

# INSPECTION REPORT

## **THE JO RICHARDSON COMMUNITY SCHOOL**

Dagenham

LEA area: Barking and Dagenham

Unique reference number: 133561

Headteacher: Mr A Buck

Lead inspector: Mr M Pavey

Dates of inspection: 10 - 12 November 2003

Inspection number: 259193

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 students:	11-18. A new school with ages 11 and 12 now on roll
Gender of students:	Mixed
Number on roll:	359
School address:	Cannington Road Dagenham
Postcode:	RM9 4BL
Telephone number:	020 8270 6222
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Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor G Bramley
Date of previous inspection:	New school – no previous inspection

## **CHARACTERISTICS OF THE SCHOOL**

This new school serves part of the very large council estate complex around Dagenham. It opened in very good temporary accommodation in September 2002. It will move to a permanent site, shared with other community services, in 2005. The area served by the school, although not unprosperous, is socially rather disadvantaged and the proportion of graduates is very low.

There are now 359 students, 180 in Year 7 and 179 in Year 8. The school is popular and already over-subscribed. There are more boys than girls, particularly in Year 8. Most students are of White heritage background. 299 are White, while there are 10 from Asian and 21 from Black backgrounds. There are 20 from mixed and 8 from other backgrounds. One student is at an early stage in acquiring English. There are 111 students, a high proportion, on the register of those with special educational needs (SEN). Of these, 13 have statements of SEN, an above-average number. The school provides for autistic students, and two such students have statements for this at present. There are also statements for dyslexia, and social, emotional and behavioural difficulties. Several of those with statements have a complex range of problems, including medical.

The level of ability for those entering the school in both years so far is overall below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17650	Martin Pavey	Lead inspector	Special educational needs English as an additional language
9724	Brigid Quest-Ritson	Lay inspector	
12179	Laurence Moscrop	Team inspector	Religious education Citizenship
31850	David Nevens	Team inspector	Music
7636	Dr Anil Sinha	Team inspector	Modern languages
28097	Sheila Nolan	Team inspector	Mathematics
1779	David Leonard	Team inspector	Science
20497	Dr Vernon Williams	Team inspector	Geography History
1782	Andrew Lyons	Team inspector	Information and communications technology Design technology Food studies
1085	John Laver	Team inspector	Physical education
12121	Jack Mallinson	Team inspector	English Drama
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good, new school**, where a vast amount has been achieved in a very short time. The headteacher's very able and committed leadership has already created a popular and successful school, with many strong features. Teaching is good and students make good progress. Inclusion is at the heart of the school's very good ethos. The school gives good value for money.

The school's main strengths and weaknesses are:

- Teaching is good in almost every subject, so that students learn well and make good progress. The school now needs to develop its *Framework for Teaching* further, to help able students make even better progress.
- Leadership and management are very good, seen for example in the first rate system for the assessment of students' work.
- Students' attitudes and behaviour are very good.
- The school strives to include everyone. This is seen in its excellent work for students with special educational needs.
- Care of students and consultation with them are very good.
- There is not enough provision for religious education. There should be a daily act of worship for all students, but assemblies take place only once or twice a week.
- The school has very good links with parents.

This new school has not been inspected before.

### STANDARDS ACHIEVED

**Students achieve well and make good progress.** When students join the school, their attainment is below the expected national level, but has reached this level by the end of their first year in the school. They make very good progress in mathematics, design technology, food and catering, and information and communication technology (ICT). They make good progress in almost all other subjects. Progress over last year was unsatisfactory in history, but has now improved. Across all subjects, students make good progress in the skills of literacy, and ICT. Their progress in numeracy skills is satisfactory. So far, no national tests or examinations have been taken, so no figures have been published to show how well these students have done, compared with others.

**Students have very good attitudes and values.** Their spiritual, moral, social and cultural development is good overall. Their attitudes to school and each other are very good. Behaviour is very good. Attendance is good and punctuality to school and lessons is very good.

### QUALITY OF EDUCATION

**The quality of education is good. Teaching is good** and having a positive effect on how students learn. Teaching is good in almost all subjects – very good in mathematics and ICT, and satisfactory in RE. Because teaching is good, students learn well. There is a high degree of consistency in teaching, and little teaching is less than good. This comes from the good application of the school's *Framework for Teaching*, a common system for all teachers. The systems teachers use for assessing students' work are very good and their marking is good. In most respects, the curriculum is good, with strengths in extra-curricular activities. However, it lacks enough RE and the school does not provide enough acts of religious worship. Care, guidance and support for students are very good. The school has very good links with parents. Accommodation and resources are very good and support the curriculum very well.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher leads very successfully and inspires staff, students and parents to aim high. With his able senior team, he has already established a very well run and popular school. Management by senior staff is very good. This has produced very effective systems for the assessment of students' work and the care they receive. Management for programmes of literacy and ICT across the curriculum are very good. Heads of subject and year manage their areas well. In almost all respects, governors lead the school very well. They have vision and a very good knowledge of the school. However, they have not ensured that the school meets its statutory obligations to provide the agreed local syllabus for RE or a daily act of collective worship for all students. Governance is therefore unsatisfactory overall.

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

Parents are highly satisfied with the school and support it strongly. They think the headteacher's leadership is first rate, that teaching is good and that students learn well. They are very pleased that their children attend this popular and already over-subscribed school. Students are also very positive about their school. They like their teachers and enjoy lessons. They appreciate the excellent involvement the school gives them in seeking their views and acting on them.

## **IMPROVEMENTS NEEDED**

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

- to continue its already very good work in the further development of its *Framework for Teaching*, by giving more encouragement for abler students to make even better progress,

**and, to meet statutory requirements:**

- provide a better education in RE, in line with the locally agreed syllabus, and
- provide a daily act of collective worship for all students.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY STUDENTS

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

When students start school in Year 7, their standards are below what one would expect. Literacy skills are weaker than skills of numeracy or information and communications technology (ICT). From this start, students make good progress, achieving average levels of attainment by the start of Year 8. Boys and girls make equally good progress.

#### Main strengths and weaknesses

- Within a year of joining the school, attainment in almost every subject has reached the expected national level.
- Almost all groups of students achieve well, making good progress in their different courses.
- Students make very good progress in mathematics, design technology, food and catering, and ICT.
- Boys and girls, those with special educational needs (SEN) and those with English as an additional language (EAL), make good progress.
- Gifted and talented students make good progress, but could achieve even better.
- Attainment in religious education is well below average and progress is unsatisfactory, because there is too little time given and no specialist teacher.

#### Commentary

1. Results for students joining the school in its first two years so far, seen in the points scored in the national tests taken at age 11, have been below average. The reading level of about half these students is below that expected for their age, so that literacy skills when students join are weaker than those of numeracy or ICT. As the oldest students are only now in Year 8, no national tests have yet been taken in this school. Because of good teaching and assessment, very good support of individuals, and careful planning of the curriculum, students have achieved well and have made good progress in their time at the school so far.
2. The school makes very careful and detailed analyses of students' progress towards the realistic but ambitious targets it has set for the first national tests which students will take in 2005 at age 14. In English, analyses so far confirm at least satisfactory progress in terms of the levels reached in the National Curriculum by the start of Year 8, but evidence from students' work shows that progress is good. From a level below the national average, standards have generally reached the nationally expected level. Students write accurately and neatly, with good command of spelling and punctuation. Most know how to structure sentences and paragraphs, and write attractively, with a good range of expression.
3. In mathematics, analysis of National Curriculum levels reached by the start of Year 8 confirm very good progress, and this is seen in the work of students observed during the inspection also. In science, standards are already average when students enter the school in Year 7, but they make good progress and standards are above average by the beginning of Year 8; most students work to full capacity in science, responding to varied and interesting teaching.
4. **When students enter the school their standards of literacy are below the expected level. Across the curriculum, standards are average by the start of Year 8, and this represents good achievement. All teachers know what is needed to improve literacy and how to set about it. In their numeracy skills, students have made satisfactory progress over their first year, and achieve average standards overall. Their levels of numeracy are sufficient to support their work in other areas of the curriculum. In their separate lessons in ICT, students achieve higher standards than expected nationally**

and make very good progress. Across the curriculum, standards vary according to how well ICT is provided, but are high overall and students make good progress.

5. In most other subjects, standards are below the expected level when students join the school, but progress is good and students achieve the expected national level within a year of joining. In religious education, however, standards are well below average, because the subject has not been given enough time and there is no specialist teacher, so that students' progress is unsatisfactory.

The following table gives a summary of students' attainment and progress over their first year in the school:

Standards in:	attainment	progress
English	average	good
Modern languages	above average	good
Mathematics	average	very good
Science	above average	good
ICT	above average	very good
Geography	below average	good
History	below average	unsatisfactory
Religious education	well below average	unsatisfactory
Design and technology	average	good
Food and catering	above average	very good
Art and design	average	good
Drama	average	good
Music	average	good
Physical education	below average	good
Citizenship	average	good

6. Girls join the school with higher results in English national tests than boys, while in mathematics boys' results are a bit higher. There is little difference in science. This difference continues in English, but the difference is less than that seen nationally. No particular differences in performance were seen in mathematics or science during the inspection. Differences are not marked in other subjects, except in physical education, where boys do better. However, both boys and girls achieve well, and make good progress in their work, whatever their levels of attainment.
7. Students with SEN, though their attainment is often well below average, achieve well. They are well supported in class and in the special lessons provided in the Student Support Department. English provides a catch-up group, as well as good materials to help students in class. In mathematics, science and all other subjects except religious education, these students make secure gains, thanks to good support and programmes of study. Students who speak English as an additional language achieve well also, in line with their peers. One student is at an early stage in acquiring English and is receiving good specialist help. There is one student who is looked after by the local social services, and who is making equal progress to other students in the year. Students from ethnic minority backgrounds achieve well. Though numbers in any one group are too small for reliable comparison, evidence so far suggests they are achieving more highly than their peers, with students from Black African backgrounds making particularly good progress.
8. Gifted and talented students are well selected for their various abilities. They are well known to their teachers and make good progress, in line with all other students. The school is aware that further work is

needed to provide a more demanding curriculum for them in several subjects, and that more able students in general are capable of greater challenge.

### Students' attitudes, values and other personal qualities

Attendance is good. Punctuality is very good. Students' attitudes to the school are very good. Standards of behaviour are very high. On balance, the spiritual, moral, social and cultural development of students is good.

### Main strengths and weaknesses

- Students are very willing to become involved in all aspects of school life because they are proud of the school and pleased to be there.
- Relations between students and teachers are very good. Students feel that their teachers respect them, which makes them want to do well.
- Students behave very well in lessons, and with consideration as they move around the school.
- Within a short time span, the school has developed a very strong sense of community.
- Students do not have sufficient opportunities to explore values and beliefs because a full programme of religious education is not taught.

### Commentary

9. Attendance is good. Students come very willingly to school and their promptness to lessons is very good. During the inspection, no classes were held up because of late arrivals, and lessons began and ended on time. The school has very good systems for monitoring and encouraging attendance. Parents at the meeting were very pleased with the school and the great majority cooperate well in encouraging good attendance. Attendance could, of course, be higher still.

### Attendance

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

Authorised absence		Unauthorised absence	
School data	6.4	School data	0.1
National data	7.8	National data	1.2

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

10. Students are very willing to become involved in all aspects of school life. One reason for this is that they feel proud of the school. Out of a substantial number of students interviewed during the inspection, very few had any criticisms to make. They considered that the school was a good place to learn because they were encouraged to do well in their studies there. Students said that they find their lessons interesting and that teachers help to motivate them. The success of the many lunchtime and after-school activities is further testimony to their desire to be part of the school.
11. Relations between students and teachers are very good. Students feel that their teachers respect them and take their views seriously. In turn they respect their teachers. This mutual respect is an important aspect of the school's very good ethos and one of the reasons why students are willing to work hard and do well.
12. Standards of behaviour are very high. Students behave consistently very well in lessons. They know what is expected of them and consider that, with few exceptions, their teachers are strict, but fair. Students appreciate that lessons are more interesting if teachers do not have to

spend undue time correcting behaviour. They are aware that some of their number do not find that good behaviour comes easily and they acknowledge the sensitive support provided by the Student Development department in these cases. Students also behave very well as they move around the school between lessons, at break and at lunch. They are considerate towards others, and friendly and courteous with visitors. Exclusions are used to maintain standards; the level is about average. The school is aware that the number of Black students excluded is proportionately far higher than of White, though numbers are too small for any conclusions to be drawn. It is monitoring the situation.

## Exclusions

### ***Ethnic background of students***

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

Categories used in the Annual School Census	No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	144	10	1
Mixed – White and Black Caribbean	2	1	0
Black or Black British – African	7	2	0

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

13. In the very short time since it opened, the school has developed a very strong sense of community. The school deliberately set out to promote students' social development in an inclusive manner. Curriculum subjects all draw attention to the benefits of people working together. This applies both within the classroom and to studying the wider significance of cooperation, for example in English literature and geography. The year teams and the school council work to promote a sense of belonging (together with the responsibilities that this entails) with considerable success.
14. Overall, the school provides well for students' spiritual, moral, social and cultural development. It provides a very good moral education. Students are given very clear examples which encourage good moral judgment. For example, the assembly seen during the inspection was a powerful reminder of the inhumanity of some acts during wartime, and was well followed up in tutorial work and a very good lesson in the Student Development department on *The Diary of Anne Frank*.
15. The full programme of religious education is not taught, so that students have fewer opportunities than they might to learn about beliefs and values. However, as the above example proves, such opportunities are provided. Opportunities to develop self-knowledge and a sense of spiritual awareness comes, for example, in an aesthetic sense in English and art. However, despite those opportunities, and others provided in assemblies, the absence of a full religious education course limits the breadth of provision for students' spiritual development.
16. The school's provision for social development is very good, for example in the encouragement to everyone to work well with each other and to behave considerately. Students respond very well and give visitors a warm and courteous welcome. Already, the school is providing a good range of cultural activities, for example in music, drama and an active programme of visits. It also makes a good contribution to students' multi-cultural education, for example in hosting the borough's diversity event and in celebrating significant days in major faiths. The school has still to identify precisely where it makes provision for students' spiritual, moral, social and cultural education and to monitor the success of what is provided. It is aware that this needs to be done.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching is good, and around a quarter of lessons are very good. The overall quality of provision by departments is good. Assessment systems are excellent, and the curriculum is generally good. Students enjoy very good standards of care and guidance, and there are excellent procedures for involving them in the work of the school. Links with parents are very strong.

### Teaching and learning

Teaching is good and is having a positive impact on students' learning. It is sometimes very good, occasionally excellent and only rarely unsatisfactory. Teaching throughout the school is very well supported by the school's *Framework for Teaching* which helps to sustain the consistency of the students' experience of learning in lessons.

### Main strengths and weaknesses

- The *Framework for Teaching* is very effective in promoting consistently high expectations among teachers and students.
- Teachers' planning is very good so that lessons meet individual students' needs.
- Much teaching focuses strongly on oral work to develop students' thinking skills, understanding, and recall of earlier learning.
- There is some very good use of ICT and other resources, resulting in good levels of concentration, interest, and raised aspirations.
- Lessons are generally very well structured, but do not always support students' independent study skills sufficiently.
- Most teachers make very good use of group work, but not all succeed in keeping their students committed to the task.

### Commentary

#### Summary of teaching observed during the inspection in 64 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2( 3%)	14( 22%)	36( 56%)	10( 16%)	2( 3%)	0( 0%)	0( 0%)

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

17. There is a very close match between the good teaching and the quality of students' learning. This results from teachers' consistent application of the school's *Framework for Teaching*.
18. Teaching is good overall, and students learn well. The greatest single quality of teaching is its consistency. This is a direct result of the careful training which all teachers and co-educators have received in the use of the school's *Framework for Teaching*. Though the *Framework* will need to be developed as students go through their secondary education, it has already proved its worth in this school, leading to good standards in almost every department and good achievement by students over their first year in the school. The *Framework for Teaching* encourages both individual and paired work. Mostly, these activities are well used, and students remain on their tasks, sustained by the very good relationships they enjoy with their teachers. However, students generally rely very heavily on their teachers and as yet there is little evidence that they are developing independent learning skills. In some lessons seen, over-careful application of the *Framework* led to too much talking by teachers, and there was some lack of stimulus for abler students. In developing its *Framework*, the school will need to

find ways of encouraging teachers to add the extra challenge which abler students need, which was amply provided in the lesson described below.

19. There were two excellent lessons and two which were unsatisfactory. One excellent lesson was seen in science, where a Year 8 class made first rate progress in building a periscope, to illustrate laws of reflection. An admirably chosen starter activity got everyone interested, and the main activity consolidated this by presenting it as a 'fun' challenge. Students learnt very effectively in pairs and the lesson ended with an excellent plenary session which proved the progress they had made. The unsatisfactory lessons, one in English and one in religious education, lacked pace and focus.

The following table summarises the quality of teaching and learning in the different subjects:

<b>subject:</b>	<b>teaching and learning</b>
English	good
Modern languages	good
Mathematics	very good
Science	good
ICT	very good
Geography	good
History	good
Religious education	teaching – satisfactory learning - unsatisfactory
Design and technology	good
Food and catering	good
Art and design	good
Drama	good
Music	good
Physical education	good
SEN	very good
Citizenship	no teaching seen

20. Generally, teachers have a thorough command of their areas of the curriculum. Most have a relentless focus on structuring subject knowledge sharply so that students know clearly what is to be learned. This is particularly strong in mathematics, science, ICT and music.
21. Most departments plan lessons very well and the majority conform to the school's requirement that each lesson shall have three sections, each broken down into a number of smaller parts. This approach, mostly applied well, ensures common expectations from both teachers and students. Students are very clear about what is expected of them, and the range of activities provided supports concentration and application to tasks; this is particularly noteworthy in science and mathematics.

22. In the most successful lessons, teachers' use of well presented materials, both visual and oral, helps to enthuse students and encourage them to achieve well. These approaches are used well, for example, in mathematics, science, ICT and in some English lessons. The following approaches, seen during the inspection, led to good learning for both boys and girls, including those with special educational needs:
- a range of visual resources, particularly ICT, to demonstrate specific teaching points,
  - skilful and detailed questioning techniques to involve all students and increase their thinking and communication skills,
  - reflective starter activities and interludes to stretch students' imagination and thinking,
  - modelling of tasks, well reflected in the involvement of students in demonstrations.
23. The use of ICT to aid teachers' demonstrations was consistently successful in mathematics, allowing teachers to concentrate on assessing individual students' learning.
24. All teachers have benefited greatly from professional development and induction activities in the school. Both parents and students report a high level of satisfaction with lessons. Notably, teachers and co-educators in the Student Development department promote very effective teaching and learning. They focus clearly on the individual needs of every student. Within lessons, many co-educator assistants have a detailed understanding of the students' needs and support their teaching well. Across the school, the needs of all groups of students are well met. There was no obvious difference in the responses of boys and girls during lessons, and all learn equally well. Gifted and talented students are well taught and learn well, in common with their peers. They, and abler students generally, do not always achieve all they might, but teachers of students on the gifted and talented register know who these students are, and are starting to provide suitable materials and experiences for them. Areas for development in this work are discussed in the report on the curriculum, below. There are very few students at an early stage of learning English as an additional language; teaching for the one student receiving specialist support is good.
25. Generally, homework is used well to advance and consolidate students' learning. However, in a few areas, it is not well used, particularly in religious education and citizenship.

### **Assessment**

26. The school has made an excellent start in implementing very thorough whole-school systems and procedures to assess and track students' attainment. All subjects contribute regular modular assessments to these central records. Students' work is clearly graded using National Curriculum levels and sub-levels, and this information is shared effectively with students so that they and their parents are clearly aware of their progress. The LEA has worked extensively with the school so that, in the absence of external examination data, the school can ensure the validity of its assessments.
27. The marking of students' work is good. It is regular, frequent and often diagnostic. Generally, students are aware of the quality of their work and how they can improve. Within lessons, students regularly receive good and immediate oral feedback. Particularly good examples of involving students in their own assessment in lessons were seen within English, mathematics, history, physical education and within the Student Development department. Many teachers use targeted questioning very effectively in assessing students' understanding in lessons, and make good use of mini white boards to demonstrate the standards students have reached.

## The curriculum

The curriculum does not meet legal requirements because it does not provide enough religious education or a daily act of collective worship. In other respects, the curriculum is good and well planned, with particular strengths in its excellent provision for students with SEN and its very good measures for the inclusion of all students in the education process.

### Main strengths and weaknesses

- The curriculum is generally well planned and provides well for students' needs.
- The provision made for students with SEN is an outstanding feature of the school.
- There is not enough religious education, and so the school does not teach the locally agreed syllabus fully enough.
- The school is not providing the regular, collective worship it should.
- Accommodation and resources for learning are very good.
- Opportunities for extra-curricular activities are very good.

### Commentary

28. The curriculum is generally good. It provides an appropriate range of subjects and is well planned to develop students' interests as the school starts to provide for them in the senior years. The planning of the curriculum in individual subjects is very good, with well structured overviews in each subject, leading to good schemes of work and lesson plans. The planning of homework is good, so that homework extends the curriculum positively into learning of good quality after the school day. When the very wide programme of extra-curricular activities is also considered, especially the active and helpful homework clubs, provision for activities beyond lessons is very good. Take-up of these activities is high and the range of activity offered is good. The school provides well for sport and the arts. There are many sports activities, already there have been drama productions and there are flourishing music clubs and groups.
29. The civics department provides religious education, personal, health and social education (PSE), and education in citizenship. The PSE programme is good, and tutors take a full part in extending PSE topics during tutorial time. Units of work in the citizenship programme, such as resolving conflict and the significance of the media, add valuable material to discussion of PSE issues. Lessons in citizenship, with related lessons in other subjects, for example geography and history, combine to provide a good education in this area. The civics and science curriculum provides carefully for education in sex and relationships. Time for religious education is greatly restricted. As a result, it is not possible to teach the locally agreed syllabus, so that statutory requirements are not met and the curriculum is deficient in this respect. In the same way, there is an assembly only once or twice a week. The whole-school assembly seen was moving and well performed, but legal requirements for a daily act of collective worship are simply not met. Daily tutorial time is well used and offers a good opportunity for the development of the act of worship.
30. The Student Development department provides first-rate support for the many students who benefit from it. Its curriculum is wide and flexible, and covers programmes for such aspects of need as autism, physical development and behaviour support, as well as the very effective extra support it gives for literacy and numeracy work. It supports students of all abilities. For example, two students on the gifted and talented register were seen in a lesson on reading, which was also designed to help them develop better relationships. The curriculum for work in small groups and with individuals is carefully constructed, in partnership with the English and mathematics departments. Well trained co-educators work closely with teachers in mainstream classes to support students who have statements. The department is a leading

example of the school's very good practice in the inclusion of students from every background and with every need, in the education it provides.

### **Example of outstanding practice**

#### **An example of inclusion in practice - a lesson in reading for students in this school and a local special school, to give them all confidence in reading and social development.**

It wasn't clear that *Snow White in New York* was going to be a fascinating text. It was, not because of the story, but what the teacher made of it. First, the students in this school were invited to recall what they remembered of the story, and then to say what they knew of New York. When five pupils from a local special school joined them, with much politeness and diffidence, the Jo Richardson students had a lot to tell them. The teacher, very well supported by staff from the visiting school, was expert in coaxing students from both schools into reading the text, and it wasn't long before all students were trying some reading and writing. Everyone had a really successful lesson, and forgot who came from which school. The teacher had her eye on three possible pupils from the special school who could soon be able to join some mainstream classes in Jo Richardson, and from the enthusiasm they showed, they might not have to wait long. When they join, their teachers and parents will know they will have first-rate support from the Student Development department.

31. The school has greatly helped the local authority in offering its accommodation for the education of its younger secondary students who are at an early stage of learning English as an additional language. Its one student currently in this class is receiving a careful education, with particular emphasis on reading. The curriculum for gifted and talented students is well coordinated and is developing well. All departments are aware of the students on the register and are starting to provide for them. Good materials and practice were seen, for example, in mathematics, ICT, French, drama, music and physical education. More specific material for extended work is needed in English, science, design and technology, history, geography and religious education. The overall effect of these programmes is to provide very well for the inclusion of all students in the education process. This school reaches out to help students in other schools as well.
32. Accommodation is very good. The only factor in an otherwise excellent provision is the relative lack of sports accommodation, and this is to be put right when the school moves to its permanent new site. Rooms are spacious, immaculately clean and well presented. There are no graffiti or litter. The school has been admirably designed, and is a light, welcoming and colourful place. Resources are very good also. They are plentiful, accessible and well used. Computers are well supplied and every department has the chance to use them. New laptops were arriving in the Student Development Department at the time of the inspection.

### **Care, guidance and support**

Standards of care are very high for all students. Their support and guidance is also of very high quality, and that provided by the Student Development Department is excellent. The processes for involving students in the work of the school are excellent also.

### **Main strengths and weaknesses**

- Students consider that they are looked after very well, and feel secure in school.
- The Student Development Department provides outstanding care, support and guidance.
- Overall systems set up by the school to support and guide students' academic and personal progress is highly effective.
- Students play an active role in all aspects of school life.

### **Commentary**

33. Students consider that they are looked after very well. Students interviewed during the inspection commented that they felt safe and secure in the school. There are comprehensive yet sensitive procedures for child protection. As part of the school's plan to promote students'

social development and build a sense of community, members of staff make sure that they know students well. Procedures to help new students settle in are particularly thorough. Students know whom to approach if they have problems, for example with bullying, and they have the confidence to act.

34. The Student Development Department provides outstanding support for students. It caters for any perceived need or potential barrier to learning and thus makes a major contribution to inclusion and progress. The department is highly successful in looking after students who need particular care – for whatever reason. It helps a wide range of needs, including students with behavioural problems, autistic and physical problems. Perhaps most important, it is a place where students who lack confidence or are dismayed by an event at home or a setback during the day can come for reassurance and fresh purpose. At times like this, the head of department's magic wand comes in very handy, and an understanding chat, followed by a confident wave over a troubled head seldom fails to have a tonic effect.
35. The school has set up highly effective systems to support and guide students. Their progress, both academic and personal, is recorded as a matter of routine. The school makes good use of modern technology for this, but it is the way students' progress is monitored at regular intervals with the students themselves that makes the system so effective. It is not just the teachers and tutors who record students' progress: students also note their own. Twice a year they meet for a formal review session with their parents and their tutors to discuss how they are doing and where they need to improve. Students interviewed said that they found these review days very helpful.
36. Students play an active role in all aspects of school life. Processes for involving them in the work of the school are excellent. They play a full part in monitoring their own progress, and in assessing their work and their behaviour. Students with special educational needs contribute to their own reviews. The School Council is an elected and fully consultative body. The current chairman is a student from Year 7, newly arrived in the school. Students feel that they are consulted and that their opinions are taken seriously. This applies both in the day-to-day running of the school on its present site and in the planning of the new campus.

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

Links with parents are very strong. Links with the community have developed well since the opening of the school and are good. Links with other schools are good overall, stronger in pastoral matters than in the curriculum.

### **Main strengths and weaknesses**

- The school has close and productive links with parents, who think highly of it.
- Parents receive very good information about the school and the progress their children make throughout the year.
- Curricular links with primary schools have only just begun; there is some way to go in forging these.

### **Commentary**

37. The school has close and productive links with parents. Though tutors are intended to be the main point of contact, it has been made easy for parents to contact heads of year by a direct line and an answer phone. Parents are routinely told when their children have done well, not just when there are concerns about work or behaviour. Students' planners are used well and routinely checked to ensure that they function as an effective home/school link. The school routinely surveys parents for their opinions. Those parents who came to the pre-inspection meeting for parents said that they felt involved in the school and consulted about matters of

importance. They considered that the school gave their concerns a fair hearing and also listened to suggestions.

38. Parents get very good information about the school itself and about the progress that their children make there. The school gives them an extensive range of general information, well written and well produced. This information provides a clear picture of what the school offers and what it expects. The weekly newsletter, *The Seagull*, ensures that parents know what is going on. At appropriate times during the year, it gives information about the modules being studied. Parents also receive very good information on their children's progress, throughout the school year and not just at the end. There are two review sessions where parents and students come to talk about progress with the class tutor, as well as a consultation evening with subject teachers. In addition, there are two reports: an interim one and a final report, which summarises the whole year briefly. The combination gives parents a very clear picture of what their children can do, as well as pinpointing the precise areas where they need to improve.
39. Curricular links with primary schools have only just begun. As a new establishment, the school has had to develop links with primary schools in the area. The initial emphasis has been on pastoral links to smooth students' transition to secondary school. These links are progressing well, particularly via the Student Development Department. This department has established an excellent link with the local special school, as illustrated in the report on the curriculum, above. It has also established extensive and useful links with health and welfare services. It is only since the beginning of the current academic year that contact has begun with the Year 6 staff and students in nearby primary schools. There is some way to go in developing these. In one important respect, the school has made a firm and successful link with the primary schools, in adapting the borough's teaching and learning policies and continuing these in its *Framework for Teaching*. Students joining the school are already familiar with the attitudes and procedures which the *Framework* requires, and can start to make good progress straightaway.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good. Leadership provides a very clear vision of how the school will progress and how to get the best achievement for its students. Management is very capable and has introduced clear and effective systems. Governance gives a very good sense of direction for the school, but has not ensured that the curriculum complies with some significant statutory requirements. Despite its considerable grasp of almost all important issues, governance is therefore unsatisfactory overall.

### **Main strengths and weaknesses**

- The headteacher leads very well, with very clear vision and purpose.
- Governors have brought this successful school into being, believe in it strongly, and are very well informed about it.
- Governors and headteacher have not ensured that this new school meets requirements for the teaching of religious education and the provision of a daily act of collective worship.
- Management by the senior team is very good, particularly in setting up excellent systems for the assessment of students' work.
- The headteacher and senior staff have created a very good ethos, with a real sense that everyone is included in the process of education and can get the most from their school.
- The work of the Student Development Department is an outstanding example of the process of inclusion.
- Finances are well managed and the school gives good value for money.

### **Commentary**

- 40. In most respects, the governors fulfil their statutory responsibilities well. They provide a very good sense of direction for the school, support it strongly and hold it to account for the quality of its work. As the chairman remarks, two years ago there was nothing to be seen of the planned new school, and now there is a very successful school, much sought after by parents. Governors are ambitious for their school, and want there to be no limit to its goals for its young people. Governors and senior team work closely together and respect each other highly. In two respects, though, governors are not fulfilling their statutory duties. They have not insisted that the provision of religious education meets the requirements of the locally agreed syllabus, or that the school provides a daily act of collective worship. The school held an assembly for the whole school once a week last year, but this year it is only once a fortnight. There is a weekly assembly for each year, so that students have one or two assemblies per week. At present, the daily tutor meetings do not provide an act of worship, so that the school is not meeting legal requirements for this.**
- 41. The headteacher's leadership of the school is very good. With the governors, he has a very clear vision of how the school will grow and succeed in the years ahead, and is single-minded in his determination that good teaching and learning will lead to high standards and good progress. Senior staff also provide very good leadership, working to realise a school of high quality in all respects. The senior team achieves a very positive ethos, partly because they insist that no detail shall be less than good, and partly because they combine a friendly, 'can do' approach with considerable grasp of the techniques of leadership. For example, they have established a successful, common approach to teaching, so that teaching is good in almost every subject. Strategic planning is excellent. There is a very clear and well monitored strategic plan, with 16 well chosen priorities which reflect the central concern for teaching and learning very well. Leadership of the curriculum is no better than satisfactory overall. It has some very strong points, including the vision to plan courses now which will lead to worthwhile vocational courses later, and a competent format for planning the curriculum in every subject. However, leadership is responsible, with governors, for a curriculum in which statutory requirements are not met.**
- 42. Very good leadership has achieved a huge amount in a very short time. The school is only in its fourth term, but already has very good systems to encourage high achievement. In this situation - a new school in a challenging social area - leadership has to be very good to ensure solid, overall good progress, and this is what has been provided.**
- 43. Leadership by senior team and governors inspires staff to strive for an inclusive school. Leaders' commitment to inclusion is excellent and the quality of what is provided is very good. Students from all backgrounds thrive, and no-one is denied the chance to do well. Individuals have a real voice because staff treat students with consideration and the school makes a point of encouraging real democracy. Governors lead better because they invite the student council to address them and put questions to governors. This is a remarkable achievement for a school in which the oldest student is no more than twelve.**
- 44. The Student Development Department is an outstanding example of inclusion in action, and of first rate, practical management. The department is central, very well laid out, and provides support for a great range of small groups and individuals. It is particularly successful in assessing individual needs, monitoring individual progress, and improving the literacy skills of the students referred to it. It manages the needs of**

those on the register of SEN very well, maintaining extensive documentation and well presented statements. It provides specialist expertise for autistic students, and is the base for the very effective work of the school's behaviour support team. The team runs a careful and successful programme for those at risk of exclusion, and manages to re-include a large number of students who would otherwise miss periods of education. The department is also the base for the school's very positive learning mentor and co-educator programmes, which give support to individuals and groups, including some who are gifted or talented. The department makes very good use of the government grants it receives from the Excellence in Cities programme, and this fund is also well used in the school's separate but related work for the gifted and talented.

45. Management of the school's well established new systems is very good. Self-evaluation is thorough, especially of the performance of departments and individual teachers through the school's quality assurance process. Management of programmes for literacy and ICT across the curriculum are very good. The headteacher's evaluation of the school in preparation for this inspection showed detailed knowledge of the school and its systems, though conclusions over-estimated the quality of a large number of aspects. Performance management is very effectively managed, and systems for the assessment of students' work and progress are excellent. The professional development of staff is very good; there is an intensive induction process for new teachers, while the school has provided more training days for staff than is required, so that teachers can be thoroughly prepared for its particular approach to teaching.
46. The management of departments and years is good overall. Heads of subject manage their areas and plan the curriculum well, with a good knowledge of how their staff and students are performing. Heads of year know their students well and make good use of the very competent systems for their care and welfare. The following is a summary of the quality of overall provision in each subject:

subject	overall provision
English	good
Modern languages	good
Mathematics	very good
Science	good
ICT	very good
Geography	good
History	satisfactory
Religious education	poor
Design and technology	very good
Food and catering	very good
Art and design	good
Drama	good
Music	good
Physical education	good

SEN	excellent
Citizenship	good
Literacy across the curriculum	very good
Numeracy across the curriculum	satisfactory
ICT across the curriculum	good

47. **The recruitment and retention of staff are very well managed. The school is fully staffed with capable teachers, co-educators and other staff. All work very well together, and so far no teacher has left the staff. Support staff are well deployed and all give good service. For example, the very hard-working site supervisor works very well with senior staff to ensure the good running of the school. Financial planning is in good hands. The finance officer works well with the headteacher, keeps careful track of income and expenditure, maintains good records of how the school's specific grants are spent, and accounts well for expenditure to governors and local authority. The school makes good use of the principles of best value, for example challenging itself by asking parents, students and teaching and non-teaching staff to complete questionnaires giving their views of the school.**
48. **The school has done well to raise achievement already, despite its very short life so far, in an area of some deprivation, which generally lacks an emphasis on academic success.**

#### **Financial information**

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

Income and expenditure (£)	
Total income	937325
Total expenditure	937325
Expenditure per student	2611

Balances (£)	
Balance from previous year	0
Balance carried forward to the next	0

*Note: this new school has not yet received a set budget, as it is still being established. The financial year 2002-03 was its first.*

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

## SUBJECTS AND COURSES IN KEY STAGES 3 AND 4

### ENGLISH AND MODERN FOREIGN LANGUAGES

#### English

Overall the quality of provision in English is **good**. This is a summary of the judgements about the subject:

Standards	Average
Achievement	Good
Teaching and learning	Good
Leadership	Good
Management	Good

#### Main strengths and weaknesses

- Students achieve well.
- Teachers are fully committed to the welfare and progress of students.
- Quality and use of assessment help students to achieve well.
- Teachers should encourage more discussion and independent learning.

#### Commentary

49. Standards of students in Year 8 are in line with nationally expected levels. Students write accurately, with good command of spelling and punctuation, particularly dialogue. Most know how to structure sentences and paragraphs. Their written work, thoughtful and neat, includes diaries, poetry criticism, comments on novels and study extracts from Shakespeare plays. Their poetry is sincere, and attractively word-processed. Other creative writing is limited to developing ideas from the literature they study. Boys attain less well than girls, but the difference is less than the national difference. There is no significant difference in the attainment of students from different ethnic origins.
50. Students enter at standards below the national average, but by end of Year 7 are in line. Judged by the tests given by the school, most are making at least satisfactory progress. Judged by work seen in Year 8, their achievement overall is good. Those with special education needs make good progress, due to much individual support and effective catch-up classes in each year. Those who are gifted and talented are identified, and sometimes given extension work, but this needs developing.
51. Teaching and learning are good. Teachers have good command of the subject. They plan well, though occasionally they run out of time by the end of the lesson. They set appropriate objectives and explain them clearly. They have very good control of their classes, due to friendly relations with students, who accordingly behave very well. Teachers mark thoroughly and helpfully, often writing detailed comments about how to improve. Assessment, and its use to guide learning, is a great strength.
52. Some aspects of teaching need further consideration. Chiefly, teachers give too little opportunity for students to think for themselves and share ideas. Questions tend to require factual answers rather than to seek opinions supported by evidence. The ablest students are not always challenged sufficiently. Students become too dependent on the teacher, and remain passive for too long. When small group work does occur, students seize the opportunity enthusiastically. Speaking is given less prominence than it should. The lively cut and thrust of argument is rare.
53. Standards of reading are mostly in line with expected levels, but more could be done to foster private reading and the discussion of books. Some students read aloud only hesitantly, and need more practice, perhaps in small groups. They need good modelling, and encouragement to try again with more expression and vigour.

54. Leadership and management are both good. There is a successful team approach to running the department, based on a clear vision of what is needed. Schemes of work are detailed and appropriate, coupled with very good assessment procedures. The folder of exemplar work is a useful guide to all staff. Extra-curricular activities are good, with an annual *readathon*, clubs to support those who have weaknesses, and visits to the Globe Theatre. Aspects that need further development include a greater emphasis on reading and use of the library, and most importantly the regular use of ICT to improve research, learning, and redrafting.

### Language and literacy across the curriculum

Overall, the quality of provision for literacy is **very good**.

55. Standards of literacy are average. This represents good achievement, as students enter the school with standards below average. Good progress is achieved because the school ensures that all teachers, in all departments, know what is required to improve literacy and how they should set about it.
56. All staff have received training in the teaching of literacy, with support from the Borough adviser. Guidelines are clear and comprehensive, and kept up to date. All departments are required to include references to literacy in their schemes of work. These references must be specific, indicating for a particular lesson how a particular objective in the literacy programme should be taught. Furthermore, the school issues to all staff a “weekly literacy focus”, so all lessons and tutor periods include that particular focus during the week. Some thirty students working towards level 4 in English, the expected average level of the National Curriculum, attend “catch-up” classes, in which the weekly focus will be dominant. The school audits what each department is doing, and issues a yearly report of progress.
57. Good practice was observed in all subjects and in many tutor periods. In the latter, students engage in silent reading at least twice a week. They are encouraged to debate and present their ideas to the whole form. They are also required to listen attentively, and comment on what others have just said. Presentation of written work is of a good standard, with regular checks that all students carry the necessary writing materials. High standards of speaking and listening are insisted on in most subjects, particularly mathematics, history, geography, music and physical education. In all subjects students record the most important technical words in their books, and these are displayed on the classroom walls. A great deal has been achieved in little more than a year. Plans are in preparation for paired reading, and the deployment of people from the community to support weaker readers. Use of the library is likewise due for further development.

### Modern foreign languages - French

Overall the quality of provision in French is **good**. This is a summary of the judgements about the subject:

Standards	Above average
Achievement	Good
Teaching and learning	Good
Leadership	Very good
Management	Very good

### Main strengths and weaknesses

- The school has laid a solid foundation for the teaching and learning of French.
- Overall, good teaching in French leads to higher than average standards and good achievement.
- Students are keen to learn French. Their attitudes help them make good progress.

- Further integration of reading and writing activities is needed.
- Teachers need to integrate ICT more thoroughly in the process of teaching and learning.
- Teachers should increase the pace of learning and challenge, and enhance students' skills of learning the language with more independence.

### Commentary

58. Standards in French are high in both years. Students' spoken French shows considerable promise. Their written French, however, needs to be developed further to reach comparable standards. Students' achievement is good overall, with some students reaching higher levels than expected.
59. Teaching in French is good overall, with some very good features. Teachers demonstrate much enthusiasm for effective innovation, thoughtful planning, consistent use of the target language, and suitable class management skills. Teaching strategies involve all students so that all groups of students achieve well. Also, individual support is well provided to those who need it. Further refinements in these practices are likely to raise the standards for all, including in particular the gifted and talented students as well as those needing developmental support. More writing, and more ICT-linked work, will also lead to the consolidation of students' knowledge and skills in the subject.
60. Students' learning is good overall, although a minority, especially in Year 8, trails behind their peers. Most students are keen to learn the language, practise it with enthusiasm and are prepared to form new expressions and to take part in short dialogues and written activities.
61. Leadership and management of the French department are very effective. A consistent teaching practice is evolving across the school with well-constructed schemes of work, an emerging system for assessment and record-keeping, an ethos of good support and care for students and a successful deployment of the available resources.
62. Modern languages have made a good start and have benefited from the sustained support from the local education authority, both for planning the subject and for developing its teaching practice. Senior managers have consciously created an ethos which values the study of a modern language. This very positive ethos has been reinforced by support from parents and governors, resulting in students' good progress and achievement. Extra-curricular activities, such as the after-school and lunch clubs, as well as educational visits, have all been most useful in raising students' achievement and standards.

## MATHEMATICS

Overall the quality of provision in mathematics is **very good**. This is a summary of the judgements about the subject:

Standards	Average
Achievement	Very good
Teaching and learning	Very good
Leadership	Very good
Management	Very good

## Main strengths and weaknesses

- Standards overall are at least in line with nationally expected levels for both Years 7 and 8.
- Most students make better than expected progress across all areas of mathematics.
- Teaching is very good. There is a strong focus on thinking and oral skills.
- ICT resources are very well used to support students' learning in mathematics.
- There is scope to enrich the mathematics curriculum still further with a range of multi-cultural and independent learning activities.
- Teachers miss opportunities afforded by very good immediate classroom assessment to record students' individual strengths and weaknesses.

## Commentary

63. At the beginning of Year 8, inspection evidence indicates that standards in mathematics are in line with nationally expected levels. This judgement is supported by the school's comprehensive data, validated by the LEA.
64. Achievement in lessons and in the students' exercise books is generally at least good in both Years 7 and 8. The students' end- of-year examinations and module tests indicate that most groups are making very good progress. There is no significant difference in the progress of boys or girls. However, some students whose attainment is well below average on entry make slower progress than their peers. In particular, these students have weak numerical skills and some are hampered by their reading and interpretative skills. Nevertheless, these students made good progress in their work on shape and space and in accuracy in scale drawing. The department has introduced a range of activities to support them.
65. Students of average attainment on entry achieve very well in pattern-spotting activities and in explaining their answers, a result of the department's strong focus on thinking skills. However, they also have some difficulty with numerical work, particularly in operations with negative numbers. Higher-attaining students are very successful in work with angles in complex shapes and in manipulative algebra. Here too, their understanding of directed numbers is not fully secure. At all levels, the students' oral skills are strong, but there are few examples of extended report writing through the making of investigations.
66. Teaching is consistently very good. Lessons are very well structured and securely based on the school's *Framework* for teaching and learning. The department uses the arrangement of classrooms and good ICT and other resources very well, so that students do not lose concentration or waste time. Targeted questioning is particularly well used to assess students' learning, as are group and individual activities. Because of teachers' consistency of approach, students are clear about what is expected of them, in behaviour and attitudes. Working relationships are very good and teachers are committed to helping students achieve their best. Students learn well because of the consistently high expectations of teachers and their strong focus on thinking and oral skills. Although marking, individual guidance and assessment in lessons are very good, teachers miss day-to-day opportunities to record the students' strengths and weaknesses in the different aspects of mathematics, and so to help their further planning.
67. The quality of leadership is very good and is a strength of the subject. The head of department has a clear vision for its development and has encouraged a committed team approach. However, there are missed opportunities to enrich the students' experience. For example, library provision for mathematics is under-used, and chances to learn out of hours are limited.
68. The department is very well managed. The very good organisation of the rooms and resources, the continuing professional development of teachers, and the support of the LEA have made a strong contribution to the department's very good start.

## Mathematics across the curriculum

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

69. Standards of numeracy are average overall, and sufficient to support the students' work in other curriculum areas. However, manipulative number work is weaker than the students' understanding of graphical relationships. This is particularly clear in science, where graphical skills are taught and used effectively very early in the curriculum. Students use accurate measuring skills in design and technology, as well as problem-solving skills, for example in the resistor project. The art department lays a strong emphasis on correct mathematical vocabulary and liaises closely with the mathematics department on aspects of teaching shape and space. Although students' numeracy skills are sufficient to support work in geography, there is not yet a clear departmental strategy to use or develop numeracy. Within physical education, students use aspects of numeracy in athletics. In music they are made aware of rhythmic patterns and spatial structure in composition.
70. The school has a comprehensive numeracy policy that provides very good guidance to departments on consistent methods for calculations, data handling and graphicacy. Opportunities for departments to use and enhance the students' mathematical skills are highlighted. However, not all departments have yet incorporated numeracy into schemes of work, nor is the whole-school audit complete. Nevertheless, the current work provides very good foundations for future developments.

## SCIENCE

Overall, the quality of provision in science is **good**. This is a summary of the judgments about the subject:

Standards	Above average
Achievement	Good
Teaching and learning	Good
Leadership	Good
Management	Good

### Main strengths and weaknesses

- Good teaching and learning lead to good achievement.
- Students concentrate very well because relationships are very good.
- Well-targeted questioning and brisk pace result in almost all students working at full capacity.
- High attaining students are not always encouraged to extend learning beyond basic lesson content.

### Commentary

71. When students enter the school in Year 7, standards are average, but they make good progress, so that standards are above average by the beginning of Year 8. Students achieve well, most working to full capacity in response to varied and interesting teaching. Teachers' questioning encourages them to think through problems for themselves, helped by teachers' very good emphasis on aspects of scientific enquiry. In Year 8, for example, students used their scientific understanding about reflection of light to plan and then build working periscopes. Students can explain recent work confidently, but their recall of earlier work is less secure because it is not reviewed frequently enough.
72. **Teaching and learning in science are good overall, although they vary between excellent and satisfactory. Students enjoy science lessons because they are fully**

engaged in learning for themselves. Lessons are very well structured with a 'starter' activity, such as a quiz, that engages interest and focuses attention on the main theme. Almost all lessons move at a brisk pace, allowing no time for students to drift. Teachers establish very good relationships by demonstrating their concern for the progress of each individual. Students say they feel secure and that their contributions will be valued by teachers and other students. As a result, they participate fully in lessons and concentrate very well. Key features of the best lessons are the care taken by teachers in grouping students for paired work and targeting well framed questions to named students. Learning was excellent in one lesson because able students consolidated their own learning by helping others, while a co-educator provided very good support for students with special needs, prompting them to use scientific knowledge in working out for themselves the pathway of light through a periscope. Teachers use questioning very effectively to engage all students equally in the content of lessons. Questions are graded carefully to push high attaining students, for example to explain how a test for acids and alkalis could be modified to make it fair, while at the same time ensuring that others also experience success. Similarly, homework is set at different levels, consolidating learning from lessons; students are directed to the appropriate level, almost all responding positively to the tasks set. Although higher attaining students are further challenged by activities outside the classroom, such as the annual summer school, teachers make insufficient use of additional work in lessons to further extend their learning. Students' written work is marked up to date and most teachers set targets to help them improve further. However, this is not always the case and comments are sometimes superficial.

73. The recently appointed head of department has a clear vision for development, based on showing future citizens how science is relevant to everyday life, and allowing them to make informed decisions, for example about factors affecting their health. While leadership and management are potentially very good, monitoring of teaching is not yet effective enough to ensure that excellent practice is consistent across the department.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Overall, the quality of provision in ICT is **very good**. This is a summary of the judgements about the subject:

Standards	Above average
Achievement	Very good
Teaching and learning	Very good
Leadership	Very good
Management	Excellent

### Main strengths and weaknesses

- Students attend closely and work hard. They achieve highly and make very good progress.
- The range and quality of resources for use by students is excellent.
- Students have very good opportunities to access ICT, in and out of lessons.
- The school's Intranet enables students to have access to materials for the curriculum.
- More focus is needed on supporting the higher attainers, so they are stretched even further.

### Commentary

74. Attainment on entry is variable, and broadly at the national average level, though often just below. Standards seen by the present stage of Year 8 are now average; they are above

average for many and well above for a significant minority. Because of the way the classes are organised, working in boy and girl pairs, all achieve equally. Lower attainers and students with SEN make good, and often very good, progress, so that they too work at national average levels. Students with English as an additional language also make very good progress and reach national levels.

75. Achievement in Year 7 is good and accelerates through the year. The school ensures that all students move forward at an appropriate pace, consolidating their knowledge and filling in the gaps, and then quickly moves into a wide range of stretching activities. In Year 8, progress continues to move forward quickly, so students achieve very well.
76. Teaching is mostly very good, with some excellent organisation and materials which leads to very good learning. The Intranet, with focussed curriculum materials, aids this process. Lessons are well structured and students are constantly challenged. However, on occasions, teachers end students' tasks earlier than necessary; more time could be given to develop their work even further. Students have very good attitudes and behave well. There are some opportunities for the higher attainers to be extended by the use of further tasks.
77. Leadership of the curriculum is very good, with a shared vision between the staff and the senior management team. The department has made an excellent start in providing materials of high quality which are rapidly helping to raise standards. Overall, the management of ICT is excellent. Teachers are ably supported by the well informed technician who works well with students, in and out of lessons.

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

Overall, the quality of provision for ICT across the curriculum is **good**.

78. **The school is implementing systematic development plans, to ensure that all students use computers in their other subjects, as required by the National Curriculum. Very good progress is being made, particularly with a school Intranet that allows students to get access to subject-based materials, prepared specifically by their teachers. All staff receive well focussed training, both from within the school and from support given by the LEA. More specialist equipment is being obtained to meet the requirements of the subject teachers.**
79. **The ICT lessons allow students to be well prepared to use their knowledge and understanding of computer programmes effectively in all their other lessons. Progress is variable, however, and some subjects, for example English, do not use the existing equipment enough. Others, for example geography, are using it well. Others who have recently received new equipment, for example science, are enthusiastically planning lessons to use the new purchases. Overall then the provision for ICT is good, with some very good and potentially excellent provision.**

## **HUMANITIES**

### **Geography**

Overall the provision in geography is **good**. This is a summary of the judgements about the subject:

Standards	Below average
Achievement	Good
Teaching and learning	Good
Leadership	Good.

Management

Good.

## Main strengths and weaknesses

- Good teaching and learning lead to good achievement in Years 7 and 8.
- Effective use of a good range of teaching methods result in good learning.
- Very good programmes of fieldwork and ICT greatly enrich the taught curriculum.
- The tasks set do not adequately meet the full range of students' learning needs.
- Better marking and use of assessment would further help students to progress.

## Commentary

80. Standards of work on entry to Year 7 are below average. By the beginning of Year 8, standards are higher but still slightly below average. Students' achievement over Year 7 and the beginning of Year 8 is good. By Year 8, students have received a sound grounding in geographical skills. Most can use and interpret Ordnance Survey maps quite well, but more practice is needed in the graphical presentation and analysis of statistical data. Students' knowledge of location, except for low attainers, is satisfactory. Students are beginning to understand spatial patterns. Higher attainers are generally well catered for through the open-ended nature of tasks set. However, gifted and talented students need to be further stretched with more challenging work. Average and low attainers generally achieve in line with expectations. Students with special educational needs are often provided with work that is too difficult for their abilities. There is no significant difference in the performance of boys and girls, as most boys are interested and well motivated. Oral work is better than written work, which needs to be improved. Literacy skills are suitably developed, and students have good opportunities for reading aloud in lessons and in using technical terms.
81. Teaching and learning are good. Management and control in lessons are very good and relationships warm. There is a relaxed yet purposeful air that is conducive to good learning. The teacher is committed, caring and supportive of students. Learning is effective, being underpinned by the teacher's detailed knowledge of the topic taught, and presented with enthusiasm in a very structured and focused way. A teaching strength is the effective use made of modern technology through visual aids of high quality, used to develop students' interest and understanding. The assessment of students' work, although satisfactory, and involving an element of student self-evaluation, needs further development to ensure more precise tracking and targeting of their progress. Learning would be further improved if the lesson aims focused on what students will know, understand and be able to do by the end of the lesson. More consolidation of learning, visually on the whiteboard, would also ensure greater whole-class learning.
82. The subject is competently led and effectively managed. Curriculum planning is thoughtful, but more emphasis is needed on providing tasks that meet the range of learning needs. There is very good use of ICT, and this has been developed as a coherent course for Years 7 to 9. A good fieldwork programme provides an effective basis for students' enquiry. Accommodation is good, but the small size of the specialist room restricts use for independent resource-based learning. Teaching resources are excellent and effectively used. There is good capacity to take action on the points raised in this report.

## History

Overall the quality of the provision is **satisfactory**. This is a summary of the judgements about the subject:

Standards	Below average.
Achievement	Unsatisfactory
Teaching and learning	Good
Leadership	Good

**Main strengths and weaknesses**

- Unsatisfactory achievement in Year 7 was due to a lack of teachers' subject expertise.
- The current very good management is effective in significantly improving standards.
- Assessment, including day to day marking, is very good and aids students' progress.
- Current teaching and learning are good and help students to learn well.
- A coherent ICT programme is needed to enhance students' subject skills.

**Commentary**

83. By the beginning of Year 8, standards of work seen are below expected levels. Achievement last year in Year 7 was unsatisfactory, with many students under-performing. This was due to non-specialists teaching the subject and the weak historical background of many students. However, a significant improvement is already evident, with teaching by a subject specialist. Achievement is noticeably better and most are making at least satisfactory progress. In Year 8, students have a very limited background in historical skills, following a year when these skills were not taught adequately. Most students have a satisfactory understanding of events and the main people studied, but are weak in appreciating their importance in a wider historical setting. Knowledge of chronology is weak. The use of documentation and pictorial sources is now being well integrated into course work in Year 8. Literacy skills are very well developed in the subject. Gifted and talented students need greater challenge in tasks set for them. Higher and average attainers are now working at levels appropriate to their abilities. Lower attainers and students with special educational needs, at times, need more manageable and simplified tasks. When provided with specialist support, students with SEN make good progress. There is a significant difference in the performance of boys and girls in Year 8, where girls perform more highly than boys, but not in Year 7 where boys are well motivated.
84. Teaching and learning are good overall, ranging from satisfactory to very good. Well-structured and interesting lessons, teachers' good knowledge of topics taught, and good class management built on very good relationships, account for the good teaching. When teaching was very good it was stimulating and challenging. It resulted in very secure learning that had brisk pace and very good productivity by students. Questioning was skillfully used, aided with very effective use of resources and teaching methods using modern technology, based on visual materials. The highly structured lessons provide a good framework for learning but, at times, restrict independent activity. Assessment, including day-to-day marking is very good, as it ensures students know how they can further improve their work. Class learning would be improved with more regular reinforcement of teaching points visually on the board.
85. The leadership and management of the course were unsatisfactory last year. Since the recent appointment of a subject specialist as head of subject there has been a significant improvement. The subject is now well led and very well managed. Curriculum planning is good but needs adjusting to focus more on students' learning needs. Accommodation is very good with the specialist teaching room of good size and excellently equipped. A coherent programme of ICT needs to be implemented. There is very good capacity to take action on the points raised in this report.

## Religious education

Overall, the provision for religious education is **poor**. This is a summary of the judgements about the subject:

Standards	well below average
Achievement	unsatisfactory
Teaching	satisfactory
Learning	unsatisfactory
Leadership	poor
Management	poor

### Main strengths and weaknesses

- There is insufficient time to teach the statutory requirements of the locally agreed syllabus. It is well below the recommended time.
- The staffing is poor because there are no specialist teachers.
- The lack of time and specialist teaching is having a significant effect on students' achievement and learning

### Commentary

86. **Standards of attainment are well below average. The combination of the lack of time and lack of specialist teachers and leadership means that the students' knowledge and understanding of many of the elements of the locally Agreed Syllabus are very limited. Students in both years have only recently started their study of religious education for this year. The lessons are limited to about 12 per year, when they should be having about 40. These are taught by non-specialist teachers. The students are familiar with the major world religions on a basic level but they cannot, for example, talk with confidence about the similarities and differences between them. Their grasp of how their study might have relevance for their own life experiences is very limited. Students can recognise and use some specialist language and concepts in a meaningful way, but are unsure of the basic beliefs that lie beneath them. The amount of written work in their folders on topics specifically related to religious education is minimal. Their achievement is unsatisfactory. The progress of students who have special educational needs is satisfactory in terms of the work presented to them. There is no significant difference between boys and girls in either attainment or achievement .**
87. Teaching is just satisfactory overall, as teachers manage the process of teaching well enough, but the lack of any significant religious content in the lessons means that learning cannot be satisfactory. Topics are more of a moral and social nature than religious, with very few connections made with explicit religious teachings. A limited religious content is sometimes present, but very little new learning about religions is done by the students. On the positive side, lessons are solidly planned and a good range of activities is used. Students are largely well behaved and they apply themselves diligently to their work. Information technology is used in some lessons, giving students useful practice. Assessment procedures are in place, but as the department has a policy not to set homework, a further opportunity for students to extend their learning is lost. The teaching makes a good contribution to literacy with the introduction and explanation of new words and phrases. It also makes a good contribution to students' moral and social development in its study of issues like prejudice and justice, but it has limited impact on their spiritual and cultural development.

88. Leadership and management are poor, and staffing is insufficient. The statutory requirements of the locally agreed syllabus are not being met, as the time available to teach it is only just above a quarter of what is required, and there is insufficient expertise to teach it effectively in any case. Accommodation and resources for religious education within the civics department are very good.

## **TECHNOLOGY**

### **Design and technology**

In this school, students have two experiences in the National Curriculum for this subject. These are provided by the design and technology department and the food and catering department. The headline judgements which follow are based on their joint effectiveness.

Overall, the quality of provision in design and technology is **very good**. This is a summary of the judgments about the subject:

Standards	Above average
Achievement	Very good
Teaching and learning	Good overall
Leadership	Very good in both areas
Management	Very good in both areas

### **Main strengths and weaknesses**

- Effective management has set up good accommodation and resources, in both design and technology and in food and catering studies, and provided a curriculum of good quality in a short time.
- Good teaching challenges students, enables them to learn well, and gives them good theoretical and practical skills.
- Very good marking and assessment enables students to know where they are and how to improve.
- More specific focus is needed on the need of the higher attainers.

### **Commentary**

89. Students' attainment on entry is below average in design and technology, particularly in the range of experiences they have of making food products.
90. Standards reached by students at the present stage of Year 8 are at the nationally expected level in design and technology, but above the expected level in food and catering. Overall, then, standards are slightly above average, in the range of the National Curriculum programmes of study which students have been able to cover so far. The departments have good plans to cover the whole range by the end of Year 9, when new equipment will be available. All students are working at similar levels, and boys and girls achieve equally, although boys say that they enjoy the practical making sessions the most, whereas girls often say that they enjoy the planning and organising parts best. Students with SEN are supported well with skilled help, both from their teachers and from their co-educator when they hold a statement of SEN. These students then achieve similar outcomes to the rest of the class.
91. Achievement is good overall in design and technology. It is very good in food and catering, because students have had a more limited experience before they come into the school, have a good allocation of time in Year 7 and make very good progress. When combined, students' achievement is very good. They do not study food in Year 8, but recommence in Year 9. Students spend more time in the design and technology department in Year 8 than they did in Year 7. Hence the difference in their achievements at this stage. The planned time for design

and technology subjects over Year 7 to 9 is above the national average. The school is planning to provide a composite judgement on students' attainment in design and technology in the National Curriculum at the end of Year 9, using both departments' assessment systems, which are each of high quality.

92. Both departments have worked very hard to produce lesson plans of high quality which are well supported by good resources for learning. In food and catering lessons these are translated into lessons which are always of good quality with very good features, having a crisp pace which allows students to make products of good quality with enthusiasm. The teacher is a real expert and sets very high standards both of work and behaviour. Students respond very well and learn quickly and effectively. In the design and technology lessons the quality of planning and organisation is similar, and resources are good, though as yet incomplete for the whole range of learning needed. Teaching is generally good, with a new teacher in the department and an experienced leader setting appropriately high standards for the subject. Students learn well, but the process of working in electronics or resistant materials inevitably takes longer than food. Students make good progress lesson by lesson, building up to produce work of good quality. Overall, then, teaching and learning are good with some very good features, enabling students to make work of good quality with evident enjoyment. What is needed now is a development of the good planning process to include more focussed work for the higher attainers.
93. The leadership of both areas is very good. Both leaders have real expertise, and have made a considerable impact in a very short space of time. They have worked hard to prepare and develop their areas, which are now effective places to learn in. The food and catering specialist is taking on a leadership role with local primary schools in partnership with the LEA.
94. Both areas have made a super start and have set themselves high standards which they have worked hard to make into a reality for the students.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

Overall, the quality of provision in art and design is **good**. This is a summary of the judgements about the subject:

Standards	Average
Achievement	Good
Teaching and learning	Good
Leadership	Very good
Management	Very good

### **Main strengths and weaknesses**

- Leadership and management of the subject are very good.
- Consistently good teaching leads to students' good learning and achievement.
- The curriculum has been well planned to support students' achievement.
- Students do not always have the chance to make an individual enough response.
- Students' use of ICT is at an early stage in this subject.

### **Commentary**

95. Standards at the beginning of Year 8 match nationally expected levels. This represents good achievement for these students, in relation to when they started at the school. Students with special educational needs also achieve well. Students of all abilities use sketchbooks well, to

record images from direct observation, to experiment with mark making and texture and to develop ideas in the form of structured tasks. Standards of drawing show good progress over time and students use paint well to produce tonal effects and model form. They show a developing understanding of the artists' work which they study, and making connections between this and their own work. However, students' skills in the use of ICT to develop and adapt their work are currently underdeveloped.

96. The quality of teaching and learning is consistently good. Very good resource booklets are prepared which present images, information and tasks to all students in an interesting and accessible form. Work is planned and structured to support the progress of the whole group. However, this does not always allow for an individual enough response from students, as the outcomes can be too closely determined. Discussion and questioning are particularly well used so that students are pressed to express their thoughts clearly. Teachers demonstrate new skills well; the teacher as practitioner provides a good role model. Students work well in lessons, they sustain their efforts, and their behaviour is good.
97. The enrichment of the well-planned curriculum contributes well to students' achievement. It includes art clubs, visiting artists, work experience, and planned gallery and museum visits. The learning resources and the temporary accommodation are very good. The subject makes a good contribution to students' spiritual, moral, social and cultural development.
98. The leadership and management of art and design are very good and have established a lively and well-regarded new department. Students enjoy art lessons and feel that the work is interesting and challenging. Subject planning reveals a clear vision of the place of the subject in the curriculum and reflects the school's aims. Assessment data is well used, with curriculum content reviewed and adapted appropriately. Effective measures have been introduced to boost the achievement of boys. There are very effective systems in place for self-review, evaluation and the monitoring of the work of the subject. The quality of teaching and learning is well monitored and effectively developed.

## Drama

Overall, the quality of provision in drama is **good**. This is a summary of the judgements about the subject:

Standards	Average
Achievement	Good
Teaching and learning	Good
Leadership	Good
Management	Good

## Main strengths and weaknesses

- Students enjoy the subject and achieve well.
- The teaching stimulates students of all abilities.
- Students are able to evaluate their own strengths, weaknesses, and progress.
- The wide range of extra-curricular activities contributes well to the social and cultural development of all students.

## Commentary

99. Standards are in line with nationally expected levels. Students work well together and on their own, using the techniques they have learnt. They can digest an idea and develop it imaginatively, employing slow motion or "freezing" to good effect. They show trust in each other and confidence in their own ability to convey emotion. They can interpret a text intelligently and sensitively. In one good lesson in Year 8, they explored the opening scene of

*The Tempest*. They read the dialogue expressively, and then acted out their responses to the terror of the storm, the prospect of drowning and the efforts to survive.

100. Achievement is good. Students enter the school with very little previous experience of drama, and by Year 8 have progressed to standards in line with expected levels. This progress is found among all students, who, whatever their prior attainment or academic ability, respond well to the challenges provided in lessons. The department runs two clubs out of school, one for the most talented, and one open to all. These are well attended and further develop the achievement of students.
101. Teaching and learning are both good. Qualities most evident are wide experience, knowledge of what a successful lesson requires, skill in managing students, and above all enthusiasm. Students are given a great deal of encouragement, and kept firmly on task. No time is wasted. Lessons proceed briskly, with a wide range of activity, from group or solo work, presentations, reading of texts, discussion, and evaluation. All students are challenged, and encouraged to support each other. Those with special education needs receive helpful support, and the most able are given imaginative extension work. At the end of each lesson three students, chosen in rotation, are required to test what they have just done against the attainment levels posted on the studio wall. In this way all students, over time, become familiar with what skills are needed, and how well they are progressing.
102. Leadership and management are both good. The department's work is well organised. Detailed schemes of work, appropriate policies and assessment procedures are all in place. The head of department brings to her role very successful previous experience and well directed energy. The subject contributes well to the social and cultural life of the school. It is popular with students, as shown by the numbers who come to the two clubs and audition for school productions. Last year, working in conjunction with the music department, students performed in *Groove*, an adaptation of *Grease*, and next July will present *Romeo and Juliet*. Last year there was a talent show and visits to *Chitty Chitty Bang Bang* and *The Lion King*.

## Music

Overall, the quality of provision in music is **good**. This is a summary of the judgements about the subject:

Standards	Above average
Achievement	Good
Teaching and learning	Good
Leadership	Very good
Management	Good

## Main strengths and weaknesses

- Very good leadership has established a high profile for the subject.
- Consistently good teaching and learning promote students' good achievement by Year 8.
- Very good extra-curricular opportunities provide enrichment for almost half the students in the school.
- Students have no access to ICT music programmes.

## Commentary

103. Students' standards on entry are below average. By Year 8 standards are just above average. The majority of students have developed good performing and composing skills. They can solve challenging musical problems such as putting together a whole class performance, because their teamwork is good and they have an understanding of their individual and collective responsibilities. Their knowledge and understanding of musical style, notation and

work practice are developing well. The growing number of talented students who learn to play instruments in the school also contributes to higher standards. They help other students and provide them with additional instrumental resources for performing and composing. Students with special needs are well supported by tasks which have sufficiently flexible outcomes to match their capabilities. Careful monitoring and encouragement from teachers, learning assistants and other students help their progress. Overall, achievement is good for all students by Year 8.

104. Consistently good teaching promotes students' good learning and achievement. Students know and understand what they should achieve in each lesson and that their teacher has high expectations that they will do well. They benefit from a good range of interesting and relevant activities which integrate the development of their practical skills and subject knowledge. They listen to a wide variety of stimulating music from different cultures and are learning to evaluate well through probing questioning. Because of good subject work practice, the majority of students are efficient in moving from one activity to another, finding and returning the resources they need and responding instantly to clear instructions. They receive encouraging feedback during lessons and understand how the good assessment system improves their progress. At present students do not use any ICT music programmes during lessons for performing, composing or subject research, although development in these areas is proposed in the very good scheme of work.
105. Students' use of keywords and technical terms and the good opportunities they are given in speaking and listening develops their use of English. Their good working relationships and respect for each other's efforts contribute strongly to their social and moral personal development.
- 106. Leadership is very good. The very experienced head of department has rapidly established a high profile and ambitious aspirations for music, which are being realised quickly through effective strategic planning and good management, including the monitoring, evaluation and review of provision. One indicator of success is students' good achievement. Another is their positive response to the very good and growing number of extra-curricular opportunities in which almost half the students in the school participate enthusiastically.**

### Physical education

Overall, the quality of provision in physical education is **good**. This is a summary of the judgements about the subject:

Standards	Below average
Achievement	Good
Teaching and learning	Good
Leadership	Good
Management	Good

### Main strengths and weaknesses

- Students achieve and learn well in response to good teaching.
- Standards of students at the beginning of Year 8 are below average.
- There is good leadership and management of a developing department, in challenging circumstances.
- The accommodation for physical education restricts the breadth of the curriculum.
- The department has very good assessment procedures, and uses assessment successfully to assist students' progress.

## Commentary

107. It was possible only to observe games during the inspection. Standards of students at the beginning of Year 8 are below average, with boys attaining at a slightly higher level than girls. Year 8 students joined the school with standards below expected levels and all students, including those with special educational needs, those with English as an additional language, and those who are gifted and talented, achieve well in developing the basic skills of rugby and hockey. They do this in response to good teaching which succeeds in motivating most students. Students in Year 7 joined the school with average standards and at all levels of ability they achieve well in developing the basic skills of netball and football.
108. Teaching and learning are good, and succeed in ensuring that students make good progress. Teachers use assessment very well: students are given clear indications in lessons and at the end of units of work of how well they have done and how they can improve further. Particularly pleasing is the emphasis which teachers give to encouraging students to develop confidence and evaluative skills, as well as the ability to perform well. So, for example, students are encouraged to take on the role of coaches in order to increase their understanding of both the techniques and tactical awareness needed to improve performance in games. Teachers show good subject knowledge in explaining and demonstrating techniques such as stick handling in hockey and tackling in rugby, and consolidate students' understanding through good questioning. They also pay considerable attention to developing literacy skills and succeed in getting students to talk confidently about what they are achieving.
109. Leadership and management are good. There is a clear perception of how the department can further develop good practice as the school roll increases. The department has worked hard to ensure that non-specialist teachers are well supported so that high expectations are maintained and all students make good progress. The department has also compensated for the lack of adequate indoor facilities, although the resulting restructuring of activities has limited the breadth of the curriculum. The department provides a good programme of extra-curricular clubs and maintains close links with community sports organisations. Students participate extensively in the resulting activities, which are helping to raise standards.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

### Citizenship

Overall the provision for citizenship is **good**. This is a summary of the judgements about the subject:

Standards	average
Achievement	satisfactory
Leadership	good
Management	good
No teaching could be seen in this subject	

### Main strengths and weaknesses

- **It was a good idea to make an audit across the school, to identify where citizenship is being taught. However, it is not clear enough where in the curriculum to find the examples identified.**
- The school council provides good opportunities for the students to practice discussion and debate.
- Monitoring of the teaching of citizenship is not yet fully in place.
- Assemblies, though infrequent, make a good input to citizenship.

## Commentary

110. Citizenship is not taught as a separate subject, but in various other ways. These include subject departments within the general curriculum, through a more general whole school approach, and through the ASDAN Key Steps Programme. In terms of the subject departments, civics makes a significant contribution by providing units of work on such things as resolving conflict and the significance of the media. The skills of enquiry and communication are also practised in this subject area and opportunities are given for students to reflect on the process of participating. The more knowledge-based aspects of citizenship are taught in history, for example through units of work on parliamentary and other forms of government. Geography also has many knowledge-based units of work. These include work on the diversity of identities in the UK and the world as a global community. A variety of topics in assembly time helps focus on a range of topical issues, so helping students to understand better the world in which they live. The topic seen during the inspection was Remembrance Day. Other opportunities for involving students in aspects of citizenship arise in the presentations which many students make to school governors.
111. No specific teaching of citizenship was observed during the inspection so no statement can be made about the quality of this, or of the students' learning within classes. However, from discussions with students, their work in folders and the positive advantage they gain from the many chances to discuss issues and join in activities, it is possible to say that students' attainment is at least average and their achievement good. There is no significant difference in the attainment of boys and girls or of any other group. Students who have special educational needs and who have English as an additional language are making satisfactory progress.
112. The leadership and management of the subject is good. Accommodation and resources are very good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	n/a
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

