

# INSPECTION REPORT

## THE FOULSTONE SCHOOL

Barnsley

LEA area: Barnsley

Unique reference number: 106648

Headteacher: Mr P King

Lead inspector: Ms J M Jones

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> September 2003

Inspection number: 258809

Inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 to 16 years
Gender of pupils:	Mixed
Number on roll:	896
School address:	Nanny Marr Road Darfield Barnsley
Postcode:	S73 9AB
Telephone number:	01226 753223
Fax number:	01226 751953
Appropriate authority:	The governing body
Name of chair of governors:	Mr T Stevenson
Date of previous inspection:	27 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

The school is average sized with 896 girls and boys. The school serves the former mining community of Darfield, on the outskirts of Barnsley, and the surrounding villages. The proportion of pupils eligible for free school meals is above average, and the area is recognised as being one of considerable deprivation and receives funding through the Excellence in Cities scheme. The attainment of pupils on entry is well below average in many years, although there are some able pupils. The proportion of pupils identified as having special educational needs is above average, and the proportion with statements of special educational needs is broadly average. There are very few pupils from ethnic minorities, or whose home language is not English.

## INFORMATION ABOUT THE INSPECTION TEAM

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12775	Ms J Goodchild	Lay Inspector	
8756	Mrs P Hanage	Team inspector	Mathematics
21971	Mr J Glennon	Team inspector	English
27050	Ms V Blackburn	Team inspector	Science
20533	Mr D Rogers	Team inspector	Art and design
1782	Mr A Lyons	Team inspector	Information and communication technology Design and technology
13734	Mr H Davies	Team inspector	Citizenship Religious education Business education
19915	Ms P Hooton	Team inspector	Geography History
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school's effectiveness is **satisfactory** and it provides **satisfactory** value for money. The leadership is satisfactory and has a good grasp of priorities. There is more to be done, but severe difficulties in recruiting staff over the last three years has hampered the school's improvement. While there are still significant areas for improvement, the school has largely overcome the major problem of staffing that has been a barrier to achievement in some areas. The school is improving and has the capacity to improve further. The school's effectiveness has not changed since the previous inspection and improvement since has been **satisfactory**.

### Main strengths and weaknesses

- Standards have been rising over the last three years, particularly in English, mathematics and science and achievement<sup>1</sup> overall is satisfactory.
- The programme for the most able pupils enables them to achieve well.
- Achievement is unsatisfactory in mathematics in Year 11, music, art and design, citizenship and religious education.
- The behaviour of a significant minority of pupils, particularly in Years 9 and 10, is unsatisfactory.
- The school does not teach the locally agreed syllabus for religious education in Years 10 and 11.
- Art and design, citizenship and information and communication technology (ICT) within other subjects do not fully meet the requirements of the National Curriculum.

### STANDARDS ACHIEVED

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with:	all schools			similar schools
	2000	2001	2002	2002
	E	E	E	D

### Achievement overall is **satisfactory**.

By the age of 14, standards are below average but achievement is satisfactory .

By the age of 16, achievement is satisfactory. Standards are below average.

Standards in English, mathematics and science are below average overall, though in mathematics, by the age of 14, pupils are working at average standards.

Although standards are below average, achievement is satisfactory because standards when pupils enter the school are well below average.

### PUPILS' PERSONAL QUALITIES

Pupils' personal development is **satisfactory** overall. Their moral and social development are **satisfactory**, as is their cultural development. Their spiritual development is **unsatisfactory** because it is unplanned, and provision for religious education is **unsatisfactory**.

Pupils' attitudes to each other and relationships between them and their teachers are **satisfactory**. Behaviour is **unsatisfactory** overall because a significant proportion, mainly in Years 9 and 10, do not behave well in lessons and are unnecessarily boisterous in corridors. This prevents pupils from always learning as well as they should. Attendance is **unsatisfactory** at a rate of 90.1, which is below the national average of 91.

<sup>1</sup> Achievement refers to whether or not the students have reached standards expected for their capabilities over a period of time.

## **QUALITY OF EDUCATION**

The quality of education is **satisfactory**. Teaching and learning are **satisfactory** overall and good in English, history, geography and physical education. In most other subjects, including, mathematics and science, teaching is satisfactory and enables pupils to learn satisfactorily overall. However, in Years 9 and 10, a significant proportion of pupils is inattentive and, in spite of teachers' best efforts, fails to learn satisfactorily. Teaching and learning in religious education, personal and social education and citizenship are unsatisfactory. The curriculum is **unsatisfactory**. Although students have a wide choice that includes drama, business education and several vocational GCSE courses, religious education and several other subjects fail to meet requirements fully. Care and guidance are **satisfactory**. Partnerships with parents and the community are **satisfactory**.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory** overall. Leadership by the headteacher and senior managers is **good**. They have acted decisively to improve the quality of teaching and learning, particularly in English, mathematics and science. They have dealt effectively with a difficult period, when it was not possible to recruit teachers in a number of important specialist areas. There are now sufficient suitable teachers in all areas except religious education. Changes made in the last two years are raising standards, and the school has the capacity and strategies to improve further. The governing body is fully involved in decision making and supports the school effectively. However, it has failed to ensure that the school meets all statutory requirements.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents' views of the school are satisfactory, though they feel they should have been consulted about the recent change in school uniform. Some also feel that behaviour, particularly in Year 9, is unsatisfactory. Most pupils like school. Inspectors agree that unsettled behaviour in Year 9 in particular, but other years as well, is not managed consistently or firmly enough. They found that more serious misbehaviour is handled well by the school.

## **IMPROVEMENTS NEEDED**

Raise achievement in music, art and design, religious education and mathematics in Year 11.

Ensure that all teachers deal with unsatisfactory behaviour firmly, and in the same way, so that pupils understand the limits clearly.

Improve the quality of teaching and learning in religious education, citizenship and personal and social education.

Meet fully the statutory requirements by:

- meeting the requirements of the locally agreed syllabus in religious education;
- meeting all the National Curriculum requirements in citizenship and art and design;
- ensuring that all subjects use information and communication technology (ICT) as required;
- ensuring that all pupils have access to a daily act of collective worship.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Although, overall, the results in 2002 in tests at the age of 14 were **below average**, and GCSE results were **well below average**, pupils' achievement, both by the time they reach Year 9, and again by Year 11, is **satisfactory** in relation to what could be expected of them. Standards when pupils enter school are well below average and standards in lessons are **below average** overall, but the school does have a number of higher attainers and caters well for these.

#### **Main strengths and weaknesses**

- Results in tests at the age of 14 have risen over the last five years.
- Results at GCSE have recovered from a drop four years ago and have risen for the last three years.
- Standards in the core subjects of English, mathematics and science are rising.
- Achievement is satisfactory overall, and good in English in all years and French in Years 7 to 9.
- Pupils with special educational needs achieve well.
- In 2002, GCSE results in ICT were average and in history were above average.
- Standards in religious education, citizenship, music and art and design are well below average and pupils' achievement in these areas is unsatisfactory.

#### **Commentary**

##### ***Standards***

1. Standards are below the national average but are rising, and pupils' achievement in relation to their attainment when they start in Year 7 is satisfactory.
2. Test results at the end of Year 9 have risen over the last five years at roughly the same rate as nationally. In the core subjects of English, mathematics and science results in tests in 2002 were below average but average compared with schools where a similar proportion of pupils is eligible for free school meals. Results improved again in 2003.
3. GCSE results have risen over the last three years, reversing an earlier downward trend. The GCSE results in 2003 were the school's best ever and, although there are no national figures available yet for comparison, it is clear that the increase from 32 per cent of pupils gaining five or more grades A\* to C in 2002 to 39 per cent in 2003 is a significant improvement.
4. Standards seen in lessons are generally below average, both by Year 9 and by Year 11. However, by Year 9, pupils reach average standards in English, mathematics, design and technology, history and French. By Year 11, standards are average in design and technology and geography; they are above average in history. In all years, standards are above average in ICT. Standards remain below average in Year 11 in English, mathematics and science.

##### ***Achievement***

5. In English, pupils achieve well and this also helps them in other subjects such as history and geography, where they need to use written and spoken English accurately. In mathematics, the achievement of pupils in Years 7 to 9 is satisfactory. They make satisfactory progress in acquiring basic knowledge and learning to apply it to increasingly complicated problems. However, pupils in Years 10 and 11 are still affected by the legacy of too many changes of teachers, often non-mathematicians. Although teaching is satisfactory now, there are too many gaps in their knowledge for them to achieve what they are capable of, and achievement of the current Year 11 pupils is unsatisfactory. Similarly, in French, older pupils cannot make

up the lost ground and, by Year 11, achievement remains unsatisfactory. However, pupils in Years 7 to 9 are recovering from the disruption and achievement in French in Year 9 is good. By the end of Year 9, pupils' achievement in ICT is satisfactory and by the end of Year 11, it is good.

6. Achievement in science by the end of Year 9 and Year 11 is satisfactory and, in 2002, pupils' GCSE results were well above the average for similar pupils in their tests two years earlier at the age of 14.
7. Achievement in art and design remains unsatisfactory in all years because difficulties in staffing have only just been put right. Currently, pupils are learning satisfactorily in lessons, but it will take some time to build the skills and knowledge they need. Similarly, pupils are now learning satisfactorily in music lessons but until this term, they had not been getting their entitlement to the full range of the music curriculum.
8. Staffing difficulties, unsatisfactory curriculum arrangements and poor planning in religious education and citizenship mean that achievement in citizenship is unsatisfactory, and in religious education it is poor.
9. Achievement by the most and least able pupils is generally good. Results of national tests and examinations show that pupils with special educational needs achieve highly and exceed expectation based upon standards reached when they enter the school.

#### **Standards in national tests at the end of Year 9 – average point scores in 2002**

<b>Standards in:</b>	<b>School results</b>	<b>National results</b>
English	31.3 (32.7)	33.3 (33)
mathematics	33.5 (32.1)	34.7 (34.3)
science	30.7 (30.4)	33.3 (33.1)

*There were 159 pupils in the year group. Figures in brackets are for the previous year*

#### **Standards in GCSE/GNVQ examinations at the end of Year 11 in 2002**

	<b>School results</b>	<b>National results</b>
Percentage of pupils gaining 5 or more A*-C grades	32 (29)	50 (48)
Percentage of pupils gaining 5 or more A*-G grades	77 (85)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	89 (92)	96 (96)
Average point score per pupil (best eight subjects)	28.8	39.8

*There were 179 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

#### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes towards school and their work are **satisfactory**. The behaviour of a minority of pupils has an adverse affect on learning and is **unsatisfactory**. A high proportion of pupils has been excluded. The spiritual, social, moral and cultural development of pupils is **satisfactory**.

#### **Main strengths and weaknesses**

- Higher attaining pupils have positive attitudes towards their learning.
- Pupils form positive relationships with teachers and each other.
- The school has a strong commitment to raising the confidence and self-esteem of its pupils.
- The attendance of a significant minority of pupils is unsatisfactory.
- The behaviour of some pupils adversely affects their own and others' learning.
- The spiritual development of pupils is unsatisfactory.

## Commentary

10. Pupils' attitudes to learning overall are satisfactory, and when stimulated with interesting teaching, as happens in most lessons, their attitudes to learning are at least satisfactory. This is particularly evident in higher attaining groups where the pace of learning is high and pupils achieve well. Where teaching is less engaging (around nine per cent of lessons seen during the inspection), and pupils' interest is allowed to flag, they show little enthusiasm for their studies and behaviour deteriorates. Around the school, behaviour is too boisterous in the narrow corridors, but in social areas, such as the dining room, it is good and relationships are friendly. The number of pupils excluded from the school is high compared with all schools nationally. Excellence in Cities funding, the Learning Support Unit and learning mentors are used appropriately to support pupils at risk of exclusion. Several of those excluded had been transferred into the school for a fresh start after exclusion from other local schools.
11. The school has taken steps to improve behaviour among a group of very difficult pupils in Year 9 by regrouping them and increasing the support. Currently, those with identified behavioural difficulties benefit from the support provided by individual behaviour plans. However, while the Learning Support Unit has had some success, the school recognises the need to improve behaviour further and has been successful in its bid to be part of a Behaviour Improvement Programme (BIP) with its partner schools. This is due to start this term with the imminent appointment of a lead professional. The identified strategies, such as a behaviour audit, review of behaviour procedures and training for all staff are all appropriate to support the school in this area of its work and help to meet clearly stated targets of improved attendance and reduced exclusions.
12. Pupils' spiritual development is unsatisfactory. There is a commitment to include aspects of this in some subjects such as English where, for example, pupils' awareness of the issue of homelessness was raised when studying a passage in 'Oliver Twist'. However, it is not consistently included in lesson planning in all subjects. The spiritual development of pupils is hindered by weaknesses in religious education and there is no daily act of collective worship. Some pupils are not sufficiently aware of the consequences of their actions on others. For example, they do not realise that chattering and being inattentive in lessons affects the learning of others. While relationships are generally friendly and co-operative, the setting arrangements, particularly in Years 7 to 9, prevent the highest and lowest sets mixing enough with other pupils. Opportunities to accept responsibility and show enterprise within the school are limited mainly to the school council and duties as school receptionists. Currently, most pupils are not involved enough in possible changes to the running of the school or involved with the drawing up of policies, although the school council has made an important contribution to some recent staff appointments and advised about changes in catering. Recently, pupils from the school represented the local area on the European Youth Parliament and on other local bodies.

### Attendance

13. Although attendance is showing a steady improvement and is close to the national average, it is below the national standard for all schools and therefore **unsatisfactory**. There are systems in place to monitor attendance set up in conjunction with the education welfare service. However, staffing shortages have affected the quality of the monitoring and tracking of pupils. A number of parents condone their children's absence. There are groups of pupils who show an indifference to education and the school is working hard to motivate these by, for example, offering them different curriculum options in Years 10 and 11. These are pilot schemes and the success of them is being monitored closely. Well-regarded rewards also support the drive to improvement. A strength of the school is the commitment of staff to raising confidence and self-esteem amongst its pupils and helping them to realise the value that education can add to their lives. The enrichment activities provided through gifted and talented funding are open to all pupils and make a significant contribution towards raising their aspirations.

### Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.7
National data	7.8

Unauthorised absence	
School data	3.2
National data	1.2

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

### Exclusions

#### Ethnic background of pupils

Categories used in the Annual School Census
White – British

#### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
892	212	4

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

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and learning in most subjects, including English, mathematics and science, are at least satisfactory and the curriculum, though it does not meet statutory requirements in all respects, is mainly suitable and offers pupils a wider and more appropriate choice than at the time of the previous inspection.

#### Teaching and learning

Teaching and learning are **satisfactory** overall. Assessment is **satisfactory**.

#### Main strengths and weaknesses

- Teaching is good in English, physical education, drama, history and geography.
- The most able pupils are challenged to think hard and do better in most subjects.
- Pupils know at the beginning of most lessons what they are expected to learn and recognise whether or not they have achieved it by the end.
- In most subjects, assessment makes a substantial contribution to pupils' improving results.
- Unsatisfactory teaching in religious education and citizenship means pupils learn little in these lessons.
- Teachers do not have a consistent approach to low-level disturbance in lessons, so restless or noisy pupils prevent others from learning.
- Assessment is ineffective in citizenship, art and design, music and religious education.

#### Commentary

14. Over the last two years, there has been a period of instability when a large number of teachers left, and the school found it difficult to replace them with suitable specialists. This has changed and there are now sufficient suitably qualified teachers in all subjects except religious education. Many of the new staff are newly qualified and have already made an impact through their energy, enthusiasm and bright ideas. This falls in well with the drive by the headteacher and senior management team to get teachers to focus on the quality of pupils' learning and the best methods to ensure this.
15. Teaching of the most able pupils is good. Teachers challenge pupils in the top sets to think hard and produce written work of a high standard. In these sets, pupils have high expectations of themselves so that they are keen and learn well. In lower sets, while the challenge is generally sufficient, it is more variable. In the best lessons, teachers match the work well to pupils' needs and work closely with learning support assistants to ensure that all

pupils learn effectively. In some lessons, particularly with the middle ability groups, some teachers have difficulty engaging pupils sufficiently, so that their attention wanders and learning is unsatisfactory.

16. The school makes good use of the Key Stage 3<sup>2</sup> Strategy in a number of subjects, particularly in the core subjects of English, mathematics and science. The strategy is also used well in history and French. Objectives for the lesson are shared with pupils, starter activities are usually lively and well related to the main lesson, and most teachers find time at the end of the lesson to review what has been learned and see whether pupils feel they have achieved their objectives. The strategy is sufficiently embedded and it is used in planning lessons for older pupils as well.
17. Teaching in religious education, citizenship and personal and social education is unsatisfactory and lacks the good qualities seen elsewhere. There is little planning, the activities are dull, pupils are bored and they gain little from the lessons.
18. Teachers use assessment information about pupils' prior attainment well to help provide work that is appropriate for different levels of ability. For example, they give the more able pupils in mathematics more complex examples, or provide extra guidance for the least able when writing in English.
19. Teaching in English is good. In most lessons, teachers challenge pupils to think more deeply and remember what they already know, in order to increase their knowledge of literature and improve their ability to express themselves clearly. Teaching in mathematics and science is satisfactory, and enables pupils to build up a sound bank of skills and knowledge. In both these subjects, the teaching has improved significantly since the previous inspection.
20. In the history and geography departments, where there has been the least change of staff, the teaching is good and pupils in all years learn well. Careful planning ensures that activities are varied, chosen to engage pupils' interest, and lessons are purposeful and give pupils a sense of achievement.
21. Teachers are provided with good information about the assessed needs of pupils with special educational needs but not all can identify them accurately. Most teachers are highly supportive of these pupils and seek to provide them with appropriate challenges and help them achieve their targets. There is some very good practice but some teachers lack clear understanding of the contributions they are expected to make. Some of the targets set are too vague to be helpful to pupils.
22. The work of learning support assistants is very effective in contributing to the quality of teaching and learning and, when appropriate, in managing the potentially challenging behaviour of some pupils. They have too few hours available to meet all needs and their absence affected learning in a number of lessons.
23. When teaching and learning are unsatisfactory, teachers have too few strategies for managing noisy, chatty pupils. Too often, teachers' response is to shout, and there is an urgent need to help teachers find other ways to settle pupils and keep them working. Even where lessons are interesting and pupils are busy and enjoying the tasks, many teachers raise their voices unnecessarily. This increases the noise in an already noisy, overcrowded school and gives pupils the idea that shouting is acceptable.
24. Assessment is satisfactory and, in many subjects, it makes a significant contribution to pupils' learning. The very helpful information produced by the senior management team is used effectively by teachers to establish pupils' likely achievement and to measure their progress. In addition, nearly all subjects use National Curriculum levels to tell pupils how they

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<sup>2</sup> A government initiative to improve standards of teaching and learning in Years 7 to 9

are doing. Pupils know their levels and their target levels. Most teachers mark books carefully, pointing out mistakes and encouraging pupils. In French and ICT, pupils not only know their levels, but are told clearly how to improve. In other subjects, this last step is often missing.

25. Weaknesses in assessment in religious education, art and design and music stem from the previous lack of clear teaching schemes against which to assess pupils' progress. There are new schemes being introduced this term in art and design and music to include effective assessment. In citizenship and religious education, assessment remains inadequate.

### **Summary of teaching observed during the inspection in 110 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	12 (11%)	39 (35%)	49 (45%)	9 (8%)	1 (1%)	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.*

### **The curriculum**

The breadth of the curriculum meets pupils' needs well in most respects. However, it is judged **unsatisfactory** because there are several minor breaches of the National Curriculum, and the religious education syllabus is not taught in Years 10 and 11. Enrichment of the curriculum, including out-of-school activities is **good**. Accommodation and resources are **unsatisfactory**. The buildings are crowded and in poor repair. The corridors are too narrow for the number of pupils using them.

### **Main strengths and weaknesses**

- The curriculum is broader and meets a wider range of pupils' needs that at the time of the previous inspection.
- There has been an improvement in the provision for French.
- There are a number of significant places where the curriculum is not meeting legal requirements. This has a detrimental impact on pupils' learning opportunities.
- Serious staffing problems, most of which have been recently solved, have restricted the curriculum in certain subjects.
- Much of the accommodation is unsatisfactory and this has a detrimental affect on learning.
- The setting arrangements in Years 7 to 9 are too rigid and have an adverse effect on pupils' progress in some subjects.

### **Commentary**

26. There is inadequate coverage of the National Curriculum in art and design, and many subjects are not developing the use of computers as is required by law. These include science, design and technology, history, geography, religious education and music. Since the last inspection, however, the school has introduced separate ICT lessons for all pupils and the school day now exceeds the minimum recommended. The school is not meeting the requirements of the locally agreed syllabus in religious education in Years 10 and 11. Standards are not assessed in citizenship and reports in this area are not provided for parents. As was the case at the time of the last inspection, there is no daily act of collective worship. The policy decision this year to suspend art and design in Year 10 affects the overall balance of the arts curriculum.
27. The school has responded positively to the need to broaden the curriculum in Years 10 and 11. A number of applied vocational courses have been introduced, including business education, ICT, leisure and tourism and health and social care, to provide an additional route into the next stage of education. Very good provision is made for about 40 less academic pupils in the Award Scheme Development and Accreditation Network (ASDAN) course. This course develops learning and life skills well. The school has taken the opportunity to create a

more flexible curriculum via its links with Barnsley College, where pupils have the opportunity to study for NVQ qualifications in building and construction, engineering, motor vehicle technology, animal care and hairdressing. The new on-site City Learning Centre, planned to open in January 2004, has the facilities to extend vocational opportunities and qualifications.

28. Inspectors are concerned that grouping arrangements in Years 7 to 9 are not flexible enough to enable movement from one ability group to another when this is necessary. This is particularly, but not exclusively, true in science where some able scientists are not allocated to the top set for their year and cannot be moved up.
29. There have been serious staffing problems over the last few years and this has impaired the quality of education the school has been able to provide. While the situation is improving, the provision of teaching and support staffing is still unsatisfactory. Recruitment of high quality staff has been difficult. Although some serious problems still exist in religious education and citizenship in particular, the school has appointed some good quality young teachers in a number of curriculum areas. This has created a satisfactory mix of youth and experience. A number of the new staff are already making a positive impact on the quality of education provided for pupils. There are good performance management procedures linked to school development planning. The large numbers of newly qualified teachers are well supported by a carefully planned and appreciated induction programme.

### Care, guidance and support

The provision of support, advice and guidance based on monitoring is **satisfactory**. The steps taken to ensure routine monitoring of health and safety are **unsatisfactory**. The involvement of pupils through seeking, valuing and acting on their views is **unsatisfactory**.

### Main strengths and weaknesses

- Pupils feel they have a good and trusting relationship with staff.
- Induction arrangements for pupils coming into the school are good.
- Strong pastoral teams know their pupils well.
- Arrangements for child protection are very good.
- Routine arrangements to monitor health and safety are unsatisfactory.
- Pupils' views about the school are not sought widely enough.

### Commentary

30. The induction arrangements for pupils coming into the school are good. Pastoral teams stay with their year group throughout their time in school. They are able to build strong relationships with the pupils and their families that are supportive and promote good learning. This good knowledge of pupils and their background helps the school to provide support when needed. Pupils interviewed were confident that they would be able to ask members of staff for help, either academic or personal. Recently, an intervention group has been set up comprising heads of year and heads of departments to monitor pupils who are underachieving. Targets, both academic and personal, are set, and additional support provided for those identified. Effective guidance is provided for pupils in Year 9 when selecting the subjects for GCSE and they are well prepared for both work experience and transition into post-16 education or the world of work. Personal advisers from the Connexions service provide useful support through individual interviews.
31. The arrangements for child protection are very good. Vulnerable children are monitored independently and their progress tracked. The school works effectively in partnership with the relevant external agencies.
32. The arrangements for regular and frequent monitoring of the school environment for potential hazards are unsatisfactory. Arrangements to ensure the health and safety of pupils on school

visits are comprehensive and of a high standard. Some minor issues were brought to the attention of the headteacher.

33. Most pupils' views about changes to the school are not routinely sought and the work of the school council is not widely understood by most pupils, so this aspect of the school's work is unsatisfactory. However, pupils are involved in setting their own targets, both personal and academic, each half term.

### **Learning Support Unit**

34. The unit is funded from within the school budget and by the Excellence in Cities programme. Its purpose is to help pupils to continue at school when they are close to being excluded. At the time of the inspection, pupils were from Years 8 and 9. A small number of older pupils were expected to return to the unit once the others had settled down.
35. Pupils are usually withdrawn from lessons for a period of six weeks and, where possible, do work similar to pupils in the classes from which they have been withdrawn and set by the class teacher. In one observed lesson, this work was unsatisfactory since it required only copying from a book.
36. The work of the unit is successful in enabling some pupils to return to their classes and in preventing the exclusion of others. The teacher in charge is skilful in modifying the behaviour of pupils and in developing positive relationships. She is also acting as co-ordinator of special educational needs provision. These demanding roles are too much for one person.

### **Partnership with parents, other schools and the community**

The effectiveness of the school's links with its parents is **satisfactory**. The quality of the school's links with the community is **satisfactory**. The school's links with other schools and colleges are **good**.

### **Main strengths and weaknesses**

- There are effective partnerships with other local schools based on use of Excellence in Cities and Behaviour Improvement Programme funding.
- There is good use of the local further education colleges to provide alternative courses to National Curriculum subjects.
- Transition arrangements for pupils from primary to secondary school are good.
- The views of parents on specific issues are not canvassed by the school.

### **Commentary**

37. The school's links with other schools and colleges are satisfactory. Effective use has been made of joint funding to appoint an Excellence in Cities co-ordinator whose role is to co-ordinate activities amongst local schools. The success of the school's bid to become part of the Behaviour Improvement Programme will involve a cohesive approach across primary and secondary schools to behaviour management and raising attendance. The gifted and talented initiative opens good opportunities for pupils to attend workshops and master classes at other schools within Barnsley. Links with local universities have been established to help to raise the aspirations of pupils towards going into higher education. Thirty-two pupils in Year 10 are attending a range of half-day courses this year at a college of further education. Good links have been built between primary and secondary schools and effective arrangements are in place to ensure the smooth transfer of pupils at the end of Year 6.
38. The effectiveness of the school's links with its parents is satisfactory. Parents are invited to make suggestions about what they would like to see changed, but are not canvassed sufficiently about specific changes to the school, such as the recent change of school

uniform. Parent governors represent the views of parents on the governing body and are supportive of the work of the school. Reports to parents contain information about the National Curriculum levels that pupils are working at, what they have studied and how well they are progressing. They do not sufficiently identify what pupils need to do to raise the standard of their work.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory** overall. The governance of the school is **unsatisfactory**. Although the governing body discharges most of its responsibilities well, it does not fulfil all of its statutory duties relating to the curriculum. The leadership of the headteacher is **good**. The leadership of other key staff is **satisfactory**. The effectiveness of management is **satisfactory**.

### Main strengths and weaknesses

- The headteacher and senior managers are prepared to take difficult decisions which have helped to raise standards of teaching and learning.
- Suitable priorities for improvement have been identified and suitable strategies employed.
- There is not enough attention to detail to ensure that best practice is spread throughout the school.
- Most middle managers are effective but there are some weaknesses at this level.
- Governors provide good strategic planning but have not ensured that statutory requirements are met.

### Commentary

39. The headteacher, effectively supported by the senior management team, is deeply committed to raising the aspiration of staff and pupils alike. He is prepared to take difficult decisions in order to achieve this objective, and improving examination results are evidence of rising standards. However, severe difficulties in filling staff vacancies have slowed the pace of progress. They have also prevented the very hardworking senior managers from taking action in areas that are in need of attention. For example, there is no system for ensuring that the best practice among heads of departments or heads of year is spread to all. The school recognises the need to increase the size of the management team and is taking appropriate steps.
40. The headteacher rightly identifies the need to improve teaching and learning as his top priority. There is a sound school improvement plan which departments use as a basis for their own plans. Senior managers check these but are less effective at following up and ensuring that departments are achieving their aims. There is a good system for analysing data in order to measure the quality of performance. Thus, managers have a realistic basis for making decisions.
41. Difficulties of appointing staff have had their effect at middle management level. Most middle managers are effective but there are areas where appointments have not been made, have been made after a delay or have been made very recently. Consequently, there are inconsistencies in performance.
42. The governing body has a clear idea of the way it wants the school to develop and has a sound understanding of its present strengths and weaknesses. Through a system of sub-committees, it keeps oversight of major areas of the school in accordance with sound principles. For example, while fully conscious of the need to fill staffing vacancies, it will not risk the long-term good of the school by making an appointment of which it is unsure. Governors are committed to raising the standards of pupils of all abilities and to increasing the breadth of education that the school offers. To this end, they worked hard to ensure that the City Learning Centre was built on the school's premises.

43. There is a very good working relationship between the headteacher and both the chair and vice-chair of governors. Governors support the headteacher well, question his decisions if necessary but do not interfere with his managerial role. They set suitable targets for the headteacher, focusing on the ultimate good of the school.
44. However, the governing body does not fulfil all its statutory obligations. As at the time of the previous inspection, there is no daily act of collective worship. Some of the requirements for art and design, citizenship and ICT across the curriculum, and religious education in Years 10 and 11 are not met. There are also some health and safety issues.

### Financial information

#### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	2,648,718
Total expenditure	2,562,106
Expenditure per pupil	2,924

Balances (£)	
Balance from previous year	86,612
Balance carried forward to the next	178,241

# PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

## SUBJECTS AND COURSES IN KEY STAGES 3 and 4

### ENGLISH AND MODERN FOREIGN LANGUAGES

#### English

Provision for English is **good**.

#### Main strengths

- Pupils achieve well throughout the school.
- Pupils learn well in class because the teaching is good.
- Pupils have good attitudes to their work.
- The leadership of the department is very good.

#### Areas for improvement

- The standard of pupils' work is below the national average.
- The department is not fully staffed.
- Marking does not consistently show pupils how to improve.

#### Summary of key judgements

	Year 9	Year 11
Standards of work seen	Below average	Below average
Achievement over time	Good	Good
Results in national tests and GCSE	Below average	Below average
Quality of teaching	Good	Good
Quality of learning	Good	Good
Attitudes of pupils to their work	Good	Good
Leadership and management	Very good leadership: satisfactory management	
Improvement since the previous inspection	Satisfactory	

#### Commentary

45. Pupils enter the school in Year 7 with standards that are well below the national average. Although their GCSE results are lower than those in most schools, they nevertheless show that pupils achieve well. Results in the national tests for 14-year-olds and in GCSE in 2003 showed an improvement on 2002, particularly in the case of GCSE English literature.
46. In Years 7 to 9, most lessons are based on the Key Stage 3 Strategy. Teachers plan well and explain to pupils what they are expected to learn. This provides a focus for pupils, who are kept interested by being constantly involved. Lessons are conducted at a good pace in a busy and pleasant atmosphere. Consequently, pupils make good progress, although some lessons are finished too hurriedly and the chance to strengthen learning and check the success of the lesson are lost. Occasionally, teachers do not take enough account of the wide range of ability in a class, so the most able are not stretched fully or the weakest find some parts of the lesson too difficult.
47. By Year 9, most pupils do not have a wide range of words when speaking, although there are exceptions. For example, words such as 'perceptive' were used confidently in a Year 8 discussion. Most read simple stories with understanding, although some stumble over less common words. With some help, they are able to understand characters and compare the world of the story with their own lives. In their written work, the most able pupils use a mature

vocabulary and control their sentences well using a variety of structures to meet their needs. The less able make many basic errors but succeed in making simple ideas understood. Teachers' comments on books often do not give pupils enough help in how to improve their writing or reach the next National Curriculum level.

48. The good progress continues in Years 10 and 11. The most able pupils have good skills in responding to literature. They are able to use internal evidence to arrange passages in chronological order. They draw thoughtful inferences about characters in 'Jane Eyre' and understand the novel well enough to make discerning judgements about Victorian society. They are helped by the good subject knowledge of their teachers. In their written work, most pupils are beginning to express complex ideas but many have difficulties in constructing complex sentences and make spelling and punctuation mistakes. Teachers' comments in their folders are much more helpful than in the case of younger pupils. There is a significant proportion of pupils whose work exhibits basic errors of all kinds, although many pupils on the special educational needs register make good progress as their performance in the 2003 GCSE examination shows.
49. The department has recently been through difficulties caused by many staff changes and teacher shortage. It is now much more stable, although there is still one vacancy. Teachers function very well as a team with a shared sense of purpose, stemming from the head of department. However, at present, there is no system for ensuring that the best practice is spread to all teachers, and marking is not linked to the very good tracking and target system. Examination results are not analysed in enough detail. There has been good improvement since the previous inspection. Pupils of all ages are now achieving well and there is no unsatisfactory teaching.

### **Language and literacy across the curriculum**

50. The provision of literacy across all subjects is satisfactory. Although there is at present no teacher with overall responsibility for this aspect and there is no whole-school policy, most departments are active in trying to raise standards. For example, in history, teachers identify areas which require good standards of literacy and try to provide for the need. They insist on pupils using the correct historical terms and phrases. In most other departments, there is an emphasis on pupils writing and speaking accurately. However, the overall standard is below the national average.

### **Modern foreign languages**

The only foreign language taught is French

Provision in French is **satisfactory**.

### **Main strengths**

- The standards of pupils' work by the end of Year 9 in 2003 were above average.
- Teachers have high expectations of their pupils; this is particularly effective in the high attaining groups and, as a result, the achievement of those pupils in Years 7 to 9, is good.
- Assessment is helpful to pupils – most understand what they have to do to improve and their performance is carefully tracked.
- The new head of department provides good leadership and he has secured the commitment of his whole team to the improvement agenda – as a result, standards are improving.

### **Areas for improvement**

- Many pupils did not achieve their expected grades in GCSE in 2003.
- Some pupils in middle and lower sets have negative attitudes to learning. Where this is not effectively managed by teachers, this has an adverse impact on the learning and achievement of those pupils.

Key judgements	Year 9	Year 11
Standards of work seen	Average	Below average
Achievement over time	Good	Satisfactory
Results at GCSE		Well below average
Quality of teaching	Satisfactory	Satisfactory
Quality of learning	Satisfactory	Satisfactory
Attitudes of pupils to their work	Satisfactory	Satisfactory
Leadership and management	Leadership good; management satisfactory	
Improvement since the previous inspection	Satisfactory	

## Commentary

51. Results and current standards compare more favourably to national standards in Year 9 than in Year 11. In 2002, only 19 pupils were entered for a French GCSE and nine of those obtained a grade in the A\*-C range. In 2003, the proportion of Year 11 pupils entered for French rose to nearly four-fifths. GCSE results were well below expectations and many pupils, especially those in the higher sets, did not meet their targets. However, pupils benefited from the school policy that most pupils should study French in Years 10 and 11. As a result, the number of pupils who gained a grade in the A\*-C range rose (*text deleted here*) to 34 in 2003. The main cause of the underachievement is the school's difficulty in recruiting permanent teachers over the last three years and many pupils were taught by a succession of supply teachers. Standards and achievement look set to improve as the work produced by the current Year 11 pupils is, overall, of a higher standard than that produced last year.
52. Standards are improving among younger pupils particularly. In 2002, assessments at the end of Year 9 fell well below average. However, in 2003, the numbers reaching expected levels more than doubled and were above average. Standards are set to improve even further in 2004 and this is in part due to the good achievement of the current higher attaining Year 9 pupils. By the end of Year 8, they were already working at levels usually seen in Year 9 they were beginning to use a variety of tenses in long descriptive writing which included complex sentences. Their teacher had challenged them to attempt GCSE coursework tasks and some pupils would have obtained a GCSE grade C for their writing.
53. Overall, teaching is satisfactory in all years and, as a result, learning is also satisfactory. Three teachers, including the head of department, joined the department in September 2002. A particularly strong feature of the teaching are the starter activities which aim to engage the pupils straightaway and to test and extend their previous learning, including through problem solving. The best lessons observed were characterised by high challenge or imaginative teaching methods. Some unsatisfactory teaching was observed with middle and lower sets. In those lessons, teachers failed to manage effectively the behaviour of some pupils who exhibited little enthusiasm for learning and lacked the capacity to work collaboratively with their teacher and with each other. As a result, they did not produce the work that they were capable of.
54. Assessment is helpful to pupils. Most comments on substantive pieces of written work include targets that are helpful to pupils because they are precise. Most pupils understand the levels that they are at and what they are aiming for. In Years 10 and 11, pupils are well prepared for their understanding of what the examinations will demand.
55. Improvement since the last inspection is satisfactory overall, although progress has been frustrated by the severe staffing difficulties. The improvement results from the good appointments made for September 2002 and from good curriculum leadership. The head of department, who was appointed one year ago, has succeeded in developing a shared vision

for improvement. Consequently, this department has the capacity to improve further and at a faster rate in the coming years.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths

- Standards in Year 9 have improved.
- Provision for higher attainers is good and they reach well above average standards.
- The Key Stage 3 Strategy has had a strong impact on improving teaching and raising standards.

### Areas for improvement

- Standards in Year 11 are not high enough.
- A minority of pupils, particularly boys in Years 10 and 11, have unsatisfactory attitudes to learning mathematics as a result of staffing problems in the past 18 months.

### Summary of inspection judgements:

Key judgements	Year 9	Year 11
Standards of work seen	Average	Below average
Achievement over time	Satisfactory	Unsatisfactory
Results in national tests and GCSE	Average	Well below average
Quality of teaching	Satisfactory	Satisfactory
Quality of learning	Satisfactory	Satisfactory
Leadership and management	Satisfactory	
Improvement since the previous inspection	Satisfactory	

### Commentary

56. Standards on entry to the school in Year 7 are well below average. Some pupils enter with very weak mathematical knowledge and skills.
57. Staffing problems have had a major and negative impact on the achievement and attitudes of many pupils, especially older boys, in the past 18 months. However, the department is now fully staffed with specialist teachers. This has already had a positive impact on pupils' attitudes and learning.
58. Standards of work seen in Year 9 are in line with national averages. Test results confirm this and show an upward trend since the last inspection. The Key Stage 3 Strategy has had a strong impact on this improvement. It has provided a clear framework to guide teachers' planning and use of strategies for learning.
59. Many pupils now in Years 10 and 11 started their preparation for GCSE from a lower skill base than those currently in Year 9. (Test results at the end of Year 9 over the last four years show this change clearly.) Some pupils have gaps in their knowledge and understanding as a legacy of staffing problems, resulting in unsatisfactory achievement. Their current teachers are now remedying this and progress made in lessons is satisfactory.
60. In all years, standards are similar across all aspects of mathematics. Investigative tasks play a key role in developing pupils' understanding and helping them to combine different aspects of their learning in response to specific tasks.
61. Some average and lower attaining boys have not achieved as well as girls in external examinations in Year 11 in the last two years. The school feels this did not reflect the standard of their work seen in class but rather their attitude to completion of coursework or

returning to take examinations. As a result, GCSE examination results in 2002 were well below average. Standards of work seen in class, and the department's good target setting and tracking, indicate improvement this year. There is little difference in the standards reached by girls or boys in lessons.

62. Higher attaining pupils achieve well throughout the school, with some reaching very high standards. Grouping arrangements for these pupils, together with their own interest, positive attitudes and hard work, are key factors in this. This is an improvement since the last inspection. A demanding curriculum, and events such as mathematics challenges, are helping gifted and talented pupils to make rapid progress.
63. Nearly all pupils with special educational needs achieve satisfactorily. However, there are a few, but increasing, number of pupils entering the school in Year 7 with very weak number skills and a wide range of other special needs. These pupils need additional specialist support in order to improve more rapidly.
64. The overall quality of teaching and learning is satisfactory. About half the teaching seen during the inspection was good. Nearly all the rest was satisfactory, with unsatisfactory teaching in one lesson. This is an improvement since the last inspection. In most cases, learning matched teaching. In a small number of cases, some pupils' previous experience of mathematics resulted in unsatisfactory attitudes or behaviour. Some pupils in Years 10 and 11 want to be told what to do, and give up quickly if the task seems to be difficult.
65. Strong class management is a key feature of good teaching as it provides a secure working environment in which pupils can learn effectively. When teaching was unsatisfactory, low-level disruption was not dealt with firmly enough, so many pupils learnt at a slower rate than they should have. All teachers explain mathematical ideas clearly and use suitable examples to help pupils understand. Another strong feature of teaching is questioning to find out what pupils know and also to make pupils think. Pupils are encouraged to explain their ideas and to use mathematical terms in doing so. However, even though pupils are keen to demonstrate their understanding, they sometimes find it difficult to express themselves fluently.
66. Teachers use ICT effectively to help pupils learn. In one Year 8 class, a colourful ICT presentation was used effectively as a focus for skilled questioning. This maintained the concentration and interest of some very low attaining pupils and improved their number skills. A learning support assistant made a strong contribution to progress in this lesson.
67. The head of department has worked hard to minimise the disruptions to pupils' learning. Study support sessions, such as revision classes and Easter workshops, have helped pupils catch up. Analysis of data, performance management and development planning have identified key priorities for improvement. The present improved staffing level enables him to give more time to these than previously.

### **Mathematics across the curriculum**

68. Pupils' numeracy skills are below average but are usually sufficient to help them cope with work in other subjects. However, the opportunities to use these skills are not systematically planned in some subject areas. In geography, pupils can carry out surveys; they collect data and present and interpret the results graphically. They can understand grid references and prepare appropriate keys. Generally, pupils' skills in representing data and interpreting graphs are sufficient for work in science. However, some pupils had difficulty in deciding how to label axes when numbers to several decimal places were used. Pupils capably use their skills in shape and space to improve their work in design and technology.

## **SCIENCE**

## Provision for science is satisfactory.

### Main strengths

- Pupils' attainment in tests and examinations has improved since the last inspection.
- There are good systems for tracking and recording pupils' progress over the length of a course.
- The team of subject specialists who teach the subject are well led and work well together.

### Areas for improvement

- Day-to day marking lacks consistency and details to help pupils know how to improve.
- The arrangement of groups prevents some pupils being correctly placed according to their ability.

Key judgements	Year 9	Year 11
Standards of work seen	Below average	Below average
Achievement over time	Satisfactory	Satisfactory
Results in national tests and GCSE	Well below average	Well below average
Quality of teaching	Satisfactory	Satisfactory
Quality of learning	Satisfactory	Satisfactory
Attitudes of pupils to their work	Satisfactory	Satisfactory
Leadership and management	Leadership good; management satisfactory	
Improvement since the previous inspection	Good	

### Commentary

69. Standards in tests and examinations are improving but remain well below all schools nationally for 2002. Girls produce better results than boys. GCSE results in 2002 show that pupils' achievement was very high based on their prior attainment in the national tests at the end of Year 9. Results in the national tests at the end of Year 9 in 2003 improved considerably on the previous year. This was due to several factors, including a new course and strategies to help pupils prepare for the tests. GCSE results in 2003, however, showed a drop owing to staff instability over the two years of the course.
70. Pupils' work in lessons is slightly better than the examination and test results but is still below national standards. There are several occasions when standards attained are higher and are in line with, or above, national averages. This is usually in the top groups where pupils are presented with plenty of challenging tasks and learn well.
71. Most pupils are achieving satisfactorily with several groups achieving well. Pupils with special educational needs achieve beyond their expected level when they are involved in tasks that keep them interested, such as working individually on laptops, and also when they are well supported by learning assistants.
72. Teaching is good in nearly half the lessons; the remainder are satisfactory resulting in satisfactory or better learning. There are no unsatisfactory lessons, as there were in the previous inspection. This reflects work done by the school and the department on improving teaching and learning styles. In the better lessons, teachers set a good pace and use a variety of methods to keep all pupils interested and involved. Practical activities and experiments used to reinforce scientific theory help pupils to think for themselves and so learn well. Occasionally, group work is used so pupils can discuss with one another what they are learning. ICT, such as interactive whiteboards and individual computers are used to stimulate interest and aid learning.
73. In some lessons, pupils' learning is limited by their literacy or mathematical skills. Occasionally, the behaviour of one or two pupils affects the learning of others but usually any behaviour problems are low level and handled well and without confrontation by staff. Relationships between staff and pupils are very good, and usually pupils work collaboratively and safely when doing practical work.

74. Since the previous inspection, the department has put in place good systems for tracking pupils' progress by recording grades and levels through a course. These are used well to predict likely outcomes and are shared with pupils. However, the standard and detail of marking of pupils' books are not consistent and pupils need more guidance on how to improve from one piece of work to the next. The department does not place all pupils in groups according to their ability using grades and levels recorded.
75. The department is well led by an experienced head who has a clear view of future developments. There is now a full complement of staff, including several new to the profession. However, the department does not take advantage of its strengths by the sharing of good teaching practices. At present, there are insufficient funds to fully resource the department with dataloggers and books and to replace large items of equipment.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths

- The recent curricular initiatives, providing GNVQ courses in Years 10 and 11 and European Computer Driving Licence<sup>3</sup> throughout the school, have provided pupils with exciting opportunities and have raised interest and standards in the subject.
- Pupils are given opportunities to use the new equipment after school and teachers are enthusing pupils to become real experts in ICT.
- Assessment is extremely thorough and very helpful to pupils – they understand exactly what they have to do to improve and their performance is carefully tracked. In Years 10 and 11, pupils know exactly at what grade they are working.
- The new computer rooms are of high quality and allow good learning to be undertaken, a significant improvement since the last inspection.

### Areas for improvement

- The third ICT room is not yet complete and this restricts the teaching of ICT and the access all pupils have to the subject.

Key judgements	Year 9	Year 11
Standards of work seen	Average	Above average
Achievement over time	Satisfactory	Good
Results in national tests and GCSE	Average	Average
Quality of teaching	Satisfactory	Good
Quality of learning	Satisfactory	Good
Attitudes of pupils to their work	Satisfactory	Good
Leadership and management	Satisfactory	
Improvement since the previous inspection	Very good	

### Commentary

76. Results and current standards are improving year on year. Improvement since the previous inspection is good, mainly because all pupils are receiving a regular lesson of ICT every week.
77. When entering the school, pupils' achievement is broadly average. Some pupils have extensive experience garnered both at home and school whereas others have received a narrow experience. The school is able to give appropriate challenge and all pupils make satisfactory progress. Standards by Year 9 are improving and are now at national level.

<sup>3</sup> A European-wide qualification which enables people to demonstrate their competence in computer skills.

78. In 2003, the results of the new GNVQ course for the first 22 pupils were broadly in line with national averages, enabling pupils to gain the equivalent of four GCSE certificates in ICT. In the third week of their Year 11, the pupils are already working at levels normally expected at the end of the year. This bodes well for this year's results. Pupils can choose which programs to use for items of their coursework with confidence and develop their ideas without the necessity of discussing their decisions with their teacher. In lessons, both standards and teaching have improved well since the previous inspection, even though one member of staff was absent during this inspection.
79. The overall improvement results from strong, innovative teaching with good resources and a commitment from the new staff. During the inspection, teaching was satisfactory overall in Years 7 to 9, and in Years 10 and 11 it was good. The commitment of both teacher and pupils is notable, with after-school lessons being a regular feature.
80. The head of department was absent during the inspection and the teacher who has only been in the school for just over a year was making splendid progress. Pupils who are dropping behind, or want to do even better, are identified and offered extra support. This is because the assessment system is so good and regularly updated. Improvement since the last inspection has been very good.

### **Information and communication technology across the curriculum**

81. Although the school has recently invested significant sums in computers, the strategy has not had sufficient time for subjects to take advantage of this. Some computers have not yet been wired in, some teachers still have had insufficient training and there is a shortage of suitable peripheral equipment to enable subject teachers to cover the requirements of the National Curriculum. For example, in science, there is insufficient equipment for pupils to log data in experiments, and in design and technology, there are no specialist facilities for investigating computer control, and insufficient computer-aided design and manufacture equipment for pupils to have a meaningful experience.
82. Some subjects, such as history, have made good progress in using the limited equipment that they have, but are now frustrated by the planned changes in accommodation and resources which have not yet taken place.
83. The number, quality and location of the learning support department's computers prevent the use of the computerised integrated learning system.
84. There are good plans for developing ICT across the curriculum, but staff absence through illness has also slowed progress. Currently, the strategy has not been realised and pupils are not getting their full entitlement for using ICT in subjects as required of the curriculum.
85. The development of ICT across the curriculum was a key issue at the last inspection and, as it has not been fully implemented, progress must be considered as being unsatisfactory.

## HUMANITIES

### Geography

Provision in geography is **good**.

#### Main strengths

- Standards are rising and girls are no longer underachieving because progress is monitored and analysed.
- Teaching has improved; pupils are motivated and involved in learning.
- New leadership provides a good role model for change and has managed good improvement since the previous inspection.

#### Areas for improvement

- There is not enough variety in extended writing tasks to illustrate a range of views in Years 7 to 9.
- Monitoring of colleagues and sharing ideas on teaching and learning to ensure consistency are not systematic enough.
- Assessment does not involve pupils in using the vocabulary of geography skills to describe their progress.

Key judgements	Year 9	Year 11
Standards of work seen	Below average	Average
Achievement over time	Satisfactory	Good
Results in national tests and GCSE		Average
Quality of teaching	Good	Good
Quality of learning	Good	Good
Attitudes of pupils to their work	Good	Good
Leadership and management	Good	
Improvement since the previous inspection	Very good	

#### Commentary

86. There has been a refreshing, inspiring climate change in geography. The new head of subject has established appropriate priorities through the improvement plan and re-designed schemes of work to ensure better achievement for pupils by eliminating passive learning. It attracts well above average numbers of pupils in Year 10.
87. Standards at GCSE, particularly of girls, rose dramatically in 2003, to near the 2002 average. In Years 7 to 9, pupils achieve satisfactorily given their lack of geographical skills on entry to the school. There is not enough emphasis on literacy skills through different types of writing, or with specific devices to help lower attaining pupils to organise information. Pupils' progress is well monitored and analysed but current assessments do not develop pupils' familiarity with the vocabulary of geography skills. However, in Year 11, pupils are motivated by opportunities to judge the quality of each other's work.
88. There is some very inspiring teaching, with an adventurous, well-supported start by a newly qualified teacher, based on excellent planning and vigorous pace. Regular lesson observations and discussion about matching teaching methods to learning would make sure that quality is consistent across the department.

## Religious education

Provision in religious education is **poor**.

During the inspection week, the subject was not taught in Years 10 and 11 and no previous work was provided for inspection.

### Main strengths

- There are no significant strengths in the subject.

### Areas for improvement

- In Years 10 and 11, the school is not providing pupils with their legal entitlement to the subject.
- Teaching and learning are unsatisfactory.
- Pupils are disaffected and achievement across time is unsatisfactory.
- Standards by the end of Year 9 are well below the expectations of the locally agreed syllabus.
- Behaviour in many lessons is unsatisfactory and this reduces potential learning.
- Currently there is no specialist teaching and very limited leadership or management of the subject.
- The scheme of work is incomplete and out of date; very little lesson and curricular planning takes place.
- Assessment against national levels is non-existent.

Key judgements	Year 9	Year 11
Standards of work seem	Well below average	None seen
Achievement over time	Unsatisfactory	None seen
Results at GCSE		No exam courses
Quality of teaching	Unsatisfactory	None seen
Quality of learning	Unsatisfactory	None seen
Attitudes of pupils to their work	Poor	None seen
Leadership and management	Poor	
Improvement since the previous inspection	Poor	

### Commentary

89. Despite consistent efforts, senior managers have been unable to appoint a specialist teacher. Currently, further attempts are being made. The result has been a succession of non-specialist teachers and pupils' learning has been seriously affected. They have also become very disaffected with the subject and have developed poor attitudes which, combined with unacceptable behaviour in some classes, results in unsatisfactory achievement.
90. Standards observed in lessons are well below the expectations of the locally agreed syllabus. Compared with the situation at the time of the last inspection, standards have fallen significantly. Pupils have very limited knowledge and understanding of the values and beliefs of the major world faiths and even less understanding of the impact of religious faith on the life of a believer. Insufficient teaching time is allocated to the subject in Years 10 and 11. The school is therefore not meeting statutory requirements. No examination courses are offered.
91. Teaching and learning are unsatisfactory. It must be noted that teachers are non-specialists and have only taken over the subject this term. Teaching lacks variety, is often dull and fails to capture pupils' interest and enthusiasm. Staff have an incomplete understanding of the subject, which results in patchy coverage of topics. As a result, a significant proportion of pupils makes limited progress and underachieves. Pupils are insufficiently challenged.

Tasks are very often mundane and most pupils gain very little from them. Sights are set too low both in relation to the quality of work required and of behaviour expected in lessons. Tasks within mixed-ability classes are not planned to meet individual needs. Assessment of work done is very poor. Videos and computers are rarely used to raise interest and widen pupils' knowledge and understanding of world faiths. No links have been developed with faith communities, and no visits are undertaken to places of worship; visitors from different faiths are not invited to talk to classes.

92. There is currently no head of department. The scheme of work is incomplete and out of date and development planning is very limited, consisting mainly of a support plan prepared by the deputy headteacher. The lack of suitable staffing is a severe handicap and urgent action is required to put this right.

## History

Provision in history is **very good**.

### Main strengths

- Standards have risen; consistent assessment practices ensure that pupils share responsibility for learning.
- Open-minded leadership, a strong enthusiastic team and collaborative, inspired management ensure that the subject is innovative and dynamic.
- Teachers' lessons are impeccably planned to maintain pupils' lively participation.

### Areas for improvement

- Lower attaining pupils in Years 7 to 9 need more finely tuned guidance to bridge the gap between organising information and turning it into written forms.

Key judgements	Year 9	Year 11
Standards of work seem	Average	Above average
Achievement over time	Good	Very good
Results at GCSE		Average
Quality of teaching	Good	Good
Quality of learning	Good	Good
Attitudes of pupils to their work	Good	Very good
Leadership and management	Good	
Improvement since the previous inspection	Good	

## Commentary

93. Very good monitoring of pupils' progress and good teaching throughout, underpin continuing success in history. In Years 7 to 9 pupils achieve well because teaching develops their literacy skills enabling them to reach satisfactory history levels in Year 9.
94. The number of pupils choosing the subject in Year 10 is rising and, in 2003, pupils' average point scores at GCSE rose significantly, with over half, including some previously very low attainers, exceeding their predicted grade. Boys and girls achieved equally well at the higher levels. This represents impressive achievement given the very low level of pupils' history skills when they arrive in Year 7.
95. Effective analysis of data allows teachers to make accurate predictions, teaching styles anticipate pupils' individual needs and regular practice of sharing with pupils the language of history skills seal an effective learning partnership. Assessment plays a big part; current National Curriculum levels and targets are posted in pupils' exercise books, teachers refer daily to wall displays identifying skills, they describe achievements and suggest

improvements when marking pupils' work. This contributes to good learning which ensures that pupils with special educational needs achieve well, and higher attainers are challenged.

96. The coherent impact of teachers' radical focus on teaching and learning is evident. All lessons grasp pupils' interest the moment they enter the classroom with quick 'starter' activities, sometimes done in pairs. Next, a variety of paired or group tasks, with time limits, interspersed with full-class discussion mean that all pupils can confidently apply new knowledge by speculating, making deductions or considering an alternative view. End-of-lesson games, quizzes etc. challenge pupils to review their learning and to refer across historical periods. Consequently, their understanding of the causes and consequences of historical events develops well whether it be changes in agriculture and industry in the 18<sup>th</sup> and 19<sup>th</sup> centuries or the struggle for human rights of African Americans from slavery to the situation since Martin Luther King.
97. The exciting pace of lessons and being involved, prepares pupils well for written tasks and, through note taking and diagrams, they learn to organise information. Some lower attaining pupils need more graduated steps between this and the final writing stage.
98. Very good overall planning, clear departmental priorities and habits of close professional collaboration are ensuring that temporary changes in leadership will maintain the dynamism and coherence that characterises the work of this department.

## TECHNOLOGY

### Design and Technology

Provision in design and technology is **satisfactory**.

#### Main strengths

- Pupils make good progress in their studies, particularly in Years 7 to 9.
- Work is assessed well.

#### Areas for improvement

- Pupils do not get enough experience with electronics and new materials in Years 7 to 9.
- Not enough use is made of ICT.
- Some pupils, particularly in Years 7 to 9, have negative attitudes to work.

Key judgements	Year 9	Year 11
Standards of work seen	Average	Average
Achievement over time	Satisfactory	Satisfactory
Results in national tests and GCSE		Just below average
Quality of teaching	Satisfactory	Satisfactory
Quality of learning	Satisfactory	Satisfactory
Attitudes of pupils to their work	Satisfactory	Good
Leadership and management	Satisfactory	
Improvement since the previous inspection	Satisfactory	

99. GCSE results in 2002 were just below average. Boys did slightly better than average, but girls, although more successful than boys, were below the national average, since, nationally girls do significantly better than boys. Results in 2003 are similar to those of 2002. The lowest results were in resistant materials.
100. All pupils follow a course in graphic products, or food technology or resistant materials in Years 10 and 11, and standards in lessons are average. Some pupils now gain the highest grades. Pupils enjoy their GCSE coursework, work hard at it and produce work of quality,

particularly in graphic products. Results in GCSE are average in terms of the overall pass rate but slightly below the national average for A\*-C grades.

101. At the end of Year 9, pupils' attainment is in line with national expectation, although the curriculum is narrower than it should be. As the attainment at entry is below national levels, this shows good achievement in the areas studied, but achievement overall in the subject is satisfactory, since pupils do not spend enough time on some areas of the curriculum, in particular electronics, structures and mechanisms and new materials.
102. Teachers have a good grasp of their subject, and work hard to present their lessons clearly and effectively. All lessons have good pace and challenge. The very best of lessons work well because of the very good interpersonal skills of the teachers and the way they have built good relationships with their pupils. The most able and least able pupils respond well to their teachers; they learn effectively and make good progress. However, a small minority of average and below average attainment pupils come to lessons with poor learning habits, behave inconsistently, set too low a target for themselves and do not make the progress they should.
103. Assessment is helpful to pupils – and their performance is carefully tracked, but they need to understand more precisely what they have to do to improve their GCSE coursework so they spend their time more efficiently.
104. Although computers are used in lessons, there are inadequate facilities for computer-aided design and manufacture (CAD/CAM) and the control section of the National Curriculum.
105. The head of department is acting for one year and has been in post for three weeks. He has already got into the role and is leading the department forward. There is much to do. The department is starting its cycle of development planning and there are many sound strategies identified. The management on a day-to-day basis is good and the staff are working together effectively. The technician is fully integrated into the work of the department and is valued as a full member of the team.

## **VISUAL AND PERFORMING ARTS**

Art was inspected in depth; music and drama were sampled.

### **Drama**

Provision for drama is **good**.

106. During the inspection, four drama lessons were observed. Pupils are achieving average standards and making good progress throughout the school. GCSE successes are some of the best in the school. Pupils enjoy drama and choose to study this subject in good numbers. In lessons, there are exciting and challenging activities which make demands on them, helping them to concentrate and develop self-discipline and confidence. The quality of teaching and learning in the lessons overall was good with some very good features. The newly qualified teacher knows her subject very well and has clear ideas on how it should be taught. Her strong presence in the classroom and her ability to keep a clear focus in the lesson mean that pupils behave well and work hard with determination and enjoyment.
107. The new teacher inherits a department in good organisational shape and one that has improved in every aspect of its work since the last inspection. She has a good grasp of all that has to be done and managed and has aspirations for the future. The new buildings, due to be in use by January 2004, provide state-of-the-art lighting and sound in a small performance space. Current work spaces need refurbishment.

## Music

Provision for music is **unsatisfactory**.

108. During the inspection, three music lessons were observed. The standards that pupils are achieving are well below average and should be higher than they are. Pupils' skills in performing and composing have not been developed satisfactorily in recent years and, consequently, they do not play instruments or compose confidently. They have little background musical knowledge.
109. Pupils are really enthusiastic about the new keyboards and, in spite of the lack of skills, Year 9 pupils persevered until they could play a few phrases of 'Hey Jude'. A Year 7 class sang well, with the boys contributing with good tunefulness. Teaching in these lessons was satisfactory overall and the pupils learnt what they were required to do. Pupils need help in how to work together effectively in groups and pairs. Small practice rooms are a necessary requirement for this work so that pupils can hear each other as they play together.
110. Pupils will benefit from the technology that will become available in the new buildings. At present, there are not enough computers in the classroom to enable pupils to improve their weak composition. The subject also needs a thorough means of assessing pupils to help them improve their work. The teacher has aspirations to lift a much neglected department and to tackle the slide in standards since the last inspection.

## ART AND DESIGN

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

### Main strengths

- There are no significant strengths in the subject.

### Areas for improvement

- Standards of work in all years are below average.
- The range of learning experiences is restricted largely to drawing and painting and does not meet statutory requirements.
- There have been no appropriate schemes of work, including the use of ICT until this term.
- There is insufficient use of sketchbooks and homework as ways of improving pupils' independent learning skills.
- There are insufficient appropriate systems of assessment and feedback for pupils.

## SUMMARY OF KEY INSPECTION JUDGEMENTS

Key judgements	Year 9	Year 11
Standards of work seen	Below average	Below average
Achievement over time	Unsatisfactory	Unsatisfactory
Results in national tests and GCSE		Well below average
Quality of teaching	Satisfactory	Satisfactory
Quality of learning	Satisfactory	Satisfactory
Attitudes of pupils to their work	Satisfactory	Satisfactory
Leadership and management	Unsatisfactory	
Improvement since the previous inspection	Unsatisfactory	

## Commentary

111. There have been staffing difficulties for some time in art and design, resulting in declining standards in all year groups. GCSE results in art and design have been well below average

for several years. Senior management has provided a number of support strategies in an attempt to improve teaching and learning in art and design, none of which had the desired effect until now. It is very regrettable that the situation in art and design reached such a low ebb that the subject was not offered as an option in Year 10 this year. This was a severe measure taken by the school in the light of the circumstances in art and design. With a new specialist appointment this year and a fresh start, art and design will be on offer as a GCSE course next year.

112. Pupils have only been offered a narrow range of drawing and painting equipment rather than the wide range of two- and three-dimensional materials prescribed in the National Curriculum. There have been no opportunities in class to explore the benefits of ICT, as part of the creative and investigative process.
113. A newly qualified teacher has taken responsibility for the subject this term and there are already some small indications that the situation is beginning to improve.
114. Pupils in Year 9 achieve standards that are below national averages in art and design. There is no evidence available to show levels of attainment in art and design on entry. No samples of previous work were available in the school. Work seen in class by pupils in Years 8 and 9 showed a strong use of line and tonal pencil work as the result of good demonstration and support by the teacher. There is currently no access to computers as a means of supporting and extending pupils' work.
115. Overall, pupils in Year 11 are working at levels that are below the national average and significantly below the standards of the 2002 GCSE results. The department has already started to implement strategies aimed at improving standards of attainment and increased pupil awareness of course requirements. Pupils are learning to improve their observational drawing and shading skills in an exercise that will extend their experience into batik, using a strong cultural theme.
116. Opportunities for pupils to become familiar with the work of famous artists have been very limited, although there are adequate resources for this in the art and design room.
117. More thought and planning now needs to be devoted to the provision of pupils with special educational needs and those identified as gifted and talented.
118. The new specialist is enthusiastic and determined. She is already raising levels of pupil expectation in the subject. Lessons are well prepared and resourced. Standards of teaching seen were satisfactory. Attitudes to learning are mostly good as pupils respond positively to the new, more challenging, enjoyable, supportive and encouraging teaching style. Consequently, behaviour is mostly good and new routines for learning are being well received by the majority of pupils.
119. At present, art and design makes little contribution to pupils' spiritual, moral, social and cultural education or to the ethos of the school. Whilst leadership and management have been unsatisfactory, there is now a wind of change. Although these are still very early days, new schemes of work, fully related to National Curriculum requirements, with new approaches to organisation and planning, and different teaching strategies, all indicate a clearer vision and direction for the subject, and for pupil development. Sustained support by the school will be needed for some time to come if these early signs of recovery are to be nurtured and developed.

## PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

### Main strengths

- Pupils' achievement is good in Years 7 to 9.
- Teaching is good.
- Teachers plan well in dance and gymnastics.

### Areas for improvement

- Pupils do not evaluate their work well.
- Schemes of work do not take enough account of individuals' needs.

Key judgements	Year 9	Year 11
Standards of work seen	Above average	Average
Achievement over time	Good	Satisfactory
Results in national tests and GCSE		Well below average
Quality of teaching	Good	Good
Quality of learning	Good	Good
Attitudes of pupils to their work	Good	Good
Leadership and management	No judgement possible	
Improvement since the previous inspection	satisfactory	

### Commentary

120. Standards are above average by Year 9. In non-examination courses taken by all pupils in Years 10 and 11, standards are above average. GCSE results are well below average.
121. Good standards of performance are evident in the successes of teams and individuals at both local and national levels. Skills of planning are good, particularly in dance and gymnastics, and most pupils become able to make appropriate choices when playing games. The ability to evaluate and comment upon the performances of others is less well developed. Standards of written work in examination classes are below standards of practical work. Although pupils write with satisfactory accuracy, they often fail to recognise how much depth and detail are required.
122. Pupils' achievement is good in Years 7 to 9 as is particularly evident in the very good progress in the early stages of learning new performance skills.
123. Teaching and learning are good in all years and no unsatisfactory lessons were observed. Teachers plan lessons skilfully to include a variety of activities and conduct them at a brisk pace so that pupils maintain good levels of effort, interest and concentration. Pupils of all levels of ability enjoy their work and behave sensibly so that they make good progress.
124. The very recently appointed acting head of department and his colleagues have a shared determination to raise standards. The need to match the schemes of work more precisely to the interests and needs of pupils is recognised as are the advantages of more formal observation of each other's teaching.
125. Unsatisfactory aspects of accommodation lead to inefficiencies of provision and reduce achievement in field games and athletics. The games fields are some distance from the school so that double lessons are reduced to singles by the time spent in travelling and changing. Throwing and jumping areas for athletics close to the school are now being built upon.

## BUSINESS AND OTHER VOCATIONAL COURSES

### BUSINESS EDUCATION

Provision in business education is **satisfactory**.

#### Main strengths

- Teaching and learning are satisfactory overall.
- The subject is well resourced. Computers are used effectively to assist learning.
- Teaching is accurate: teachers have secure understanding of the subject and its requirements, including the teaching of key skills.

#### Areas for improvement

- Some pupils in Year 11 in particular are very laid back and need to raise their aspirations and follow the guidance given by the teacher more assiduously.

	Year 11
Standards of work seen	Average
Achievement over time	Satisfactory
Results in GNVQ	Average
Quality of teaching	Satisfactory
Quality of learning	Satisfactory
Attitudes of pupils to their work	Mainly satisfactory
Leadership and management	Good
Improvement since the previous inspection	Not taught before

#### Commentary

126. An applied GCSE course is now running but the first group of pupils examined in summer 2003 followed a GNVQ double award course. This subject is well led and managed. Results in the GNVQ double award in 2003 were close to the 2002 national average. Pupils in this first examined group achieved better than expected.
127. In the current classes in Years 10 and 11, now studying an applied double award GCSE, standards are also average. Pupils have a satisfactory grasp of the functional areas of different businesses and, in lessons, they showed a growing understanding of the importance of customer services to a firm. They use computers confidently to research and present their work.
128. Overall teaching and learning are satisfactory. Teaching is accurate and benefits from direct experience in the business world. Teaching indicates a thorough knowledge of the requirements of the course. Work tasks are relevant and interesting, and appropriate emphasis is placed upon the development of independent learning skills. A small number of pupils in Year 11 are rather laid back in their approach to learning. At present, they are not sufficiently consistent in their approach to individual assignments to be able to meet their assignments.

#### Leisure and Tourism

129. This course is offered in Year 10 and has not made a good start. In the one lesson seen, pupils did not learn and their behaviour was poor. Most of the pupils on the course have little experience of leisure facilities in the area and although the tasks – carrying out research into local leisure facilities – are appropriate, the teaching did not inspire them to find out more, or make sure they behaved properly.

## Health and Social Care

130. This is another new course and pupils are already showing an interest and trying to do well. In the lesson seen, they responded well to suitably challenging work on emotional and physical wellbeing and could relate the teaching to their own experience. Written work is careful and pupils are already confident with specialised terms such as 'holistic'.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship is taught within the personal, social and health education programme. Four lessons in the programme were seen

### Citizenship

Provision in citizenship is **unsatisfactory**.

This subject was sampled and not inspected in full. There have been serious staffing problems associated with the establishment of this relatively new subject and, despite the efforts of the senior management to appoint a teacher to take charge of the subject, no appropriate candidates have applied. All pupils receive lessons in citizenship. Observation of Year 11 was limited to two lessons when outside speakers addressed the classes.

### Main strengths

- Textbook resources and the use of outside speakers and visits are satisfactory.

### Areas for improvement

- Teaching and learning are unsatisfactory overall. Too limited a range of teaching approaches is used, particularly in the lower years.
- There is no scheme of work or development plan for the subject.
- Assessment is not carried out and the standards pupils achieve are not reported to parents as is required by the National Curriculum.
- Standards seen in class and in books are below expectation.

### Commentary

131. There are no national comparative standards and no examination courses are undertaken. Standards by Year 9 are below the average indicated by National Curriculum description levels. It was not possible to grade standards accurately in Years 10 and 11. A satisfactory number of visiting speakers and visits contribute to citizenship education in Years 10 and 11, for example the prison service, and there are visits to the courts.
132. Teaching and learning in Years 7 to 9 are unsatisfactory. Teaching does not capture pupils' interest. There is over-reliance on the textbook and, in mixed-ability classes, no consideration is given to providing a range of tasks to meet pupils' varying needs. Pupils' work is not assessed in accordance with National Curriculum requirements and standards and achievement are not reported to parents. There is no scheme of work and no check or audit has been carried out to see where other subjects contribute to the development of citizenship. After several unsuccessful attempts, senior management hope to appoint a suitable teacher to take charge of the subject from Christmas onwards.

### Personal, social and health education (PSHE)

Provision in PSHE is **unsatisfactory**.

133. In Years 10 and 11, PSHE is included in the citizenship programme. However, the lack of suitable staff in this area, which is linked to religious education in the school structure, has

prevented the school from developing the area successfully. In Years 7 to 9, the programme appears to cover the required elements such as bullying and drug abuse. However, some of the resources are out of date and, in the lesson observed, the story on which the lesson on bullying was based used unfamiliar language and the message – that bullying is best countered by fighting back – was unsuitable.

## **ASDAN**

134. The course provides opportunities for pupils in Years 10 and 11 to learn to organise and plan their work, both as individuals and within teams. It encourages the development of skills likely to benefit pupils in their later lives. It offers accreditation to pupils in the form of Bronze, Silver and Gold awards.
135. The course is successful in raising pupils' self-esteem and establishing positive attitudes and relationships. It establishes a framework within which pupils achieve worthwhile success. Most pupils complete the course successfully and gain awards. In 2003, the number of Gold awards was the highest recorded by the school.
136. Pupils achieve highly. There are significant gains in lessons and, over time, in their ability to make an organised response to challenging work, to work with others and to meet deadlines.
137. The course leader has a very clear grasp of the needs of pupils and the means of helping them to develop confidence and skills. The quality of teaching is good and often is very good. Teaching is very well supported by the very effective learning support assistants.
138. At the time of the inspection, the course was temporarily based in the youth club. Learning was reduced by the lack of sufficient space for storage and display and even more so by the loss of access to computers.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	4

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	5
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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