and with other schools and colleges. The accommodation and learning resources are satisfactory overall.

LEADERSHIP AND MANAGEMENT

The headteacher leads the school well and has a very clear vision for its further development. There is good teamwork with key staff. Governors hold fast to the school's mission and spiritual purpose, but they have not been rigorous enough in meeting all statutory requirements for health and safety. **The management is satisfactory** and funding is used well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally well satisfied with what the school provides for their children. Some think behaviour is not good enough, especially when classes are taught by temporary teachers. The vast majority of pupils are pleased to attend the school; they think that most teaching is good and that they are expected to work hard. Many think that the behaviour of some pupils should be better.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve standards in the Year 9 National Curriculum tests and in the attainment of five or more GCSE A* to C examination grades.
- Raise students' achievement in mathematics, music and the resistant materials part of design and technology.
- Share best practice in teaching more widely to improve its overall quality.
- Guide pupils individually to achieve their best standard by helping them to adapt their learning to reach their targets.

and, to meet statutory requirements:

- Ensure that all health and safety requirements are met and rigorously monitored.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Overall, girls and boys from all social, religious and ethnic backgrounds make satisfactory progress from entry to achieve reasonably well throughout the school. In the work seen during the inspection, pupils reached typical national standards by Year 9. In Years 10 and 11 overall, they reached above the standards that are usually expected.

Main strengths and weaknesses

- The pupils with special educational needs in learning achieve well.
- Pupils achieve very well in modern foreign languages, especially in Years 7 to 9, to reach standards above those typical nationally.
- Pupils do not achieve well enough in mathematics, music or the resistant materials and graphic products courses within design and technology.

Commentary

1. Pupils' standards on entry to the school are at the level usually found nationally in English, mathematics and science. There is little difference in pupils' competence among the three subjects. In other subjects, standards are often lower than those expected nationally. A broadly average number of students are identified by the school to have special educational needs, mostly for learning difficulties, and their attainment on entry is below that expected.
2. By the end of Year 9, pupils achieve satisfactorily, and reach typical national standards. Average results were gained in the 2003 Year 9 National Curriculum tests in the three subjects tested. The trend in results over the last five years has been above the upward national trend. Standards are usually above average and were well above average in 2002. However, many pupils among the year group that took the tests in 2003 joined the school after the start of Year 7 and, consequently, were not taught there for part of Years 7 to 9; these pupils were less successful in the tests than those who were educated in the school throughout Years 7 to 9. Results in 2003 were at the national average, when compared with those of schools attended by pupils of similar backgrounds. In 2003, test results in English were ahead of the other two subjects tested. In 2003, results in mathematics were below those of similar schools and most pupils did not achieve well enough in that subject.

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

Standards in:	School results	National results
English	33.3 (36.7)	33.4 (33.3)
Mathematics	35.2 (36.3)	35.4 (34.7)
Science	33.5 (34.4)	33.6 (33.3)

There were 121 pupils in the year group. Figures in brackets are for the previous year

3. During Years 10 and 11 overall, pupils continue to make sound progress and they achieve satisfactorily by the end of Year 11. In the 2003 GCSE examinations, pupils attained above national average standards overall. Results were average in the attainment of five or more grades A* to C, and the percentage gaining at least one GCSE examination grade was well above average. Compared with similar schools, results were average in 2003. Performance has been similar during the last three years. The trend in results over five years has struggled

to keep pace with the rising national trend and the school has not reached the challenging targets that it has set. There is scope for improvement in performance, particularly in the attainment of five or more GCSE examination A* to C grades.

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	53 (53)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	89 (84)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	98 (98)	96 (96)
Average point score per pupil (best eight subjects)	36.7 (36.5)	34.7 (34.7)

There were 124 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

4. During the inspection, girls and boys from all social and ethnic backgrounds were seen to achieve satisfactorily throughout the school. Their standards were typical of those usually found nationally in Years 7 to 9 and, overall, above those expected in Years 10 and 11, where the best teaching and learning were observed.
5. Pupils who have special educational needs generally make good progress and achieve well. This is made possible by the provision of good support both in lessons and in the specialist teaching within the learning support department. Several pupils make very good progress and achieve very well, given their previous record of attainment. Almost all gain at least one GCSE examination grade, and many pupils with special educational learning needs achieve much more.
6. In general, girls attain higher standards in GCSE examinations than boys, but the difference is well within the national difference in performance. Little difference in their relative performance was seen during the inspection. Talented pupils are identified by the school and they have opportunities to develop their talents through a national initiative. During the inspection, the pupils with the highest potential achieved satisfactorily, in line with most others. Pupils from minority ethnic backgrounds achieve well and often reach standards above those of most other pupils in Year 9 National Curriculum tests and in GCSE examinations. No pupils are currently at an early stage in learning English. When pupils in the past have encountered difficulties with English, they have received additional support in school and from the local authority to ensure that they make the progress that they should. At present, all pupils who use English as an additional language are able to access the full curriculum and, in general, they were seen to achieve well.
7. Pupils use literacy, numeracy and ICT across the curriculum to a satisfactory standard. Their ICT competence has improved markedly since the last inspection in 1998. Pupils achieve satisfactorily in most subjects throughout the school, including in English and science. The standards of pupils' work in both of these subjects are typical of those found nationally in Years 7 to 9, and above this in Years 10 and 11. In mathematics, pupils have not achieved as well as they should in recent years, because this subject in particular has been adversely affected by difficulties in the recruitment of experienced subject-specialist teachers. However, during the inspection, pupils' work was found to be above the standard usually expected in Years 10 and 11, because the most effective teaching was often concentrated there. Pupils' standards and achievement in music were below those usually found. The lack of expertise and experience in the teaching of the subject since October 2003 has adversely affected pupils' progress. Although achievement in design and technology is at least satisfactory, there is a marked difference in standards and achievement between the resistant materials and graphic products courses, and the food and textiles technology programmes. Pupils achieve well on the latter programmes, but they do not achieve well enough on the other courses,

particularly in resistant materials, where much teaching is unsatisfactory. In all the vocational courses in Years 10 and 11, pupils achieved well. Pupils achieve very well in modern foreign languages, where standards, especially in Years 7 to 9, are well above those typical nationally.

8. Since the last inspection, the school has encountered increasing difficulty, like many others, in recruiting experienced teachers. This has held down standards in some subjects. Where competent staff are available, pupils achieve well. However, despite difficulties, above average results in GCSE examinations have been maintained. Nevertheless, although pupils achieve satisfactorily, there is room for improvement and the school has not yet reached its GCSE examination targets.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are satisfactory. Most pupils have good attitudes to the school and to their work, although a few do not. Standards of behaviour are good for most pupils, but a minority do not behave well. Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall.

Main strengths and weaknesses

- Pupils are diligent and prepared to work hard.
- Relationships are good; pupils appreciate the interest that their teachers show in them.
- Pupils can co-operate with each other and work well together in pairs and small groups.
- The poor behaviour of some pupils takes up too much of teachers' time.

Commentary

9. Attendance in the school is satisfactory, with levels close to the national median overall, and there is less unauthorised absence than nationally. The school works hard to maintain these levels. Punctuality is satisfactory.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.9	School data	0.6
National data	7.2	National data	1.1

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

10. Most pupils have good attitudes to their studies and to the other activities organised by the school. Pupils are diligent and have a conscientious and purposeful approach to their lessons. They co-operate well together. Effective work by pupils in pairs and small groups was noted frequently during the inspection. Despite this, it is rare for pupils to show real enthusiasm and excitement. This occurs only in response to cases of exceptional teaching. Only a small minority of pupils do not share these good attitudes and lack interest in the work.
11. Relationships are good. The school has a friendly atmosphere. When asked to list the things they like about the school, pupils commented on this friendliness and the interest that their teachers take in them. They appreciate this. It helps pupils to develop confidence, become mature and accept responsibility.

12. Standards of behaviour are good overall. Most pupils behave well in lessons. They know that this is expected of them and, in any case, they want to work. There are a small number of pupils across the school who ignore instructions and do not behave well enough. Controlling their behaviour so that others can learn can take up too much teaching time, to the annoyance of those pupils who wish to study. It is these badly behaved pupils, although few in number, who account for the above average level of fixed-term exclusions. The behaviour of some of the pupils who are excluded improves as a result of the experience. Outside lessons, the situation is similar. Most pupils behave well, but there are instances of inappropriate and inconsiderate behaviour. There is some bullying, but pupils consider that cases reported are dealt with well. Pupils are pleased that peer counsellors are currently being trained.

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	584	72	1
White – Irish	1	0	0
White – any other background	13	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other background	2	0	0
Asian or Asian British – Indian	27	0	0
Asian or Asian British – Pakistani	23	2	0
Asian or Asian British – Bangladeshi	11	1	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – African	3	0	0
Chinese	1	0	0
Parent / pupil preferred not to say	23	0	0
Information not obtained	1	0	0

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

13. In the lessons seen in the learning support department, pupils behaved well and tried hard. They want to learn and they concentrate well. This is because of the good challenge given by the specialist teachers. Teachers have established good relationships and created a friendly, relaxed atmosphere. For example, in a Year 8 group withdrawn from mainstream classes for extra help, a very good lesson drew pupils into taking more responsibility for their own behaviour.
14. Pupils' attitudes and behaviour have improved since the last inspection.
15. The Catholic ethos and aims of the school provide many opportunities for pupils to develop well in self-awareness and to reflect upon their own beliefs and values. They also consider and value those of others. Assemblies and many lessons provide pupils with opportunities to develop their curiosity and imagination and to reflect on issues, thus preparing them well for life outside school. They effectively develop an understanding and tolerance of different beliefs and faiths. However, some subject departments miss opportunities to expand this aspect of personal development.

16. Pupils' social and moral values are developed well. Pupils have a clear understanding of right and wrong. Most work well as part of a small group or team. They understand the nature of working in a community and contribute towards its success. The school provides good opportunities for students to take responsibility. For example, prefects make a valuable contribution to the smooth running of the school. The School Council is consulted on matters of policy and is taken seriously by other students and by management. Older pupils effectively support younger ones and a system of peer counselling is being introduced. As a result of these opportunities, many pupils display a strong loyalty and sense of belonging to the school. Pupils' cultural development is good. They are helped to extend their inter-cultural understanding both in school and in the community. Provision for cultural understanding and development has improved considerably since the last inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The teaching and learning are satisfactory overall. The curriculum gives good learning opportunities, especially in Years 10 and 11. The school's links with the community and with other schools and colleges are very good. All other aspects of provision are at least satisfactory.

Teaching and learning

The quality of teaching, learning and assessment is satisfactory overall. It is good in Years 10 and 11.

Main strengths and weaknesses

- Teaching is most effective in Years 10 and 11, where pupils learn well.
- There is a significant amount of unsatisfactory teaching, especially in Years 7 to 9; some teachers' expertise is insufficient to enable pupils to learn as well as they should.
- The teaching and learning in modern foreign languages are very good in Years 7 to 9.
- In music and the resistant materials course in design and technology, pupils have not learned well enough because they have not been effectively taught.

Commentary

17. The teaching and learning, overall, are satisfactory. The learning of both girls and boys from all social, ethnic and religious backgrounds is satisfactory in Years 7 to 9 and often good in Years 10 and 11.

Summary of teaching observed during the inspection in 123 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (1%)	17 (14%)	55 (45%)	36 (29%)	12 (10%)	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. Percentage figures do not total 100 because of rounding.

18. Most lessons were at least well taught and pupils learned well, especially in Years 10 and 11, where, in general, teachers had the greatest expertise. Overall, in 17 lessons of the 123 seen, teaching was very good and in one it was excellent. This was a Year 9 German lesson, in which the pupils responded very well to the spoken word, demonstrating their ability to remember vocabulary and grammar.

Example of outstanding practice

The second part of a Year 9 German lesson for 12 low-attaining pupils, many of whom had special educational needs. They were helped to overcome their inhibitions in learning German to speak confidently in the foreign language:

The class and teacher sit in a circle. Pupils ask each other questions about transport, such as “Wie kommst du zur Schule?” “ Welche Linie ist das?” “Wie lange dauert die Fahrt?” “Wie bist du heute zur Schule gekommen?” They lob a squeaky rubber chicken to a colleague who must catch it and reply. Everyone in the circle concentrates hard. The teacher, too, is included in the process. Pupils have help-sheets with sentence frames. They are well drilled in pronunciation and intonation and are used to hearing their teacher speak the language. They give answers in a range of tenses, helped by the sentence frames. The help-sheet ensures that they make no mistakes of word order, even when using clauses beginning with “weil”. They express preferences and give reasons. Work in pairs follows, still in the circle, to reinforce the learning drill. The teacher sums up in English what is going well and what is not. The pupils break off into small self-chosen groups and compose dialogues based on the circle work. The teacher urges them to use material remembered from other units to enhance their dialogue. They present their dialogues to the class, who assess and grade their efforts according to agreed criteria. Praise is given constantly, but has to be earned. Each pupil is constantly challenged to improve performance. The time limits set are strictly kept.

19. A majority of lessons were well taught. These were well planned so that pupils could learn effectively in progressive stages. The methods chosen were appropriate to the work that was tackled. For example, teachers sometimes deployed pupils to work in small groups to good effect. Most teachers had at least sound knowledge of their subjects and conveyed this well to the pupils. Relationships between teachers and pupils were good and helped the teachers to manage the pupils effectively. The teaching of modern foreign languages was particularly good overall, and very good in Years 7 to 9. This teaching provided pupils with stimulating and challenging learning experiences and they achieved well.
20. In general, suitable homework was set to extend pupils’ learning. However, the lack of a learning resource centre restricts pupils’ opportunities to extend their learning further. English language and literacy skills were taught satisfactorily across the curriculum. Mathematical competence was applied satisfactorily. Pupils’ learning was often well enhanced across the curriculum by their skills in use of ICT. These skills are gained from the effective teaching of the subject in lessons timetabled for every pupil each week. Across the curriculum, some teaching and learning are very good. For example, in a Year 8 French lesson pupils learnt well by applying effectively what they had been previously taught in oral work.
21. Pupils with special educational needs make good progress and try hard. Specialist support teachers bring their considerable expertise to bear and challenge these pupils well. They have great patience and know the needs of the pupils fully. In lessons conducted in the learning support specialist rooms for pupils with special educational needs, the quality of teaching and learning is good overall, and some is very good.
22. In Years 7 to 9, in particular, a significant amount of teaching was unsatisfactory. Most of these lessons were taught by teachers with little experience, some of whom have temporary appointments. The school has encountered considerable difficulty in the recruitment of experienced specialists in some subjects. However, despite the difficulties in recruitment of staff, pupils are achieving the satisfactory standards reported at the last inspection of 1998, when the teaching staff was more stable and the teachers were well experienced in the subjects that they were teaching. Given these circumstances, the school has done well to maintain pupils’ satisfactory achievement.
23. Teachers with limited expertise and experience were diligent and very committed to the pupils, as was apparent in mathematics. However, a lack of understanding of how best to apply their subject knowledge in lessons sometimes held back learning. The teaching of music has been unsatisfactory in recent months because the head of department has been absent. Despite management’s efforts to provide good temporary teaching of the subject, arrangements have not been effective enough for the pupils to achieve what they should. However, during the

inspection good teaching was seen by a new temporary teacher, and pupils learned successfully in these lessons. Much unsatisfactory teaching was seen in the resistant materials course within design and technology, where changes of staff are imminent. In personal, social and health education, there was some poor teaching, where the teachers had little expertise in, understanding of or commitment to the subject matter with which they had been provided. In general, unsatisfactory lessons lacked the brisk learning pace necessary for pupils to make satisfactory progress. The teachers did not expect enough of pupils in the learning challenges that they provided. The planning of these lessons often lacked a suitable choice of methods; they were often too teacher-led and the pupils were too passive. In a few cases, teachers' management of pupils was unsatisfactory, and learning became equally unsatisfactory as standards of behaviour deteriorated.

24. Teachers assess pupils' work satisfactorily in Years 7 to 9, and well in Years 10 and 11. The marking of pupils' work is usually thorough and accurate. Teachers use the school's system, which aims to show how well pupils are achieving in relation to their ability. Some departments have linked their assessments to National Curriculum levels. Science, art and modern foreign language departments have good assessment procedures and pupils are usually aware of how well they are doing and how they might improve. However, in other subject areas, pupils are not always informed of the levels at which they are working, and some marking, although accurate, lacks comments or guidance about what must be done to improve. This is a focus for development by the school as it moves to a more effective use of assessment to influence pupils' learning.
25. Since the last inspection, teachers' assessment of Year 9 pupils' National Curriculum levels of attainment are now more accurate. The quality of teaching and learning is similar to that reported in 1998. However, the stable staffing situation then has changed significantly, and many teachers now have insufficient experience and expertise. In these circumstances, the school has done well to maintain the quality of teaching and learning.

The curriculum

The curriculum gives pupils equal access to good learning opportunities.

Main strengths and weaknesses

- The curriculum for pupils in Years 10 and 11 offers a good range of worthwhile courses.
- There are good opportunities for residential experience.
- The school prepares pupils well for the next stage of their education.
- There are good opportunities for participation in sport, but few enrichment activities in the arts.
- Although there are sufficient teachers, many have insufficient experience of and expertise in teaching their subjects.
- There are many more computers available than at the last inspection but, currently, there is no learning resource centre.

Commentary

26. The curriculum in Years 7 to 9 is satisfactory. It provides the full range of National Curriculum subjects and meets all statutory requirements. A good feature is that two in five pupils are able to take up the opportunity to study a second modern foreign language in Years 8 and 9. All pupils have a weekly lesson of ICT. In Year 7, they also benefit from a further lesson of ICT and German combined.
27. In Years 10 and 11, provision is good. Links with other schools and colleges extend the range of courses available well. Four vocational courses, one partly taught in a local college, extend the curriculum and help provide a suitable alternative for those pupils for whom the normal programme of GCSE examination courses is not appropriate. All courses are open to all

pupils. An extensive range of GCSE examination courses is provided in science. However, there is no science course specially designed for low-attaining pupils. The school's specialist status is beginning to have a beneficial impact on some areas of the curriculum, especially in ICT. All pupils follow a GNVQ (General National Vocational Qualification) course in ICT. Music is not currently provided in Years 10 and 11 in school. Many pupils do not receive their statutory entitlement to a course in a modern foreign language; the procedures to exempt them from this subject have not been applied. Current initiatives include a pilot scheme that teaches subjects by use of a video link; this enables pupils to learn subjects not otherwise available to them – for example, Spanish.

28. Religious education is a key element of the curriculum and makes a positive contribution to pupils' understanding of citizenship. The comprehensive programme of personal, social, health and citizenship education is enhanced by a week's residential experience in Years 9 and 10. Further opportunities for residential experience are offered by the annual study visit to First World War battlefields and by the exchanges and study visits organised by the modern foreign languages department.
29. The curriculum provides well for pupils who have special educational needs. Support assistants work well with teachers to meet the needs of these pupils. However, all assistants have full timetables and it is, therefore, not possible for them to provide more support in other lessons where this would benefit pupils. Small groups of pupils are withdrawn from lessons to work in the learning support rooms to improve their basic skills. The quality of this provision is good and enables pupils to make good progress and achieve well.
30. The curriculum prepares pupils well for the next stage of their education. Careers education lessons begin in Year 9, when there is also an annual Industry Day. Work experience is provided for all pupils in both Years 10 and 11. There are preparatory visits to two local colleges. In conjunction with local schools and colleges, plans are well advanced for co-operative provision of a wider range of courses for students aged 14-19.
31. Extra-curricular enrichment is satisfactory. There is good support outside school hours for pupils preparing for GCSE examinations in most subjects. There are good opportunities for older pupils to develop leadership skills, particularly in sport. Large numbers of girls and boys enjoy the wide range of sports and games offered after the school day. However, there are few opportunities for enrichment in the arts, especially in music.
32. Since the last inspection, curricular time has been increased. Subjects have more time for lessons. The provision of ICT, a weakness in 1998, has greatly improved. The range of opportunities in Years 10 and 11 has expanded considerably.
33. Overall, there are sufficient teachers to meet curricular needs. However, recruitment of subject specialists has become increasingly difficult since the last inspection. Recent bereavements, retirements and promotion have led to disrupted provision of staff in several subjects. Management has made every effort to recruit staff but, in some cases, teachers with little experience of teaching have had to be recruited. The school has given them good support to improve their quality of teaching to benefit pupils' achievement. However, even the vigorous efforts of management have not always led to teaching that is consistently good, and some staff continue to need frequent monitoring and support. Staff roles and responsibilities have been reorganised to ensure the best balance of the expertise of teachers and of support and administrative staff.
34. Good improvements to the accommodation have been made since the last inspection. For example, the science laboratories have been refurbished, and subject rooms have largely been grouped together to assist departmental co-ordination. An exception is the rooms that are used by the design and technology department. The overall standard of the accommodation is satisfactory and the school is clean, tidy and litter-free. The older parts of the buildings show considerable wear. The use of the hall for meals restricts the time it is available for physical

education lessons. Some parts of the buildings are cramped for the numbers of pupils in the school. Corridors are narrow, which results in overcrowding, when many pupils move between rooms. Many shortcomings are to be remedied in the building work that has now been formally approved. There is to be a much-needed learning resource centre, the lack of which restricts pupils from learning more independently. A drama studio is to be provided to enable pupils in Years 7 to 9 to have better access to the subject. Better toilet facilities are scheduled. Improved accommodation for design and technology is planned.

35. A key issue of the last inspection was to improve the inadequate learning resources. Since then, there has been good improvement. Resources are now satisfactory overall, and some are good. The gaining of mathematics and computing specialist school status has resulted in considerably improved resources for those subjects. However, some subjects still have difficulty in gaining access to computer rooms to extend pupils' learning – for example, history, geography, design and technology and music. Insufficient resources are available in art and music.

Care, guidance and support

Although there are good procedures for the personal care and welfare of pupils, some health and safety requirements have not been met. The support and guidance that pupils receive are satisfactory overall. Personal guidance is more developed than academic guidance. Arrangements to involve pupils in the work of the school are good.

Main strengths and weaknesses

- Effective personal support results from teachers' good knowledge of pupils, who have confidence in them and trust them.
- Some health and safety requirements have not been met.
- Pupils do not receive sufficient guidance on how to reach their targets.
- Pupils are helped to settle into the school easily.

Commentary

36. The school has good systems in place to ensure that pupils are well cared for. It sees the welfare of pupils as an important priority and takes careful account of individuals' needs and circumstances. Child protection procedures are good, and members of staff receive training and guidance. There is a detailed safety policy for use of the Internet. However, although there is a comprehensive health and safety policy, some health and safety requirements have not been met. A similar criticism was made in the last inspection report. Action is now being taken to put this right. The most urgent of these issues was dealt with during the inspection.
37. Pupils have good relationships with their tutors and heads of year, who stay with them as they move through the school. Teachers know their pupils well. This is an important factor in the monitoring of their personal progress and the good personal guidance that they receive. Pupils settle in easily when they join the school, because the induction process is effective. They also receive extensive guidance about further studies before they leave the school.
38. The monitoring and guidance that pupils receive about their academic progress are less strong. The new electronic system for gathering assessment data enables the school to obtain performance information on pupils from all departments. Data is used to identify groups of pupils who might benefit from intervention and support in their learning. Pupils know what their targets are, but they do not yet receive enough guidance on how to develop their learning to reach them.
39. Overall, care and guidance for pupils who have special educational needs are satisfactory. Personal care for individual pupils with special needs is good. The staff team who work in the department understand the needs of the pupils well. The team meet regularly and make each

individual pupil the priority in meetings. An area for improvement is the provision of specific targets in pupils' Individual Education Plans. These are often too broad to focus improvement, and there are very few that relate directly to pupils' work in each subject.

40. Arrangements to involve pupils in the work of the school are good. These are largely centred on the work of the elected School Council. Most pupils interviewed considered that this gives them a voice in the affairs of the school and one that is heard. Pupils were also involved in the review of the school's mission statement, and contribute to initiatives such as the Healthy Schools' award.

Partnership with parents, other schools and the community

Links with parents are good overall. Community links and those with other schools and colleges are very good.

Main strengths and weaknesses

- Community links are a particular strength.
- Co-operation with local schools and colleges is very good.
- Annual reports vary in what they tell parents about progress; they do not give enough information about the standards that pupils attain.

Commentary

41. The school has a good partnership with parents, who are generally well pleased with what it provides for their children. Parents are interested in the work of the school. They supported it in its bid to gain specialist status. Contact between members of staff and parents is founded on good relationships and a shared sense of purpose. Attendance at consultative evenings is high. The school gives parents an appropriate range of information about itself. Information about progress is more variable. Annual reports to parents vary in quality. Those for pupils in Years 10 and 11 are better than in other years. They include predicted examination grades and indicate whether pupils are on target to achieve these. However, pupils' levels of attainment are not made clear in other years. Some reports contain details of what pupils have done and which topics require improvement, but this is not so in all subjects. In general, parents are told about their children's attitudes to work and the efforts that they make in individual subjects, but they do not receive enough information about the standards that their children attain.
42. Parents of pupils who have special educational needs are kept well informed. The co-ordinator is readily accessible to parents, who can visit, write, or telephone for discussion. Parents are invited to evening meetings, where they can discuss the outcomes of pupils' Individual Education Plans.
43. The school has a high profile at the centre of its community. Links here are very strong. There are links through the parishes that send children to the school and links through the diocese to communal activities, such as the hosting of the diocesan Youth Day in Scunthorpe. Through parents, there are links with a range of diverse cultures, such as those with the Sikh community. Specialist school status has fostered many links in addition to those specifically related to the school's specialisms of mathematics and computing. The school contributes to the local community as well as benefiting from it.
44. There is extensive co-operation with local schools and colleges. At primary level, pupils from the main partner schools visit St Bede's in Years 5 and 6. The partner schools also benefit from the school's specialist status. For example, an ICT technician works with primary ICT co-ordinators. As part of a national sports project, St Bede's sports co-ordinator makes regular visits to extend sports opportunities in and out of school. At secondary level, there is a similar

picture of close co-operation between St Bede's and other schools and colleges in the area. Some links extend the range of learning opportunities for pupils in Years 10 and 11. Others smooth the transition to post-16 courses.

45. Partnerships with other schools and colleges and the community in general are much stronger now than at the time of the last inspection.

LEADERSHIP AND MANAGEMENT

Leadership is good. The governing body gives good support, but has failed to ensure that all health and safety requirements are met. Management is satisfactory.

Main strengths and weaknesses

- The headteacher's leadership is good and gives the school very good vision and direction.
- Governors vigorously maintain the school's sense of mission and direction, but they do not ensure that all statutory health and safety requirements are met.

Commentary

46. The leadership is good overall. The headteacher is intensely committed to ensuring the school's success. She provides effective leadership and gives the school very good vision and direction. She has led the school sensitively and well through the traumatic events of the deaths of three key members of staff in post. Despite difficulties, the school made a successful bid to gain specialist school status for mathematics and computing. The latter was a key issue for improvement in the 1998 inspection. Leadership has enabled the school to use its specialist status to target improvement in ICT. As a result, the provision for ICT has been transformed for the better since 1998. Other national recognition has been gained as a Healthy School, and a holder of the Sportsmark. Above all, the headteacher has pointed the school towards taking learning further forward, and a successful bid has been accepted to provide a much-needed learning resource centre and to improve the accommodation. The school's improved ethos has much to do with the personal commitment and sense of purpose of the headteacher. A high priority is to ensure equal opportunity for all girls and boys, irrespective of their social, ethnic or religious backgrounds, to enable them to realise their talents. The headteacher keeps the school mindful of the need to be fully inclusive, and it is.
47. The headteacher has initiated new ways of working among the newly formed leadership group. Each member of the team is a good role model for staff and pupils. Teamwork among this group of senior staff is already good. They have a strong sense of purpose and help to give the school clear direction. School improvement planning is effective and identifies priorities well. Most heads of department lead their teams well, and the leadership of the very successful modern foreign languages department is very good. However, lack of planning for the development of design and technology and inadequate teamwork across the subject make its leadership unsatisfactory overall. The head of the music department has not been present for many months because of illness, and the leadership of the subject has lapsed, despite the vigorous efforts of the leadership group to give support. The learning support department for pupils who have special educational needs is well led and managed. The co-ordinator has a very full timetable and gives freely of her own time to make sure that her responsibilities are carried out fully. She leads a good, committed team of teachers and assistants and, together, they enable pupils with special needs to make good progress.
48. The governors give the school good support and ensure that it holds fast to its fundamental spiritual purpose. They have been closely involved with the consultation process leading to its recently restated mission statement. They have initiated consultation with parents, pupils and staff on this matter. Many governors are parents whose children attend the school and they generally inform themselves well about the school, but they do not systematically link with

subject departments to monitor performance for themselves. Nevertheless, they monitor the use of funds closely and ensure that the school does not incur a deficit, despite its low income. Governors share with the headteacher and the leadership group forward planning for improvement. However, during the inspection, some failures to meet statutory requirements related to important health and safety matters became apparent. For example, the requirements for the electrical testing of portable appliances across the school had been allowed to lapse, and testing of these was well out of date. A key issue of the last inspection was to ensure rigorous implementation and monitoring of health and safety procedures. Consequently, improvement in this respect has not been good enough and, as a result, governance is unsatisfactory. Statutory requirements to exempt pupils from the study of a modern foreign language in Year 10 have also not been met.

49. The management is satisfactory overall, and some aspects are good. The school sets effective criteria to evaluate its progress towards the targets it sets in its improvement planning, so that it can judge accurately which issues to carry forward for further development. The response of management to the key issue of the 1998 inspection to improve assessment has been very good. The whole-school policy is applied effectively. Further development of this policy is under way to provide more detailed information on pupils' levels of attainment and short-term targets for improvement. The well-developed electronic data collection and analysis systems are used well to provide departments with accurate information with which to modify their provision more effectively. The school is able to use current pupil-performance data to set appropriate targets at both subject and whole-school level.
50. However, management has not yet improved achievement to the extent that it intends to do. The school has not yet reached the targets it set itself to reach in examinations. Achievement in mathematics and design and technology is unsatisfactory; some teaching and learning in those subjects are unsatisfactory. The school has encountered difficulties in the recruitment of experienced subject specialist teachers. It has worked to improve the skills of staff through a well-established system of performance management. However, the inspection found a significant amount of unsatisfactory teaching by less experienced staff and, for them, more training and support are needed, if the quality of teaching is to rise to the level of the best practice in the school. The key issue of the 1998 inspection to ensure more consistency in the teaching and learning of personal and social education has not yet been resolved, and some poor teaching was seen in this subject.
51. Management ensures very well managed training and induction of new teachers. Unqualified teachers are helped to improve their skills, and the school does its very best to overcome difficulties in the recruitment of experienced and qualified staff. Newly qualified, overseas trained and unqualified teachers are given support to gain accreditation from national training schemes. However, a difficulty for recruitment of staff is that relatively few students in initial teacher training are placed at the school because of the distances from their training institutions. There is close monitoring and evaluation of the quality of teaching, although this does not always adequately provide for the sharing of good practice. Support and administrative staff are monitored effectively.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	2,204,237	Balance from previous year	3,552
Total expenditure	2,181,935	Balance carried forward to the next	20,391
Expenditure per pupil	3,321		

52. The school's income is well below comparative national levels of funding. The management of funding is good. Securing specialist mathematics and computing school status has enabled the school to increase its income in the current year. Funds are used to support priorities effectively. The school has bid successfully for additional grant to improve the accommodation. The specific grant to support pupils with special educational needs is used well. Pupils with special needs make good progress and, for them, the teaching and learning are generally good. The system for the allocation of funds to subject departments has improved. There is much more consultation in departments, which are held accountable for all spending within the allocated allowance. Special bids are made for additional or more specific expenditure. Subject managers now have much more input over decisions about how to use their allocations.
53. Best-value principles are applied effectively. The school *compares* its performance to others and, although some aspects compare well, it sets itself challenging targets and aims to achieve higher standards. It *challenges* itself well, particularly to provide a good curriculum in Years 10 and 11. *Consultation* with parents, pupils and staff is good. The school manages *competition* for the services that it purchases carefully. Overall, given its academic outcomes and the satisfactory quality of teaching, the school gives satisfactory value for money.

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 in English is **satisfactory**.

Main strengths and weaknesses

- Teachers manage classes well, but do not vary their teaching methods enough.
- Pupils are not sure how to improve their work because teachers do not refer to the assessment criteria enough.
- Pupils are confident, articulate speakers but do not write extensively enough in Years 7, 8 and 9.
- GCSE examination results are consistently above average.

Commentary

54. Results in Year 9 National Curriculum tests in 2002 were well above average. In 2003 they were in line with both the national average and results in similar schools. The 2003 result was partly adversely influenced by more pupils than usual in this year group joining the school after the usual entry at age 11 years. Consequently, these pupils lacked the usual continuity of teaching and learning for the full three years prior to the Year 9 National Curriculum tests. Current standards in Year 9 are typical of pupils' performance nationally. All pupils, especially boys, express their ideas confidently and clearly in class discussions. High-attaining pupils with good understanding can infer information through close reference to the text. Standards of spelling and punctuation are good. However, many average and lower-attaining pupils are reluctant to write. They rarely produce extended pieces of writing and have insufficient grasp of different writing styles.
55. GCSE examination results in English and English literature were above the national average in 2003 and have been at this level consistently in recent years. Pupils reached higher standards in English literature than in most of their other subjects in 2003. Current standards are also above those typical of most Year 11 pupils nationally. High-attaining pupils write at great length. Their original writing is very imaginative and captures the reader's interest. They are articulate speakers, who express personal views about literature with confidence. Most pupils have a good understanding of the plots and themes in set texts. They structure their essays well, by following helpful advice from teachers.
56. The achievement of pupils from all social, ethnic and religious backgrounds is satisfactory overall. More competent pupils achieve well, because of their very positive attitudes and hard work. Those with special educational needs also achieve well because of good teaching in small classes.
57. Teaching and learning are satisfactory. Teachers base their effective management of classes on good relationships with pupils. They explain texts well and ask incisive questions to develop pupils' understanding and maintain their concentration. They prepare resources carefully but do not use a wide enough range of teaching methods. An undue emphasis on whole-class discussion results in pupils becoming too passive, rather than actively engaged. Teachers do not link lesson objectives closely enough to assessment criteria to show pupils the next steps to take in their learning. They mark homework positively, but they do not give pupils enough guidance on how to improve.

58. Leadership and management of the department are satisfactory. The recently appointed head of department ensures that several inexperienced teachers work well as a team. She has identified important priorities for development but has insufficient time to monitor teaching fully. Teachers have begun to use data to track pupils' performance but do not yet ensure that all pupils are set challenging targets.
59. Improvement since the last inspection has been satisfactory. Although standards are now lower in Year 9, they have improved in Year 11. Boys' achievement and pupils' speaking skills have improved. Pupils still have few opportunities to develop ICT and drama skills in English lessons.

Language and literacy across the curriculum

60. Standards of literacy are satisfactory. They are sufficient for pupils to tackle and understand the work they are asked to do in most subjects. Pupils have good speaking and listening skills and participate well in discussions in English, history and modern foreign languages. However, in mathematics, many do not know enough subject-specific vocabulary to explain their mathematical reasoning clearly. Pupils read written evidence in history and set texts in English with good understanding. Most write with correct punctuation and accurate spelling. However, they often produce short written answers and their extended writing skills are not well developed. This restricts their achievement in history, geography and English in Years 7, 8 and 9.
61. The school does not monitor the implementation of its literacy policy. As a result, the development of language and literacy skills across the curriculum is inconsistent. Most subjects emphasise the importance of pupils using subject-specific vocabulary and highlight key words on classroom walls. Some subject teachers, notably in textiles and food technology, check pupils' understanding of texts. However, apart from in English and geography, teachers rarely ask pupils to read aloud. The school has no library at present; this restricts the opportunity for pupils to develop their research skills and their interest in wider reading. Most teachers correct the inaccuracies in pupils' writing. This is a strong feature of work in modern foreign languages. In geography, teachers help less competent pupils to structure their writing. However, in Years 7, 8 and 9, there is insufficient emphasis in most subjects on helping pupils to write at length.

Modern foreign languages

Provision in modern foreign languages is **very good**.

Main strengths and weaknesses

- The department is very well led.
- Pupils achieve well because of good teaching.
- GCSE examination results should be better.
- The curriculum is enriched by exchanges, visits and other activities.

Commentary

62. German and French alternate as the main language, which is currently German in Years 7, 9 and 11. Pupils enter the school with no experience in learning modern foreign languages. In Years 7 to 9, girls and boys, including those from minority ethnic backgrounds, achieve very well, and attain standards well above those usually found nationally. Their writing is particularly strong. Pupils with special educational needs achieve especially well.

63. Pupils continue to achieve well in Years 10 and 11. In the work seen during the inspection, they attained standards above those typical nationally. They write very well and speak fluently, although pupils in Year 10 are less confident speakers. GCSE examination results have improved in both languages since the last inspection. In 2003, they were average in German and below average in French. Nevertheless, candidates performed better in French than in their other subjects.
64. Teaching and learning are good in Years 10 and 11 and very good in Years 7 to 9. Teachers are excellent linguists and speak the foreign language extensively. They plan lessons very well, using a variety of innovative techniques to stretch pupils of all capabilities. They use ICT well to enhance learning, especially in Year 7. They do not yet, however, use the electronic whiteboard effectively. Pupils enjoy lessons and behave very well. They co-operate well when working in small groups, and develop independent learning skills.
65. The department is very well led with vision and purpose, and well managed. The head of department is a good role model, whose leadership has ensured very good improvement in provision since the last inspection. Assessment information is now used well to help raise achievement. The curriculum is enriched by exchanges, study visits, European links, support outside lessons and other extra-curricular activities. Classroom teaching is not monitored well enough to ensure effective sharing of good practice, but the strong team of committed teachers is capable of making further improvement.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- The lack of sufficiently experienced, specialist teachers of mathematics adversely affects the learning and progress of many pupils.
- Good leadership and management of the department are responding appropriately to the recent fall in standards.
- Achievement in Year 9 National Curriculum tests and in GCSE examinations is below that of similar schools.
- Attainment in 2003 GCSE examinations was below the standard expected for boys and girls nationally.

Commentary

66. In 2003, results in the Year 9 National Curriculum tests were at the average national level and were broadly similar to those in English and science. Boys attained better standards than girls, especially at the higher National Curriculum levels. The 2003 result was partially influenced by more pupils than usual joining the school after the usual entry at age 11 years. These pupils lacked the usual continuity of teaching for the full three years prior to the tests. Nevertheless, the result, overall, was below that of similar schools and this represents underachievement for most pupils. GCSE examination results in 2003 were below the national average and represented significant underachievement for many pupils, especially for potentially higher attainers. Girls' results were better than those of boys, but not beyond the national difference in performance. GCSE examination results have fallen progressively in recent years in relation to pupils' expected attainment. The department has experienced severe difficulty in the recruitment of specialist staff. This is the key cause of the fall in standards.
67. The standards of work seen at the end of Year 9 were in line with those expected nationally. The work seen in Years 10 and 11 was above the nationally expected standard. Better teaching was seen in Years 10 and 11 than in the other year groups. Pupils achieved satisfactorily in most lessons. However, achievement over time is unsatisfactory. In some lessons, achievement was constrained by teachers' lack of subject knowledge and by pupils'

subsequent inability to maintain focus on their work. Overall, there is no difference in the achievement of pupils from different ethnic, social or religious backgrounds; low-attaining pupils and those with special educational needs make good progress when well supported.

68. Teaching is satisfactory overall. The quality of teaching varies from very good to unsatisfactory. The best lessons challenge pupils to succeed with the learning intended. Where teaching is unsatisfactory, methods are inappropriate, pupils are not fully involved in their learning, and teachers have insufficient subject knowledge to ensure that pupils learn well enough. Generally, pupils' attitudes to work and classroom relationships enhance their learning. However, when teaching is unsatisfactory, many pupils engage in conversations while the teacher is talking, reducing their capacity to progress well. ICT is used well as part of the learning experience for all pupils. Day-to-day assessment is accurate and regular, but it neither provides pupils with levels to attain, nor gives them short-term targets to improve their learning.
69. The head of department is using strategies well to improve teaching and learning, although he has many whole-school responsibilities. Support to develop teaching skills is in place. Teachers have been carefully deployed to make the most of their expertise, especially in Years 10 and 11. Better accommodation and resources, which have resulted from the school's specialist status, are used as well as possible. However, the impact of these developments has not yet resulted in the elimination of unsatisfactory teaching. Staffing is unsatisfactory because the lack of sufficient experienced qualified teachers prevents pupils from achieving more. Improvement since the last inspection has been satisfactory overall and, since September 2003, it has quickened. The department is working hard to improve areas of concern. However, the issues of wide variation in teaching quality and lack of level descriptors in assessment remain. Action has not yet brought provision to a satisfactory level.

Mathematics across the curriculum

70. Pupils' mathematical skills are satisfactory and sufficient to support their learning in other subjects. In business studies and modern language lessons, pupils use their skills well. Pupils apply measuring skills in science, physical education and design and technology. Data collection and graphic skills are used in many subject areas, particularly geography and ICT. There has been a whole-school training day and departments are aware of their role in developing the mathematical aspect of pupils' attainment. There is a whole-school policy, and the head of the mathematics department is currently meeting with other departments to consider how their contributions can be further developed.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Staffing is now more stable and is providing more effective teaching.
- Leadership is good and ensures effective teamwork. Management is not better than satisfactory, because it does not implement leadership's good ideas rigorously enough.
- Assessment of pupils' work is inconsistent: pupils often do not receive clear guidance on how to improve.

Commentary

71. Pupils' standards on entry to the school are broadly in line with national expectations. By the end of Year 9, standards are typical of those found nationally. Compared both to all schools and to similar schools, results in the Year 9 National Curriculum tests in 2003 were at the national average, although many pupils had joined the school after the usual entry at age 11 years and, therefore, had not been taught there for part of the three years prior to the 2003

tests. Overall, the pupils achieved satisfactorily. GCSE examination results in 2003 were below the national average. However, these pupils had changes of teachers as they moved through the school, and this adversely affected their performance in the final examinations. Average standards have usually been gained in other recent years. Staffing is now more stable and helpful to pupils' achievement. Overall, pupils' progress from Year 9 to Year 11 is satisfactory, and they achieve as well as might reasonably be expected to reach standards that are typical nationally by Year 11. They are competent with investigatory work throughout the school, although lower attainers have difficulty in securing accurate findings from their practical work. The more competent pupils use their findings well.

72. Overall, teaching and learning are satisfactory. Although many lessons are well taught, less effective teaching was observed from temporary and inexperienced staff. Where teaching is good, lessons start promptly. Learning is well structured and lessons move from a relevant start, through clearly explained main activities. In practical work, teachers ensure that relevant data are collected and reviewed. Lesson time is used well. Pupils are well managed and pupils learn successfully. Where teaching is unsatisfactory, teachers' management of pupils is insufficiently assertive. The instructions given to the pupils are not clear enough to enable them to understand what learning is intended. In the worst lessons, learning is poor.
73. The department is well led. The head of department has worked hard to develop what is now an effective team. Management is satisfactory because, although there is good awareness of what should be improved, implementation is less effective. For example, the lack of a departmental handbook is unhelpful to ensuring a consistent approach across the department. Schemes of work are in place but require further development. A comprehensive database of pupils' attainment is developing; this will enable the department to track and monitor pupils' performance more effectively. Marking is inconsistent across the department and it generally does not inform pupils how to improve their standards. Although the range of GCSE examination courses in science is generous, it is unhelpful to the consolidation and sharing of best practice among staff and to giving the least competent pupils the most appropriate course. Insufficient time is allocated to technical support and this leads to shortcomings in laboratory management because of pressure of work.
74. Improvement since the last inspection has been just satisfactory. Standards are just being maintained with a slight down-turn in 2003. Teaching has improved but still has weaknesses. The provision of ICT, a key issue in 1998, has much improved and opportunities are identified in the scheme of work. However, pupils' experience of use of ICT in science is still fragmented, and restricted by difficulties in accessing equipment.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- The curriculum in Years 7, 8 and 9 ensures that pupils make good gains in knowledge, understanding and skills.
- The improved quality and quantity of resources enable all pupils to have ICT lessons.
- Effective use of ICT to support learning in all other subjects has not yet been fully developed.

Commentary

75. Pupils enter the school with a wide range of skills, but few are competent in all strands of the subject. At the end of Year 9, standards are in line with national expectations. Girls and boys are confident in the use of computers and are familiar with standard software applications. In Years 10 and 11, pupils perform well in the GNVQ course. In 2003, pass rates matched the national average. Pupils with special educational needs perform in line with other groups.

Pupils who have minority ethnic backgrounds produce work of a quality well in line with that of others. More talented pupils gain distinction level awards by age 16.

76. Pupils make satisfactory progress through Years 10 and 11 and are achieving at a satisfactory level. They are increasingly competent and confident in using the subject. They can make good decisions about when and when not to use computers. Higher-attaining pupils show increasing commitment and much independence in their work.
77. The quality of teaching is satisfactory overall. The most effective lessons had clear objectives and challenging activities and were well paced. Teachers provided good guidance and ongoing assessment. Pupils learned independently and assisted peers in their work. In less effective lessons, pupils were under little pressure to complete activities, and some engaged in irrelevant on-screen activities. The use of reviews in lessons to check on pupils' learning was not always effective.
78. The small, cohesive, specialist team is well led and managed. Planning of developments is good. The curriculum gives pupils in Years 7, 8 and 9 a good grounding in essential skills. The subject benefits from having good support from technicians and network management. Links with other schools have been enhanced. Procedures are developing for the monitoring of pupils' progress and individual target setting for pupils in all years. At the time of the last inspection in 1998, ICT provision was unsatisfactory. Changes over the last two and a half years have significantly improved standards and the school has made very good progress since the last inspection.

Information and communication technology (ICT) across the curriculum

79. Provision for ICT across the curriculum is satisfactory. In some subjects, the use of computers helps to develop pupils' skills, enhances their work and helps them to become discerning users of the technology. There is good use in modern foreign languages, where pupils have additional lesson time to make use of computers which are integral to their learning. Modern foreign languages are also at the forefront of use of video-conferencing with other schools in the UK and overseas to provide teaching and learning in subjects not otherwise available – for example, in Spanish. Good equipment in mathematics – the school's other subject specialism - effectively supports learning in that subject. In the vocational programmes and in religious education, good presentations result from use of a good range of software - for example, PowerPoint. In English and science, the use of ICT is satisfactory.
80. The demand placed on resources by all pupils having ICT lessons makes access to computers difficult for some subjects. Access to and use of ICT in art and music are unsatisfactory. Lack of CAD and CAM (computer-aided design and computer-aided manufacturing) in design and technology and the absence of a dedicated suite of computers adversely affect learning in this subject.
81. Since the last inspection, the school has made tremendous strides in improving ICT provision. The current ratio of computers to pupils is already better than that expected nationally; further developments are scheduled. Now that ICT lessons are properly provided for all pupils, the school is well placed to develop further the cross-curricular use of the technology.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Results in GCSE examinations are above the national average.
- Pupils achieve well by the end of Years 9 and 11.
- The monitoring of teaching and learning is insufficient to enable best practice to be shared.

Commentary

82. GCSE examination results in 2003 were above the national average and have risen over recent years. The number of candidates attaining grades A* and A was significantly above average. Girls attained better results than boys. Currently, standards of girls and boys from all religious, ethnic and social backgrounds are at the level expected nationally by the end of Year 9. They achieve well across Years 7 to 9 because they join the school with geographical knowledge and skills below the standards expected nationally. Standards in the current Year 11 are above those typical nationally, and pupils are achieving well. There is no significant variation in the performance of pupils from different backgrounds. Pupils with special educational needs achieve well.
83. Pupils in Years 7 to 9 develop good mapping skills. They have a satisfactory understanding of subject ideas and the relationships between physical and human geography. In the GCSE examination groups, most pupils are able to carry out effective projects as coursework. Pupils of higher competence evaluate the methods they use well and arrive at well-reasoned conclusions.
84. Teaching and learning are satisfactory overall. They are good in Years 10 and 11, where there are also examples of very good practice. Most lessons have clear objectives and teachers engage students with an effective starter activity. In most lessons, teachers select appropriate tasks to assist pupils' learning. Lessons finish with a test of what has been achieved. In the good and very good lessons, pupils are well challenged and expectations are high. This was very apparent in a challenging lesson in Year 10 on water supply. Teachers have a secure command of their subject and usually make effective use of lesson time. In a very small percentage of lessons, the teaching was unsatisfactory because the methods chosen were inappropriate and pupils' behaviour was not managed well enough. Work is mostly marked regularly, but there is inconsistency in the quality and use of constructive comments to help pupils to improve. Most pupils respond well in class.
85. Leadership is good and management satisfactory. The head of department has clear vision for the development of the subject. Insufficient computers are available to support learning. The regular monitoring and evaluation of teaching are insufficient to ensure enough sharing of the best practice. Improvement since the last inspection has been satisfactory.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Standards in GCSE examinations are above average and pupils achieve well.
- Teaching and learning are good.
- Curricular planning is not sufficiently detailed.

Commentary

86. Results in the 2003 GCSE examination were above the national average. Boys' results were better than those of girls, unlike those in most subjects. In 2002, results were also above average.
87. Standards by Year 9 are similar to the national expectation. Girls and boys from all social, ethnic and religious backgrounds achieve well in relation to their capabilities. All students gain a good knowledge and understanding of history. They speak, read and write well. Pupils identify historical issues from sources of evidence competently. Lower-attaining pupils in Year 8 are able to describe fluently Bristol's busy eighteenth century port. More competent Year 9 pupils, particularly boys, understand well the priorities of the European powers prior to 1914. Standards of the current Year 11 are above those found nationally. Pupils can draw effectively on their knowledge and understanding to interpret the impact of Roosevelt's New Deal. They are able to empathise well with the young Americans for whom the work schemes offered hope. Coursework of good quality is often word-processed, but, otherwise, there are too few opportunities for the use of ICT.
88. Overall, the teaching is good and enables all pupils to learn well. Occasionally, it is very good; it is never less than satisfactory. It is better in Years 10 and 11 than in Years 7 to 9. Generally, pupils respond well. Teachers anticipate a high standard of behaviour, and a few younger pupils require much direction and supervision. Lessons are planned effectively, but there is over-reliance on the use of the textbook. Collaborative work challenges more competent pupils to learn quickly. However, extended video excerpts or worksheets restrict their opportunities for independent learning. Homework is sometimes set too near to the end of the lesson to be accurately recorded by the pupils.
89. Leadership of the humanities department is good and the management satisfactory. Relationships among staff are very good, although there is no specific subject leader in history. Recruitment of teachers has been difficult.
90. Improvement since the last inspection has been satisfactory, although curricular planning still provides insufficient guidance for temporary teachers. Assessment is now more consistent for GCSE examination groups. There are too few opportunities for teachers to observe good practice. Links with other subjects and visits to the First World War battlefield at Ypres enthuse pupils and inspire their interest in history, although not enough use is made of the local area.

TECHNOLOGY

Design and technology

Provision in design and technology is **unsatisfactory** overall. However, provision in food technology and in textiles is **good**.

Main strengths and weaknesses

- Pupils achieve well in textiles and food technology and gain good GCSE examination results.
- Leadership and management of the subject, overall, are unsatisfactory.
- Improvement since the last inspection has been unsatisfactory, including in matters of health and safety.

Commentary

91. When pupils enter the school, their attainment in the subject is below the standards generally expected. During Years 7 to 9, pupils progress to reach the standards typical nationally. They reach their best standards in food technology and textiles. Overall, standards in designing and making are those expected nationally.
92. Standards in Year 11 show a clear division in the quality of work produced for GCSE examinations. Textiles folders and practical work are of a good standard; examination results were above average in 2003. Food technology results also compared favourably with the national average. However, GCSE examination results in resistant materials were well below average, and below average in graphic products. Practical outcomes in resistant materials do not show the same level of care in design and finish as those seen in food and textiles.
93. Girls and boys from all ethnic, social and religious backgrounds achieve well in Years 7 to 9 and gain experience in using different materials. Some pupils from minority ethnic backgrounds achieve particularly well, especially in food and textiles. Pupils with special educational needs also achieve well. However, the emphasis on making products restricts the development of pupils' design skills, particularly in resistant materials.
94. The quality of teaching and learning is satisfactory overall. The teaching is good in food and textiles technology and some is very good, but it is unsatisfactory in resistant materials. The lessons that are well taught are in food and textiles. They are well planned and structured, so that pupils know what they are doing and why. Classroom organisation and management of pupils are good. The unsatisfactory teaching in resistant materials is poorly planned and lacks focus and structure. Workshop organisation and management are inadequate; safety procedures are not followed.
95. Leadership and management of the subject are unsatisfactory. Development planning shows inadequate vision and direction, and curricular planning is weak. There is little evidence of a cohesive staff team. Curricular planning is good in the food and textiles courses. There is a lack of ICT facilities: CAD and CAM opportunities are insufficient. Tired and scattered accommodation and staffing problems have been recognised by the school and appointments have been made. Funding for refurbishment has been gained. There is inconsistent application of standard health and safety procedures. The testing of portable electrical appliances is not up to date.
96. At the last inspection, progress in Years 7 to 9 was good and continues to be so. Teaching remains satisfactory overall, but now in some lessons it is unsatisfactory. Marking was inconsistent and remains so. Strategic planning continues to be inadequate. As at the last inspection, management of health and safety is not effective enough. Improvement overall has been unsatisfactory.

VISUAL AND PERFORMING ARTS

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils achieve well because of good teaching.
- The department is well led and managed.
- Pupils have insufficient opportunities to use ICT to create art.

Commentary

97. Standards in Year 9 are typical of those seen nationally. This represents satisfactory achievement, because pupils enter the school with skills below the standard expected. Pupils' drawing skills develop well in a project on Cubism. Most use sketch books well to record ideas. However, they have inadequate knowledge and understanding of the artists studied.
98. GCSE examination results in 2003 were well below average. Subsequently, there has been a change in departmental leadership and standards in the current Year 11 are average; this represents satisfactory achievement for pupils of such widely varied ability. Their observational drawing shows skills in use of line, tone and shade. Colour is used well in a variety of media. Pupils' research for their final pieces is proficient. Their evaluative skills and knowledge of artists and styles are weak. Girls and boys from all social and ethnic backgrounds achieve similar standards. Pupils with special educational needs achieve in line with others. Gifted and talented pupils do well.
99. The quality of teaching and learning is good. Lessons are well planned to ensure a progressive learning experience. Maximum time is assigned to direct practical work. Pupils are well managed, and lessons offer a supportive and encouraging ethos for learning. Teachers use their expertise well when demonstrating techniques. Meticulous assessment shows pupils how well they are doing and what they need to do to improve. Homework is used well. Teaching assistants are well briefed and provide good support. However, pupils are insufficiently challenged where teachers ask few questions and do not provide extended opportunities for discussion of art topics. Pupils do not develop as independent learners where lessons are too teacher-led.
100. The new head of department provides good leadership and management. There is a clear vision for the development of the subject. Teachers provide good role models for pupils. New developments in both the curriculum and assessment are already impacting well on pupils' standards. Plans are in hand to address the current lack of opportunities for pupils to use ICT to generate art. Poor storage facilities restrict the size and range of work that GCSE examination pupils can produce. Visual resources are inadequate. Opportunities for extra-curricular enrichment are relatively few. Overall, there has been satisfactory improvement since the last inspection.

Drama

Provision in drama is **good**.

Main strengths and weaknesses

- The GCSE examination results in 2003 were impressively high.
- Lack of a drama studio restricts learning and achievement, although good teaching and learning help to overcome the difficulty.

Commentary

101. The school recently introduced drama as an option for pupils in Years 10 and 11. It is taught by the English department. The first class took the GCSE examination in 2003. Results were very high compared with the national average. All pupils passed and nearly all gained A* to C grades.
102. Current standards are above those typical of Year 11 pupils nationally. Pupils are achieving well, especially as they had little experience of the subject before beginning the course. The most competent pupils are able to portray different characters from John Godber's *Shakers* very realistically; they move swiftly from role to role with confidence. All are committed to

achieving as well as possible and are able to evaluate their own performances with good insight.

103. Good teaching and pupils' positive attitudes ensure that pupils learn well in lessons. Teaching uses a good variety of activities to interest and motivate pupils. A good pace of teaching and learning is maintained through very good class management. Subject knowledge is very competently used. The teaching encourages pupils to take responsibility for their own learning. Incisive questions help pupils to develop their skills of self-evaluation.
104. A drama club, theatre visits and school productions provide further worthwhile opportunities for pupils. The lack of a drama studio or dedicated teaching space limits the opportunity for further development of the subject at present. However, the school has been successful in securing funding to provide a drama studio in the near future.

Music

Provision in music is **poor**.

Main strengths and weaknesses

- Long-term absence of the head of music has adversely affected pupils' musical education.
- Weaknesses in teaching have led to pupils' underachievement in all aspects of the subject.
- The department lacks effective leadership and management.

Commentary

105. Music is not provided in the school in Years 10 and 11.
106. Standards in Year 9 are below average. The long-term absence of the head of music has adversely affected pupils' musical education. Most pupils' achievement by Year 9 is unsatisfactory in relation to their standards when they entered the school in Year 7. There are no evident differences in standards and achievement between boys and girls from all social and ethnic backgrounds or those with special educational needs. Pupils with musical talent are not identified. Pupils' listening skills are underdeveloped. Skills in composition and singing are very weak. Performance on keyboards is poor. Manuscript work shows a decline from Year 7 to Year 9.
107. The quality of teaching and learning is unsatisfactory. Pupils have not been able to learn effectively because of the prolonged absence of the head of department and some ineffectual part-time teaching. Expectations in teaching and learning have been pitched too low. Pupils have had little opportunity to develop their practical skills, because lessons have been over-reliant on excessive written work that has rarely been marked. Resources of poor quality have restricted what pupils might achieve, particularly in keyboard work. Pupils have not been told how well they are doing or what they should do to improve. During the inspection, the quality of teaching from the new temporary teacher was good. Lessons were well planned and classes were well managed. The teacher made very good use of her musical expertise to inspire the pupils.
108. The leadership and management of music are unsatisfactory. There is no development plan and no subject handbook. ICT is yet to be sufficiently embedded in the curriculum. Assessment lacks rigour. Resources for ICT and class instruments are inadequate. The curriculum offers inadequate opportunities to enrich pupils' understanding of other cultures or to develop their compositional work. Extra-curricular activities are restricted in scope; relatively few pupils participate. A minority of pupils benefit from effective instrumental teaching by the local music service. Whilst the school has worked hard to manage the problems created by staff absence, improvement since the last inspection has been poor, especially in the quality of teaching.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The use and evaluation of assessment data are not well enough developed.
- GCSE examination coursework is good overall, and often of a very good standard.
- Extra-curricular provision is good.
- Monitoring of work and teaching is insufficiently developed.
- Primary school links are now significantly improving as a result of the Sports Co-ordinator programme.
- Pupils' attitudes to the subject are generally positive.

Commentary

109. GCSE examination results in 2003 just met the national average and continue the pattern of improvement of recent years.
110. Girls and boys from all social and ethnic backgrounds achieve satisfactorily. Pupils with special educational needs achieve similar standards. By the end of Years 9 and 11, most pupils reach the nationally expected levels of performance. Pupils generally work hard, enjoy the subject and demonstrate some good practical skills in athletics and tennis. Most develop good standards of hand-eye co-ordination, and satisfactorily develop their practical skills. Pupils show satisfactory understanding when selecting tactics and strategies. However, in basketball, not all understood the need to use space effectively. Evaluative skills are not secure, partly because teachers give insufficient opportunities for their development.
111. Pupils who follow the GCSE examination course benefit from a choice of two courses that reflect their particular strengths. Generally, pupils achieve better in their practical work, but they produce coursework that consistently ensures good grades. Pupils have satisfactory knowledge of anatomy and physiology and are able to identify the main muscle groups and bones in the body. Pupils identify the effects of simple factors, such as the effect of alcohol on hooliganism in sport, but are less secure when challenged to consider other deeper social, economic and political factors.
112. Teaching and learning are satisfactory overall. Where teaching is good, the pupils are quickly directed to work. Good use is made of short, brisk sessions to hold pupils' concentration. Teachers' secure subject knowledge is apparent in the quality of the coaching. Pupils benefit most when lesson objectives are made clear, are reinforced during consolidation periods, and reviewed in plenary sessions that challenge pupils to reflect on their learning. Most lessons demonstrate these features. However, teachers do not consistently plan activities for pupils of different abilities, and non-participants are sometimes insufficiently involved in lessons. Pupils in theory classes react well to problem-solving approaches, but teachers' marking does not consistently set targets for improvement. Pupils respond well to the good opportunities for them to act as Sports Leaders, and their attitudes are positive overall.
113. Leadership and management of the subject are satisfactory and the head of department has overseen satisfactory improvement since the last inspection. Development of the curriculum has been good, despite the restrictive accommodation. Good extra-curricular opportunities are provided. Girls' participation is increasing. The Sports Co-ordinator programme is improving links with primary schools, and ideas about how best to assess pupils' skills and knowledge on entry to the school. Programmes of work are in place, but do not sufficiently identify different levels of expected work, or where the subject can best provide support for literacy, numeracy, citizenship and ICT. The monitoring of teaching and pupils' work is

underdeveloped. The subject has developed good assessment opportunities that involve pupils; however, their knowledge of how to improve their work is insecure. The use and evaluation of such data to help inform departmental planning and to set targets for both the subject and for pupils are not developed enough.

BUSINESS AND OTHER VOCATIONAL COURSES

114. Provision in business studies, health and social care, leisure and tourism and construction was sampled. A well-taught Year 11 lesson in **business studies** enabled the pupils to prepare effectively for the imminent GCSE examination. The school is providing a course in **health and social care** for the first time for Year 10, taught by staff in the design and technology department. Two lessons were seen; in one the teaching and learning were good, in the other, satisfactory. Much emphasis was appropriately given to enabling pupils to learn for themselves by researching sources of evidence on computer and in directories. Two lessons in **leisure and tourism** were seen. In a Year 10 class, the teaching and learning were good. The Year 11 class seen included pupils from a neighbouring special school; the teacher managed the learning very well to enable all pupils to use the computers available effectively. The two support assistants present gave good support to the many pupils with special educational needs. This well-established course adds significantly to pupils' vocational opportunities in Years 10 and 11. One Year 10 lesson was seen in **construction**. The course runs partly at a local college where practical work is done. The pupils say how much they enjoy the practical aspects of the course. The work done in school supports their progress. One satisfactory lesson was seen in which pupils researched websites on computer; some found difficulty in maintaining concentration; the work was not structured enough.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

115. The compulsory course of **personal, social and health education** was sampled. Eleven lessons were seen across all year groups. The teaching and learning ranged from very good to poor. The course covers all requirements and includes some interesting content. In one lesson the teaching and learning were unsatisfactory, and in two, they were poor. These lessons were taught by teachers with little experience of teaching overall, and they were not well equipped to use the materials supplied for the lessons. The uneven quality in the provision of the subject persists as a weakness from the inspection of 1998.

Citizenship

Provision in citizenship is **satisfactory**.

Main strengths and weaknesses

- There are many good opportunities for pupils to discuss issues of citizenship.
- Pupils benefit from participating in making decisions through the School Council and in charity work.
- There is insufficient emphasis on citizenship skills and knowledge in lessons outside the discrete citizenship lessons.
- Monitoring of the subject to ensure common standards requires development.

Commentary

116. Girls and boys from all social, ethnic and religious backgrounds, including those with special educational needs, achieve satisfactorily. They meet nationally expected standards by the end of Years 9 and 11.
117. Pupils successfully increase their knowledge of what it means to be a good citizen. For example, in a Year 9 religious education lesson, pupils defined the meaning of respect. They

achieved well and most applied their knowledge to how a community benefits from its members showing mutual respect. By Year 10, pupils are able to extend their understanding of what makes a good citizen when they consider the meaning of justice and the rule of law. In letter form, they explain their views about how law-breakers should be treated. Pupils are less skilled in justifying their arguments with facts and evidence, rather than emotional argument. Pupils develop their communication and enquiry skills in preparation for debates. However, the use of computers in lessons is not developed enough.

118. Pupils participate actively in school life, and this aspect of citizenship is well developed. The School Council is active and tutor groups send elected representatives to it. Chaired by the head girl and boy, the council is effectively involved in making decisions about school life, including the restatement of the school's fundamental purpose and mission. The council consults with pupils and discusses matters with the headteacher and governors. The head girl and boy are involved in interviews when their successors are chosen. Pupils are well involved and well motivated by such activities. The process is helpful in developing understanding of the principles and responsibilities associated with the democratic process. Citizenship provision also extends to links with schools abroad, and the examination in lessons of the problems faced by the underdeveloped world. On Reflection Days, the pupils are asked to consider such aspects as the role of charities, and pupils actively participate in fund-raising.
119. Teaching and learning are satisfactory overall. Some very good teaching takes place. In general, lessons are well planned and time for learning is maximised. Pupils benefit from the numerous good opportunities presented to them in lessons to discuss and debate issues. In a debate on capital punishment, most Year 11 pupils involved showed a mature and confident understanding of the subject, and shared and respected each other's views with considerable maturity. In lessons in other subjects, teachers sometimes miss opportunities to highlight the connections with citizenship and pupils are consequently unaware of the citizenship skills and knowledge that are implicit in the learning of other subjects. Marking of work is supportive but insufficiently challenges pupils about how to improve.
120. Leadership and management are satisfactory. Much has been achieved in a short time. The school curriculum has been thoroughly scrutinised to see where aspects of citizenship are taught. This has resulted in the intention to teach citizenship through many subjects, as well as through discrete citizenship lessons. However, the monitoring of the curriculum is not rigorous enough to ensure that all aspects of citizenship are sufficiently covered in lessons not explicitly given to this subject. Similarly, the monitoring of standards of pupils' work is inconsistent. Staff have not been trained to teach citizenship, and consequently lessons, assessment and target setting are inconsistently focused on essential aspects of the subject.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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