

INSPECTION REPORT

ELTHORNE PARK HIGH SCHOOL

Hanwell

LEA area: London Borough of Ealing

Unique reference number: 131310

Headteacher: Mohamed Sabur

Lead inspector: Graham Preston

Dates of inspection: 10 - 13 May 2004

Inspection number: 265489

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11-16
Gender of pupils:	Mixed
Number on roll:	887
School address:	Westlea Rd Hanwell London
Postcode:	W7 2AD
Telephone number:	020 8566 1166
Fax number:	020 8566 1177
Appropriate authority:	Governing body
Name of chair of governors:	Margaret Majumdar
Date of previous inspection:	First inspection

CHARACTERISTICS OF THE SCHOOL

Elthorne Park is a very popular 11-16 comprehensive school, newly established on what was a teacher-training and development centre, to provide for the needs of students in that area of the London Borough of Ealing. It has a diverse intake that includes about two thirds of students drawn from white British backgrounds. The other third of students are mixed ethnically or have ethnic and cultural backgrounds derived from the Indian subcontinent, Africa and the Caribbean. English is not a first language for a small but increasing number of students. A significant proportion of students come from above average socio-economic backgrounds though this is matched by students from less advantaged homes with over a quarter being entitled to free school meals. The school contains a considerable number of students regarded as gifted and talented but, as an inclusive comprehensive, it also provides for over a fifth of students who have special educational needs. Some of these students require significant additional support. Consequently, overall standards on entry are a little below national average. Much of the schools' efforts have been in establishing an effective school and so it has not, at this stage, sought any recognition or additional specialist status, though has strengths in a number of subject areas. It has good and developing links with the local community, including further education.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1990	Graham Preston	Lead inspector	Business studies
11041	Marvin Moore	Lay inspector	
14490	Susan Jackson	Team inspector	History English as an additional language
17404	Judith Tolley	Team inspector	French German Spanish
19983	Hayden Webb	Team inspector	Design and technology
18950	Carmen Rodney	Team inspector	English
27719	Paul Metcalf	Team inspector	Mathematics
10060	David Gutmann	Team inspector	Information and communication technology
11672	Peter Harle	Team inspector	Music Drama
11300	Barry Smith	Team inspector	Geography Special educational needs
4372	Ralph Fordham	Team inspector	Religious education Citizenship
11968	Ian McGuff	Team inspector	Physical education
20243	David Benstock	Team inspector	Science
8090	Frank Turns	Team inspector	Art and design

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Elthorne Park is a good school that has developed well since it was newly established six years ago. Its strong focus on inclusion and good support systems enable it to meet the widely differing needs of its students. Those students benefit from good teaching that helps most achieve well. The school is well led, with positive and effective support from senior and middle managers and provides good value for money.

The school's main strengths and weaknesses are:

- Very good leadership of the headteacher, well supported by a cohesive senior management team and by many talented and effective middle managers
- Strong teaching in many subjects that enables most students to make good progress
- Good achievement in most subject areas with students reaching GCSE standards above national average
- Very effective school induction and good care and support for all students in an inclusive school that works hard to meet the needs of the wide range of students that attend the school
- A strong school focus on developing students' spiritual, moral, social and cultural awareness, reflected in a respect and understanding of each other's differences
- The school provides a caring environment however it has not addressed some of the administration related to health and safety and child protection issues
- Religious education does not meet legal requirements in Years 10-11 and citizenship education has not been fully implemented
- Teachers work hard to meet the needs of the wide range of attainment levels in lessons but they are not always successful in some lessons
- A barrier to improvement is the small site that limits development including the improvement of sports and physical education facilities.

This is the first inspection of the school so there are no previous inspection reports for comparison.

STANDARDS ACHIEVED

Students come to the school with standards a little below national average, particularly in the foundation subjects that include humanities and practical and arts subjects. Progress in Years 7-9 is good and, by Year 9, standards in most subjects are at least in line with national average. Most students continue to achieve well in Years 10-11 and in the school's first GCSE entry, well over half of students gained five grades A*-C and almost all achieved some qualifications, including students with special educational needs. Again, this compared favourably with all schools nationally. Students have good attitudes and behaviour is satisfactory, though there is challenging behaviour from some students, which needs and largely gets, carefully planned treatment and management.

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

Similar schools are those whose pupils attained similarly at the end of Year 9.

QUALITY OF EDUCATION

The overall quality of education is good.

The curriculum satisfactorily meets the needs of students who benefit from considerable course enrichment in Years 7 and 8 and well-planned learning activities in most subject areas. In Years 10-

11, although all students follow at least the GCSE short course in RE, the school is failing to meet the statutory requirements of provision in both Years 10 and 11. There are weaknesses in citizenship provision and physical education is limited by the lack of facilities. The school has a strong inclusive ethos, reflected in the positive way it cares for its students and supports their widely different needs. The school has good links with parents and the local area and these links have helped it establish very good student induction and develop its work-related education. Teaching is strong in most subject areas and the well-informed and carefully planned practice enables students to make good progress in their learning. Excellent teaching in arts and practical subjects includes a range of activities and programmes that stimulate student interest and involvement. Teaching to a very wide range of students is difficult in some classes. Assessment practice is good and improving, with more students having a clearer idea of how to improve, though some teachers are still learning how to best use data for monitoring and target setting.

LEADERSHIP AND MANAGEMENT

Leadership and management are good, though governance is unsatisfactory because of current statutory breaches.

The headteacher provides thoughtful leadership and has been very effective in establishing the new school. The senior managers are very committed and hardworking and, with the headteacher, make a cohesive and effective team. The school further benefits from many talented and dedicated middle managers. Management systems are generally good though, as a new school, still developing in some areas. The governors are supportive and helped considerably in the setting up of the school but, since there are some statutory breaches in the areas of child protection, health and safety, religious education and collective worship, the school governance is deemed unsatisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally positive and supportive of a school for which they campaigned. Most say their children are doing well and value the high quality of many staff. They nonetheless have high expectations and there were concerns about some student behaviour, provision for different students' needs and information to parents. The inspection found that the school was developing an effective behaviour policy and produced good information to parents. Students with many different needs were well integrated and mostly supported well, though inspectors agreed that some students were not always sufficiently challenged in earlier years. Students were positive about the school and valued the teaching and support, though they were justified in their view that facilities for sports were unsatisfactory.

IMPROVEMENTS NEEDED

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

- ensure that the otherwise satisfactory citizenship planning is fully implemented and managed in ways that enable provision to be monitored and evaluated and assessment of student progress to be effectively carried out
- ensure that all students are fully challenged in lessons to maximise progress by one or more strategies including subject setting, additional learning support and a wider range of lesson materials and learning targets.
- enable all staff to make effective use of the school data about attainment and progress
- fully engage all students, encouraging them to work hard and take more responsibility for their own learning

and, to meet statutory requirements:

- implement procedures that ensure compliance with health and safety and child protection law
- teach RE in both Years 10-11 as required by the Education Act
- ensure students have a daily act of collective worship

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Most students' achievement is good at the end of Year 9 and at GCSE level. Standards reached by the first cohort of GCSE students were above national average and current standards are showing further improvement

Main strengths and weaknesses

- Achievement is good in most subjects in Years 7-9 and at GCSE because of the good and better teaching and learning
- GCSE results were above national average and current standards have improved further, particularly in a number of the foundation subjects.
- Students with special educational needs and others at an early stage of English language acquisition, achieve at least as well as other students generally
- Achievement and progress are usually at least satisfactory, however, students recognised as gifted and talented make less progress than they could in some subjects
- A small number of less well motivated students make unsatisfactory progress in a few subjects, particularly where the work is not well matched to their current competence

Commentary

1. Students come to the school with standards a little below national average in English, mathematics and science, with writing being the least strong aspect of literacy. Students are noticeably weaker in a number of the foundation subjects including humanities and design and technology. The intake profile has varied from year to year and does not reflect any specific trend. For example, the current Year 7 students have lower end-of-Year 6 test results than in previous years but better cognitive ability test (CAT) scores.
2. In recent years, students in Years 7-9 have made good progress in the three core subjects of English, mathematics and science to reach standards at least in line with national average. This is reflected in the table below which shows that, despite some variation in standards on entry, both of the last two years exceeded national average standards for all schools.

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

Standards in:	School results	National results
English	33.8 (34.7)	33.4 (33.3)
mathematics	35.4 (35.2)	35.4 (34.7)
science	34.3 (35.6)	33.6 (33.3)

There were 172 pupils in the year group. Figures in brackets are for the previous year.

3. Current standards at the end of Year 9 are similar to previous years, reflecting good progress and achievement. In English, students have developed a good range of literacy skills. Other subjects have benefited from guidance on developing writing. The quality of extended writing is excellent in drama. Students write for a range of purposes in history, geography and art. For example, in art, students annotate extensively and use poetry as a stimulus for writing and drawing. Accuracy in using grammatical features is emphasised in geography and modern foreign languages. Similarly, in physical education, peer assessment increases students' grasp of written expression. Presentation is not so consistently good and lower attaining students do not take sufficient pride in their work. Oral work and critical appreciation are well

developed in some subjects, especially English and drama. Most students are able to contribute orally and higher attaining students make perceptive comments in discussions and demonstrate higher level textual grasp and appreciation.

4. In mathematics, the lessons build well on the work in the primary schools so that most students can calculate the areas of composite shapes, while higher attaining students can confidently identify linear and quadratic equations. Although a numeracy policy is in only draft form, guidance and exemplar work does exist. Number work is developed well in ICT for calculating fixed and variable costs as well as profit and loss. Algebraic skills are used in science for formulae and in ICT for creating formulae in spreadsheets. Spatial awareness is used well in geography for scale and measurement as well as identifying latitude and longitude. The use of numeracy in design and technology is very good, including isometric drawings, spreadsheets and graphs. Students also construct and analyse graphs in science and make good use of their data- handling skills in geography to draw scatter graphs and calculate rank correlation.
5. In ICT, students' standards are below national average but improving rapidly as a result of much better subject leadership. Students make good, imaginative use of text and graphics in much of their work and, by the end of Year 9, have a reasonably sound understanding of databases and spreadsheets. Skills in measurement and control are less developed. The use of the Internet has improved students' personal research skills in most subjects and more confident and regular ICT work is evident in science, music, design and technology, geography and history.
6. The picture of good progress in the core subjects in Years 7-9 is repeated in most other subjects. Students come to the school lacking the knowledge and skills in humanities but quickly acquire skills in, for example, critical evaluation of historical sources and map reading and enquiry in geography. Similar rates of progress exist in other subjects, while, in design and technology, students achieve very well in their first three years. The very strong subject leadership and high quality teaching in that subject enable students to develop knowledge and skills in good formal drawing and practical making as well as more generic problem-solving in different design activities.
7. One subject area that is less strong is modern foreign languages. This is largely because of the school strategy of enabling students to experience the three languages of French, German and Spanish. This means students have less time to develop their skills later when they specialise in one language. Where the teaching is strong and the methodology well chosen, as in Spanish, much of the lost ground is retrieved. However, this is not the case in French and German, where student progress is unsatisfactory.
8. The school does have an exceptionally wide range of student attainment, with disproportionately greater numbers of gifted and talented students taught in mixed ability groups alongside others with often significant special educational needs. As indicated below, the school makes good provision for students with SEN but in some lessons, despite the best efforts of good teachers, it is difficult to provide for the needs of all students. This is less of a problem in subjects where individualised learning is common, as in art and design and technology, or where participation and response are more important, as in drama. However, where higher level intellectual and linguistic skills need to be conveyed by the teacher, teaching is more difficult in classes with very wide attainment. In the inspection this was noted in modern foreign languages and science, where the commendable efforts of teachers to provide challenging lessons nonetheless resulted in some of the middle and lower attaining students struggling to keep up. Over time, a number of these students have become disaffected, though SEN students, who often benefit from additional learning support, are less affected by this. In mathematics, while gifted and talented students always make at least satisfactory progress, the wide attainment in lessons results in their not always being as well challenged as they could be.

9. The school has had only one cohort of students who have completed GCSE courses. Those students progressed well to gain GCSE qualifications above national average. A higher proportion of students gained qualifications than nationally and with higher average grades reflected in the average points score in the table below. On these measures, the school compares favourably with all schools nationally.
10. Schools are also compared against similar schools in terms of the prior attainment of students and those students' socio-economic backgrounds. Dealing with the latter first, the school has a high proportion of students who fall into one or more of the groups who qualify for free school meals, have special educational needs or are at an early stage of English learning. Despite these students' different needs, all but a very few students who left last year, gained five or more grades A*-G reflecting the inclusive nature of the school.
11. Another similar school measure is based on students' prior attainment, that is the degree of improvement the students made from earlier tests and assessments. Last year's students made most of their progress in the first three years of school and largely held on to those gains to achieve higher than average GCSE results. Progress for these students over the five years of school reflected good achievement.

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	59 (0)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	95 (0)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	98 (0)	96 (96)
Average point score per pupil (best eight subjects)	37.3 (0)	34.7 (34.8)

There were 173 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

12. Current standards in GCSE courses reflect most of the strengths identified in Years 7-9 and, in many subject areas, those standards look to be better than the 2003 results. Mathematics and science results last year were well above average for similar schools and standards seen in the inspection match those standards in science and have continued to improve in mathematics.
13. In science, a significant number of the higher attaining students took triple science with considerable success. Current work in science continues to show that many students make good progress and demonstrate higher level conceptual understanding.
14. Standards in Year 11 mathematics are improving further and are now above national average and very high for similar schools as a result of the department's greater focus on coursework, students' positive attitudes and the very full revision programme offered. For example, students have a good understanding of the circle theorems, while higher attaining students can calculate these for any triangle using the sine and cosine rules.
15. English standards last year were above average for similar schools and were notable because boys and African Caribbean students did better than those groups do nationally. Higher attaining students did well in gaining above the national average at grades A* and A. Standards in English are continuing to improve further because of the very good provision.
16. ICT results in 2003 were well below national average and reflected the weaker provision at that time. There is now good subject leadership and improved practice and the GNVQ students, in particular, are now demonstrating a range of skills closer to national average, evident in work on business documentation and web page writing.

17. Standards and student achievement in the GCSE humanities courses have clearly improved since last year, when standards were below national average and girls did badly in history and geography. The quality of leadership and teaching has improved and is having a positive impact. Music and drama are other GCSE courses where standards were below national average in 2003 but where students are now demonstrating higher standards. Standards in RE are in line with national average, though the limited time of the short course taken in one year means that students do not develop higher level reasoning despite the strong teaching. In many of these subjects the 2003 results indicated that the often younger and less experienced teachers were still developing their skills in teaching examination courses. Teachers' skills in preparing students for examination are now stronger.
18. Students in other GCSE subjects such as art, design and technology and sociology all gained high standards in 2003 and these continue to be reflected in current lessons and coursework.
19. The achievement of students with special needs is tracked carefully using Assessment Manager. Individual and group success is celebrated and results are reported in the Governors' Report to Parents.
20. Students on the SEN register achieve well and in line with their peers. In the 2003 GCSE results 10 per cent gained five grades A*-C and 96 percent gained six or more grades A*-G, including all statemented students. This tracking shows that they make good progress in the majority of subjects and in ICT they often achieve very well. In no subjects in mainstream lessons is achievement of SEN students less than satisfactory. In withdrawal groups there is more variation and sometimes the behaviour of one or two pupils may slow the progress of others.
21. The proportion of students for whom English is an additional language has risen significantly. Around 40 students need support and this is reflected in the recent appointment of an EAL co-ordinator. EAL students are very committed to raising their skills in English in order to enhance their access to the curriculum, and this commitment contributes strongly to the standards they achieve and the good rate of progress they make. Bilingual pupils engage with the curriculum and most can contribute confidently. Pupils in the early stages of language acquisition have only a basic level of grammatical control and need help to complete exercises. Those at Stage 3 and above understand the aims of their lessons and make use of a range of idioms, structures and vocabulary. Their aural comprehension and oral production are of an appropriate standard to allow them to express intelligent views, and to move from social interactions to the formal language required for different tasks and audiences.

Pupils' attitudes, values and other personal qualities

Students have good attitudes to their work and have good attendance. Behaviour at the school is satisfactory. Punctuality is satisfactory and the provision for students' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Attendance at the school is good and improving and the school has very good procedures for promoting attendance.
- The provision for students' spiritual, moral, social and cultural development is good.
- Students' attitudes are generally good and behaviour overall is satisfactory but sometimes students do not behave well in class and the school has excluded a large number of students.

Commentary

22. Attendance for the last year was in line with that nationally as indicated by absence rates below. However, the school attendance is now considerably better, having improved by 1.5 points to be currently 93.32 per cent. This positive picture is largely because of the school's more effective approach to the monitoring and promoting of attendance, including the appointment of an in-house attendance officer who has been very active in improving attendance.

Attendance

Attendance in the latest complete reporting year 2003

Authorised absence		Unauthorised absence	
School data	7.1	School data	1.3
National data	7.2	National data	1.2

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

23. Students' attitudes to school are generally good and in the main they enjoy their work and their achievements. Staff support students well and, as a result, students make good progress. Students have a satisfactory understanding of the effect of their actions on others. Relationships between staff and students are good. In most lessons students display enthusiasm, have good relationships with each other and enjoy the company of visitors. Students interviewed during the inspection week confirm that they felt well supported by school staff and were able to relate to them.
24. Students with special educational needs achieve well and receive good support from staff. The special educational needs co-ordinator, together with the large number of teaching assistants, offers a good level of help and encouragement. Students respond well to this positive support and form good relationships with their teachers and support staff. The recently opened learning support unit is used by the school to support students who display behavioural and emotional problems. At the moment the work of this unit is in the early stages of development. The unit provides a withdrawal facility and curriculum support for students with pastoral support plans as well as behaviour support programmes, counselling and mentoring.
25. During the inspection week students demonstrated satisfactory behaviour both in and out of classrooms, at lunch times and break. There were instances in lessons where behaviour was inappropriate and detracted from the pace of learning by the class but these were few in number. Sometimes it occurred in a few practical lessons such as PE, where a few students did not listen to instruction. Off-task behaviour was also evident in a few of the lessons where the teaching was less effective in engaging students' interest or demonstrating confident behaviour management. The behaviour policy is understood by students and consistently applied by all staff. The high number of temporary exclusions during the previous year is largely due to the school's unwillingness to tolerate bad behaviour. Most of that student misbehaviour took the form of verbal outbursts and unreasonable classroom conduct rather than bullying and serious acts of aggression. Those exclusions are spread across all ethnic groups, though disproportionately higher for African-Caribbean students, some of whom the school sees as having particular personal and social needs.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	496	73	2
White – Irish	4	0	0
White – any other White background	63	5	0
Mixed – White and Black Caribbean	22	16	0
Mixed – White and Asian	8	2	0
Mixed – any other mixed background	24	5	1
Asian or Asian British – Indian	67	2	0
Asian or Asian British – Pakistani	24	3	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	25	6	1
Black or Black British – Caribbean	53	14	0
Black or Black British – African	38	16	2
Black or Black British – any other Black background	17	2	0
Chinese	6	0	0
Any other ethnic group	25	4	0
No ethnic group recorded	12	0	0

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

26. Students' personal development is good; they are given good opportunity to display responsibility and initiative. The school has both year and school councils, where students debate and discuss matters of school interest and communicate their ideas to senior staff. The councils are successful in promoting school social events, raising money for charity and giving students an input into the decision-making process of the school. Students set their own agenda, chair meetings and take minutes.
27. Students in Year 10 apply for the position of prefect and the school is planning to use Year 8 students as mentors for newly arrived Year 7 students.
28. The school well promotes the spiritual, moral, social and cultural welfare of students. The focus of the school is on good and respectful relationships within the school community. The RE teaching contributes very well to the spiritual development of students and opportunities exist in other subjects to enhance this aspect of personal development. Students have a respect for the beliefs of others and a clear understanding of them. They reflect on issues of belief and form judgements that enable them to develop insights. They are well aware of what is right and what is wrong and have a very clear knowledge of what is expected of them and, as a consequence, they respond well. Their knowledge and awareness are reflected in their actions expressing concern for others in the community. Students are keen to be involved in a large range of activities and relate very well to adults and their peers. They work well together and are given many opportunities to express their views in paired work, group work and in general discussion. As a result, they are self-confident and develop well as responsible members of the community.

29. Students know their own cultural heritage and that of others. Their cultural development is especially well developed in terms of an awareness and appreciation of the rich variety of differing cultures and traditions that exist in Britain. Even so, the lack of co-ordination of spiritual, moral, social and cultural activities results in some missed opportunities to further improve students' personal development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The curriculum satisfactorily meets the needs of students, who benefit from very good course enrichment programmes in Years 7 and 8, that range from film studies to Japanese, as well as planned learning activities in most subject areas and a range of good extra- curricular activities. However, there are weaknesses in RE and citizenship provision. The school has a strong inclusive ethos, reflected in the positive way it cares for its students and supports their widely different needs. The good links with other institutions have helped it establish very good student induction and develop work-related education.

Teaching and learning

Teaching is good overall and much is very good or better. As a result, students learn well, including those with special educational needs. Subject areas have usually developed good assessment practice, though the school has yet to establish a unified approach.

Main strengths and weaknesses

- The significant proportion of very good teaching combines flair with academic rigour
- Teachers have responded well to provide more challenging and varied approaches and this is reflected in consistently good planning
- Most teachers are conscientious in marking and assessing work and have developed some good practice in different subject areas
- In some subjects, teachers struggle to provide a wide enough range of challenging learning activities

Commentary

30. As the table shows, for most of the time students benefit from good or better teaching in the majority of subjects. A third of all teaching was very good or better. The few instances where it fell short of a satisfactory standard were when lesson purpose was unclear or the teacher did not sufficiently involve all students in the learning activity.

Summary of teaching observed during the inspection in 110 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
7 (6%)	30 (28%)	49 (44%)	20 (18%)	4 (4%)	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.

31. Teaching is good or better in most subjects and never less than satisfactory in many. Very good teaching and therefore learning take place in English, design and technology and drama, areas where subject leadership and management are also very strong. Overall teaching is satisfactory rather than good in modern foreign languages and ICT, though there is also evident good practice in both.
32. The school benefits from a well-qualified and committed teaching force, often well supported by learning assistants and other support staff. The school has experienced gaps in staffing

that have resulted in some use of temporary teachers but the inspection found that the school staffing support, as well as good and often very good subject leadership, ensured that teaching and learning were rarely less than satisfactory.

33. A major strength of teaching is the specialist knowledge and understanding of staff, as well as their ability to convey that understanding. All three core subjects were particularly strong in this area, as were the humanities and drama. English teachers use their knowledge to increase students' understanding and use of language and literary device; while specialist history teaching develops students' skills in critical analysis of historical sources. Much of the very good and excellent teaching reflects the teachers' personal enthusiasm for their subject and ability to convey their knowledge in imaginative and exciting ways. These strategies include problem-solving in design and technology and challenging scenarios in drama.
34. A strong feature of most teaching is effective lesson planning. The school has been effective in implementing the National Key Stage 3 Strategy, designed to raise the quality of teaching and learning in Year 7-9 through more varied teaching methods and ensuring that lessons have clearer learning outcomes. Designed to introduce more varied teaching methods and ensure that lessons have clearer learning outcomes. Lesson planning is done well in most subjects, with much emphasis on discussion and group work to explore and develop ideas. This is particularly evident in the humanities subjects, where students have an increasing capacity to work independently and collaboratively. Spanish teaching makes use of active learning that builds student skills and confidence with considerable emphasis on oral practice. These effective methods were less evident in French and German teaching.
35. With much mixed ability grouping in the earlier years, there is a considerable need for teachers to plan and deliver learning opportunities that sufficiently challenge all students, including the gifted and talented and those with special educational needs. Teachers work hard to prepare a range of learning, in many instances with some success. This certainly is the case in subjects such as design and technology, English, drama, history, art and other areas. Teachers do less well in science, mathematics and modern foreign languages despite considerable effort. In mathematics, some of the teaching in earlier years does not challenge the higher attaining sufficiently for them to make good progress in their learning. In science and modern foreign languages it tends to be the reverse. The teachers' desire to provide sufficient challenge means that the middle and lower attaining students struggle to make sense of some of the work. In the case of Year 9 languages, some students had decided to mentally opt out, especially given that they were not continuing a language at GCSE level.
36. Students with SEN are generally well supported but even when the middle and lower attaining students are less committed, the teachers' behaviour management is generally good. Not surprisingly, when the teaching is more pedestrian, there is some off-task behaviour, as in the occasional science lesson. In a few of the PE and music lessons where there is a greater expectation of practical activity, students find it harder to concentrate and listen, but in most instances the teacher handles the situation competently
37. Students with SEN are well supported and learn well, benefiting from overall good teaching and the added provision of sixteen teaching assistants. These TAs are well qualified and appropriately deployed to cover individual students' needs and develop subject expertise. The majority of departments enable SEN pupils to achieve well by good involvement of the TAs with the curriculum and the provision of good differentiated materials for SEN students. In ICT the teaching and support of SEN students often enables them to achieve better than their peers.
38. Assessment procedures are good overall in Years 7-9 and in Years 10-11, but there is considerable inconsistency between departments. Procedures are very good in English, design and technology, history and geography. In these subjects assessments are thorough, covering all aspects of the work. In other areas assessment is carried out regularly and in a style that depends very much on the department. Student self-assessment is being developed well in some subjects such as English, science and citizenship. Marking of students' work is regular but the level of detail varies between teachers and departments.

39. The use of assessment is satisfactory overall although there are some inconsistencies across departments. Satisfactory use is made of entry data by most departments to set targets, although the basis on which targets are set in some areas is not sophisticated or sufficiently precise. Progress made by pupils against these targets is monitored generally well and data are used to broadly establish ability groups in Year 9 and 10 in mathematics and science. There is a need for more rigour in the use of the data, and for a sharper focus on the needs of individual students, although it is better in Years 10-11. Assessments in the marking of work are shared with students, so that they generally have a good idea of their level of performance but there is not enough written guidance given to students to enable them to know how to improve.

The curriculum

The curriculum is satisfactory overall, with a major strength in enrichment activities, which are good. Staffing and resources are both good but the constraints of the campus make accommodation only satisfactory.

Main strengths and weaknesses

- The school has a well-qualified and often talented teaching and non-teaching staff despite the occasional gap in specialist teaching.
- Curriculum arrangements for modern foreign languages are well intentioned but adversely affect end of Year 9 standards
- Lack of facilities and accommodation detracts from PE provision
- The very good enrichment lessons in Years 7 and 8 provide valuable and interesting curriculum breadth and the school has good extra-curricular activities
- The requirements for RE in Years 10-11 are not met
- The good provision for SEN reflects the very strong school commitment to inclusion

Commentary

40. Curriculum provision is satisfactory. The curriculum meets the broad statutory requirements and satisfactorily meets students' needs and aspirations. The curriculum in the majority of individual subjects enables students to achieve well. In Years 7 to 9 students study a range of subjects which meet the requirements of the National Curriculum, as well as drama and a well-planned programme of personal, health and social education. In order to give students an informed choice among the three languages on offer the school also provides short taster courses in each of French, Spanish and German. This is effective in developing students' cultural and linguistic awareness but, because of the time taken to do this, students' progress is severely hampered in the language they choose to study afterwards and they do not attain the standards expected by the end of Year 9. Similarly, the inadequate facilities and the consequent limited time allocation restrict the range and depth of learning activities which can be provided in physical education.
41. At present, students in Years 10 and 11 have access to an adequate range of courses which prepare them for employment and further study. There are appropriate option choices for students with an aptitude for science and the expressive arts and for students for whom GCSE courses are not appropriate. Students only take religious education for one year as a short course GCSE when the requirement is for a two-year programme. While the school provides for a second language at GCSE there is currently no take-up, though a few study a second language as an after-school activity. At present the choice of vocational courses is limited to information and communication technology but the school has successfully collaborated with the local college to provide a much broader choice of courses designed to better meet the needs and aspirations of its students. Students have the opportunity to take responsibility and take the initiative through the year and school councils.

42. Effective use is made of external resources through well-established links with other schools and colleges as well as the business community. In most subjects the resources are good and they are used effectively to enhance teaching and learning. In history, for example, the use of interactive whiteboards brings further vitality to the way pupils learn. However, in art there is a lack of teaching materials for three-dimensional studies. In PE learning is adversely affected due to poor facilities. The school has to use a playing field that is open to the public.
43. Provision for enrichment is good. In Years 7 and 8 students have very good opportunities to develop skills and interests outside the prescribed curriculum. A variety of short courses such as Japanese, Latin, fashion design and film studies exists, as well as opportunities for students to more fully explore specific areas of science and art. Students clearly enjoy these opportunities and this has a significant impact upon their attitudes towards their learning and the progress they make. Most subjects offer extra help at lunchtime and after school in the form of revision classes for examinations and clubs and there are opportunities for students to extend their learning in courses provided in holidays. There is a good range of extra-curricular activities, including sport and the arts, available to students and these are well attended. Students' learning is effectively enhanced through a range of trips and visits, including a well-established exchange with a French school, field trips in geography and trips to the theatre as well as visits from outside speakers.
44. Students with SEN are thoroughly assessed on entry and their individual needs are carefully considered. The great majority are fully integrated into all mainstream activities. Students with physical disabilities are provided with full support in class and the school enables wheelchair access through lifts and ramps to all areas. The way in which students, some with very severe disabilities, are able to progress and develop good relationships is a tribute to the school's inclusive nature. In addition to curriculum support from TAs and differentiated materials, the inclusion manager (SEN co-ordinator) and her assistant initiate Individual Education Programmes that enable needs to be communicated to teachers and provide very useful strategies for support. The IEPs are reviewed very regularly and include achievable targets. Some students with literacy difficulties benefit from 'catch-up' withdrawal sessions that do not interfere with the mainstream studies. The SEN curriculum is very inclusive with its wide offering of support and courses including the ASDAN programme.
45. The teaching of English as an additional language is loosely co-ordinated across the curriculum. Although some liaison takes place between the EAL co-ordinator and the English department in terms of initial assessment, communication with other subject areas is made on an informal basis. However, all departments have recently been made aware of the needs of EAL pupils through school-based INSET.
46. The school benefits from being well staffed with enthusiastic and energetic teachers. There is almost a full complement of specialists with a mix of experienced teachers and those relatively new to teaching. A small number teach outside their specialism, particularly in history and ICT. However, the school is committed to staff development and comprehensive programmes ensure that non-specialists, newly qualified teachers and overseas-trained staff can make a smooth transition to teaching the curriculum. The science and maths departments have experienced staffing instability but careful management has reduced the possibly negative impact on teaching and learning. Senior and middle managers use clear guidelines to monitor teaching and learning. The deputy is very aware of the need to remodel the professional development programme to reflect the increase in staff and their varying needs. Links have therefore been established with consultants, training providers and initial training initiatives to support professional development. Support staff are highly valued and provide effective advice and help.
47. Accommodation overall is satisfactory, though it varies considerably in what had previously been an LEA staff development centre. The school site is compact, even cramped in some aspects, though the available accommodation has been used to optimal effect and staff work to enhance their areas so as to have a positive impact on teaching and learning. Teaching

rooms are variable in quality. Some are smaller than recommended guidelines but many are spacious and well lit and afford opportunities for good display. Design and technology, art and design and music make particularly good use of their well-appointed rooms, and pupils' learning and achievement benefit accordingly. Opportunities in drama are constrained by the lack of an adequate space for performances. Accommodation in physical education is unsatisfactory in many respects. Changing facilities are lacking and the public fields used for outdoor sports present potentially serious health and safety problems which, on occasion, include broken glass and dog excrement. Despite this, the PE staff work hard and are generally successful in minimising the effect of these weaknesses on teaching and learning.

Care, guidance and support

Students are well cared for but the overall judgement for care, welfare, health and safety is unsatisfactory because of some breaches of statutory requirements. Induction arrangements for students are very good and students have a good and trusting relationship with most adults in the school. The school ensures that students have good access to well-informed support, advice and guidance.

Main strengths and weaknesses

- The involvement of students through seeking, valuing and acting on their views is good
- Induction arrangements for students are very good
- The school gives good guidance to students on the further study of career opportunities
- Procedures to ensure that students work in a healthy and safe environment are unsatisfactory
- Some legal requirements for child protection procedures are not met

Commentary

48. Staff at the school care for their students and offer a good level of support to them. However, the arrangements that the school makes for child protection training and health and safety inspections are unsatisfactory. This is because, although the child protection officer is aware of his role and procedures are correctly followed, none of the non-teaching staff have received recent training in child protection and are therefore unaware of current protocol. Concise and detailed records are, however, kept of students on the 'at risk' register and 'looked after' students.
49. The school Bursar has overall responsibility for health and safety but necessary audits of the building are not carried out on a regular basis. Each department carries out risk assessment but some items of health and safety concern were observed during the inspection week, reported directly to the school and were acted upon.
50. The school has good arrangements for first aid and a large number of first-aiders have been appointed, all of whom have up-to-date qualifications. In addition, the school benefits from the services of a full-time welfare officer, who is available at all times to give students advice and treatment. The school has two dedicated first aid rooms and good records are kept of accidents and the administration of medicines.
51. The school has good provision for giving students support, advice and guidance. The pastoral system, whereby students are monitored on a regular basis by form tutors, works extremely well and regular meetings and discussions are held between tutors and heads of year to monitor students' welfare and track their progress. As a result, students thrive in the caring environment.
52. Students with SEN are well cared for and provided for as a result of good liaison with a whole range of agencies including primary schools and specialist local authority agencies. Statutory requirements for provision, as outlined in the statements for special educational needs, are

met. Reviews of IEPs and statements are carried out regularly with input from a wide range of contributors.

53. The school actively involves students through seeking, valuing and acting on their views and students are given a good level of responsibility. The year and school councils are a useful vehicle for obtaining students' opinions and students are proud to be elected to these bodies, be appointed as school prefects, buddies to younger pupils and to be trained as peer group mentors. Students raise large amounts of money for charity. They feel they are listened to and valued.
54. Induction arrangements for students are very good. The Head of Year 7 contacts all eight feeder primary schools to see prospective Year 6 pupils accompanied by the deputy headteacher and the inclusion manager. A question/answer session is arranged for Year 6 pupils and all Year 6 teachers are spoken to so that information is gathered regarding students' progress at primary school.
55. An induction day is held and 'taster' lessons are given; students are given a certificate of attendance. The school has arranged for Year 8 students to help at induction and help as mentors for Year 6 pupils when they come into school. When students start at the school, arrangements are made for them to come in for three hours before the rest of the school to enable them to be properly inducted and workbooks are given to them to complete during the holiday. As a result of the sensitive and well-structured induction arrangements, students make an excellent start to their life at secondary school. Induction arrangements involve some limited withdrawal work for pupils who have recently arrived in the country and require focused support. However, the overall deployment of support is necessarily limited as there is currently only one part-time specialist EAL support assistant in the school.

Partnership with parents, other schools and the community

The school has good links with parents, the community and with other schools and colleges. Provision to parents of information about the school and about students' standards is very good. Procedures to ensure satisfaction in dealing with any concerns or complaints are good. The mechanisms for the transfer of students are good.

Main strengths and weaknesses

- Links with parents and procedures to ensure satisfaction and to deal with any concerns or complaints are good.
- Home-school links to support students' learning are satisfactory
- The school values parents' views and has satisfactory arrangements to identify and act upon those views
- The school has good links with other schools and is working closely with the local college

Commentary

56. Only six per cent of parents responded to the pre-inspection questionnaire. A substantial minority thought that: the school did not seek the views of parents or take account of their suggestions or concerns; that they were not kept well informed about how their children were getting on; and that students did not behave well. However, the overwhelming majority thought that teaching was good, with staff expecting students to work hard and do their best. The inspection team agreed with the positive views expressed and did not generally agree with the negative views, though they recognised that a small number of students disrupt some lessons. Overall, inspectors judged that there is a good system for communicating and reporting to parents. Inspectors did recognise that many parents were 'critical friends', supportive of a school they helped establish, but with high expectations reflected in a readiness to express views and concerns.

57. The school provides a well-written annual report on students' progress which contains clear information regarding the grades achieved, an explanation of the grades and gives narrative information on a subject-by-subject basis of what students have learned and studied. There is also a space in the report for student or parental comments.
58. The school arranges a parents' evening every year where parents can meet subject teachers to discuss their children's progress and if any parent requires further information they are able to see class teachers by appointment. The school also arranges additional parents' evenings for Year 7 shortly after students have started at the school to see how they have settled in. Option evenings are arranged for the parents of Year 9 students, a work experience evening for the parents of Year 10 students and a special evening for the parents of Year 11 students to discuss careers. In addition, progress grades are sent each term to parents giving marks awarded.
59. Parents are closely involved with procedures for SEN provision and they are diligent in their attendance at reviews.
60. The Headteacher holds a weekly surgery where parents can see him on a drop-in basis to discuss their children's progress if they are concerned.
61. The school has produced a very attractive prospectus, which is detailed and parent-friendly and newsletters are produced which are of good quality and give full information on activities being promoted by the school. The governors' report is of good quality and provides full details of achievements by the school in the previous year and fully complies with statutory requirements.
62. Student planners provide a means of communication between parents and the school. These books are meant to be signed by parents and regularly checked by form tutors to ensure that parents are aware of progress that their children are making or difficulties they may have. The use of the organisers is patchy and varies with the commitment and effectiveness of the tutor.
63. Parents are given full information about the range of opportunities available for their children at other educational establishments and the school has arranged for pupils to attend 'taster' days at the various establishments offering sixth form and further education courses to enable students to make an informed choice.
64. The school does not, however, consult parents in a formal manner but uses the facilities of the home-school association, of which all parents are members, to obtain their views, and this is an area of possible development. The association involves a small number of parents but they give regular and substantial support to the school in the many events that are arranged including Drama, Music and Education Evenings. The Association hosts and arranges many fundraising activities and has in recent years provided significant funds that have enabled the school to purchase a school minibus and a new sound system for the Hall and a projector. Their work is much appreciated by the school.
65. A small number of parents help in the school by mentoring SEN students, assisting support staff, helping with office work, assisting on school trips and providing accommodation for exchange students.
66. The school has good links with the community. Links with the local Rotary Club are strong and the school supports local community programmes such as guides, play schemes, wheelchair training school, Ealing Concert Band, Oaklands Breakfast Club and the fitness programme. The school has recently established citizenship links with the local Reform League and magistrates group. The school has good links with local colleges and strong collaboration occurs with the Ealing and West London College on triple science provision. The college director is a school governor and the Headteacher sits on the college's community council.

Work with feeder primary schools is developing and includes induction links with Years 5 and 6, PE activities, as well as German language links with one local primary school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher has a very clear vision for the school and works collaboratively and effectively with colleagues to achieve it. The governors have provided sustained support but currently governance is unsatisfactory.

Main strengths and weaknesses

- The headteacher has a very clear vision and has worked very well with key governors to create a good school and developing school
- Senior managers work well together as a cohesive and mutually supportive team
- Middle managers demonstrate considerable skill and initiative within a clearly accountable management system
- While management systems are mostly good, there are a number aspects that have not been sufficiently addressed or developed in what has been a constantly growing and changing school
- The school has used its funding and resources well to establish a well-qualified and often talented workforce
- Governors have provided considerable support but have not ensured that a number of statutory requirements are met

Commentary

67. The headteacher provides thoughtful and well informed leadership and has been very successful in helping create an inclusive and effective school. He has worked well with the chair and other governors to provide the necessary vision and direction for this newly established comprehensive school that provides for the needs of a very wide range of young people. His leadership is very good in the way it strikes an effective balance between clear accountability through the school organisation and a measure of autonomy at middle management level that encourages initiative and innovation.
68. The leadership of the senior management team is good. This leadership team of two deputy headteachers, two assistant headteachers, the inclusion manager (SEN co-ordinator) and, on occasion, the finance and facilities manager, works closely with the headteacher and together and gives ready mutual support where necessary. The deputies and assistant headteachers have demanding roles that combine line management responsibilities for academic and pastoral responsibilities in the school. The team are generally approachable and maintain a conspicuous presence around the school whenever there is student movement and, where necessary, to support teachers during lesson time. The senior managers' leadership roles have developed and adapted with the growth of the school. Delegation of some whole-school responsibilities is happening, as in the case of the ICT development, though, at times, the relatively small leadership team has to work hard to effectively balance day-to-day responsibilities with strategic school development. Partly because of this, the senior management team has not dealt with some identified weaknesses. Although the school maintains a caring environment, its health and safety and child protection checks and procedures do not come up to the required standard and it has not managed the implementation of citizenship education sufficiently well.
69. Even so, management systems are generally good, given that they have had to be constantly refined and developed as the school has grown from the equivalent of a modest primary school to something close to an average size secondary. The generally good quality of teaching and subject management by a younger than the average school staff clearly indicates that the processes of staff recruitment and development are working well. The school has now established a clear organisational structure to manage the curriculum and pastoral systems of the school and has well-documented procedures that monitor and evaluate

provision in those areas. These procedures link fairly well with the school's implementation of performance management.

70. Student monitoring and target-setting provide a good example of the strengths of school systems as well as the continuing need for development. The school has a wealth of data including those from national tests and internal testing which identifies students' language, number and logical thinking skills. Available data are usefully categorised in terms of gender and ethnicity as well as being used to identify students who have special educational needs or else English as an additional language and those who are on the gifted and talented register.
71. Data are used well to track individual student performance and to identify those who are under-performing but the potential to analyse and interpret data for groups of students is less well developed in terms of taking effective action. Value added measures are based on predicted grades not prior performance and the school target-setting process is not fully understood, with some targets too challenging to be reasonably met.
72. The diverse range of students' needs and the school's commitment to inclusion are reflected in strong leadership and management in the special needs area. The inclusion manager (SEN co-ordinator) has been in post since the school started and has created an efficient and caring department. She is ably assisted by her deputy and the teaching assistants and has effectively delegated duties where necessary. There is an effective governor attached to the department, with oversight of a well-led and organised department that offers something to all pupils with special needs. The school has been a little slower in meeting the needs of students for whom English is an additional language but, in September 2003, the school appointed an experienced EAL co-ordinator. Since that time, significant steps have been taken in the provision made for bilingual pupils. Plans exist for management to be more closely directed towards monitoring and evaluating the performance of bilingual pupils. The EAL co-ordinator recognises the need for tighter tracking of pupil progress and for more detailed profiles, showing pupils' developing language competence, to be shared with staff and pupils.
73. Leadership and management of the different subjects are good, with very good practice in some areas. All three core subjects are well led by faculty managers who are very committed and whose flair and organisation result in good and very good provision, even when staffing is not ideal. Many of these strengths are echoed in other areas such as humanities, the arts and technology. ICT leadership is now substantially better.
74. The governors have provided good support for the headteacher and staff in efforts to establish a good comprehensive school. A number of governors originate from the local parents who campaigned successfully for the establishment of the school. The chair of governors has worked closely with the headteacher from the start as a critical friend, reviewing and supporting developments. Governors work well with senior managers in some areas such as finance and special educational needs but the delegation of some governor responsibilities has been less effective in ensuring that some statutory requirements are met. Currently, the school is not meeting requirements for RE in Years 10-11, has unsatisfactory child protection and health and safety procedures and does not provide a daily act of collective worship. Consequently governance is unsatisfactory.
75. The school's financial management is good. The setting up of the new school was done at relatively modest cost and, in the initial years, staffing had to demonstrate considerable flexibility to provide sound curriculum and management coverage, albeit aided by a small-school subsidy. Throughout the last six years the headteacher, chair of governors and chair of the finance committee, have worked closely to ensure the best use of funding. Currently the school finances are almost wholly derived from normal formula funding with little additional income from national and regional initiatives. It makes effective use of the local authority services to ensure best value and retains some autonomy in tendering for some school-based services.

76. There are clear management systems that involve the school finance and facilities manager, the finance committee and the headteacher and these meet the standards required by the auditors. The school endeavours to fully use its annual budget and the large carry-over for the previous year derived from an unexpected, though welcome, rate refund.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	3,966,000
Total expenditure	3,938,000
Expenditure per pupil	3,237

Balances (£)	
Balance from previous year	206,000
Balance carried forward to the next	28,000

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 AND 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **very good**.

Main strengths and weaknesses

- Students achieve well in English and the GCSE examination results are above average
- The quality of teaching is very good and adequately addresses the needs of individuals
- Leadership and management are very good. The emphasis on analysing data, comparing and evaluating results, is increasing awareness of the need to sustain and drive up standards
- Teachers provide very good support, which is enabling students to achieve of their best
- The Key Stage 3 Strategy is used effectively but there are too many errors in writing

Commentary

77. Results from national tests in 2003 were in line with the national average. Standards have remained average over the last three years, though they are well above average for schools with similar characteristics. Standards in the 2003 GCSE examinations were well above average in English but average in English literature. The entire cohort achieved a grade in English. Whereas students of African Caribbean heritage did not achieve as well as their counterparts in Year 9, they made similar progress by the end of Year 11. Overall, achievement by the end of Year 11 was very good. In 2003, the gap between boys and girls was narrower than the national average, although boys did slightly better than girls. High attaining students achieved just above average at grades A* to A in English.
78. Standards on entry have been below average, particularly in writing. Over time, the combination of very good teaching, the use of the literacy strategy for planning and good quality support and resources, leads to students making good and often very good progress in lessons.
79. Students are very responsive during oral work, and listen attentively. Higher attaining students give measured responses and, overall, most students contribute regularly and often. They hypothesise, make perceptive comments and confidently intervene to pose a different slant to discussion. There are, however, some who rarely contribute. Students critically analyse a range of literary texts, with high and some middle attaining students reaching good and sometimes very good standards in textual grasp and appreciation. By Year 9, they write critical reviews of the moving image, as seen in their work on *The Simpsons*. Year 11 high attaining students grapple with difficult concepts, such as evil in Shelley's *Frankenstein*. They use contextual information very well when considering how writers portray specific themes. Whilst lower attaining students, including those with a special need, confidently explain the implicit meanings, their written work lacks analysis. Nevertheless, with guidance, they are confident when conveying the text and selecting evidence. Writing skills are satisfactory overall but good for the high and some middle attaining students. They are assured writers and produce well-structured essays. Although lower attaining students and those learning English use the writing process well to improve their work, editing and proof-reading skills are not rigorous and technical errors persist in finished pieces. Presentation is good but ICT is not used widely.

80. The quality of teaching and learning is very good and reflects the positive culture of learning which the department has created. Planning makes effective use of key features of the literacy strategy to increase students' understanding of language and literary devices. There is a strong emphasis on developing students' skills of analysis. Teachers develop students' communication skills through clear questioning which enables them to articulate their thinking. Many students, in particular boys, seize every moment to make comments and ask questions. Teachers use modelling and a wide range of teaching resources and of teaching groups to meet students' needs and extend high attaining students. There is robust monitoring of teaching and learning, ensuring that set targets are used to improve standards. Learning assistants, when present, provide very good support, which enables students with SEN to keep abreast of the work. Homework is set regularly but the work set work does not always match the needs of each student. Marking is usually thorough, but teachers do not share a consistent approach.
81. Leadership and management are very good. A strong department and a committed team have been established through clarity of vision, effective development planning, which maps priorities for improvement, and the analysis of results and action taken to support students. Students confirmed the depth of their appreciation for the guidance and support provided. Self-evaluation is critical and ongoing, as are refining the curriculum to meet students' needs and broadening their experience of other literary traditions. The department is at the point of consolidating its first full examination results and has introduced a motivating bridging course for Year 9 students. The needs of boys are recognised. There are very good procedures for using assessment data but analysis does not focus on all ethnic groups. Cross-curricular issues such as ICT and citizenship are not fully established.

Language and literacy across the curriculum

82. The development of literacy across the school is satisfactory. It is well developed in subjects such as English, art, history, geography, design and technology and drama. The librarians make a significant contribution to promoting students' study skills. They work very well with most departments and actively involve students in running the library. There is a drive on improving writing skills across the curriculum. Intensive support is given to students working below the expected standard through the Progress Units.
83. Students reach good standards in speaking and listening across the curriculum. There is excellent support for oral work in drama, though there are missed opportunities to develop good communication skills in modern foreign languages. In geography, students are encouraged to give extended answers. All departments reinforce and consolidate key words which are displayed, recorded on the boards and used throughout most lessons. Subjects such as English and geography work on developing students' skills of enquiry and research, enabling them to become adept at information retrieval. In ICT, students develop analytical and evaluative skills through identifying websites suitable for different audiences.
84. Departments have benefited from guidance on developing writing. The quality of extended writing is excellent in drama. They write for a range of purposes in history, geography and art. For example, in art, students annotate extensively and use poetry as a stimulus for writing and drawing. Accuracy in using grammatical features is emphasised in geography and modern foreign languages. Similarly, in physical education, peer assessment increases students' grasp of written expression. Presentation is not consistently good and lower attaining students do not take sufficient pride over their work. The quality of marking varies. Work is not always marked nor attention given to correcting errors to help students improve their writing. Editing and proof-reading skills are not reinforced sufficiently.

MODERN FOREIGN LANGUAGES

Provision in modern foreign languages is **satisfactory**.

Main strengths and weaknesses

- Standards in Spanish are above average by the end of Year 11
- Teaching and learning are good in Spanish and enable students to achieve well
- Students' attitudes are positive, behaviour is good, and they have good relationships with their teachers
- Teachers' command of the languages they teach is very good
- Enrichment opportunities for students are very good
- Standards at the end of Year 9 are well below average in all languages
- Opportunities for students to use the language themselves and for real purposes are often limited in German and French and this results in a lack of confidence
- Assessment information is not always used effectively to plan for the progress of groups of differing ability within lessons and this results in tasks that are too difficult
- Monitoring and development of teaching and learning are not used effectively to raise standards across the whole department and ensure consistency

Commentary

85. GCSE results in 2003 across all languages were average compared to those in all schools. However, there were significant differences between results in the three languages. The proportion of students attaining an A*-C grade was above average in Spanish, average in French, but well below average in German. The proportion of students attaining an A*-G grade was low compared to other schools. There were too many students who did not achieve a grade because they did not complete the course. This was the first year students were entered for GCSE.
86. Standards in Years 7-9 are well below average across all three languages. Students do not achieve as well as they should because their progress is hampered by the lack of time and by the very wide range of ability within teaching groups. However, in Spanish, as a result of good teaching and ample opportunities to use the language themselves, students are very confident in speaking, listening, reading and writing and can manipulate the language themselves with ease to communicate their ideas and respond to others. This is less evident in French and German. By Year 9 students can take part in simple dialogues, describe events simply in the present and past, give opinions and simple reasons for their views. They write to a model and can identify the main points and some detail from short texts. However, they cannot write creatively or at length without considerable guidance or speak at length and in detail using a variety of tenses and structures. The range of language they use is severely limited. Standards on entry were below average overall but students do not make the progress expected.
87. Standards in Years 10-11 are average; students achieve satisfactorily in relation to prior attainment but there are significant differences between the standards in the three languages. In Spanish standards are above average; this represents very good achievement in relation to prior attainment. In Spanish students begin Year 10 with a very solid foundation on which to build and their progress is rapid as a result of good teaching. However, in French and German standards are well below average overall, particularly in speaking and responding, because they do not have a secure foundation on which to build, so that progress is too slow and students do not achieve as well as expected. By Year 11, in Spanish students can write and speak at length and in detail on a variety of topics using a good range of vocabulary and structures to communicate their ideas. They use a variety of tenses and link their ideas well. In German and French they can write to a model and take part in dialogues with the aid of notes and written prompts but they are not confident in manipulating the languages themselves. Students' attitudes towards their learning are positive and they behave well.

Where they are given the opportunity to practise informally and work in small groups or pairs they display high levels of concentration and enjoyment. They respond with enthusiasm to games and competition and in these circumstances their progress is rapid. However, when they are not directly involved in oral activities or when tasks are too difficult for them, they become restless, lose concentration and interest or display some frustration at not being able to complete tasks successfully.

88. Students with special educational needs and the most able students make satisfactory progress overall. Students with special educational needs make good progress when they have direct support in lessons and the most able students make good progress when they are given opportunities to extend their learning in lessons. However this is not always the case.
89. Teaching and learning are satisfactory. There are differences in the quality of teaching across languages. In Spanish, teaching and learning are consistently good, whereas there is a lack of consistency across other languages. Teachers have a very good command of the languages they teach and usually use the language effectively to conduct activities; as a result students benefit from very good role models and this is very effective in developing listening and speaking skills. Teachers know students very well and this enables them to challenge higher attaining students appropriately and give help where necessary. Students make the best progress when they are given frequent opportunities to practise informally and use the language themselves to give and gather information. There is some very good practice in Spanish that includes giving students frequent opportunities to speak, combined with carefully planned language skill development that is much less evident in some of the French and German teaching. In those lessons the focus is more on note-taking and reading. Consequently, students in those languages were less confident and some middle and lower attaining students struggled. Assessment is used well in Years 10-11 to enable students to evaluate and plan their own progress; students in Years 7-9 are beginning to do this but, at present, this is in the early stages of development. Teachers use assessment well to meet the needs of students with differing ability in lessons but their efforts are hampered by the very wide range of ability within each of the Years 7-9 teaching groups. However, assessment is used well in Years 10-11 to involve students in tracking and planning their own progress towards targets in examinations and students respond well to this.
90. Leadership and management are satisfactory. Although there is good day-to-day management of individual languages and good use is made of assessment information to identify and address areas of weakness within each language, staff do not share good practice or strategies across languages sufficiently well to ensure consistency across the whole department. There is very good support for newly qualified teachers. Support for learning outside the classroom is very good, including extra help for examinations, well established trips and exchanges and opportunities to study Latin and Japanese within the enrichment programme for Years 7 and 8. As a result the department makes a very good contribution to students' social and cultural development. Students are helped to decide which of the three languages they wish to study through a series of taster lessons in each language in Year 7. However, this takes up valuable time and slows progress significantly through Years 7-9 and does not allow students to attain expected standards by the end of Year 9. Currently, able linguists cannot take two languages in Years 7-9 and though they are given appropriate extension work in lessons, their progress is slowed over time because of the very wide range of ability in teaching groups.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- On the basis of their prior attainment, students' achievement in mathematics is good

- Teachers demonstrate good subject knowledge and good awareness of examination requirements
- Teachers enjoy positive and supportive relationships with their students
- There is a clear vision for mathematics as a result of strong leadership and management
- Some teaching does not sufficiently challenge the higher attaining students
- The provision for numeracy, literacy and ICT is underdeveloped

Commentary

91. In the 2003 national tests, results were in line with national averages and well above those of similar schools based on students' prior attainment in the Year 6 national tests. Results have remained in line with national averages. In the 2003 GCSE examination, results were in line with national averages and in line with similar schools based on students' prior attainment in the Year 9 national tests. Students do as well in mathematics as their other subjects.
92. On the evidence of the work seen, standards in Year 9 remain in line with national averages. Standards on entry are below national averages so that achievement is good, especially for the lower attaining students. The work in Year 7 builds well upon the work of the primary schools and, by the end of Year 9, students can calculate the areas of composite shapes, while higher attaining students can confidently identify linear and quadratic sequences.
93. Standards in Year 11 are now above national averages as a result of the department's greater focus on coursework, students' positive attitudes and the very full revision programme offered. On the basis of students' prior attainment in Year 9, this represents good achievement. Students in Year 11 have a good understanding of the circle theorems while higher attaining students can calculate these for any triangle using the sine and cosine rules.
94. Teaching and learning are good overall. Lessons start promptly and make good use of a variety of starter activities which quickly engage and involve students in the work of the lesson. Teachers demonstrate good subject knowledge and a good awareness of examination requirements. They enjoy positive and supportive working relationships with students. Homework is regularly set and builds well upon the work of the lesson. Marking is regular but the quality of feedback to students on how to improve is inconsistent. Students with special educational needs are well supported by classroom teachers and teaching assistants. However, in a small number of mixed ability lessons, the teaching does not sufficiently challenge the higher attaining students.
95. The curriculum in mathematics is broad and balanced with an appropriate emphasis given to investigative and data handling work. The provision for ICT is satisfactory but underdeveloped and constrained by difficulties in accessing computers. The provision for literacy is satisfactory but inconsistent across the department. The best practice highlights and explains subject specific vocabulary so that, in a Year 9 lesson, the components of the data handling cycle were rewritten in student-friendly words and each word carefully explained and discussed.
96. The leadership and management of the department are good overall. There is a clear vision for mathematics and a strong team ethos. Departmental documentation including schemes of work has recently been updated and department meetings are used well to share good practice and ideas. The head of faculty has a very good awareness of the department's strengths and areas of improvement as a result of her regular monitoring of lessons and exercise books. Available data are used well to identify performance against national standards but not sufficiently analysed in terms of different groups of students, including teaching groups.

Mathematics across the curriculum

97. The provision for mathematics across the curriculum is satisfactory. A numeracy policy exists

in draft form and some useful cross-curricular work has been collated into a booklet of cross-curricular exercises. Number work is developed well in ICT for calculating fixed and variable costs as well as profit and loss. Algebraic skills are used in science for formulae and in ICT for creating formulae in spreadsheets. Spatial awareness is used well in geography for scale and measurement as well as identifying latitude and longitude. The use of numeracy in design and technology is very good, including isometric drawings, spreadsheets and graphs. Students also construct and analyse graphs in science and make good use of their data handling skills in geography to draw scatter graphs and calculate rank correlation.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Students achieve well as a result of good teaching and high expectations
- There is not always sufficient match of work or enough support to encourage and help students with lower levels of ability in the subject
- The department is well led has an enthusiastic and capable team of teachers and support staff
- Marking of students' work is developing in quality, but is inconsistent within the department

Commentary

98. In 2003, results in the National Curriculum tests were average compared with all schools, and well above average compared with similar schools. Students enter the school with a very wide range of ability, but overall their attainment on entry is below average and progress to the end of Year 9, last year, was good. In 2002 and 2001, when the first cohort of students reached Year 9, performance in the tests was well above national average, and progress of those students was very good. There was no significant difference in 2003 in the attainment of boys and girls.
99. Results overall in the science GCSE examinations in 2003, were above average and attainment in the three separate sciences, biology, chemistry and physics was well above average. Progress from Year 9 to Year 11 was good and boys achieved better than girls in that year.
100. Work seen in lessons and in the written work of students indicates that standards currently reflect those in the recent examinations and as such are broadly average in Year 9 and above average in Year 11. Students achieve well in all aspects of the subject. Students in Year 9 have good knowledge of essential ideas, and those with higher attainment are very clear about challenging concepts. Investigative skills have been developed well. Work seen in Years 10-11 indicates that many students gain a high level of knowledge and understanding of quite difficult concepts.
101. Whilst higher attaining students achieve well, achievement of lower attaining students is not so good because, despite teachers' understanding of the need, the resources and support are not sufficient to give students time and practice to consolidate their understanding. Students with more severe special educational needs and physical disabilities however, receive good support with the help of specialist assistants and so they make good progress. Boys and girls achieve equally well and so do students who have English as an additional language.
102. Teaching and learning in science are good. Teachers have a very good level of expertise in their subjects and good planning for a wide range of activities results in keen interest from many pupils. Of the lessons seen during inspection, two thirds were good or very good, and all but one were at least satisfactory. Students are motivated to achieve well in most cases but a minority become disaffected and lack enthusiasm when the teaching is of a lacklustre routine nature. Teachers struggle, on occasion, to fully provide for the learning needs of all students in

the very wide ability range found in most mixed attainment classes. Expectations of teachers are high and work is pitched at a level that stretches and challenges the higher attainers but middle and lower attaining pupils do not always have enough support to enable them to acquire the basic ideas. Most teachers manage behaviour well but, on occasions, less experienced teachers are inclined to overlook low-level chatter and lack of concentration of a few students when important ideas are being discussed. Assessment is used satisfactorily in the learning, with achievement being compared regularly with targets set. However, marking is inconsistent, and targets are not specific enough to ensure students are clear about what they need to do to improve their standard of work.

103. Leadership and management of the faculty are good. A very good team spirit has been established and staff are committed to raising standards, evaluating and sharing ideas and developing good practice. Monitoring of the teaching has been well considered with some good initiatives introduced. ICT is used adequately, but there is a need for further development and training in the necessary skills. Assessment data are beginning to be used, targets set and progress tracked, but more sophisticated measures of achievement need developing to identify specific needs of individuals and evaluate the overall performance of the faculty.
104. Being a relatively new school, the faculty has several modern, spacious and well-equipped laboratories but is one laboratory short, given the school roll. This results in some groups having to be taught in a classroom which severely limits opportunities for practical work. Resources are good overall, with facilities such as electronic white boards, but there is insufficient ICT equipment of good standard within the department.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Teachers' good subject knowledge and relationships with students are helping to improve standards
- Accommodation and resources for ICT have improved significantly and are good
- Students use ICT increasingly in other subjects
- Good leadership incorporates a strong commitment to improvement
- In earlier years some tasks are too hard and students' progress is not assessed consistently
- Some over-large classes and network problems limit student achievement

Commentary

105. Year 11 students who took GNVQ in 2003 attained well below average results, below most other school subjects.
106. In Years 10-11 GCSE (short course) and GNVQ, standards are currently still below average but students are now achieving satisfactorily from the low levels at the start of Year 10. Current Year 10 students on the GNVQ and GCSE courses attain according to national expectations and achieve well, a significant improvement from previous years.
107. Standards on entry are below average and though still below at the end of Year 9, are clearly improving. Most students, including those with special educational needs, have sound skills and growing confidence in using computers. Year 7 students make good, imaginative use of text and graphics in their animated Powerpoint presentations. By the end of Year 9 students have a reasonably good understanding of databases and spreadsheets but do not yet have sufficient skills in measurement and control.

108. By the end of Year 11, GNVQ students gain secure skills in creating and evaluating business documents, and the ability to design their own web pages. Other students are starting to show better knowledge and skills both in discrete ICT courses and in several other subjects such as science, music, design and technology, geography and history.
109. Teaching and learning are satisfactory overall and often good, particularly for the examination groups in Year 10. Teachers use subject expertise well in supporting individual students but opportunities are often missed to challenge students intellectually in lower years, particularly in over-large classes, which limit students' progress, particularly when tasks are too hard. Students behave well, and show good attitudes. Those with special educational needs and the gifted and talented achieve well. Special educational needs students, particularly, benefit from extra support from the well-briefed classroom assistants.
110. Leadership and management are good. The new team is led by an effective, new, experienced co-ordinator with very good vision. Recent increases in equipment to the nationally expected level and specialist teacher expertise are helping raise standards. Assessment data are beginning to be recorded more systematically, although insufficient use is made of them to inform students of progress against National Curriculum levels in Years 7, 8 and 9. The new national strategy is not yet fully in place. Technical support is good but there are still problems with network connections that are being tackled. There is good capacity for further improvement.

Information and communication technology across the curriculum

111. There is a growing contribution to ICT provision from other subjects, and it is good overall. Students' work shows evidence of internet research in most subjects. Teachers in different subjects can book computer rooms, although computers are not readily available in art and modern foreign languages. Computers are used outside lesson times by many students and most also have home computers. Teachers are beginning to use software to analyse data on students' progress but its use to set targets for improvement is still under-developed. The new school web site works well and is a rapidly expanding source of information. ICT is used well in several subjects including music, geography, design and technology, drama and PE, although control technology has not yet been introduced. Use in the core subjects is satisfactory but there is good scope for improvement; several new interactive whiteboards have been ordered.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Good and very good teaching leads to high achievement, particularly in Years 7-9
- Attitudes and behaviour are good as a result of the inclusive nature of the school
- The assessment of pupils' progress is becoming more accurate
- There are insufficient links with the community, including primary feeder schools
- Good assessment data are not yet used effectively enough

Commentary

112. In 2003 GCSE results were erratic. Overall standards were below the national average, mainly due to a poor performance by girls, many of whom were reluctant geographers. Boys' A*-C grades were just above average and A* and A grades were well above average, but standards compared with other subjects were depressed by some inadequate coursework. Despite this,

pupils overall exceeded their predicted grades. The department has analysed the results of the first GCSE entry and has reacted appropriately. Inspection evidence indicates that the standard of work in Year 11 is in line with expectation and pupils are achieving satisfactorily.

113. On entry geography knowledge is often very low and students learn basic skills and enquiry methods thoroughly in Years 7-9, seen in local map work exercises and work on Kenya. Written skills develop well, with students able to make good notes and produce extended and imaginative work, including letter writing and diary keeping. All students produce a good volume of work, including lower attainers and those on the special needs register who benefit from high levels of support and the availability of appropriate working materials. Students' understanding of geographical processes and patterns and links with human development grow steadily, seen in Year 7 studies on volcanoes and Year 9 work on rivers. Both are enhanced by good use of Information Communication Technology. Presentation improves over time and work becomes steadily more challenging as more advanced theories and models and their associated vocabularies are introduced. Students are able to write about exponential growth rates and Malthusian theory and verbal responses are full and accurate.
114. In Years 10-11 skills are reinforced and investigative techniques developed, resulting in good coursework based on an effective programme of fieldwork. Students are able to produce hypotheses, devise a methodology and gather and analyse data, seen to advantage in work based on visits to Marloes Sands in Wales. Students build a useful volume of case studies and improve examination skills. Boys have achieved better than girls in examinations, but in lessons there are no obvious differences.
115. Teaching and learning are good and often very good. Lessons are well planned and delivered with enthusiasm and humour. Work is constantly reinforced through good questioning and a variety of techniques that keep everyone on task and stretch abilities. Expectation of behaviour and endeavour alike is very high. Students respond well to the challenges, and attitudes are very positive. Activities are varied and teachers make lessons interesting and informative by very good use of ICT and audio-visual aids. Behaviour in lessons is generally very good and reflects the skills and energy of the teachers. Assessment of pupils' progress is good, but school assessment data are not yet used efficiently for target setting. Homework is used well to support the work done in class.
116. Leadership and management are good. The work of the department is carefully analysed and there is a strong, united team that knows where it is going. There are insufficient links at present with primary schools and the community, but the department, under efficient leadership, has the ability to maintain and improve the high standards observed.

History

Provision in history is **good** with very good features.

Main strengths and weaknesses

- Leadership is energetic and creative; there is a firm commitment to raise standards
- Dynamic teaching is based on superior planning
- Lessons are made accessible to students of widely different levels of ability, especially through the provision of very good resource materials
- The department is very well managed and organised
- The reluctance of some students to maximise their potential impacts adversely on their standards of attainment

Commentary

117. Standards are broadly in line with national expectations at both key stages. In 2003, the results of the first cohort of students at GCSE were disappointing. Fewer students attained A* to C grades than did so nationally. Boys significantly outperformed girls. The overall attainment of boys was above national averages whereas the girls' results, reflecting a weaker intake, were significantly below national expectations.
118. Achievement is good in Years 7-9. Overall, standards in history on entry to the school are below average. A carefully planned programme of skills development ensures that students successfully build on historical knowledge and understanding through increasingly critical use of sources. Whilst lower attaining students need help in organising and communicating answers, higher attainers are able to write structured accounts and to synthesise information from a range of evidence. Students with special educational needs make the same rates of progress as their peers.
119. Achievement is good in lessons in Years 10-11. The majority of students show skills and confidence in writing at length, following lines of independent enquiry and constructing coherent historical arguments. They evaluate and use sources of information critically, and can explain how and why different historical interpretations have been produced. In some students overall achievement can be marred by an overly relaxed approach to independent study.
120. History teaching is of a good quality overall, with exemplary practice from the head of department. Particular strengths of teaching include secure specialist knowledge, high expectations, skilful questioning and dynamic, well paced delivery. These qualities are underpinned by very well designed learning materials that differentiate for students at different levels of understanding and systematically structure learning experiences. Overall, there is a very good variety to teaching as the department appreciates the importance of accommodating the different learning styles of students of widely disparate ability. ICT is effectively integrated into teaching and intelligent use is made of an interactive whiteboard. Good teaching impacts directly to produce good learning. Students enjoy the challenge of lessons that provide them with the opportunity to think creatively and analytically. However, there is scope to increase the motivation of some students by encouraging them to maximise opportunities for independent learning.
121. The history department is led with exceptional energy and vision. There is a strong commitment to innovate in order to raise standards. Planning is very thorough and schemes of work are very well produced. The head of department is responsive and supportive. She aspires to build a professional, dynamic and cohesive team. Entirely appropriate priorities are being set for the future. Management is very effective. The organisation and provision of a range of resources are very good. There is a good level of data management and analysis of value added information. Monitoring procedures, including target setting and student tracking, are developing well. The quality of assessment is very good. Marking is regular and students are well aware of the levels at which they are achieving. All students receive clear indications as to how they can improve their work.
122. The department recognises the need for the explicit teaching of literacy skills; however, there is scope for more detailed identification of literacy errors in student work. The department contributes well to social, moral and cultural understanding. A sharp focus is placed on ethical issues in teaching.

Religious education

Provision in religious education is **unsatisfactory** despite considerable strengths in delivery.

Main strengths and weaknesses

- Teaching is good and contributes well to student achievement
- The subject makes a very good contribution to the spiritual, moral, social and cultural development of students
- The outstanding leadership and very good management of the subject ensure that students receive a rich curriculum
- The lack of curriculum provision for fifty per cent of students in Years 10-11 is having a serious impact on standards

Commentary

123. Standards in the GCSE short course were above average in 2003, the first year of entries. Two thirds of students achieved grades A* - C. This compares favourably with similar schools although in the full GCSE course, standards were a little below average.
124. By Year 9, standards are average in relation to the Ealing LEA agreed syllabus. Given students' below average standards on entry to the school, this represents good achievement. Students are well able to link their knowledge of religion with their everyday experiences.
125. By Year 11, standards are average. Students extend their knowledge and understanding of how they can learn from religion and apply it in their lives. They make good gains in their knowledge and understanding of religious concepts. However, they do not always question or explore their own attitudes in sufficient depth owing to the limited amount of curriculum time available.
126. Teaching is good with some very good and occasionally excellent features. The teachers' very good use of discussion and questioning enables students to express their opinions and form clear judgments about religious and moral issues. The achievement of students with special educational needs is good, because students are provided with good support and work that matches their needs. The use of key words and subject specific language enable students to improve their speaking and listening skills. Students make good progress as a result of the teachers' excellent knowledge of the subject and an awareness of individual pupil needs. Assessment procedures provide a sound basis for assessing what students know and understand. However, there is currently no specific assessment on *learning from* religion. Not enough work is done to set detailed targets and so students are unclear about the standards they are reaching. However, teachers' comments on students' work do enable them to know what they need to do to improve.
127. Subject leadership is excellent with a clear sense of purpose and direction. The head of the department has a clear view of the needs of the subject. The subject is managed very well with very good planning and effective monitoring of teachers' and students' work. Students' spiritual and moral awareness is very good. They demonstrate a respect for the views, faiths and traditions of each other. Despite these strengths, the current school policy of students taking RE in only one of the two years in Years 10-11, reduces students' potential for even greater progress and does not meet the legal requirement for students to study RE in every year.

TECHNOLOGY

Design and technology

Provision in design and technology is **very good**.

Main strengths and weaknesses

- Subject leadership is very good in raising standards
- A very good scheme of work exists for all pupils of all abilities with a wide range of stimulating projects
- Good teaching results in good learning supported by the effective use of study guides
- Assessment and target setting for every pupil reflect very good practice
- Control technology is missing from the otherwise excellent curriculum

Commentary

128. In GCSE examinations in 2003, the proportion of students achieving the grades A*-C was above the national average and the number of pupils achieving a pass grade was about the national average. Students studied one out of resistant materials, graphics or food technology. From the observation of lessons and the analysis of students' work, standards have significantly improved and they are now above national expectations throughout the school. There is a notably good improvement in standards in resistant materials, graphic products and textiles all of which are taught in Years 7-9.
129. Many students start in Year 7 with average skills, knowledge and understanding of DT. The achievement of all students is very good so that by the end of Year 9, they have reached standards that are well above expectations in many aspects of the subject. Progress is more rapid in Years 10-11 for those students working towards GCSE qualifications. They have developed their skills over a wide range of experiences using different materials in many challenging problem-solving projects. This is because of the good help and attention they receive when they are working individually. They are also supported through the use of specially written study guides. This particularly helps students with special educational needs and English as an additional language to achieve as well as all other students. Girls are achieving slightly better than boys.
130. There is plenty of challenge in the work and gifted and talented students are encouraged to use further complexity in their design and to explore wider issues. Achievement is pronounced in the acquisition of craft skills and in understanding of geometry. Students quickly learn how to do isometric and orthographic drawings. They understand how to apply knowledge of ergonomics in designing a product. They are less secure in developing their skills of sewing by hand and machine. Achievement in computer control technology is weak. They are not able to write a sequence of programmable commands to control mechanical events through a computer.
131. The quality of teaching is very good and in one quarter of the lessons seen it was outstanding. Teachers have a good knowledge of their subject and they teach with enthusiasm and good communication skills. They support and encourage students of all abilities enabling them to experience success. Nearly all of the students tackle their work with enthusiasm and interest. Consequently the quality of learning is good, including for those with special needs and English as an additional language. Learning is further advanced when students voluntarily work with their teachers in the workshops during lunchtimes and after school.
132. A newly appointed, talented and enthusiastic leader manages this subject to a very good standard. The teachers work very well as a team. Newly implemented student assessment and tracking systems are very effective. Consequently there is consistency and continuity in

learning between groups of students and as students move from year to Year. This corporate effort to further improve the quality of teaching and learning shows in the rising achievement and confidence of the students. Two technicians provide very good support for the students during their practical work. This helps to maximise the students' learning experience. This department has shown a substantial improvement in the provision for teaching and learning since the recent appointment of new staff who have brought a vision for further success.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- GCSE examination results are very good
- The quality of teaching and the achievement of students in Years 10-11 are very good
- Insufficient use is made of information and communication technology
- The department is well led and managed
- Accommodation is very good
- Results of teacher assessments carried out in Year 9 are not analysed

Commentary

133. In 2003, the percentage of students gaining a GCSE grade A*-C was well above the national average. Although girls outperformed boys the difference was no greater than experienced nationally. Girls performed just as well in art as they did in their other GCSE subjects, unlike the boys who performed better in their other subjects.
134. By Year 9, students of all abilities have a very good knowledge and understanding of the basic elements of the subject. They demonstrate this by producing work that has a strong use of tone and colour within well-composed finished pieces of work. The standard of research, experimentation and the development of personal ideas seen in well-used sketchbooks are also above the national average.
135. Standards of work by Year 11 are well above the national average. Students of all abilities and backgrounds have developed into mature artists able to express their personal ideas through a confident use of a range of media and innovative techniques. Three-dimensional skills are less well developed and the general standard of drawing from observation is in line with the national average.
136. Students' experience of art in primary school varies considerably but in general, standards on arrival at the school are in line with the national average. As a result of good teaching within well-planned schemes of work the achievement of Year 7-9 students of all abilities and backgrounds, including those with special educational needs is good. The achievement of all students in Years 10-11 is very good as a result of very good teaching.
137. The overall quality of teaching is good. No unsatisfactory teaching was observed with the vast majority of lessons judged to be good or better. The teaching in Years 10-11 is mainly very good. All lessons had objectives that were clearly communicated to students. Teachers regularly demonstrate artistic expertise in whole class demonstrations of new skills and techniques with further individual support given throughout the lesson. Students benefit from lessons which are carefully structured and timed to ensure pace and constant challenge. The development of literacy is a clear focus in most lessons. Some plenary sessions observed did not involve all students effectively and review techniques are less developed generally. Resources are carefully selected to be suitable for both boys and girls and a wide range of famous artists and cultures is studied for inspiration and new techniques, some of which are

successfully incorporated into students' own work. Additional materials are used to support special educational needs pupils with extension activities available for the gifted and talented. Work, including homework, is regularly assessed and students know how they can improve their work.

138. Leadership and management of the department are good. The head of department has a strong and clear vision of how the subject should be taught and how she would like to improve overall provision. Carefully planned schemes of work ensure good coverage of the curriculum. However, information and communication technology is not used for art-making and image development. Year 9 teacher assessment data are not analysed and therefore the department is unaware of how the various groups of students are performing. Although the accommodation is very spacious, over large class sizes are affecting the amount of individual support possible. Very limited resources are restricting the curriculum, particularly in terms of information and communication technology and the development of three-dimensional work, which is currently limited. The department provides enrichment classes as well as after-school and lunchtime art clubs. There are strong community links with other schools and students participate in a number of competitions, exhibitions and artist in residence schemes. There is good parental support and the annual GCSE exhibition is well attended. A very high percentage of students opt to continue to studying art at local FE colleges.

Drama

Provision in drama is **very good**

Main strengths and weaknesses

- The very good teaching and learning have a very positive impact on standards and responses to challenge.
- The very good leadership and management reflect both the vision and the skill of the Head of Department.
- Lessons are characterised by fun, enjoyment and hard work.
- There are effective strategies to raise standards in examination work.
- The otherwise high quality specialist drama space has poor acoustics, making teaching unnecessarily difficult. Some lessons are taught in unsuitable non-specialist spaces.
- Refinement in assessment, which is already good, should link criteria and levels in all topics to support student self-assessment more effectively.

Commentary

139. Attainment on entry is below the national average, and this is still true in Year 9; however, standards with Year 7 and 8 students are already improving. GCSE results in 2003 were below the national average, but the current examination group show significant improvement, and forecasts for better examination results are firmly founded.
140. Standards in work and lessons seen are at the national average in Years 7-9, and above it in Years 10-11. The necessary skills for work in drama in both co-operative and collaborative group work and in the subject specific skills are totally new to students. Year 7 students are already showing characterisation skills and role play is consequently possible. By Year 10 and 11 there is astute observation and excellent characterisation, and very good extended written work was seen. Word processing was very well used with a low ability student to improve presentation and show off work at its best. The Year 11 Shakespeare work was very moving, and students treated each other's work very seriously.
141. Achievement is good with Years 7-9, and very good with Years 10-11. The progress and development seen between Years 7 and 11 are impressive, and skills and techniques become so internalised that they form an instant basis for effective communication. Students with

- special educational needs achieve well, including some of the students in examination groups. There is no evidence that language issues get in the way of access or success in drama.
142. Teaching and learning are both very good at all levels. Relationships are very good, and consequently students feel very secure and are confident enough to take dramatic risks. Teacher expertise is very clear, and students trust their judgement. Planning and target-setting are of high quality, and corporate targets are refined into group and individual ones inside lessons. Lessons are often inspired and challenging and high expectations are the norm. Learning was seen through skill development, experiment, trial and error, through group work and from one another, by progressive refinement and through sharing and mutual assessment in lessons.
143. Leadership and management are very good, and built on the vision and determination of the new Head of Department. Staff work together well, and there are appropriate priorities for development. The specialist studio is very good except for its over-reverberant acoustic; some lessons are in non-specialist spaces, and the school has no performance space. The curriculum is new since September; it is broad and balanced, and includes text and improvisation, discovery and skill development and understanding and exploring. The Shakespeare modules in Years 7-9 are a very good feature. The assessment scheme is already good, but needs refinement in all topics to support student self-assessment.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Recent developments in resources, including ICT, have enabled the department to introduce very good quality composition work, especially for examination courses
- Good teaching and learning have had an important impact on raising standards
- Very good leadership and management link a clear vision with efficient delivery
- Excellent accommodation raises the status of music, and increases students' aspirations
- The very effective strategies for raising standards, particularly in examination groups, have already had a major impact
- The assessment scheme is not yet fully developed and refined to link national curriculum criteria and levels in all topics, and thus give students better access to self assessment

Commentary

144. Attainment on entry is below the national average, and this is still true in Year 9; however, Year 7 and 8 students already show significant progress and improvement. GCSE results in 2003 were below the national average; the weakness in composition which led to these results has been addressed, and the current examination group are working at a much higher level, and predictions of a significant improvement in grades are well founded; some very good ICT-based composition work was seen and heard.
145. Standards in work seen and in lessons are at the national average in Years 7-9 and above it by Year 11. Instrumental work is strong, and high standards are attained; these students play their instruments in performance and composition work in normal class lessons, which broadens the musical horizons of all students involved. The Year 7 singing heard involved everyone in the class and was of good quality. Some composition work by GCSE students is of high quality, showing musical development and sensitivity in performance; the recent ICT resources were already being very well used as a compositional and presentational tool.
146. Achievement is good with Years 7-9, and very good in Years 10-11. Year 7 students show great enthusiasm and commitment and make rapid progress. The sense of delight in their corporate music-making was almost tangible. Some Year 9 students were challenging, but

good management ensured that all students completed the set task. Those with special educational needs achieve well, and there is no evidence of language problems inhibiting access. There are some very high standard performing musicians - one boy studies at the Royal College of Music Saturday School; good opportunities are given for such students to harness and develop their excellence.

147. Teaching and learning alike are good in Years 7-9, and very good in Years 10-11. Lessons are characterised by high quality relationships, which makes students feel secure, and builds positive attitudes to learning and the confidence that they will succeed. Teacher expertise is clear, and planning, preparation and target setting are very good. Occasionally, targets are over-optimistic. In the best lessons challenge and high expectations are the norm, and musical risks are taken which adds excitement to lessons. Learning was seen through listening and analysis, skill development, experiment and through musical ensemble; above all it is learning by doing and then refining both skills and the music being made.
148. Leadership and management are very good, showing both vision and efficiency. Visiting instrumental staff are fully part of the team, and are well used in extra-curricular ensembles such as the Steel Bands. Accommodation is very good, but there is no performance space in the school. The resources are good, with significant improvements in ICT which impacts on composition work. The curriculum is broad and balanced, and world music is well represented. Assessment is satisfactory, but is a recognised priority in the department, and links to National Curriculum criteria and levels need to be established in all topics. Instrumental teaching take-up is strong, with nearly a fifth of students having lessons.

PHYSICAL EDUCATION

Provision in physical education is **good**

Main strengths and weaknesses

- Good teaching in Years 7 - 9
- The achievement of students in Years 7 – 9 in relation to prior attainment is good
- Accommodation is unsatisfactory
- Good leadership and management of the department
- Very good opportunities for students to evaluate and improve their own performance and to provide feedback to their peers
- Good extra-curricular programme
- Insufficient curriculum time, especially in years 8 and 9

Commentary

149. The 2003 GCSE results were below the national average for A* - C grades but reflected the prior attainment of the majority of students who followed the course. Many students performed better in physical education than in their other subjects.
150. Standards overall are in line with national expectations. In the GCSE course most pupils produce work that demonstrates a solid understanding of anatomy and physiology. High standards were seen in terms of students' ability to evaluate effective performance in physical activity, and to feedback to their peers, especially in athletics and volleyball. All students displayed good knowledge and understanding of the beneficial effects of physical exercise. In rounds most students displayed satisfactory skills when practising but some find it difficult to apply these in a game situation.
151. Overall achievement is good. The majority of students enter the school with standards below national expectations. By the end of Year 9 students display standards that are appropriate for their age group, and so their achievement in relation to prior attainment is good. A minority of

students in Years 7 – 9 do not achieve well, mainly as a consequence of their own immature approach to physical activity and their inability to make optimum use of the opportunities provided to develop their knowledge, understanding and skills. Achievement in Years 10 – 11 is satisfactory but improving. Boys and girls, students whose first language is not English and students with special educational needs similarly make satisfactory progress. There are now indications that the good practice that is being developed in the subject is beginning to have a positive impact on the achievement of the school's older students. Teachers' planning to meet individual needs is good and the introduction of more single-sex groups is having a beneficial effect on the progress of both boys and girls.

152. Overall, teaching in Years 7 – 9 and 10 – 11 is good. The best teaching is characterised by appropriate pace and changes of activity to retain students' interest, good relationships and behaviour management, and very good opportunities for students to evaluate and improve their own performance and to provide feedback to their peers. When teaching was less effective it was characterised by insufficient insistence on good listening skills and high standards of behaviour amongst students, and insufficient variation of activities within lessons to retain students' concentration and focus.
153. Accommodation for PE is inadequate and creates health and safety problems. The school playing field is a public open space and there are numerous hazards created by the exercising of dogs and the irresponsible behaviour of some members of the public. Facilities to store sports equipment and accommodation for changing into sports kit are unsatisfactory. The changing rooms are some distance from the department office and are unavailable when examinations are taking place. There is no designated classroom for the teaching of theory lessons. However, the problems with accommodation are managed well within the department and effective teaching minimises the impact upon learning and achievement. Curriculum time for the subject does not meet government recommendations, although many students receive extra lessons in physical education through the enrichment programme. Efforts to correct this issue are hampered by the problems with accommodation. Leadership and management of the department are good. The head of department is leading a progressive team that now has considerable potential. There is an appropriate development plan for the subject and the whole department are working very hard to provide very good extra-curricular sporting opportunities for students.

BUSINESS AND OTHER VOCATIONAL COURSES

Provision in business studies is **very good**.

Main strengths and weaknesses

- The standard of teaching is very good
- The achievement of all students is very good and standards are improving
- The curriculum is constantly developing to meet the needs of the students
- Students do not have sufficient access to information and communication technology
- Data on student performance are not used

Commentary

154. In the 2003 GCSE, the percentage of students gaining an A* - C grade was in line with the national average but the percentage gaining the top A* grade was above the national average.
155. The general standard of course work seen during inspection was above the national average, which indicates that standards of all abilities are improving. Students have a good grasp of the key concepts of the subject and demonstrate this understanding in the very good standard of class discussion which characterises the lessons seen.

156. The standard of teaching seen was very good. All lessons have clear objectives, a timed structure and a wide variety of activity and learning methods. Topics are explored in depth and students have a wide business studies vocabulary. Students of all abilities, including those with special educational needs, are able to participate fully in lessons at their own level and consequently their achievement is very good. The enthusiastic teaching produces a very positive response from students who rise to the constant challenge that each lesson provides. Work, including homework, is regularly assessed and students have a good understanding of how to ensure their work meets the course assessment criteria. They are able to present work using a range of media including graphical charts and illustrations.
157. The leadership and management of the subject are very good. There is a clear vision of how the curriculum needs to develop to meet the needs of students. Thoughtfully produced schemes of work ensure that there is full coverage of the syllabus. However, the course does not give students sufficient access to information and communication technology. Data on the performance of students are not analysed and therefore not informing curriculum planning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision in citizenship is **unsatisfactory**.

Main strengths and weaknesses

- Good planning ensures that the citizenship curriculum requirements are met
- The leadership and management of the subject are unsatisfactory
- Not enough use is made of assessment to enable students to know what they need to do to improve
- Not enough is done to monitor citizenship education in order to ensure full coverage of the subject requirements

Commentary

158. The school is committed to the provision of citizenship education and sees it as integral to students' personal development. Careful thought and attention have been given and significant steps have been taken to plan for the teaching of this aspect of the curriculum. Citizenship education is taught through most subjects and the PSHE programme where specific topics are well identified. However, the delivery of citizenship strands through subjects is unsatisfactory. There is little identification of the subject and students are unclear whether or not they are studying citizenship. Students are provided with some opportunities to develop an understanding of responsible citizenship and the democratic process through the school council. However, not enough opportunities exist for students to develop their skills of participation. Not enough is done to ensure that the three strands of citizenship education are linked effectively.
159. No specific teaching of citizenship occurred during the inspection although there was some evidence in a few lessons plans. The assessment procedures are not fully in place. They rely too heavily on student self assessment. Not enough is done to enable teachers to assess effectively. Consequently, students and teachers are unclear about the standards students are reaching and what students need to do to improve.
160. The citizenship co-ordinator has considerable talent and enthusiasm but leadership and management are unsatisfactory since he has not been sufficiently forceful in implementing the planned provision and monitoring and supporting those subjects identified to deliver citizenship. Although progress in developing the subject is currently unsatisfactory, the planning and identified future developments provide a firm base for improvement.

Careers education and guidance

Provision in careers education and guidance is **good**.

Commentary

161. The curriculum is covered from Year 9 onwards as part of the personal health and social education programme and taught by form tutors. The newly appointed co-ordinator is very committed to improving provision but has very limited time to carry out co-ordination and liaison work. A small budget allocation also adversely affects the quality of provision, although the department makes good use of free classroom resources. There is also a need to provide further in-service training for form tutors.
162. Provision is enhanced by the appropriate use of outside agencies. The Impact Theatre provides workshops on self-awareness designed to help students with their option choices in Year 9. The local education business partnership provides considerable help with the organisation of work experience for Year 11 students, industry days and an annual careers fair. Additional trips are organised by the school to neighbouring borough careers events. The Connexions service provides support with the assessment of student vocational skills, student interviews and the production and maintenance of a database of student destinations.
163. The school is developing its vocational curriculum in collaboration with local colleges. Ealing College provides taster courses for Year 11 students as well as NVQ accredited vocational courses for a small number of Year 11 pupils for 1 day per week. Business Education and vocational ICT GCSE courses are currently available at the school and further vocational courses are to be offered in the next academic year.
164. The newly appointed co-ordinator is very committed to improving provision but has very limited time to carry out co-ordination and liaison work. A small budget allocation also adversely affects the quality of provision although the department makes good use of free classroom resources. There is also a need to provide further in service training for form tutors.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>School grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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