

INSPECTION REPORT

ST JOHN FISHER CATHOLIC HIGH SCHOOL

Springfield, Wigan, Lancashire

LEA area: Wigan

Unique reference number: 106535

Headteacher: Mr P McGuire

Lead inspector: Mr J Clark

Dates of inspection: 1 – 4 November 2004

Inspection number: 268463

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive
School category: Voluntary Aided
Age range of pupils: 11 – 16
Gender of pupils: Mixed
Number on roll: 933

School address: Baytree Road
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Wigan
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Telephone number: 01942 510715
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Appropriate authority: Governing Body
Name of chair of Mr P Birchall
governors:

Date of previous 25/01/1999
inspection:

CHARACTERISTICS OF THE SCHOOL

St John Fisher is a Catholic High school for boys and girls situated in the Archdiocese of Liverpool and the Metropolitan Borough of Wigan. It is situated to the north of the town, in Beech Hill ward, and draws most of its pupils from that and neighbouring wards. Though mixed, the area is broadly one of social disadvantage. Numbers have steadily increased in recent years and the school, which is about the same size as other secondary schools, is regularly oversubscribed. Only a tiny minority of pupils are from ethnic minority backgrounds and all pupils have English as their first language.

The attainment of pupils on entry is broadly average. The number of pupils with special educational needs is below average but the number of pupils with formal statements is above average. The school's Beacon School status expired in 2004. In September 2004 the school was granted Leading Edge status given to enable the best schools to play a leading role in promoting improvement in other schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9798	Ms V Ashworth	Lay inspector	
32167	Mr M Sumner	Team inspector	Mathematics
27983	Mrs M Sewell	Team inspector	English Drama
22985	Mrs J Sparkes	Team inspector	Science
33179	Mr B Beal	Team inspector	Information and communication technology Vocational subjects
32329	Mr A Stafford	Team inspector	Art and design
1759	Mr G Edwards	Team inspector	Design and technology
30794	Mrs G Murray	Team inspector	Citizenship History
32340	Mr P McKay	Team inspector	Geography
28178	Mr John Connor	Team inspector	Modern foreign languages
27665	Ms A Lees	Team inspector	Music
2941	Mr A Henderson	Team inspector	Physical education
1308	Mr J Paddick	Team inspector	Special educational needs English as an additional language Work Related Learning

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	19
SUBJECTS IN KEY STAGES 3 and 4	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	35

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St John Fisher is a very good school. Standards are above average and rising faster than standards nationally because the teaching is good. This is a Leading Edge School where pupils are achieving well academically and very well in their personal development. Their spiritual, moral and social development is outstanding because the school puts its Catholic ethos into practice in all that it does. Pupils' attitudes and behaviour are very good. The school is well led and managed and provides very good value for money.

The school's main strengths and weaknesses are:

- Because of high expectations, standards are above average and rising and pupils achieve well.
- Achievement could be higher in mathematics, geography and, for pupils who do not take the GCSE course, information and communication technology (ICT).
- Teaching is good; pupils' learning is good and is effectively supported by a very good programme of extra-curricular activities.
- The headteacher and governors provide very effective leadership.
- Pupils' attitudes and behaviour are very good, fostered by highly effective systems for care and guidance, creating an extremely positive climate for learning within the school.
- When pupils move from Year 9 into Year 10 the curriculum choices offered are too restrictive.
- Pupils' personal development is very good; their spiritual, moral and social development is excellent.
- The GCSE targets teachers set for pupils in Years 10 and 11 could be more challenging.
- Assessment is unsatisfactory in geography; systems for assessing pupils' capability in citizenship and, for non-GCSE pupils, in ICT, are not yet fully in place.

Improvement since the previous inspection has been good. Standards have improved both at the end of Year 9 and Year 11, particularly for boys. Attendance has improved and is now above average. The use of assessment is now satisfactory overall but more work is needed to ensure consistency of practice across all subjects. Standards in ICT have improved.

STANDARDS ACHIEVED

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with:	all schools			similar schools
	2002	2003	2004	2003
	A	B	A	A

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

Achievement is good for all year groups. Pupils obtain above average results compared to the country as a whole. When compared to similar schools and how well they were predicted to do following on from their Year 6 and Year 9 national tests, pupils achieve very well. Achievement is good for all groups of pupils, including gifted and talented pupils and pupils with special educational needs (SEN). Boys achieve very well

compared to boys nationally. Standards of work seen in both Year 9 and Year 11 are above average. They are well above average in English, average in mathematics and above average in science. Standards in mathematics, geography and ICT for Years 10 and 11 non-GCSE pupils, although average, are not as high as in other subjects.

In the national tests taken in Year 9 in 2003, results were above average. They were well above average in English, above average in science and average in mathematics. 2004 results in English have not yet been published but the school's mathematics results showed a big improvement on previous years and were well above average; science results were similar to 2003. GCSE results in 2004 were well above average. Results in Year 9 and Year 11 are improving at a faster rate than schools nationally. The school met its target in Year 9 but not in Year 11. The governors and local education authority consider the Year 11 target to have been too ambitious.

Pupils' spiritual, moral, social and cultural development is very good. Their spiritual, moral and social development is outstanding. Whilst their cultural development is good overall, their exposure to the cultures of ethnic minorities is limited so that they do not have a full appreciation of the breadth and diversity of the culture of modern Britain. Pupils have very good attitudes and behave very well both in lessons and around the school. The standard of school uniform is exemplary. Attendance is above average and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Pupils learn well because **teaching** and **learning** are good. Teachers plan interesting lessons, motivating pupils to want to learn. They know their subject well and their good relationships with pupils gives pupils confidence and provides encouragement for learning. Teaching and learning are very good in English, drama and art. In mathematics and geography teaching and learning, although satisfactory overall, are not as high as in other subjects. Year 10 and 11 pupils who do not take the GCSE ICT course are taught their ICT mainly by non-specialist teachers who do not have the requisite skills to improve pupils' learning beyond the satisfactory. Assessment overall is satisfactory with some good or very good practice in most subjects and for SEN pupils. However, in geography assessment is unsatisfactory and in citizenship and ICT for Years 10 and 11 non-GCSE pupils, it is not yet fully in place. GCSE targets are not challenging enough for all pupils. The curriculum is good for pupils in Years 7 to 9 and satisfactory for Years 10 and 11 where although a wide range of GCSE subjects is offered, the curriculum is not flexible enough to match the needs and aspirations of the majority of pupils. Work related learning is well developed and careers guidance is good. Very good opportunities exist for pupils to extend their learning through extra-curricular activities. The care of pupils is of a very high quality. Links with parents, the community and other schools and colleges are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher provides very good leadership and a purposeful sense of direction. A strong and effective senior team supports him well. At subject level, leadership and management are at least satisfactory in all subjects and very good in almost half. The governing body is very effective and makes a significant contribution to the work of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very high regard for the school and support it fully in matters of uniform and discipline. A small minority of parents do not believe the GCSE options system works well. The inspection team agrees with the parents. The overwhelming majority of pupils like this school and value all that it does for them.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics, geography and for pupils not taking the GCSE course, ICT.
- Increase curriculum flexibility in Years 10 and 11 so that pupils can study subjects more in tune with their aspirations and post-16 ambitions.
- Improve assessment and target setting.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in all years is good. Current standards of work are above average in Year 9 and Year 11. All groups of pupils achieve well.

Main strengths and weaknesses

- Results are improving at a faster rate than results nationally.
- Boys achieve well above average results in English at the end of Year 9 and do better than boys nationally.
- Throughout the school standards are well above average in English, art and drama.
- Literacy skills show good improvement in the first three years.
- Achievement in mathematics, geography and ICT in Years 10 and 11 for non-examination pupils, although satisfactory, could be raised further.
- Pupils with SEN and those identified as able, gifted and talented achieve well.

Commentary

1. Pupils' results in national tests taken in Year 9 in 2003 were above average, representing good achievement. Results were well above average in English, above average in science and average in mathematics. 2004 results in science were similar to 2003 but results in mathematics were the best ever and were well above average. Results overall are improving at a faster rate than results nationally and the school successfully met its target for 2003. When compared to schools in similar circumstances pupils achieved very well. Compared to the results they might have been predicted to achieve given their Year 6 test results, their achievement was very good. Past results overall, indicate pupils achieve very well; during the inspection pupils were judged to be achieving well. Over the three years 2001-2003, boys did better against all boys nationally than girls did against girls nationally, particularly in English where boys achieved well above average results.

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

Standards in:	School results	National results
English	36.5 (36.5)	33.4 (33.3)
Mathematics	36.2 (35.4)	35.4 (34.7)
Science	34.3 (34.0)	33.6 (33.3)

There were 188 pupils in the year group. Figures in brackets are for the previous year

2. Current standards in Year 9 are above average representing good achievement given pupils' average starting points in Year 7. They have improved since the previous inspection when they were average. Pupils of all abilities and backgrounds make good progress as they move through the school. Standards in English, art and drama are well above average because pupils learn very effectively in these subjects as a result of the very good teaching they receive. In these subjects pupils are

achieving very well. Boys do very well in English, compared to pupils nationally, because of high expectations and the very positive attitudes to learning the school has fostered among boys. The school has deliberately and successfully created a climate for boys where it is "cool to learn". In addition, great attention has been paid to creating a reading culture in the school and the promotion of pupils' literacy skills generally. During the school's successful period as a Beacon school, much work was done in promoting the achievement of boys. Standards and achievement in science are above average as they are in all other subjects except mathematics and geography where standards are average and pupils' achievement is satisfactory. Pupils' literacy skills improve from average to above average due to the very strong emphasis teachers give to developing basic skills and the early introduction of good reading habits. Mathematical skills are average. Pupils' ICT skills are average and are used effectively in most subjects, a big improvement since the previous inspection.

Standards in GCSE/GNVQ examinations at the end of Year 11 in 2004

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	61 (58)	53 (52)
Percentage of pupils gaining 5 or more A*-G grades	97 (97)	88 (91)
Percentage of pupils gaining 1 or more A*-G grades	99 (99)	97 (96)
Average point score per pupil (best eight subjects)	315	282.3

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

3. GCSE results in 2004 were well above average. SEN pupils did very well and their results helped bolster the overall results. In recent years results have fluctuated between well above average in 2002 and above average in 2003. The trend of improvement over the last five years is above the national trend. When compared with similar schools' results and pupils' Year 9 test results, pupils' achieved very well. In 2004, results were well above average in English, above average in science and average in mathematics. Results were outstanding in art and drama. No subject performance fell below average.
4. Between Years 9 and 11 pupils maintain their above average standards and continue to achieve well. By Year 11, standards in English, art and drama are well above average and pupils' achievement in these subjects is very good. Standards in mathematics, geography and ICT for non-examination pupils are average and achievement is satisfactory. In all other subjects standards are above average and pupils achieve well.
5. Pupils with special educational needs (SEN) achieve well. This is because the school ensures that any weak literacy standards are tackled effectively from Year 7 onwards. In 2004, pupils with SEN in Year 11 achieved better GCSE results than would have been expected of them. Almost all pupils on the school's SEN register were successful in gaining at least one pass in the range A*-G. There are strong gains in competence in reading, spelling, writing and comprehension, particularly in Years 7 and 8. Work in all subjects demonstrates better standards than might normally be expected because pupils often benefit from being taught in small groups, and from the help that they receive from teaching assistants. The good

work-related learning (WRL) programme is providing a small minority of pupils in Years 10 and 11 with the opportunity to experience success of a practical nature. One example is the NVQ Level 1 and 2 motor vehicle course where Year 10 pupils are gaining in self-esteem as they work alongside professionals in the motor trade.

6. How well higher attaining pupils and gifted and talented pupils achieve was a particular focus of the inspection because in the 2003 GCSE results, in more than half of the subjects entered, pupils gained fewer A* and A grades than average. The inspection team found that the school's programme for gifted and talented pupils is only just being established. However, it has a firm base on which to build for the future as gifted and talented pupils are achieving well overall in the vast majority of subjects. In 2003 and 2004, although the overall percentage of pupils gaining the top A* and A grades was about the same or slightly lower than the national average, within subjects there was a significant variation, with more than half of subjects achieving a lower percentage than schools nationally. Boys continue to do better against boys nationally than girls do against girls nationally.

Pupils' attitudes, values and other personal qualities

Overall, the pupils' attitudes, values and other personal qualities are very good. Pupils' spiritual, moral, social and cultural development is very good overall. Attendance and punctuality have improved since the previous inspection and are now good.

Main strengths and weaknesses

- Behaviour and attitudes are very good in lessons and around the school.
- Pupils' spiritual, moral and social development is excellent.
- Pupils are very appreciative of the wide range of activities provided by the school.
- Exclusions are high but are reducing.
- Pupils' are not well informed about the cultures of black and ethnic minority groups.
- Pupils' attendance is above the national average. The school monitors absence and punctuality effectively so that they continue to improve.

Commentary

Attendance in the latest complete reporting year 2002-2003 (%)

Authorised absence		Unauthorised absence	
School data	7.3	School data	0.3
National data	7.2	National data	1.1

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

7. Attendance last year improved significantly on the previous year (see table above). National data for 2003-2004 is not yet available. Pupils like school, are proud of it and enjoy taking part in school life. In lessons they are keen to work hard and succeed in whatever they do. Behaviour in lessons is almost always very good and in art, music and drama excellent behaviour and attitudes is a regular feature. The school has very high expectations and teachers and other adults provide very good role models. The pupils know how to behave and show respect for their teachers. Pupils' lockers, which are in open corridors and unsupervised areas, are exceptionally well looked after. In the dining room, which is small, usually crowded and totally inadequate for a school of this size, pupils behave very well in trying circumstances. Pupils are polite and courteous with adults and have very good relationships with staff and each other. They are happy to engage in conversation and articulate their views when invited to do so. Pupils are very willing to take responsibility as council representatives, trained peer mentors or as prefects. Such opportunities raise their self-esteem and increases self-confidence.
8. There is very little bullying in the school and pupils are quite clear about what they must do if someone behaves badly towards them. Pupils agreed that the school is quick to respond and take appropriate action wherever necessary.
9. Pupils with special educational needs (SEN) demonstrate good attitudes to their work. These are particularly positive when pupils are withdrawn in small groups from normal lessons to concentrate on improving weak standards of literacy. Attitudes are also very positive when the very skilled teaching assistants help them to concentrate and work hard in mainstream classes. An example of this is in the work

related learning (WRL) link course in Year 11 where a teaching assistant travels with the group and, with the class tutor, supports pupils very effectively through the modules on the pre-foundation GNVQ course.

10. Although the number of exclusions is quite high compared to national averages for this size of school, it is declining. The procedures are clearly laid out and, in each case, the exclusion can be seen to be justified. School regards exclusion as a necessary last resort to consistently sustain and protect the school's high standards. Opportunities to make a new start are quickly given to pupils who are excluded.

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	918	165	2
White – Irish	2	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	7	0	0

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

11. A very strong Catholic ethos is central to the work of the school and supports the very good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is outstanding. Through work both in the classroom and extra-curricular activities, the school enables pupils to become spiritually sensitive and reflective, qualities which are deliberately and effectively nurtured through assemblies and a weekly prayer theme in form time. Many lessons, notably in English, art and music, provide very good opportunities for pupils to develop a sense of spirituality. Pupils have very good opportunities to consider ultimate questions about life and to develop their own responses to them. The spiritual quality of the Mass that took place during the inspection was tangible and the retreats attended by pupils during their time at the school provide valuable space for spiritual growth.
12. The development of pupils' moral values is excellent. The school promotes a real sense of what is right and wrong and all pupils are expected to follow the school's code of conduct. This is evident in the their very good behaviour, in the consideration shown to others and in the very good care they take of the fabric of the school. They are articulate and confident in their understanding of the principles of justice and fair play and are fully aware how their actions can impact on the lives of others. They are always keen to express their views on contemporary moral

issues such as abortion or the environment and many subjects provide opportunities for pupils to debate and express their personal views.

13. Provision for pupils' social development is excellent. Displays around the school emphasise very strongly the strength and diverse achievements of the school community. The very high rate of participation in arts and sporting activities makes a powerful contribution to pupils' personal development. There are opportunities for pupils to take on responsibility as prefects and as members of the School Council, and many pupils are involved in fundraising activities for charities.
14. Pupils' cultural development is good. The school provides many opportunities for pupils to appreciate their own cultural traditions. There are annual musical and dramatic productions and many subjects make a valuable contribution in promoting pupils' cultural development. In art, for example, pupils study the work of Aboriginal artists and in geography, pupils learn about the traditional way of life in Japan. However, more could be done to give pupils first-hand experience of the richness and diversity of the culture of modern Britain.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Pupils learn well because teaching is good. The curriculum is satisfactory. Pupils are very well cared for. Links with parents, the community and other schools and colleges are very good.

Teaching and learning

The quality of teaching and learning is good throughout the school. Assessment is satisfactory.

Main strengths and weaknesses

- Good teaching throughout the school results in pupils making good progress and is the major reason why standards are rising at a faster rate than nationally.
- Teaching is very good in English, art and drama resulting in above average standards in these subjects.
- Teachers have a good command of the subjects they teach.
- Discipline is effective; it is firm and fair and enables pupils to do their best.
- Homework effectively supports and extends the work in the classroom.
- Assessment practice is weak in citizenship, geography and ICT for Year 10 and 11 non-GCSE pupils.
- Weaknesses in teaching in mathematics and geography prevent pupils reaching better than average standards in these subjects.
- Pupils' GCSE targets are not challenging enough for all groups of pupils.
- The teaching, assessment and progress of SEN pupils are very good.

Commentary

15. Teaching is good overall. It is at least satisfactory in all subjects. Consequently pupils' learning overall is good and they achieve above average standards in Years 9 and 11. In English, art and drama, teaching and learning are very good. Teaching in these subjects is characterised by teachers setting challenging, exciting work that stimulates and encourages pupils to want to learn more. Consequently their learning in these subjects is very good.
16. Overall, teachers know their subject well. They convey to pupils an enthusiasm for learning and pupils respond by working hard and cooperating fully, learning new skills, developing their ideas and acquiring new knowledge and understanding in the subjects they study. Teachers manage discipline very well, insisting on high standards of behaviour and ensuring pupils work to the best of their ability. In mathematics and geography teaching overall is satisfactory. Although there are some good features of teaching in these subjects, overall the methods used to stimulate learning are not interesting or exciting enough to engage and interest pupils to make them want to learn. More often than not they have to spend too long listening to the teacher instead of engaging in productive learning tasks. Homework is used effectively to support and extend the work in the classroom. The teaching and learning group has had a positive impact in raising standards and has successfully extended the Key Stage 3 strategy to the vast majority of subjects within the school.

17. The teaching of pupils with SEN is good. Pupils learn very well when they are withdrawn in small groups from mainstream classes to improve reading, spelling and writing. This programme is organised in a careful and sequential manner so that pupils' reading ages improve substantially in Years 7 and 8. In several subjects, pupils with SEN benefit from lessons in small groups, where the teacher gives them plenty of individual attention. Teachers use ICT well to improve these pupils' numerical and literacy skills. Frequently, the teaching assistants enable pupils with SEN to access the work that other pupils are doing in mainstream classes by explaining concepts again in terms that they can more readily understand. They help pupils with their work but do not do it for them.

18. Assessment of SEN pupils is very good. It meets all statutory requirements for pupils with formal statements of SEN. The SEN team keeps accurate well-organised records of pupils' progress right up to GCSE through regular testing of competence in literacy skills and reviews of targets in individual education plans. Marking, especially of spelling, is very good in withdrawal groups. It identifies errors and directs further practice at weak areas.

19. The quality of marking and the use of target setting was a particular focus for the inspection because they were weaknesses at the time of the previous inspection. The assessment and marking of pupils' work is now satisfactory overall and has improved since the previous inspection. In English, science and drama particularly, marking is of good quality. In art, marking and assessment procedures are very good and are a valuable tool in helping pupils learn more effectively. In most subjects assessment is used well and pupils are regularly tested and the results used to set targets. Through constructive marking, pupils know what they have to do to improve. However, there is inconsistent practice in mathematics and French. In citizenship, geography and ICT for non-examination pupils, assessment is unsatisfactory. Assessment in geography is unsatisfactory because pupils are not informed well enough what they have to do to improve their work. In citizenship and ICT there are no formal assessment procedures in place.

Summary of teaching observed during the inspection in 112 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (5%)	19 (17%)	53 (47%)	32 (29%)	2 (2%)	0	0

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

The curriculum

The school's curriculum is satisfactory overall. Opportunities for enrichment, including the programme of extra-curricular activities, are very good. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum in Years 7-9 provides a wider range of opportunities than is usual at this stage. Pupils benefit from a very good programme of enrichment activities, particularly in sport and music.
- Provision for vocational courses and work related learning in Years 10 and 11 is good.
- In Years 10 and 11, although a wide range of GCSE subjects are offered, the curriculum lacks flexibility and pupils have too few opportunities for choice.
- There are too few science laboratories and a small minority of science lessons are taught in classrooms.

Commentary

20. The curriculum provides a satisfactory range of opportunities for boys and girls of all abilities, aptitudes and aspirations. Provision is stronger since the previous inspection – statutory requirements are now fully met, and the time allocation for subjects is generally appropriate. Learning opportunities are well planned to ensure progression and they support pupils' good achievement throughout the school.
21. In Years 7,8 and 9 provision is good. The curriculum provides for all the subjects of the National Curriculum as well as religious education. In addition, all pupils take drama, and a second modern foreign language is introduced in Years 8 and 9 for around two-thirds of the pupils. There is good provision to support pupils' personal, social, and health education within the arrangements for teaching religious education, including an effective sex, drugs and careers education programme. Citizenship is well taught within the other subjects of the curriculum.
22. Curriculum provision in Years 10 and 11 is satisfactory. There is a wider than usual core of GCSE subjects including French and design and technology. As a result, opportunities for pupil choice are somewhat limited, involving one or two options only from art, drama, geography, history, music, physical education, Spanish and ICT. Parents expressed concern about a lack of flexibility of choice at this stage, particularly with regard to modern foreign languages and ICT; the inspectors judge their views to be justified.
23. A developing feature of the curriculum in Years 10 and 11 is the provision for vocational courses, for example in science and ICT. A minority of lower attaining pupils are able to follow alternative accredited courses matched closely to their aptitudes, for example, entry level GCSE's and ASDAN/Key Skills (the latter is very effective and is provided in partnership with a local college). A further initiative is the introduction of a work-based course in Year 10 for a small number of at-risk pupils, combining work experience with college and school-based courses. The WRL curriculum is good. It provides all pupils with good careers advice and a very well organised programme of work experience. For lower attaining pupils, there are several valuable link courses covering key skills in pre-foundation work in GNVO areas, motor vehicle work and construction to NVQ Level 1 and 2, and GNVO child care.
24. A very good and successful feature of the school is the wide-ranging programme of extra-curricular opportunities, with contributions from almost every subject area. There is a rich range of musical activities, underpinned by the school's very good provision for learning a musical instrument free of charge. Very good sports provision enables many

pupils to take pride in representing their school in a good range of activities, with outstanding national success in rugby. All of these additional opportunities create a real buzz across the school, and add significantly to both pupils' achievement and personal development.

25. Pupils with SEN have full access to the curriculum. Those with weaknesses in literacy are withdrawn for effective concentrated sessions in small groups. This is organised on a rolling programme so pupils do not always miss lessons in the same subjects. Small teaching groups and the provision of teaching assistants mean that pupils often have the extra attention they need to access challenging work. However, in a tiny number of lessons, the absence of a teaching assistant prevents pupils with SEN making the same progress as other pupils.
26. The satisfactory accommodation is maintained and cleaned to an excellent standard. Very good improvements have recently been made in ICT provision. The new outdoor multi-sports area is already enhancing curriculum opportunities in physical education but the lack of classrooms for GCSE theory work in PE restricts the methods teachers can use to help pupils learn. Science laboratories have recently been refurbished but there are not enough of them and pupils are occasionally taught in classrooms where it is difficult to do practical work. Drama lessons take place in the hall where interruptions from staff passing through adversely affect learning. The dining room is too small for the numbers using it and lengthy queuing restricts pupils' access to lunchtime activities.
27. Overall, there is a good match of teachers and support staff to the curriculum. The induction of new staff is good and newly qualified teachers receive very good support and mentoring. The school is an excellent provider for initial teacher training. The teaching and learning group makes a very good contribution to staff development.
28. Resources for learning are good overall. All subjects are well resourced to deliver the National Curriculum and the introduction of interactive whiteboards and data projectors into all subject areas is further enhancing teaching and learning as teachers integrate this technology into their routine practices. The stock of books displayed in the library is of high quality, and very effective monitoring by the Learning Resource Base co-ordinator ensures that it services the curriculum very well.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is very good. Provision of support advice and guidance is very good. Involvement of pupils through seeking, valuing and acting on their views is very good. This is a similar picture to that at the time of the previous inspection.

Main strengths and weaknesses

- The school cares for its pupils very well.
- Provision for child protection is excellent.

- Pupils have very good access to well-informed support and guidance at each stage of their learning.
- The care given to SEN pupils is excellent.

Commentary

29. The way the school looks after and cares for all its pupils reflects its Catholic values and ethos. All the pupils spoken to agree that they feel safe, well looked after and supported in whatever they do. Their relationships with form tutors, heads of year and the lay chaplain, ensure that they have at least one adult with whom they have a very good and trusting relationship. Risk assessments for outside visits are extremely well considered and all health and safety procedures in school are well established and followed carefully. The member of staff responsible for child protection is very experienced and highly trained and there are very positive and productive relationships with outside agencies. Personal development is monitored and recorded very effectively and staff have regular meetings to discuss individual progress.
30. Induction procedures are excellent. New pupils are already familiar with their surroundings, their teachers, and some of the pupils on entry, and have no difficulty in settling at the start of term.
31. Pupils have good opportunities to receive independent advice on further education and careers throughout their time in school, both from business mentors who visit and the Connexions service, which has an office on site.
32. The school council, year councils and class councils give pupils every opportunity to voice their opinions on all aspects of school life. Pupils value this opportunity to have their views taken into account.
33. The pastoral support provided for pupils with SEN is excellent. The SEN team has a very strong commitment to ensure that vulnerable pupils or those with low self-esteem overcome their difficulties and succeed in life.

Partnership with parents, other schools and the community

Links with parents, the community and other schools and colleges are very good.

Main strengths and weaknesses

- Parents are very happy with the school's provision.
- Parents receive very good quality information covering all aspects of school life.
- Pupils' reports do not contain sufficient information on individual targets.
- Very good links exist with other schools and colleges.

Commentary

34. Parents receive high quality written information on the school, curriculum, and activities. The pupils' reports contain very good information for parents on how well their child is progressing both academically and personally. However, insufficient information is given on individual targets. The pre-inspection questionnaire sent out

to parents indicates a very high level of satisfaction. Those who attended the pre-inspection meeting indicated some curriculum concerns associated with modern foreign languages and ICT where options are limited. The school has an open door policy and parents feel able to express any concerns whenever they arise and are very confident that these will be resolved. The school values the views of parents and has therefore issued its own questionnaire. It is keen to involve the parents in the decision making process and there have recently been consultations on the new uniform. Parents are very supportive of parents' evenings and all activities involving their children. They are, however, less supportive of the governors' annual meeting with parents. Parents use the homework diaries well and actively support the work of the school. The enthusiastic parent teacher association raises a significant amount of money for school projects, which the school greatly values.

35. The school enjoys a very good relationship with the Roman Catholic community. It has also forged very good links with local businesses that support the school in a variety of ways, including mentoring and offering work placements. There are very good links with local primary schools and very good links with the sixth form colleges and further education establishments in the area to which the majority of pupils transfer at Year 11.
36. The school has very good links with parents of pupils with SEN. They are kept very well informed about progress and are always invited to attend reviews of formal statements.
37. The WRL provision is an example of the very good links with other schools and colleges. There is a well-established and successful key skills link course in Year 11 that provides pupils with a clear pathway towards future GNVQ study. Other link courses in Year 10 are providing a developing range of vocational options through the Leading Edge Partnership with another school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Leadership of the school by the headteacher is very good and the leadership of key staff is good. Management of the school is good. Governance of the school is very good.

Main strengths and weaknesses

- The clarity of vision, sense of purpose and high aspirations of the headteacher ensure that all staff understand the goals they are working towards.
- The effectiveness of the governing body is a major factor in the school's success.
- The leadership team provides effective support to the headteacher, staff and pupils.
- Whilst the quality of middle management is good overall, some weaknesses exist in the leadership and management of a very small minority of subjects.
- The very robust financial management systems in place enable the school to achieve its educational priorities.
- The leadership and management of SEN provision is very good.
- Although the use of data for target setting is good overall, the use of data to set targets for GCSE pupils is not rigorous enough.
- There are weaknesses in the management of the curriculum.

Commentary

38. The very good leadership of the headteacher, and good support from the senior leadership team, subject heads and heads of year are important factors in the school's success. The headteacher provides inspiring realistic leadership. He is clear about where the school needs to develop further and is not complacent about its current high achievements. He has a very visible presence around the school and is very accessible to parents, pupils and staff. He inspires and motivates the whole school community. Effective teams have been created which have achieved success in promoting high standards in all areas.
39. The quality of leadership throughout the school is good. Overall, subject heads are committed to pupils achieving high academic standards and pastoral heads to the pursuance of excellence in pupils' attitudes and behaviour. Leadership sets the example to pupils on how to treat each other with respect. It is willing to listen to pupils' concerns and act upon them. Staff share a common purpose, grounded in the school's mission statement "Learning together as a community in Christ." Further improvements in teaching and learning have been promoted through the creation of a special leadership group to bring about change. The impact of this group, The Teaching and Learning Group, was a particular focus for the inspection. The group's work has been positive in improving teaching and learning styles in a number of subjects, particularly English, science, mathematics, music, art and design, design and technology and physical education.
40. Leadership and management of the provision for pupils with SEN are very good. Organisation and record keeping are very good. The team is successful and very well regarded by other members of staff. Improvements since the previous inspection are good.
41. Leadership and management of the WRL programme are very good. Energetic purposeful leadership has involved staff in the creation of a programme that meets all statutory requirements. The school is currently submitting its work in this field for accreditation by the University of Warwick.
42. The school runs smoothly and efficiently because good management systems are in place for pupils and staff. A cycle of self-evaluation and review is well established and has resulted in improvements in a number of key areas, not least in better provision for ICT and improved curriculum opportunities for pupils in Years 10 and 11. Results of national examinations are carefully analysed to ensure pupils are achieving as highly as possible and targets are set for improved performance. Performance data is generally used well but the GCSE targets pupils are set are not challenging enough in all subjects. Performance management is used effectively to bring about improvement, and arrangements for the induction of newly qualified teachers are very good and teachers' professional development is good. Curriculum management is satisfactory overall but the systems for enabling pupils to choose the most appropriate subjects when moving from Year 9 into Year 10 are not well managed. Leadership and management of subjects is good overall. It is very good in English, science, art and design, drama and physical education and good in French, ICT and design and technology. It is satisfactory in mathematics and geography. Leadership in these subjects needs to be more effective in order to raise

standards up to the level of other subjects. In music, leadership is very good and management satisfactory.

43. The governing body makes a major contribution to the direction of the school, for example, in the pursuance of Performing Arts status. Governors ensure that the school fulfils its statutory obligations except for the reporting and assessment of citizenship which is not in place. Governors are not afraid to challenge the school leadership openly and frankly. They have a good understanding of the school's strengths and weaknesses. The chair of governors visits the school at least once a week, keeping a finger on the pulse and providing valuable support to the headteacher and other staff.
44. The principles of best value are used very well and shrewd financial planning has enabled an extensive increase and investment in ICT provision without cutting budget allocations elsewhere.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	3,253,845
Total expenditure	2,978,010
Expenditure per pupil	3,185

Balances (£)	
Balance from previous year	203,324
Balance carried forward to the next	275,836

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

SUBJECTS AND COURSES IN KEY STAGES 3 and 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **very good**

Main strengths and weaknesses

- Standards are well above average and achievement is very good.
- The standard of creative writing is very high.
- Pupils have very good oral skills.
- Reading habits are very well established.
- The department is a model of good practice in the LEA.
- Guidance and preparation for examinations are very good.
- ICT opportunities are not identified in the scheme of work.
- Pupils' target grades for GCSE are not sufficiently focused.

Commentary

45. In 2003, pupils' national test results at the end of Year 9 were well above average. Results for 2004 are again well above average. A significant minority of pupils, including gifted and talented pupils, improved on their Year 6 results by two levels, representing very good achievement. Pupils continue to achieve very well throughout Years 10 and 11. In 2004, GCSE results were well above average. English literature results were surprisingly lower than in previous years, when they were well above average, and are currently subject to a radical remark. Standards of work seen in Years 9 and 11 are well above average. Written work is well presented and pupils clearly take pleasure in writing. Their creative writing is of a very high quality. Many high attaining pupils produce imaginative poems and short stories, demonstrating an empathetic response to themes. Pupils respond well to literature, and are avid readers as a result of the school's very successful Reading Challenge policy. Pupils are able to read, retrieve and select information from web sites. High attaining pupils are sensitive and analytical in their responses. Spoken language is very good; pupils at both key stages are keen to participate in class discussions, confidently negotiating opinions on controversial subjects such as 'abortion'. Pupils with special educational needs are identified early, are well supported and make very good progress at developing literacy skills during their first year in school. Boys make very good progress, achieving well at the higher grades and doing better than boys nationally.
46. The quality of teaching is consistently very good and often excellent. Teachers plan carefully and use structured lessons which enable pupils to play an active role in the lesson; as a result they learn very well. Texts chosen are frequently challenging, particularly for the top sets. The love of literature is infectious as teachers and pupils together enjoy the exploration of books. This collegiate atmosphere is the key

to the subject's success. Teachers constantly challenge and expect exceptional performance and outcomes from their pupils. This challenge is further developed through high quality marking, good dialogue and productive relationships with pupils. As a result of this holistic approach pupils make rapid advances in their learning. Homework is regularly set and is of high quality. Preparation for national tests at the end of Year 9 and Year 11 is very well organised and pupils are given good advice on how to redraft and review their own work.

47. Leadership and management of the subject are very good. The teachers are all subject specialists. This hard working and enthusiastic team are dedicated to raising standards which have risen steadily since 2000. Planning ensures a rigorous and purposeful approach to the delivery of the curriculum which establishes continuity and progression in English. The department is justifiably a 'leading English department' for the local education authority. However pupils need more focused GCSE targets to which they can aspire and against which their progress can be measured. Although the use of ICT is satisfactory overall, with better planning greater use could be made of new technology to support pupils' learning. Progress since the previous inspection has been very good; higher attaining pupils are identified and challenged, the marking policy is effective, teaching has improved and resources, which include multi-media equipment and computers, are now more readily available.

Language and literacy across the curriculum

48. Standards of literacy on entry to the school are average but improve to above average by Year 11. Pupils apply their skills well in other subjects. Development of reading, writing, speaking and listening is very good. Much work is focused on the culture of reading early. The learning resource base coordinator offers activities which promote good reading habits and which are supported in subjects across the curriculum. There is a focus on key words in most subjects which helps improve pupils' spelling and vocabulary. Explicit teaching of writing is given, for example for the writing of assignments, and pupils' writing skills are well above average.

Modern foreign languages

49. French and Spanish are the languages offered at the school. All pupils study French throughout the school, and higher attaining pupils are offered the opportunity to study Spanish in Years 8 and 9. Pupils may then opt to study Spanish as well as French in Years 10 and 11. It is not possible to study only Spanish to GCSE level. French was inspected in depth and Spanish was sampled. Four lessons of Spanish were seen. In one lesson, teaching was very good, promoting very good learning and leading to very good achievement and well above average standards. In the other lessons, teaching was good in two and satisfactory in the other. Although smaller numbers of pupils study the language in Years 10 and 11, results have been consistently well above average in recent years. The subject is well led and managed.

Overall, provision in French is **good**.

Strengths and weaknesses

- Standards are above average and pupils achieve well.
- Teaching is good, promoting good learning.
- Teachers have good subject knowledge and command of language.
- Teachers do not make enough use of ICT to support pupils' learning.
- Targets are insufficiently specific. Marking does not always give pupils enough guidance on how to improve their work.

Commentary

50. The proportion of pupils reaching expected National Curriculum levels by the end of Year 9 in 2004 was above average. Standards of work seen in Years 7 to 9 are above average. Pupils can speak confidently, although their pronunciation is sometimes approximate. They understand longer passages of French, and higher attaining pupils can refer to past and future events. Girls are sometimes more reticent than boys. Overall, pupils achieve well within a limited time allocation. Pupils with special educational needs achieve as well as other pupils.
51. Results in GCSE French in 2004 were average but a significant improvement on 2003. Results in recent years have fluctuated between average and above average. Standards of work seen in Years 10 and 11 are above average. Pupils can produce extended pieces of writing referring to different time frames and using complex sentences. Occasionally they make mistakes in speaking, but these do not interfere with communication. Pupils achieve well because teachers focus their work on examination requirements. Pupils with special educational needs and pupils who are gifted and talented achieve as well as other pupils. Boys and girls achieve equally well.
52. Overall, teaching and learning are good. Teachers have a good command of language. In the better lessons they set clear learning objectives, there is a good variety of activity, pupils work individually as well as in pairs and groups, lessons proceed at pace and pupils are engaged. As a result, they learn well. Pupils' work is assessed regularly and teachers are familiar with a range of performance data which they use to set targets for improvement. However, these targets are insufficiently specific, and pupils' understanding of how they can best improve is not always secure. Marking is regular but is not linked to National Curriculum levels or GCSE criteria, and does not always give pupils enough specific guidance on how to improve. The department has three interactive whiteboards, but not all staff are yet fully confident in the use of this new technology to improve teaching and support learning.
53. The leadership and management of French are good. The subject leader has created an effective team despite recent instabilities in staffing. Documentation is comprehensive and supports teaching well, although some aspects need updating in the light of recent developments in the subject. Schemes of work are appropriately pitched and sequenced, and the new course introduced in Year 7 reflects current priorities in teaching the subject. The analysis of the disappointing GCSE results in 2003 led to prompt action, which has restored performance to levels attained in previous years. The curriculum in Years 10 and 11 is constrained because it is not

possible to study Spanish without studying French. There are pupils who wish to study Spanish, but do not want to study two languages. Improvement since the previous report, when no significant issues emerged, has been satisfactory.

MATHEMATICS

Provision in mathematics is **satisfactory**

Main strengths and weaknesses

- Although the pupils' mental arithmetic, geometry and data handling are good features, algebra is a weakness.
- Lessons are well planned and the work teachers set interests and motivates pupils to learn.
- Pupils are encouraged to think for themselves.
- Teaching is too frequently teacher dominated, and opportunities to promote pupils' understanding and confidence and raise standards are missed.
- Marking is inconsistent.
- Homework is not always set to the published timetable.
- The highest ability pupils are well challenged.
- There is a friendly and positive atmosphere in the mathematics area.
- ICT is not used enough.
- Lessons interest most pupils but an over-emphasis on numerical work de-motivates some lower attaining pupils in Year 10.

Commentary

54. In 2004, results in the national tests taken at the end of Year 9 were well above average. In the previous two years results fluctuated between average and above average. The 2004 GCSE results were average. Standards seen in Years 9 and 11 are average, representing satisfactory achievement for all groups of pupils including boys and girls, pupils with special educational needs and gifted and talented pupils. Pupils use their mental skills with confidence, can handle data and appreciate basic aspects of shape and space to the appropriate standard. Algebraic skills are less well developed.
55. Teaching and learning are satisfactory. Pupils follow courses which take into account recent initiatives in mathematics, particularly the introduction of the national strategy. Lessons begin with 'starter' activities which work well, quickly engaging pupils' interest. Good lessons then allow pupils to discuss and question the techniques used in the main part of the lesson and this encourages pupils to think for themselves and to develop confidence and a clearer understanding of the topic. Teachers stress the use of the correct technical vocabulary, and pupils use it well. In less successful lessons however, teachers tend to over dominate the lesson too much and leave pupils insufficient opportunities to discuss their mathematics. Pupils' attitudes and behaviour are good and the mathematics teaching area has a friendly, positive atmosphere in which pupils can enjoy lessons. Although good lessons were seen where ICT was used very effectively to enhance teachers'

presentations, because of inadequate computer provision in the department, pupils do not use ICT often enough to support their learning.

56. The curriculum is well balanced in most respects except that the first half term of Year 10 is dominated by number work for average and below average ability pupils. This lack of variety at such a critical stage de-motivates a small minority of pupils. Although no gifted and talented pupils have been identified as such, top sets in all years are being appropriately challenged. The day to day marking of pupils' work is inconsistent. Some books are very well marked with helpful comments given which tell pupils how to improve, but other marking is cursory and incomplete and therefore less helpful. Homework is not always set in accordance with the published timetable which denies pupils an opportunity to consolidate their understanding and develop their independence. There are no formal procedures in place yet to deal with those pupils who are failing to reach expected levels in Years 7 to 9.
57. The leadership and management of the department are satisfactory. There is a well produced and comprehensive departmental handbook, although not all policies, notably on homework and marking are fully observed by all mathematics staff. Monitoring procedures for teaching and learning are in place, but these clearly need to be more rigorous to ensure that all teachers adhere to the agreed policies. Improvement since the previous inspection has been satisfactory. Provision for pupils of differing abilities is now better, especially with the introduction of setting in Year 7. Higher attaining pupils are better challenged, although challenge elsewhere is only satisfactory. Numeracy is now well promoted and the scheme of work is used effectively.

Mathematics across the curriculum

58. Pupils' competence in mathematics is satisfactory and supports their learning in other subjects. In all subjects pupils use their skills at least satisfactorily, and in science, history, geography and ICT they use them very well.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Standards are above average at the end of Years 9 and 11.
- Teaching and learning are good, leading to good achievement.
- There are very good relationships between teachers and pupils.
- The leadership and management of the subject very good.
- Practical work and investigation have improved and are now good features of the pupils' work.
- Pupils' skills of literacy and mathematics are applied effectively.
- Lessons and homework are well planned.
- Assessment, target setting and marking are effective.
- There are not enough laboratories and a small number of lessons take place in classrooms.
- ICT is well used but there are not enough data-loggers in the department.

Commentary

59. The national test results at the end of Year 9 in 2004 were above average, although the number of pupils achieving the higher levels was only average. These results were slightly lower than those achieved in 2003. The GCSE results for 2004 were above average overall but were slightly lower than those for 2003.
60. Standards of work seen during the inspection are above average in all years and the achievement of pupils is good. Pupils with special educational needs make good progress due to the effective support that they receive. Boys and girls achieve equally well. The written work of all pupils is of a good standard, with few exceptions. Pupils are very well behaved during lessons and are very well motivated. They handle apparatus and chemicals with care and respect and share ideas and co-operate with each other in a mature and sensible manner. Their investigative skills are well developed and all pupils are able to plan and carry out a fair test, record accurate measurements and draw sensible conclusions.
61. Teaching is good and pupils learn well because of this. Lessons are well prepared and contain a variety of activities, which maintains the interest of pupils. Numeracy is successfully practised in the use of scientific formulae and the drawing of graphs appropriate to the science curriculum. Teachers pay good attention to literacy, with emphasis on new vocabulary. ICT is well used during lessons but the use of data-loggers by pupils is limited due to lack of equipment. Teachers have sound subject knowledge, enabling them to give clear explanations to pupils to help their learning. Homework is set on a regular basis and is used to reinforce work covered in lessons. Pupils' work is carefully marked and clear guidance is given on areas for improvement. Assessment and target setting are good and regular testing takes place in all years. Relationships between teachers and pupils are very good, so that pupils are not afraid to ask for help if they need it. They listen attentively, are keen to answer questions, and work well during written and practical work.
62. The leadership and management of the department are very good. There has been very good improvement since the previous inspection and staff work well together to continue to raise achievement. The introduction of several recent initiatives, such as the GCSE Applied Science course and the setting of some Year 8 pupils are intended to help this. There has been considerable improvement in the investigative skills of pupils, which should pay dividends in the coursework component of the examinations in the near future. Curriculum time has increased and a variety of new teaching and learning styles has been adopted. Accommodation overall is satisfactory. The newly refurbished laboratories provide very good accommodation but are insufficient in number so that a small number of lessons need to be taught in classrooms. Good use is made of external resources. External speakers visit the school and there are visits out. Resources are good although some of the larger items of equipment are beginning to wear out. The head of department monitors teaching thoroughly by observing lessons and checking pupils' books. The excellent displays of pupils' work around the department are informative and help to provide a pleasant working environment. The department receives good quality technical support.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- In Years 7 to 9, and in examination classes in Years 10 and 11, standards are above average and pupils are achieving well.
- GCSE results in 2004 were well above average and pupils achieved very well.
- The pupils who do not take a GCSE course in Years 10 and 11 could achieve higher standards.
- Specialist teaching ensures pupils learn well.
- Resources are very good and the introduction of interactive whiteboards across the range of subjects has been effective in increasing the pace of learning and the engagement of pupils at the start of lessons.
- Pupils' evaluation skills are underdeveloped.
- Subject leadership and management are good.
- The assessment of the work of pupils in Years 10 and 11 who do not take an examination course is not rigorous enough.

Commentary

63. In 2004, teacher assessments at the end of Year 9 indicated that standards were well above average. Current standards in Year 9 are above average and both boys and girls are achieving well. Pupils with special educational needs are making good progress. Pupils are able to use ICT to identify, organise and present information for specific purposes and audiences. They are able to explore the effects of changing variables in ICT models, and can use computers to monitor and measure the environment, and to control other equipment. Pupils' skills in evaluating their own and others' work are satisfactory.
64. GCSE results in 2004 were well above average. In examination classes in Years 10 and 11 standards are above average and pupils are achieving well. However, the majority of pupils in Years 10 and 11 do not follow a GCSE course. Although they do enough ICT in their other subjects to cover the National Curriculum requirements, standards are only average and they are achieving satisfactorily.
65. The quality of teaching and learning is good in Years 7 to 9 and in examination classes in Years 10 and 11. Teachers know their subject well and use a range of approaches that engage all pupils in learning. Thorough preparation and the engagement of all pupils through the skilful use of the interactive whiteboard, sets a brisk pace to learning. In all lessons teachers introduce and re-enforce key words and ideas. The introduction and adaptation of National Strategy materials for Years 7 to 9 is setting high expectations and improving standards and pupils' achievement. Relationships with all pupils are positive, good humoured and purposeful and pupils enjoy their learning and respond to their teachers with respect and cooperation. Pupils support each other through discussions, and willingly share and demonstrate their work to other pupils. However, their ability to critically evaluate both their own work and that of others is superficial and limits their capacity to apply the knowledge gained in ICT lessons to other contexts. In Years 10 and 11, however,

teaching and learning overall are only satisfactory because the majority of pupils are not taught by specialist ICT teachers.

66. Subject leadership and management, are good. Key areas for development have been recognised and non-specialist colleagues are well supported through the sharing of subject knowledge. The school's leadership has a strong vision of how the introduction of interactive whiteboards can enhance teaching and learning and has targeted its resources well. Although the management of the provision for pupils in Years 10 and 11 who do not take an examination course is satisfactory overall, the planning of provision and who does what and when, is not well coordinated. The planning and support for non-specialist ICT teaching is inhibited by teachers' other subject priorities and timetable constraints limit opportunities for joint planning and development work. Progress since the previous inspection is good. Resources have improved, particularly with the introduction of interactive whiteboards and the extension of the computer network to improve access to ICT for more subjects.

Information and communication technology across the curriculum

This feature was given a particular focus in the inspection because of its relative weakness at the time of the previous inspection.

67. The use of inter-active whiteboards and multi-media projectors in delivering lessons is a strong feature. Their use by teachers to present topics at the start of lessons and to inject pace and added interest in learning is good, particularly in art and science. In PE teachers use technology to analyse pupils' performances in sport. In English the interactive whiteboard is used to model how internet resources can be used as stimuli to improve pupils' creative writing. Very effective use is made of inter-active whiteboards in form periods and assemblies.
68. Pupils' competence in ICT is satisfactory. Pupils use their basic skills effectively in most subjects. Effective use is made of new technology in science, art and design, design and technology, history, geography and physical education. In music, very good use is made of specialist software in Years 7 to 9 to develop pupils' compositions and to improve performance. In design and technology, good computer aided design and manufacturing software is helping to raise standards. The use in English is satisfactory though it could be planned better. Pupils with special educational needs use computers effectively, to improve their reading, writing and mathematical skills. In mathematics and French there is insufficient use of new technology and computers are not being used enough.

HUMANITIES

Geography

Provision in geography is **satisfactory**

Main strengths and weaknesses

- GCSE results are improving.
- Pupils spend too much time learning by listening rather than by doing.

- Assessment in Years 7 to 9 is inaccurate and does not inform pupils sufficiently of their progress; GCSE targets are not challenging enough.
- Good use is made of homework to support pupils' learning.
- Pupils with SEN achieve well but higher attaining pupils are not sufficiently challenged in Years 7 – 9.
- There are good opportunities for pupils to learn through ICT, fieldwork and geographical enquiry.

Commentary

69. The very high results of the 2004 teacher assessments at the end of Year 9 were considerably overestimated. Standards in the current Year 9 are average, which represents satisfactory achievement for both boys and girls given their attainment in geography on entry to the school. Pupils with special educational needs achieve well because teachers and teaching assistants support them with individual attention and with materials and tasks matched to their capabilities. Higher attaining pupils, however, are not given sufficiently challenging tasks to enable them to reach the higher National Curriculum levels. Most pupils make sound progress in developing knowledge of places and the ability to use geographical vocabulary in describing geographical patterns and processes; those of higher attainment can produce clear and convincing explanatory writing. When given the opportunity to take some responsibility for their own learning, pupils show good investigative and presentational skills, often through the use of ICT.
70. GCSE results are improving after a period of decline. Results for 2004 were broadly average, with a significant increase in the number of A* to C grades compared to the previous year. The emphasis on producing high quality coursework and on examination techniques is an effective strategy, particularly evident in the strong performance of boys. Standards in Year 11 are average and pupils' achievement is satisfactory given their prior attainment in geography. The writing of those who do not attain the higher grades lacks detail and is mainly descriptive.
71. Overall, teaching and learning are satisfactory; in about one third of lessons seen teaching and learning were good. Pupils show positive attitudes, work hard and behave well. Often, however, they are passive during overlong teacher explanations which are not supported by a visual focus. Tasks provided by the textbook and associated materials are routine. Pupils learn well when engaged in varied activities which offer increasing challenge and are related to clear objectives, with probing and well directed questioning used to assess what they know and understand. Homework is used well to consolidate or extend what is done in lessons, often through the use of research or enquiry. In Years 7 to 9 assessment procedures do not keep pupils sufficiently well informed about how they can improve and make progress towards clearly defined targets. The assessment of pupils in Year 9 does not produce accurate results. Pupils taking GCSE would benefit from more challenging targets.
72. Satisfactory leadership and management have established geography as an increasingly popular GCSE subject. The curriculum has improved, with good opportunities for fieldwork and the use of ICT is enabling pupils to learn through geographical enquiry and investigation. There has been some progress in planning lessons which have clear objectives and allow for pupils to learn in different ways. Overall, however, there is an overemphasis on raising standards through curriculum

and resources rather than through improving teaching and learning. Improvement since the previous inspection is satisfactory. Standards have been maintained, there are effective strategies to raise the achievement of boys and there are more opportunities for independent learning.

History

Provision in history is **good**

Main strengths and weaknesses

- Good teaching results in good learning and above average standards.
- Pupils are encouraged to think for themselves.
- Good use is made of ICT to help pupils learn.
- Marking in Years 7 to 9 is not linked to National Curriculum levels.
- There is a strong emphasis on literacy and numeracy.

Commentary

73. At the end of Year 9 standards are above average and pupils are developing good historical skills. Year 9 pupils recognise bias and are able to analyse pictorial as well as literary evidence. Year 7 pupils understand chronological order. Since the previous inspection GCSE results have fluctuated. An increased concentration on the teaching of examination techniques has led to an improvement in the 2004 results which are average. Inspection evidence indicates that standards towards the end of Year 11 are above average because of pupils' willingness to question and to discuss. They are able to make connections, for example, to explain how De Valera's American citizenship saved him after the Easter Rebellion.
74. Achievement is good in Years 7 to 9 and in Years 10 and 11. Pupils with special educational needs make good progress because teachers are aware of their needs and provide individual help. Gifted and talented pupils are encouraged to produce extra work but a small minority could do even better. The emphasis on literacy is a strength of the department and contributes to good achievement.
75. Teaching and learning are good throughout all years. As a result of clear confident teaching pupils know what is expected of them. Lessons are well organised and classes well managed so that learning is interrupted only occasionally when the pace of a lesson slackens. Learning is constantly reinforced so that good study habits are established from Year 7. Teaching is, occasionally but necessarily directive but, more often, skilful guidance helps pupils to provide the information which moves the lesson along. Pupils are encouraged to think for themselves and, because their opinions are respected, they are eager to contribute to lessons. Learning is made easier because history is made relevant. Relationships are very good and Year 11 lessons often become a joint enterprise. Pupils' attitudes and behaviour are very good and in the vast majority of classes there is a very pleasant, hardworking atmosphere. Information and communication technology is used effectively to develop research skills and to encourage independent learning. Literacy and numeracy skills are taught as essential tools for the historian. Teachers'

expectations are high for pupils in Years 10 and 11. Assessment is satisfactory overall but in Years 7 to 9 marking is not linked to National Curriculum levels.

76. The department is in a state of transition. A new head of department has been appointed but is not yet in post. The acting Head of Department is satisfactorily keeping the department on an even keel. Improvement since the previous inspection has been satisfactory. There is a new emphasis on examination techniques and there is more contact and sharing of good practice between teachers.
77. Recruitment into the subject is not high and there is a preponderance of boys. Most pupils share their teachers' enthusiasm for the subject and some plan to continue to Advanced Level. History teachers are committed to raising pupils' achievement and to ensuring their continued enjoyment of the subject.

TECHNOLOGY

Design and technology

Provision in design and technology is **good**

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Teachers know their subject well and teach effectively so that learning is good.
- GCSE results are consistently above average.
- The weaker lessons are over-directive and, in these lessons, pupils lack opportunities to explore and work independently.
- Pupils enjoy their work.
- The impact of ICT is beginning to show in improved standards of work.
- In Years 7 to 9, practical work is good but basic design skills are not consistently taught.

Commentary

78. Pupils enter the school with at best average skills in design and technology. During the first three years they make good gains in their knowledge and understanding of the various disciplines within design and technology and by the end of Year 9, standards of work for both boys and girls are above average and achievement is good. Practical work is usually good and the better design folders are neatly presented. Evidence that pupils are learning to be self-critical in assessing their work was seen in a Year 8 project on cereal bars. Where the standard of work is weaker, it is mainly due to shallow research, initial ideas not being developed and poorer presentation, both written and graphical. A common approach to the teaching of design would improve the consistency of practice and assist in strengthening the links between the material areas.
79. Overall standards of work in Year 11 are above average. Pupils achieve well. GCSE results have improved steadily since 2002 and in 2004 were above average. During the inspection good work was seen in all areas. Weaker aspects of the work are characterised by generally poorer presentational skills, limited research ideas, incomplete work and spelling errors. Pupils' literacy skills are generally good; the use of technical language is well promoted. The use of numeracy skills is satisfactory. The impact of ICT is beginning to show in standards of work, and the recent acquisition of a laser cutter is producing outcomes of a professional standard.
80. Pupils with special educational needs integrate well and make good progress. They talk confidently about their work, enjoy the lessons and react positively to the high level of individual teacher and teaching assistant support.
81. Overall, the quality of teaching and learning is good. All lessons observed were satisfactory or better; a minority were very good. In the best lessons, learning was accelerated and good progress made because teachers used their good subject knowledge to develop or expand ideas; the pace was fast and sustained pupils' interests. Teachers questioned pupils effectively and disciplined them well. High expectations were not negotiable and increased pupils' awareness of the quality of work required of them. Satisfactory lessons could be improved further. Here, teachers were over-directive and the focus for the lesson was directed towards the task at the expense of developing learning to the depth and breadth expected. For example, pupils were allowed to produce detailed colourful drawings of their initial idea, at the expense of exploring a range of solutions, therefore developing design fluency. Pupils' attitudes and behaviour are very good and support their learning.
82. Leadership and management are good. The head of department provides an effective vision for the subject and has a clear view of the department's strengths and weaknesses. He has fostered a culture of continuous improvement. There has been good improvement since the previous inspection, not least in higher standards, helped by the significant improvement in ICT resources. Statutory requirements are now fully met and teaching has improved. The well-trained technicians are effective in the smooth running of the department and assisting in pupils' learning.

VISUAL AND PERFORMING ARTS

Drama

Provision in drama is **very good**

Main strengths and weaknesses

- GCSE results in 2004 were outstanding.
- Teachers set challenging and imaginative tasks.
- Theatrical performances are of high quality.
- Leadership and management of the subject are very good.
- In lessons, teacher assessment and guidance on how to improve a performance are excellent.
- There are excellent opportunities for drama work outside of lesson times.
- Relationships are very good.
- The school hall is not a satisfactory substitute for a drama studio.

Commentary

83. In GCSE examinations in 2004, nearly all pupils entered gained the higher A* - C grades. Current standards of performance are well above average in all years. Pupils are able to make sensitive and realistic interpretations from a range of stimuli. They are able to negotiate and collaborate in groups and by Year 9 are producing high quality role-plays and improvisations. Year 11 pupils are incisive, making high quality professional judgements about staging and audience. All are accomplished at spatial management, gesture and voice. As a result pupils produce extremely polished 'theatrical' performances. Pupils carefully record their lessons in drama notebooks where the standard of presentation is high. All groups of pupils, including pupils with special educational needs and gifted and talented pupils achieve very well in all years. Boys and girls achieve equally well.
84. Teaching overall is very good and often excellent. Tasks are challenging and require pupils to move beyond their own experience into imagining situations and providing empathetic responses. Learning outcomes are of a high quality. The teaching is underpinned by very good planning; lessons are well resourced with appropriate visual aids. Pupils' work is carefully marked and pupils are able to see and understand how they are developing. As a result of excellent ongoing teacher assessment during rehearsals, pupils are aware of what is needed to produce a high-grade piece of practical work. Pupils are able to critically revise and improve their performance. These cameos are video recorded and used to teach pupils the skills of appraisal. The teachers make best use of limited space to develop pupils' staging skills. Homework reinforces or records the ideas developed in class.
85. The leadership and management of the department are very good. Systems are in place to develop pupils' skills of self-evaluation and these are working very well. The team provide good role models for pupils who aspire to be professional actors. The two full time members of the department are lively, well-informed and enthusiastic specialist teachers who provide excellent opportunities for drama activities beyond the school day. These extra-curricular activities are very good; links have been formed with Manchester Police and the Primary Health Care Trust who support project style workshops which help to raise standards further. Pupils learn not only

drama techniques but also how to deal effectively with problematic relationships and social problems.

86. Improvement since the previous inspection is good. Standards have risen but accommodation is still unsatisfactory despite the addition of a discrete space. Staff movement at the rear of the hall breaks the dramatic tension and hinders progress in lessons in which pupils are required to make emotive interpretations. Resources remain unsatisfactory, for example the drama area has no effective lighting which inhibits 'forum' theatre.

Art and design

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

Main strengths and weaknesses

- Standards are well above average in Years 9 and 11.
- GCSE results in 2004, as in the previous two years, were very high.
- Teachers make high demands on pupils who go on to achieve very well.
- The assessment and academic monitoring of pupils' progress is excellent.
- Very good leadership shows a clear vision for the development of the subject.

Commentary

87. The 2004 teacher assessments in Year 9 were well above average; standards in the current Year 9 are well above average. Boys and girls in Years 7 to 9 achieve very well because of challenging tasks set by teachers and their expectations that high standards will be achieved. All pupils reach a high technical standard of handling the formal elements of art in all strands of the subject. They also have a good knowledge of the work of artists and sound understanding of how other cultures use imagery for different purposes. The most able pupils are helped to make very good progress by the many opportunities to learn through independent enquiry, both in the classroom and on their home computers.
88. GCSE results have risen dramatically since the previous inspection and for the last three years have been very high. In 2004, nearly all pupils entered gained the higher grades A* to C. Current standards of work in Year 11 are well above average representing very good achievement. Pupils have a very good understanding of a working method that starts with researching topics in sketchbooks. Pupils then select the best ideas and through a careful process of refinement produce very high quality coursework. All pupils are helped to achieve very high standards by the extremely rich sets of examples that line the walls in all the studios.
89. Teaching and learning are very good, explaining why standards and achievement are as they are. Varied and ambitious tasks are explained in ways that pupils understand and this allows them to learn in clearly defined incremental steps. All teachers know their pupils very well and support them very well with individual attention. Consequently pupils with special educational needs make very good progress. The most able pupils are challenged with open-ended questions. Pupils respond very well to the teachers' high expectations and consequently attitudes are

very positive. Pupils enjoy visits to art galleries. Their subsequent outcomes show that they have learnt how to evaluate the work of artists and then use these influences effectively. Teachers have undergone professional training in the use of computers for producing electronically derived artwork. Graphic projects are skilfully linked to learning about moral and social issues such as conflict and war and the effect of advertising on some girls' eating habits. Assessment is exceptionally thorough and rigorous and pupils are set challenging targets. In Years 10 and 11 all pupils have one to one interviews that inform them exactly how well they are doing and targets are set for further improvement.

90. The department is very well led and managed. The experienced head of subject has created an excellent team. The views of all teachers are sought and valued, particularly when the departmental self-evaluation takes place. Consequently, the subject leader has an accurate picture of what needs to be done to move the subject forward. Improvement since the previous inspection is very good. Teaching, learning and pupils' achievement have all improved and GCSE results are significantly better.

Music

Provision in music is **very good**

Strengths and weaknesses

- Pupils achieve well throughout the school, reaching above average standards in Year 11.
- Teaching and learning are good overall and very good in Years 10 and 11.
- Pupils greatly enjoy music. They behave very well and have excellent relationships with their teachers.
- Newly installed computers are used well for composition.
- Teachers do not use statistical information to help make decisions when planning how to raise standards.

Commentary

91. Standards in Year 9 are average. Given pupils' below average standards in music on entry, this represents good achievement for both boys and girls. Pupils play the keyboards and other instruments well. Higher attaining pupils play the twelve-bar blues sequence with ease and confidence. A small minority of low attaining pupils find this more difficult partly because skills are not so well established and because they do not organise their individual practice time well. Working as a class yields much better results. Pieces heard on tape show that pupils do not always establish a steady rhythm. Boys and girls in Year 7 sing very well in tune and with gusto. Pupils have a good grasp of musical language and use it well in lessons. They listen intelligently and carefully to music of all styles. Pupils with special educational needs and pupils who are gifted and talented achieve as well as other pupils.
92. In Years 10 and 11 standards are above average. Pupils are strong performers and singers. They compose well, helped by the effective use of ICT. They improvise well with a strong sense of drama, for example, when scoring for a film. Continuing

from the earlier years they have above average listening skills backed up by good knowledge and command of musical words. Pupils at this stage also achieve well. In the GCSE examination in 2004 five out of the seven pupils passed the examination with grades between A* and C. All pupils achieved a grade and results were above average.

93. Pupils' attitudes to music are very good. They are anxious to take part in all activities because lessons are great fun. They behave very well and enjoy excellent relationships with their teachers. These aspects greatly enhance their personal development and their learning, as do the teachers' methods which rely on the different ways in which pupils learn. When pupils can hear and see a demonstration of their pieces they learn quickly. Lessons are challenging and pupils concentrate hard. They have to work at a fast pace. Sometimes the pace needs to be a little slower to enable pupils to learn to play more rhythmically. Individual pupils are well supported and are given appropriately challenging work to do. Teaching and learning overall are good overall. In Years 7 to 9 they are good but in Years 10 and 11, where groups are small, teaching and learning are very good. Consequently the number of pupils taking GCSE has increased dramatically in the last two years and boys are very comfortable studying music at this level.
94. Pupils evaluate their work in lessons. They set themselves targets for the next unit of work. These lack musical focus so far, but pupils track their own progress and have a reasonable grasp of their strengths and weaknesses. In Years 7 to 9 they do not yet know their national curriculum levels.
95. About one hundred pupils learn to play instruments. The lessons are free, showing excellent commitment by the school and Governors. This excellent feature is the reason why the overall provision in music is judged to be very good rather than good. The quality of the lessons is very good and pupils work hard to achieve good standards. There are regular concerts in school involving choirs, groups and bands. The leadership of the department is very good. As a result there has been good improvement since the previous inspection. The management of the department is satisfactory. Whereas there is good evaluation of the work of the department, as yet there is insufficient use made of the analysis of results to provide a framework for improving standards further.

PHYSICAL EDUCATION

Provision in physical education is **good**

Main strengths and weaknesses

- Consistently good teaching and very positive pupil attitudes result in above average standards and good achievement.
- GCSE results are improving and are well above average.
- Leadership and management are good, although a wider monitoring of teaching and learning is needed to share best practice.
- Extra-curricular provision is a very strong feature that is helping to raise standards.
- The lack of a dedicated GCSE theory base is a weakness.
- The curriculum is not wholly satisfactory.

Commentary

96. GCSE results in 2004 were very high with 87 per cent of candidates gaining A*-C grades, and one third achieving the higher A*/A grades. Many did much better than expected and their results in physical education were significantly higher than in their other GCSE subjects.
97. Throughout Years 7 to 9 all pupils, including those with special educational needs, achieve well. At this stage notable progress is made in major games, particularly for boys in rugby. The recent introduction of table tennis is also enabling boys and girls to make good gains in their skill acquisition. By the end of Year 9, the overall standards of both boys and girls are above average.
98. In Years 10 and 11 standards in core physical education are also above average and pupils are achieving well. A key feature is the pupils' positive response to opportunities to play, coach, and referee – this maintains their interest and enthusiasm for the work, and enables a minority of pupils in Year 10 to gain accreditation through the Junior Sports Leader award scheme. Boys at this stage are achieving especially high standards in rugby, whilst girls are making swift progress in tackling hockey – a newly introduced activity promoted by the recent completion of a multi-games facility. Standards in GCSE physical education are well above average in both the theoretical and practical elements of the course and pupils are achieving very well.
99. The quality of both teaching and learning is good in core physical education throughout the school. In the GCSE course it is very good. Teachers are very knowledgeable, enthusiastic, and have high expectations of their pupils. Relationships are very strong and boys and girls respond very well to the positive manner in which they are taught. Pupils of all abilities learn quickly and achieve well when the teaching has good pace and challenging tasks extend pupils fully. Not all teaching is as effective: a small minority of lessons are slow to get underway, whilst in others the work planned does not provide sufficiently for the varying needs of pupils with differing levels of attainment. Good use is made of ICT through video work to assess and improve performance and, in GCSE classes, the use of PowerPoint for presentations.

100. The department is well led and managed and there is a strong focus on improvement and development. The success of examination work is adding impetus to this, as is the recent improvement in facilities provided by the multi-games area. However, the lack of a dedicated teaching base for GCSE theory work is a weakness. Documentation and assessment procedures are good, and planning for GCSE is very strong. In other respects, the curriculum is games dominated and requires review; the time allocation for physical education, whilst improved, is still far from generous; there is insufficient monitoring of teaching and learning to identify and share best practice. The very strong programme of extra-curricular activities is very popular with boys and girls, and is helping to raise standards by providing opportunities for many to achieve highly, both individually and in their teams at local, regional, and for some at national level. Progress since the previous inspection has been very good with improved standards in core physical education and, substantially, in GCSE work.

BUSINESS AND OTHER VOCATIONAL COURSES

The school does not offer a discrete course in business studies or a business related course. Vocational GCSE courses are offered in science and ICT. The vocational subject inspected in depth was ICT. GCSE results in this course in 2004 were well above average. Current standards of work are above average. Teaching is good and pupils are achieving well. A full report on this subject can be found on Page 24. GNVQ courses in child care and pre-foundation Key Skills, and NVQ Level 1 and 2 courses in motor vehicle and construction, take place in partnership with local schools and colleges. It was not possible to judge the quality of teaching and learning on these courses but provision is relevant to pupils' needs and offers opportunities for pupils to gain qualifications that will eventually give access to higher level courses in colleges of further education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The main focus of the inspection was citizenship. It was not possible to see any lessons in personal social and health education. An examination of workbooks, school policies and discussions with pupils and teachers indicated that statutory requirements with regard to sex and relationships education, drug education and careers are fully met. The subject makes a valuable contribution to pupils' personal development.

Citizenship

Provision in citizenship is **satisfactory**

Main strengths and weaknesses

- Teaching which is good results in good learning and above average standards.
- Lessons are well planned.
- There are very good opportunities for pupils to experience active citizenship.
- Reporting and assessment procedures are unsatisfactory.

Commentary

101. The teaching of citizenship is well established in the school. It is taught in discrete lessons by participating departments. The specific modules taught are planned by the citizenship coordinator to meet the requirements of the national curriculum.
102. Standards are above average in all years because pupils have developed a good understanding of the social and political problems and controversies that currently affect their communities. Pupils, for example, are able to empathise with the difficulties facing asylum seekers. They are able to appreciate the importance of listening to others.
103. Achievement is good throughout the school because all pupils, including pupils with special educational needs, make good progress in acquiring new knowledge and understanding of relevant issues. Pupils are fully involved in considering issues which are directly related to their daily lives, for example, how the electoral system works, and understand and appreciate the relevance of the topics they are studying.
104. Teaching and learning overall are good in all years. Teaching is clear and direct so that pupils know what to do. Teaching methods are innovative and imaginative so that pupils' interest is caught and they become absorbed in role-play and discussion. For example, in one Year 9 lesson where pupils were considering the difficulties faced, and posed by, asylum seekers, teaching sparked in pupils strong feelings of compassion and anger which in turn led on to a pupil initiated debate. In a Year 8 lesson, pupils deciding which candidate deserves their vote are carefully guided to an understanding of the need to see the whole picture and not to be misled by selective information. Year 10 pupils learn to deal with unresolved conflict. Teachers are adept at involving all pupils in lessons. Constant encouragement helps pupils to voice their opinions and as a result they are growing in confidence.
105. The school provides very good opportunities for pupils to become involved in citizenship issues from becoming a prefect, to joining the school council or an ecological group. Pupils are able to work on joint projects with the police and on the roadside care scheme with the local council. Charitable organisations are well researched before pupils give them financial support.
106. Leadership and management by the citizenship coordinator are satisfactory. The citizenship programme is well organized. The coordinator is very well supported by other subject heads. Assessment and reporting procedures are well planned for but are not yet in place.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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