

INSPECTION REPORT

ST IGNATIUS COLLEGE

Enfield

LEA area: Enfield

Unique reference number: 102058

Headteacher: Mr P Adams

Lead inspector: Roy Hedge

Dates of inspection: 7–10 March 2005

Inspection number: 268924

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: 11–18
Gender of pupils: Male
Number on roll: 1108

School address: Turkey Street
Enfield
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Appropriate authority: Governing body
Name of chair of governors: Mr P Bolger

Date of previous inspection: 9 November 1998

CHARACTERISTICS OF THE SCHOOL

The school is a boys' comprehensive school of average size. It has 1108 pupils of whom 199 are in the sixth form. The proportion of pupils eligible for free school meals is average though the school believes that many pupils do not make their eligibility for free school meals known. Standards on entry to the school are above average, though standards on entry to the sixth form are below average because a number of pupils, including a significant proportion of higher attainers, choose to continue their education elsewhere after Year 11. The proportion of pupils of minority ethnic heritage is high, as is the proportion for whom English is an additional language. No pupils at present, though, are at an early stage of English language acquisition. The proportion of pupils with special educational needs is average and most of them have difficulty with speech or communication or emotional and behavioural difficulties. The proportion for whom a statement of special educational needs is maintained is average. Only a small number of pupils were admitted to or left the school other than at the usual times of transfer. The number of pupils is similar to that at the time of the last inspection. The school has experienced considerable difficulty in appointing science teachers.

INFORMATION ABOUT THE INSPECTION TEAM

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32767	J Anthony	Lay inspector	
24142	S Argyle	Team inspector	Art and design
30702	P Bowyer	Team inspector	Mathematics
32166	N Butt	Team inspector	Physics
2218	P Dahl	Team inspector	Modern foreign languages
4355	F Earle	Team inspector	History
11969	J Hardy	Team inspector	Information and communication technology (ICT), Economics Business studies
11044	J Hedge	Team inspector	English literature (sixth form) special educational needs English as an additional language
8622	H Housden	Team inspector	Physical education
27665	A Lees	Team inspector	Citizenship, music
32966	R MacKinnon	Team inspector	Science
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school giving good value for money. It has many considerable strengths and some significant weaknesses. Standards on entry to Year 7 are above average. Achievement is good in all stages. Standards are well above average at the end of Year 9 and by the end of Year 11. The quality of teaching is good. Leadership by the headteacher is very good and management is satisfactory.

The school's main strengths and weaknesses are:

- Standards are above average to Year 11 and achievement is good.
- The school has very successfully established an ethos in which learning can flourish. Pupils' attitudes are very positive and relationships between pupils of different ethnic heritage are excellent.
- There are serious shortcomings in the curriculum for design and technology, information and communication technology (ICT) and citizenship.
- Information about pupils' progress is analysed well but the findings are not applied rigorously enough by departments to improve standards.
- Heads of department have too little impact on driving up standards.
- The leadership of the new headteacher is very good: the school has practical plans for improvement though they are not yet all carried through into practice.
- The school is oversubscribed and held in high regard by parents and pupils.

The school has made unsatisfactory improvement since the last inspection in November 1998. Some issues raised in the last report have not been tackled: there are still problems in design and technology and ICT; assessment information is still not used to identify and remedy underachievement; heads of department are still not sufficiently effective in driving up standards. GCSE results have not improved as fast as they have nationally in recent years. The quality of teaching is better, though, and standards overall are still above average to Year 11.

STANDARDS ACHIEVED

Performance compared with:		all schools			similar schools
		2002	2003	2004	2004
Year 11	GCSE/GNVQ examinations	A	A	A	D
Year 13	A/AS level and VCE examinations	C	C	D	

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
For Year 11, similar schools are those whose pupils attained similarly at the end of Year 9.*

Pupils achieve well mostly because teaching is good. At the end of Year 9 standards are well above average. Overall, Year 9 standards represent good achievement. Pupils with special educational needs make good progress as they move through the school because of good teaching and support. Boys of minority ethnic heritage do as well as other boys. In national tests in 2003 and 2004 standards were above the average of schools whose pupils reached a similar standard in tests taken at the end of Year 6. Standards are well above schools with a similar proportion of pupils eligible for free school meals. Pupils maintain good progress in Years 10 and 11. At the end of Year 11 standards are well above average and achievement is good. In 2004 GCSE results were well above average. Pupils achieve well in the core subjects of English and mathematics and satisfactorily in science. Standards by the end of Year 11 are well above average in English and art and design, above average in mathematics, modern languages, geography, history and physical

education, average in science, ICT and music, and below average in design and technology. Achievement in design and technology is not good enough, largely because of shortcomings in the curriculum. Standards in the sixth form are average overall. A significant number of higher-attaining Year 11 pupils choose to continue their education elsewhere. Achievement, though, is good and standards are average compared with boys nationally. A level results in 2003 were average, but were below average in 2004.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good in response to what the school provides. The school is very committed to its programme for personal development. The Catholic values of the school are held in high regard by pupils and as a result attitudes are very good and behaviour is good. The school's ethos, links with the local community and extra-curricular activities play a substantial part in promoting spiritual, moral, social and cultural development. Relationships between boys of different ethnic heritage are excellent. Attendance is well above average and pupils are punctual to lessons.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching is good in each stage of the school. Some outstanding teaching was seen in English and French. Pupils of all backgrounds and particular needs learn well, though the range of strategies teachers employ is narrow. Curriculum arrangements are not satisfactory: requirements are not met for citizenship, design and technology and ICT. There are good arrangements across most subjects to provide for pupils with special educational needs though work is not always adapted to meet their particular needs. There is very good general care and support for pupils but assessment information is not much used to diagnose the strengths and weaknesses in achievement so that improvements can be made. The school is held in high regard by parents and pupils. All of these strengths play their part in establishing pupils' good achievement overall.

LEADERSHIP AND MANAGEMENT

Leadership over many years has been very successful in establishing an ethos in the school whereby learning can flourish. Relations between pupils, including those of different ethnic heritage are outstanding. There is a clear commitment by everybody to the school's core Catholic values. The leadership of the new headteacher is very good. Supported by an able senior staff, he has quickly formed an accurate view of the school's strengths and weaknesses and created plans to move the school forward by building on its strengths. The impact of management is satisfactory. There is still not enough consistency and rigour in procedures for using assessment data to identify underachievement and in checking on and improving the quality of teaching. Heads of department do not yet play a strong enough part in ensuring that standards are driven up. The governing body does good work in supporting the school and holding it to account though some statutory requirements, particularly in the curriculum, are not met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils hold the school in very high regard. Pupils travel considerable distances from inner London, Essex and Hertfordshire to attend. Pupils and students particularly appreciate that teachers have high expectations of them and that standards of care are high.

IMPROVEMENTS NEEDED

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

- ensure that pupils receive their statutory entitlement to a balanced curriculum in citizenship, design and technology, ICT and personal health and social education;
- ensure that heads of department take clear responsibility for standards and the quality of teaching, monitor lessons, co-ordinate strategies for improvement and encourage a wider range of teaching strategies;

- ensure that all subject departments make use of the rich assessment data the school has analysed to identify underachievement, set individual targets for pupils and drive up standards;
- improve the range of vocational courses in the sixth form;
- improve the impact of the sixth form centre on students' learning by increasing the number of computers for them to use and encouraging stimulating display.

THE SIXTH FORM

OVERALL EVALUATION

Overall effectiveness is good, as is value for money. Standards are below average, but average in comparison with boys nationally and this represents good achievement, given students' starting points at the beginning of their courses. Teaching and learning are good. The leadership and management of the sixth form by the headteacher and senior staff are satisfactory.

The main strengths and weaknesses are:

- As in the rest of the school, there has been considerable success in establishing good attitudes to learning and achieving. Students have very positive attitudes, develop into mature and principled young men and have excellent relationships with each other and their teachers.
- The sixth form centre is a sterile environment for learning. There are too few computers for students to use and too little has been done to enliven the accommodation through the use of display.

QUALITY AND STANDARDS IN SUBJECTS AND COURSES OF THE CURRICULUM

Judgements about the provision in the subjects and courses inspected in the sixth form are shown below. They are based mainly on the quality of teaching and learning and how well students achieve. Not all subjects in the sixth form were inspected.

Curriculum area	Evaluation
English, languages and communication	Satisfactory in English literature. Standards are average. Achievement, teaching and learning are satisfactory.
Modern foreign languages	Satisfactory . Standards are above average in German and below average in French. Teaching and learning are satisfactory and achievement is good.
Mathematics	Satisfactory in mathematics. Standards are average. Teaching, learning and achievement are satisfactory.
Science	Satisfactory in physics . Standards are average and achievement is satisfactory. Teaching and learning are good.
Humanities	Good in economics . Standards are average. Achievement, teaching and learning are good. Satisfactory in geography . Standards are below average but achievement is satisfactory and teaching and learning are good. Very good in history . Standards are well above average and achievement, teaching and learning are good.
Visual and performing arts and media	Music is satisfactory . Standards are below average. Achievement, teaching and learning are satisfactory.
Business	Business studies is good . Standards are average. Achievement, teaching and learning are good.

The curriculum areas are broadly common across all post-16 education and training. They do not necessarily correspond with subjects and courses taught by the school. Inspectors make judgements in the range: excellent; very good; good;

satisfactory; unsatisfactory; poor; very poor. Excellent and very good are equivalent to the judgement 'outstanding' in further education and sixth form college reports; poor and very poor are equivalent to 'very weak'.

ADVICE, GUIDANCE AND SUPPORT

Support and guidance for sixth form students are good. Tutors know their students well and keep them informed about their progress. Subject teachers regularly review their work and offer advice. Students are highly appreciative of the support they receive. Careers advice, including information about higher education, is readily available.

LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

Leadership and management are satisfactory. There is a clear sense of direction and high aspirations for students' personal development. Students' progress and personal development are monitored satisfactorily.

STUDENTS' VIEWS OF THE SIXTH FORM

All students are extremely positive about the sixth form and are pleased and proud to be part of it. They say that they are encouraged to work hard and are taught well. Teachers are always available if help with work is needed. Relationships amongst students are excellent and there is little conflict or tension. Students enjoy and make the most of their time in the sixth form.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Achievement in Years 7 to 11 and in the sixth form is good. The best achievement is in mathematics to Year 9 and art and design by the end of Year 11. Pupils do not achieve well enough in design and technology.

Main strengths and weaknesses

- Standards in national tests taken at the end of Year 9 and at GCSE are well above average, which represents good achievement.
- Standards in design and technology are not high enough.
- Boys of minority ethnic heritage do well.

Commentary

1. Standards as measured by national tests taken at the end of Year 9 were well above average in 2003 in all three core subjects. Results were lower in English in 2004 but were very high in mathematics and well above average in science. This represents good achievement. Standards on entry to the school in Year 7 were broadly average for that year group. In the current Year 9 standards overall are above average. Results in English and mathematics in 2003 were above average in comparison with schools whose pupils were at a similar level in tests they took in Year 6; results in science were average. Results were well above average in comparison with schools with a similar proportion of pupils eligible for free school meals. Since 1999 standards have risen faster than standards nationally. Standards of literacy and numeracy are above average. Over the last three years boys' results have been well above those of boys nationally. By the end of Year 9, standards are well above average in mathematics, above average in English, modern languages, geography, history, art and design and physical education and average in ICT, science and music. Standards in design and technology are below average mainly because of the restricted curriculum pupils follow.

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

Standards in:	School results	National results
English	36.3 (37.7)	33.4 (33.3)
mathematics	38.6 (39.0)	35.4 (34.7)
science	35.8 (34.7)	33.6 (33.3)

There were 179 pupils in the year group. Figures in brackets are for the previous year

2. Pupils with special educational needs make progress at the same rate as other boys. Their achievement is good. Last year nearly all pupils achieved GCSE grades in English and English literature. These boys do particularly well where teachers take care to ensure that work is adapted to meet their individual needs, as in English and history, or where teaching assistants give extra support, as in mathematics.
3. Pupils of minority ethnic heritage make progress which is at least as good as that made by others. There are over 200 boys of black African heritage in the school and they do as well as boys of white British heritage in GCSE examinations.
4. GCSE results were well above average in 2003 and 2004. They were well above the average of schools with a similar proportion of pupils eligible for free school meals in 2003 and 2004 but in 2004 were well below the average of schools with similar test scores at the end of Year 9

two years earlier, largely because those Year 9 scores were so good. Results over the last five years have not improved at the same rate as nationally. In 2004 the proportion of pupils gaining five or more GCSE passes at grades A* to C was above average at 64 per cent. This represents good achievement, given attainment levels on entry to the school for this year group. Pupils with special educational needs and those of minority ethnic heritage make progress at a similar rate to other pupils. Standards by the end of Year 11 are well above average in English and art and design, above average in mathematics, modern languages, geography, history and physical education, average in science, ICT and music, and below average in design and technology. The school fell short of its over-ambitious targets for GCSE results in 2004.

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	64 (62)	52 (52)
Percentage of pupils gaining 5 or more A*-G grades	98 (98)	89 (88)
Percentage of pupils gaining 1 or more A*-G grades	98 (98)	96 (96)
Average point score per pupil (best eight subjects)	39.9 (39.8)	34.9 (34.7)

There were 178 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

Sixth form

- Students' A-level results in 2003 were average and in 2004 were below average, though average in comparison with boys nationally. The proportion of students gaining the highest grades of A or B was also below average. However, this represents satisfactory achievement. A number of the school's higher-attaining boys choose to continue their sixth form education at other schools and colleges. Of the 2004 Year 11 cohort, for example, a quarter of the highest attainers at GCSE did not continue into the sixth form. Standards are above average in history and business studies, below average in geography and average in all other subjects. Given standards on entry to the courses, this represents good achievement in modern languages, economics, history and business studies and satisfactory achievement in other subjects.

Standards in GCE A/AS level and VCE examinations at the end of Year 13 in 2004

	School results	National results
Percentage of entries gaining A-E grades	96.3 (98.6)	92.3 (92.3)
Percentage of entries gaining A-B grades	23.9 (26.4)	36.2 (35.6)
Average point score per pupil	220.5 (230.4)	265.2 (258.2)

There were 82 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Provision for personal development is very good.

Main strengths and weaknesses

- Attendance is well above average.
- The promotion of good relationships, including racial harmony, is excellent.

- Pupils' attitudes are very good and in the sixth form they are excellent.
- The spiritual, moral and social development of pupils and students is very good.
- There is some poor behaviour by a minority of pupils.
- There is not enough celebration of the different cultural heritages represented in the college.

Commentary

6. The very strong partnership between home and college ensures high levels of attendance by pupils and students. Attendance is well above average and is continually under review. Prompt action is taken where there is any cause for concern. The high attendance is a significant indicator of the attitudes of pupils and students, who are overwhelmingly positive, enjoy life at the college and willingly participate in its academic and cultural activities. An outstanding feature of the college's community life is the respect which pupils and students show to each other. The racial harmony, which flows from this is a strength of the school. Pupils with special educational needs are also fully included in the life of the school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.4
National data	6.9	National data	1.1

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

7. The behaviour of the great majority of pupils in Years 7 to 11 is good. A small number of boys do exhibit challenging behaviour but this is, on the whole, well managed. Behaviour in the sixth form is excellent. Exclusions in the main school, which were relatively high last year due to particular circumstances, are now at normal levels. No pupils have been permanently excluded in the current year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Any other ethnic group

Exclusions in the last school year

No pupils on roll	of on roll	Number of fixed period exclusions	Number of permanent exclusions
366		21	1
175		14	
94		4	
59		11	1
23		3	
1		1	
43		5	1
19		15	
209		20	1
30		3	1
30		1	

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

8. The college takes very firm action over unacceptable behaviour. Consequently, pupils and students are presented with high and consistent expectations to which the very great majority respond in a mature way. No pupil reported any incident of physical bullying but there is some

name-calling. The college has a programme to combat this, but it is not as effective as it could be.

9. Spiritual development is very good. Pupils are developing self-knowledge and spiritual awareness. They recognise the significance of spiritual principles as a guide to action and show respect for the values and beliefs of others. The college has a very clear idea about spiritual development, based upon Ignatian principles. Many opportunities are provided for pupils and students to develop their spiritual awareness and understanding through masses, which mark the school and Christian year, and day and residential retreats. There is active participation by many pupils and students in the spiritual life of the college. The 'Justice and Peace Week', which coincided with the inspection, offered a wide and varied range of activities which linked personal spiritual development to social awareness and concern. It effectively expressed the college's vision of 'the Man for others'. There is less evidence of subjects contributing to the spiritual development of pupils and students, though good examples were seen in science, art, music and English.
10. Moral development is very good. There is a very strong sense of moral purpose in the corporate life of the college. Pupils are very clearly taught right from wrong. They are taught to act from moral principles, grounded in Christian teaching as expressed in the Ignatian Way. Though the behaviour of a minority of pupils does not always match the high standards expected, the conduct of the overwhelming majority is very good. They have strong commitments to moral and ethical causes and there are many opportunities for them to learn how to use their talents and abilities for the benefit of others and the good of the wider community. This is clearly seen in the very good support which is given to international, national and local charities and in the partnership with a local special school. Many subjects make effective contributions to pupils' moral development both in the subject-matter discussed and in the relationships between pupils and teachers. Good examples were seen in English, geography, art, history, music and physical education.
11. Social development is very good. The very great majority of pupils relate well to each other and work effectively in groups and teams. There is an evident growth in mature and responsible attitudes as they move through the college. This is particularly seen in older pupils and students in the sixth form, who handle a variety of social situations with confidence. There are opportunities for pupils to contribute to the life of the college through the prefect system, year and school councils and in sixth form mentoring. Most subjects make a strong contribution to pupils' social development. For example, group work and extra-curricular activities in music, the responsible use of equipment in ICT, the supportive relationships established in art and in science and the very positive attitudes in history all make a contribution to pupils' social development. Residential courses and spiritual retreats also provide good opportunities for pupils to develop social skills and to experience an added dimension to community life. Older students work with younger pupils as mentors and give support with reading.
12. Cultural development is good. Pupils are introduced to a very good range of styles and periods in music. There is a very strong emphasis on reading and the pleasure of literature, enhanced by occasional visits from authors. Debates provide good opportunities for students to express their views and develop speaking and debating skills. Visits to First World War battlefields and to Moscow and the USA are a feature of provision in history and there are links with Munich through the modern languages and art departments. Theatre visits and drama productions provide opportunities for enrichment and participation in cultural events. Pupils are introduced to the diversity of modern society through the range of books in English and by marking Black History Month. However, there is little celebration of the rich diversity of cultural traditions from which pupils come.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is good. Pupils do well because teaching overall is good, the curriculum provides a rich variety of experiences in spite of shortcomings and

there are very good links with parents and the community. There are very good standards of care for pupils.

Teaching and learning

Pupils learn and achieve well because teaching is good, though teachers use too narrow a range of strategies and do not make sufficient use of information about pupils' progress to promote higher achievement.

Main strengths and weaknesses

- Teaching is good so pupils learn well. There is almost no unsatisfactory teaching but there is too little which is very good or excellent.
- Departments make too little use of the information the school possess about pupils' progress to identify any underachievement or to set targets to drive up standards.
- The range of teaching strategies used is too narrow.

Commentary

13. Teaching is good at every level of the school. There is almost no unsatisfactory teaching and the general quality of teaching has improved since the last inspection. Even so, there is still not enough teaching which is very good or excellent. Most lessons last only 40 minutes. In about six lessons out of every ten during the inspection, teachers' good subject knowledge and clear exposition, often supported by good use of probing questions and skilful management of behaviour, achieves good learning. Even so, the range of strategies teachers use is narrow. There are relatively few opportunities for pupils to develop as independent learners as teachers dominate lessons. There is little discussion between pupils and too few occasions when pupils work individually. The national strategy for Key Stage 3 has made less impact on teaching than in many schools.

Summary of teaching observed during the inspection in 190 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5 (3%)	23 (12%)	83 (44%)	71 (37%)	5 (3%)	1 (1%)	0 (0%)

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

14. Pupils' good achievement and their good learning in class are mainly due to the quality of teaching they receive. Teachers in all departments relate well to the boys. Although the school has a number of challenging pupils, in only a small number of lessons do pupils misbehave and hinder the progress of themselves and others.
15. In most lessons pupils with special educational needs learn well. In the best lessons teachers adapt work carefully to their needs and they make good progress in all years. Teachers have good access to pupils' individual education plans but do not always take the particular needs of pupils into sufficient account when planning lessons. In some subject areas such as English, history and art pupils make good progress where tasks are designed to meet their needs. This is not always the case, however. Specifically adapted tasks are not apparent in science, physical education or ICT. Teaching in the learning support base, where pupils are withdrawn for additional literacy support, is good. Learning support assistants are very effective.
16. English teaching is good, and some is very good or excellent. Teachers expect and get good standards of work and behaviour. They employ a range of strategies, often splitting lessons into imaginative tasks which involve and motivate pupils. Pupils in turn respond well to the very good relationships teachers are able to develop. As a result, they learn well and make good progress.

17. Mathematics teaching is also good. Lessons are built on good intellectual challenge and are supported, as in many other departments, by the positive learning ethos which is common across the school. Even so, understanding is often sacrificed to the mechanical completion of exercises. Lessons lack variety and can be dull.
18. Science teaching is satisfactory. Lessons are carefully planned and rest on teachers' impressive subject expertise. Here again, though, there is too little emphasis on stimulating pupils' interest and enthusiasm and adapting work to suit the different levels at which pupils are working.
19. Throughout the school, learning is substantially assisted by the extent to which the school has been able to develop an ethos in which learning can flourish. The school is very successful at persuading the boys to take learning seriously and to try hard. In many lessons which were well organised but lacking in variety and stimulus, inspectors saw good learning because of pupils' very positive attitudes. Teachers have high expectations of pupils' concentration and behaviour and pupils' response carries learning forward.
20. Across the rest of the curriculum there is no subject or stage in which teaching and learning are unsatisfactory. Overall teaching and learning are good in modern languages, geography, history and art and design and satisfactory in ICT, design and technology, music and physical education.
21. Teachers mark pupils' work carefully and make good use of homework. Too few departments, though, as yet make full use of the rich data and analysis of test and examination results available at school level to set targets for pupils and so help to boost their progress. The impact on pupils' progress of information drawn from assessment is unsatisfactory.

Sixth form

22. Teaching and learning in the sixth form are good. Teaching shares many of the characteristics of that in the rest of the school. It is good in economics, geography, history and business studies and satisfactory in other subjects.

The curriculum

The curriculum is unsatisfactory. In many respects it is broad and balanced and caters for the varying needs of pupils but there are too many weaknesses including failure to meet statutory requirements. Opportunities for enrichment are very good.

Main strengths and weaknesses

- Statutory requirements are not met in citizenship, design and technology and ICT.
- The curriculum in Years 10 and 11 is broader than at the time of the last inspection.
- The range of extra-curricular provision is rich and varied.
- Participation in sporting activities is outstanding.
- There are not enough computers for pupils to use.

Commentary

23. Overall the curriculum is unsatisfactory. ICT is only taught as a separate subject in Year 7 and to those who opt for the subject in Years 10 and 11. For other pupils, the provision of ICT is inadequate. This breach of statutory requirements was reported in two last inspections. The delivery of citizenship through subjects is neither monitored nor consistent. The progress of pupils is not fully assessed. These are both statutory requirements. The daily tutor period is not always productively used. The colleges' own self-evaluation recognises the need to review the current banding arrangements and the 40-period structure to the week. Single physical education periods in Years 7 to 9, for example, have limited value. The frequency of lesson

changes wastes time. Further time is lost by teachers moving between the main school and the sixth form accommodation. A period each week is set aside for year assemblies, tutorial support and the PHSE programme and this represents too little time to cover the range of issues.

24. In Years 7 to 9, pupils follow the National Curriculum. A second modern foreign language is added for top band pupils in Year 9. Latin and classical civilisations are taught. The absence of textiles and food science from the design and technology programme is a further statutory breach. This has also been previously reported. The college has a programme for personal development. This is delivered through religious education, assemblies and the weekly form period when pupils meet with tutors or as year groups but there is too little time available to cover the necessary topics.
25. The programme for Years 10 and 11 generally meets pupils' needs. English literature is now offered to all pupils. Top band pupils generally take the three separate sciences while main band pupils take double science. All pupils take religious education. Fewer than 40 per cent take French and only 12 pupils take two languages to GCSE. A wide range of GCSE courses is offered in addition to the core subjects. Within the last two years, the introduction of alternative courses has broadened the provision. Twenty-four pupils benefit from the Award Scheme Development and Accreditation Network (ASDAN) programme. Another small group has off-site animal care and horticulture at a local college. Leisure and tourism is now available and the College could usefully explore further development of applied GCSE courses. A small number of pupils follow more appropriate vocational courses at other institutions at the college's expense.
26. Overall provision for students with special educational needs is good. Small numbers of pupils with low levels of literacy in Year 7 are withdrawn from English for support with literacy. They are retested at the end of the year and return to mainstream lessons as soon as they have adequate skills. There is extra support from learning support assistants in lessons, though the number of assistants is not generous. Where there is support, though, as in mathematics, it is very effective. Pupils with special educational needs have only limited access to computers to use good programs for spelling and number.
27. The ways in which the taught curriculum is enriched are very good. Pupils are keen to be involved. A very high proportion of the parents who responded to the questionnaire thought provision was good or better. There are homework clubs and on-line facilities available at lunchtime. These are very popular and are staffed voluntarily but a charge is made for the use of the Internet. The library is heavily used by pupils before school begins. Many departments offer revision courses especially in Year 11 and there is a rich and varied range of extra-curricular activities, many of which complement classroom activities and so extend learning beyond the school day. The two sections of the combined cadet force do much to foster personal and social education and to develop the leadership skills of the boys who are involved. The range of sporting activities is outstanding, with 20 per cent of all pupils regularly taking part in competitive matches on Saturdays.

Staffing, resources and accommodation

28. There is a good match between the number, qualifications and experience of the teaching staff and the needs of the curriculum though there are barely sufficient learning support staff. The Loyola Library and the Octagon suite are significant improvements to accommodation since the last inspection. The physical education changing facilities and some science accommodation, however, need refurbishment. In several curricular areas there are insufficient rooms to allow subjects to be taught in adjoining accommodation. The use of non-specialist accommodation hinders progress in some subjects including English, modern languages and geography. Some departments could make better use of display to promote their work, stimulate learning and celebrate their success.

29. Resources are generally adequate but the ratio of computers, one for every eight boys, is well below average. There are weaknesses in the resources for modern languages and design and technology, where the facilities for computer aided design and manufacture are very limited.

Sixth form

30. The sixth form curriculum meets the needs of its students. A range of 25 academic courses is available at AS and A levels, offering breadth and continuity. Some balance is provided by two vocational courses which have lower entry requirements but overall there are too few vocational courses. The range of subjects on offer changes from year to year to meet demand. Music, for example, has been superseded by music technology to meet requests from students. Religious education is taught to all students but there is no taught careers element in the sixth form. Set numbers are generally economic although the number of students taking languages is low.
31. The curriculum is enriched by an extensive programme of additional activities as it is in the main school. Participation is very strong. Many of these activities involve students interacting with younger pupils. Examples include their contribution as Eucharistic ministers and the help they give with basic skills. Staffing and resources reflect main school provision. Sixth form students speak highly of the facilities available to them with the conversion of the Roselands building to a sixth form centre. There are not enough computers for students to use. The atmosphere for learning in the centre is somewhat sterile. Too little is done to use display in order to promote learning.

Care, guidance and support

Care for pupils, especially those facing difficulties, is very good. Support, advice and guidance based on monitoring pupils' progress is unsatisfactory: assessment information is not analysed and used effectively enough to support and encourage pupils' progress.

Main strengths and weaknesses

- Pupils are safe and secure in school and there are very good standards of care for individuals.
- Procedures for using assessment information to monitor and promote pupils' progress are not effective enough.
- There are very good induction arrangements to enable a smooth transition into the school and the sixth form.
- Support for sixth form students is good.
- There is very good care and guidance for pupils who have special educational needs.

Commentary

32. Pupils and parents are clear that there are very good standards of care and that the school is a safe and secure place. Form tutors and teachers know their pupils well and try hard to meet their needs. The school is very supportive of pupils experiencing difficulties. For example, senior staff offer support to pupils' families in the event of bereavement or other extreme circumstances. There are sound arrangements for child protection and health and safety.
33. Year heads are very important figures in the school. They have excellent knowledge of pupils and monitor and manage behaviour very well. They are also the key figures in planning and managing year assemblies and the programme for personal and social education through the weekly lesson allocated for this purpose. Pupils derive considerable benefit from this support, though the single weekly lesson offers inadequate time to satisfy the considerable demands placed on it.
34. On the whole tutors and year heads play little part in supporting pupils' progress, which is seen to be primarily the responsibility of departments. The school has recently developed very good

systems for analysing results of national tests and examinations and teachers' assessments but the use of such analysis to enable the identification and support of underachieving pupils is inconsistent across year groups and departments and generally underdeveloped.

35. There are very good levels of care and support for pupils identified as having special educational needs. Caring relationships are established in the learning support base and a learning mentor plays an important role in offering support. Teachers are aware of pupils' particular needs and have good information about them, though this information is not always used to best effect in lessons to develop specific programmes to support lower-attaining pupils because of the narrow range of teaching strategies often employed.
36. In spite of the large number of primary schools from which Year 7 pupils are drawn, arrangements to ensure that pupils move smoothly from primary school into Year 7 are very good, including those for pupils with special educational needs. Pupils visit the school in Year 5 and staff are active in visiting Year 6 pupils to prepare them for the move.
37. Year heads listen to pupils' views through school council. Careers education is satisfactory and there is a sound relationship with outside agencies to provide advice to individuals.

Sixth form

38. Support and guidance for sixth form students are good. Tutors know their students extremely well and there is plenty of advice available to them from a range of people in the college such as teachers or the sixth form secretary, including advice about the next stage in their education. Students speak well of the support they receive. Their progress is monitored by their teachers. There is regular review of students' progress, and target-setting has recently been introduced. Students are consulted about their views and participate in the school council.

Partnership with parents, other schools and the community

Links with parents and with the community the school serves are very good and there are satisfactory links with other schools and colleges.

Main strengths and weaknesses

- Parents and pupils hold the school in high regard and it is oversubscribed.
- There are very good links with the community the school serves through the parents' association, parishes and former pupils.
- Links with the primary schools from which the school draws its pupils are good.

Commentary

39. This is an oversubscribed Catholic school. It serves a very wide area, extending into inner London, Hertfordshire and Essex. It is closely aligned with the broad social and religious perspective of its founders, the Society of Jesus, and its underlying philosophy and purpose take a worldwide perspective of community, extending to partnerships in the third world and to the many parishes and primary schools from which its pupils are drawn.
40. The partnership with parents and the schools' stakeholder community is extensive. The old boys' association, which includes many parents, comprises over a thousand members, and makes a major contribution to the school, including the use of sporting facilities and ongoing financial support for grounds maintenance. The combined cadet force has a range of activities, including participation in the Duke of Edinburgh Award scheme and training exercises with both the RAF and the army. The school is heavily committed to sport, participating with many local schools in football, rugby, athletics and basketball competitions.

41. The Parents' Association is very active, raising funding for the school, and providing a range of activities including quizzes, car boot sales, and keep-fit sessions. There are many opportunities for parents to be involved in school activities, through open days, school performances, and parents' days of recollection. School facilities are regularly used by the local community, the swimming pool being used on a daily basis by local swimming clubs.
42. The provision of information to parents is very good. Half-termly newsletters keep parents up to date with events at the school. The two school prospectuses provide very comprehensive information about the school. School reports are detailed, providing individual assessments from each of the boys' teachers and from senior managers, and there is a system to ensure that letters home have been received.
43. The response of parents to the pre-inspection questionnaire was very good, most parents agreeing that the school seeks their views and takes account of their suggestions and concerns. Most feel comfortable in approaching the school with a problem or complaint. Boys are proud of their school, virtually all (97.9 per cent) agreeing that it is a good school. Parents of pupils with special educational needs are thoroughly consulted about provision for their sons' needs. They are included in discussions about individual education plans and in annual reviews.
44. Events in the school focus on the wider world, with debates and reflection on the causes of poverty and social ills. Charitable fund-raising is impressive, with many thousands of pounds raised, including funding for a local hospice, a community scheme in Zimbabwe, and a Romanian appeal. The school and its supporters have been successful in raising funds for their Specialist School bid.
45. Links with other schools and colleges are satisfactory with some good practice. Prospective pupils and their teachers are visited in their primary school by the head of Year 7, and the school runs an open day for Year 5 pupils from local primary schools. Pupils regularly assist at a local special school and regular meetings are held with a group of local schools to identify areas of support that the school can offer. The school maintains close links with a group of teacher training institutions, and every year a number of trainee teachers are taken on to gain practical experience.

Leadership and management

The school is very well led by the new headteacher. The governing body's impact on the school is good, and management is satisfactory.

Main strengths and weaknesses

- The school's leadership has been very successful over many years in establishing an ethos based clearly on Catholic values and the pursuit of success.
- The leadership of the newly appointed headteacher has been very effective in establishing a vision and practical plans for the school's further development.
- The governing body exercises good oversight of the school, though some statutory curriculum requirements are not met.
- Heads of department do not yet play a big enough part in driving up standards in their departments.

Commentary

46. The school has a new headteacher who has been in post for a year. Development planning indicates clearly that he has established a clear vision for the school's development which is the basis of practical planning. Plans perceptively identify necessary areas for development though, as yet, there has been too little time for new developments to be embedded in the daily practice of the school.

47. The governing body has a clear vision for the school while sharing the headteacher's plans for the its development. Governors are appropriately involved in planning and oversight of the school's affairs. Financial scrutiny is good. Governors are attached to departments and know the school well. They manage a good mix of allegiance and supportive criticism.
48. Successive headteachers and the governors, supported by the school's staff, have been very successful indeed in establishing a community in which learning can flourish. Pupils develop into mature young men who are confident in their values and demonstrate considerable allegiance to their school and concern for issues in the wider world. The school has considerable strengths, not least of which are the excellent relationships between boys of different ethnic heritage.
49. However, too little has been done to address shortcomings identified in earlier inspection reports. Problems in design and technology and in the effectiveness of heads of department were identified two inspections ago and many remain. Ineffective use of assessment data to target underperformance and failure to implement fully the National Curriculum in design and technology and ICT were identified by the last inspection. These problems remain.
50. The leadership of the school is now focused on carrying the school forward, though much remains to be established in practice. Heads of department are not yet used to the responsibility for driving up standards. They are insufficiently involved in checking on the quality of teaching. In most departments, assessment information is not used to identify and rectify underachievement. The school possesses rich data about pupils' progress which is analysed carefully, though, as yet, the lessons there to be learnt are not applied with sufficient rigour at departmental level. Performance management is in place, but not yet used as a strategy for improving the quality of teaching and learning.
51. Financial management is very good. There is clear planning and expenditure is focused appropriately in advancing the school's educational plans. Best value is properly sought in the school's purchasing of goods and services.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	4,472,052	Balance from previous year	40,846
Total expenditure	4,332,424	Balance carried forward to the next	180,474
Expenditure per pupil	4,036		

Sixth form

52. Leadership and management of the sixth form are satisfactory. The head of sixth form promotes the core values of the school and has a clear view of what needs to be done to improve provision. Routines are well established and the sixth form building is administered smoothly.

WORK-RELATED LEARNING

Provision for work-related learning is **satisfactory**.

Main strengths and weaknesses

- Careers education is good, providing advice and guidance while following students' progress from Year 9 until they leave school.
- Subject areas contribute very little and have not responded properly to this new curriculum area.
- Opportunities for the small number of students who find the conventional curriculum difficult is good and they achieve well. The main body of students make satisfactory progress through the careers guidance and work experience programme in Year 10.

Commentary

53. The leadership and management of work related learning and careers education are satisfactory. None of the academic subject areas within the school is making a planned contribution to students' work related learning.
54. The curriculum leader works closely with the manager of the work experience programme and the careers coordinator. All Year 10 pupils experience a three week work placement in the summer term, building aspirations while gaining a view of the world of work. These students make satisfactory progress.
55. The careers education department delivers well-managed careers guidance as pupils move through the school until they leave for further or higher education, training or employment. A small group of vocationally oriented Year 9 pupils moving into Year 10 enjoy the 'Try a Job' scheme at the local college of further education, tasting life in the building and construction, motor and catering trades. The school works with the Enfield Business Partnership and Connexions, arranging a longer period of work experience for the small number of pupils who find the academic curriculum difficult. A similar group of approximately thirty pupils follow the ASDAN course, or attend local centres for extended work experience and training, or work in horticulture and animal welfare at nearby Capel Manor. This small group of pupils feel increasingly valued and they achieve well.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 and 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- A strong team of teachers sets consistently high standards.
- Pupils' attitudes and behaviour are very good and relationships in the classroom are excellent.
- Analysis of examination and test data to inform planning and raise standards is not embedded into practice. Assessment of work is inconsistent.
- There is no provision for timetabled drama lessons.
- Monitoring of pupils' progress and checking the quality of teaching are not formalised.

Commentary

56. In 2004, at the end of Year 9, in National Curriculum tests, standards were average. The percentage of pupils gaining level 5 was above average, but the figure for the higher levels of 6 and 7 was below the national one. These results represent a considerable dip in attainment from previous years. Standards of work seen in the current Year 9 are above average. Pupils achieve well.
57. In the 2004 GCSE English examinations the percentage of pupils gaining A*-C grades was well above the national average although the numbers attaining the highest grades of A* and A were below. The percentage of grades A*-C in English literature, which was taken by nearly all pupils, was slightly below the national figure, but above average when compared to boys nationally. The percentage gaining A grades was well above the average for boys. Standards seen in the current Year 11 are well above average and achievement continues to be good.
58. Pupils of all ages listen well. Oral participation is encouraged and promotes fluency and confidence. Pupils enjoy their encounters with literature. From Year 7 to 11 pupils at all levels of attainment respond well and with increasing confidence to appropriately challenging texts. By Year 11 higher attainers demonstrate perceptive, focused analysis of theme and character. Lower attainers are able to compare and contrast poems. The writing of higher attainers in Year 9 is assured. By Year 11 writing is mature and stories compelling. Lower attainers are able to give personal responses and justify views.
59. The quality of teaching and learning is good. Teachers are ambitious for their pupils. They inspire confidence. Pupils demonstrate secure prior learning and the ability to apply it. The best teaching sets clear lesson objectives, challenges in a supportive atmosphere and celebrates effort and success. It employs imaginative methods and delivery styles, breaks the lesson into achievable steps and involves pupils in a variety of related activities. The best learning occurs when information about pupils' progress is used to inform planning and when marking is linked to levels and grades and pupils are given specific targets, but this is not consistent practice.
60. Pupils' very good attitudes and behaviour contribute to their good achievement. They demonstrate pride in their work. Classrooms are calm, harmonious environments. The overall performance in GCSE examinations of pupils of minority ethnic heritage is above average when compared to all pupils nationally. Pupils with special educational needs make good progress. The department is yet to devise a policy which will ensure the gifted and talented achieve their potential.

61. Leadership and management are satisfactory. Teaching groups are organised to promote achievement and high aspirations. Individual teachers have recently been delegated specific areas of responsibility. There have been improvements in curriculum planning but use of ICT is insufficiently developed. Areas which require improvement include ensuring effective use of performance data, consistent application of assessment, and monitoring pupil and teacher performance. These were noted at the last inspection, as was the lack of drama lessons. Other areas of concern have been addressed. Improvements include the co-ordination, targeting and effectiveness of support for pupils with special educational needs. Attainment overall then, as now, was above average. Improvement has been satisfactory.

Example of outstanding practice

In an excellent lesson Year 9 lower set pupils deepen their understanding of *Macbeth*.

From the moment they enter the room it is obvious pupils know exactly what is expected. They sit in pre-arranged groups based on their levels of attainment and immediately launch into the lesson. On individual whiteboards they write, as bullet points, two things they have discovered about Macbeth's character. Two minutes thought and writing; two minutes sharing ideas with a neighbour. There is a sense of urgency and high expectation. The class comes together to pool ideas and there is a forest of up-stretched hands. The teacher generates confidence. He makes individuals reflect on, and refine, their answers. He ensures that even the more diffident are drawn into the exercise.

And so the lesson continues. Task follows task, each one building on the last. Pupils move from individual, to pair, to group work. They discuss and listen intently. They devise questions to ask the characters and answer in role without hint of self-consciousness. By the end of the lesson they have demonstrated understanding of characteristics and the ability to empathise with characters.

Because the class has previously translated National Curriculum level descriptors into language to which they can relate, pupils understand their individual target levels, and the steps needed to achieve them.

Language and literacy across the curriculum

62. The school has recently reinstated the position of literacy co-ordinator. The school policy is in the process of revision. The intention is to encourage departments to carry out audits and use the recently published Key Stage 3 Literacy and Learning Packs as a basis for in-service training. Although most departments are aware of the expectation to promote literacy the extent and application vary considerably. The learning development department has produced a *Development of Literacy Skills* document, but not all departments have individual policies. There is some good use of keywords (notably in music, science and art). There is overall good practice in the modern foreign languages department. There is some very good practice in art where discussion of work is routine, pupils give presentations, are encouraged to research and, from Year 7 upwards, write evaluations of their work.
63. One of the best features of the school is the library. It is a very attractive, well-used hive of activity which has generated great interest in reading and research across the school. Activities include book clubs, reading trails, visits by authors and paired reading.

Modern foreign languages

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

Main strengths and weaknesses

- Pupils entered for GCSE attain above-average proportions of higher grades.
- Pupils are committed to learning and very responsive to teachers' high expectations.
- Resilient and thorough teaching offers pupils excellent subject knowledge.
- Teachers challenge and expect pupils to achieve high standards in all their work.
- Poor rooming and limited resources hamper teachers from offering more varied learning activities to match all learners' needs.
- Assessment in Key Stage 3 does not fully reflect pupils' true achievement.
- Lack of access to computers limits the scope for learning and using the language.

Commentary

64. Pupils reach above-average standards by age 14, but this good achievement is not fully reflected in teachers' assessments of their progress. Pupils also achieve well at GCSE, with more high-grade passes in French compared both with all pupils nationally and also in comparison with boys' standards. In German, boys achieve even higher standards in GCSE, with almost twice as many boys achieving the top grades than boys nationally. Overall standards are above average. In lessons all pupils achieve well, and higher-attaining pupils reach very good standards, because they are very responsive to teachers' high expectations and are committed to learning. Pupils from different ethnic groups are equally committed to their learning and achieve well. Nearly all pupils with SEN achieve satisfactorily, although a small group of reluctant older learners achieve less than they could.
65. Teaching and learning are good. Teachers are talented linguists and have excellent subject knowledge, but are hampered in their work by teaching in many different rooms and having limited and basic resources. They manage this with resilience, challenge learners very effectively and set high expectations. They are constrained by circumstances from offering a greater range of learning opportunities to help all learners overcome difficulties and achieve the best they can. For pupils between 11 and 14, teachers' assessment is fragmentary and does not reflect the pupils' true levels of competence against national expectations. Pupils learn particularly well because they are so determined to do well as a result of the ethos of the school, are willing to tackle the real challenges they are set by teachers and produce work of a high level of accuracy and quality. Pupils have too few opportunities to tackle more open-ended tasks requiring them to use their knowledge more independently, but where these are offered they perform well and with imagination.
66. The subject is led and managed satisfactorily in that standards of attainment have been maintained through consistently thorough application across the department, despite the real constraints of accommodation and resources on teaching and learning. This is strength. However, provision for modern foreign languages has not been sufficiently improved in areas noted in previous reports, especially in terms of rooming and resources. Positive developments are increasingly evident arising from the introduction of the subject framework for pupils aged 11 to 14. Plans for improving provision give only a very general idea of how to achieve them or how to judge their success and lack a clearer vision of how pupils' and teachers' potential can be turned into reality.

Example of outstanding practice

A Year 7 French mixed ability group of boys, several requiring additional support for challenging behaviour, successfully linked learning about pets to the school's theme for the week.

Introducing the lesson's clear learning objectives, the teacher invited the ethnically very mixed class to link learning how to talk about each other's pets with the weekly theme of 'Justice and Peace'. Boys offered independent suggestions about preventing cruelty and experiencing peace when hearing birdsong. This discussion contributed well to the more subject-focused objectives of talking about pets and learning how plurals work. Pupils were helped to focus their learning throughout on these objectives as they were straightforwardly

reinforced through a very effectively varied sequence of activities. First, pupils vied very enthusiastically with each other to recall pre-learned vocabulary. They concentrated on the very clearly outlined survey in pairs and then took part with genuine enjoyment and application. Their teacher took several good examples of feedback following the survey and skilfully settled the class into listening to and reading a comic strip text with clear main points but also containing plurals. Open questions elicited answers and comments which showed clearly how pupils were spotting language features and achieving very well in relation to their abilities. A well-focused end-of-lesson activity reinforced the lesson's key objectives.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well, especially in Years 7 to 9.
- Pupils' very strong attitudes support learning well.
- Teaching shows high challenge.
- There is insufficient use of computers.
- Marking does not display National Curriculum levels.

Commentary

67. In 2004 the results of national tests taken at the end of Year 9 were very high. Standards in the present Year 9 are well above average. They were better than the 2003 results and part of an impressively rising trend over the last few years. The results of the 2004 GCSE examination taken at the end of Year 11 were above average. Standards in the present Year 11 are above average.
68. Achievement throughout the school is good, but it is especially impressive in Years 7 to 9 where it is very good. Pupils with special educational needs are helped by the effective setting arrangements and the provision of in-class support by teaching assistants. Where there is support in classes it is very effective. Gifted and talented pupils are stimulated by the provision of a GCSE statistics course and extra-curricular activities in the form of the UK mathematics challenge. This allows higher-attaining pupils to achieve well. The number of A* and A grades at GCSE exceeds the national average.
69. Teaching overall is good. Its strongest feature is the high challenge for pupils, evidenced by the quality and quantity of work in exercise books. There are, however, weaknesses in teaching. Planning is dominated by over-reliance on textbook exercises. There is not enough emphasis on understanding the subject and too much emphasis placed on mechanical processes necessary to complete exercises. Teaching lacks variety and some lessons can be unstimulating. The aims of lessons are not clearly shared with pupils. Routine marking of work is sparse and does not tell pupils the levels they are reaching. There is little use of computers to illuminate the subject. The department has very recently installed some interactive whiteboards but the use of them has not yet begun to have an effect. The use of homework is satisfactory. Pupils have very positive attitudes to the subject and are always willing to work hard in lessons. The combination of challenging exercises and positive responses facilitates good learning over the long term.
70. The leadership and management of the department are satisfactory. There are, however, some issues to address. The assessment of pupils is satisfactory but unrefined. The assessment system and target-setting are insufficiently accurate and pupils do not know enough about how they are progressing. Procedures to check on the quality of teaching are not yet fully developed. Best practice is not spread effectively across the mathematics staff. The use of computers is not structured and ICT work is not assessed. There is little liaison with other departments, especially the ICT department. Overall, the use of ICT is unsatisfactory.
71. Improvement since the last inspection has been satisfactory. Improvements have been made in teaching and in the monitoring of staff. However, there are still weaknesses in marking and in ICT, which were weaknesses at the time of the last inspection and now need urgent attention.

Mathematics across the curriculum

72. Numeracy is used effectively across departments. In art there is much very good practice - for example, with shape and space topics emphasised clearly to Year 7 and Year 9 pupils. In science there is much good practice, with pupils confidently able to use formulae and to make calculations, for example, by Year 11 pupils with problems involving momentum. In general pupils are comfortable with both numeracy and with algebra. In geography there is some good practice even though it is unplanned and unstructured. Pupils confidently use co-ordinates and map scales. They also analyse data and draw accurate and appropriate graphs. In ICT the opportunities for numerical reinforcement are few, although Year 7 pupils do use spreadsheets and LOGO.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Relationships in lessons among pupils and between pupils and staff have a very positive influence on learning.
- Teachers know the subject very well and teaching is satisfactory, but pace, challenge and the range of teaching strategies are not good enough.
- Pupils' positive attitudes to their school and to learning make an important contribution to achievement.
- Assessment and target setting are not used sufficiently to plan learning and promote progress.
- The monitoring and evaluation of teaching and learning are insufficiently developed.
- Technicians provide impressive support for teaching and learning.

Commentary

73. In national tests at the end of Year 9 in 2004 nearly half of all pupils attained at least one level higher than the expected level 5 with one in five securing level 7; these results were in line with those of recent years and represent above average attainment. At GCSE more than half the pupils gained the equivalent of two or more A* to C grades, in line with results secured nationally, but the proportion of pupils gaining the top grades of A and A* were significantly below what would be expected based on prior performance and low in comparison with results secured by the same pupils in other examination subjects taken at the school. Standards by the end of Year 11 are average.
74. The overall achievement of the pupils from their entry to the school up to the end of Year 9 is satisfactory; while the majority make progress, a sixth of all pupils remain at the same level as on entry. Teachers' assessments of standards are significantly below the level measured by national tests, particularly for higher-attaining pupils. Achievement in Years 10 and 11 is again satisfactory overall although there are small numbers of pupils who are underachieving. These numbers include more able pupils in some teaching groups who are not being challenged sufficiently, and some of the lower attaining pupils, whose specific learning needs are not sufficiently planned for.
75. Teachers' confident subject expertise is a strength of departmental provision that is effectively used to convey knowledge to pupils and lessons are carefully planned to ensure that appropriate subject content is addressed at different stages in pupils' scientific education. However, the academic challenge and pace of lessons is insufficient to promote maximum achievement and lesson planning does not focus sufficiently on how to stimulate pupils' interest and inspire enthusiasm. The lack of work structured for pupils at different levels of attainment within lessons means that their disparate learning needs are not sufficiently addressed, while lessons are also over-reliant on a limited range of teaching strategies. These

factors restrict the ability of teachers to meet the needs of all pupils and to ensure maximum achievement. The quality of teaching overall is satisfactory.

76. Learning is supported by the impressive quality of relationships among pupils and between pupils and staff in lessons. Teachers have high expectations of pupils' behaviour and application to study; pupils are willing to work hard and to contribute constructively to lessons. Their written work is particularly impressive in terms of the quantity completed and the care given to presentation. Where teachers do plan challenging and brisk learning opportunities, the response of pupils is perceptive, thoughtful and enthusiastic.
77. Pupils' work is marked regularly, for the most part, and they are aware of the overall quality of their work. Teachers know what pupils have done recently and communicate this to them. However, pupils are not routinely made aware of what they specifically need to do in order to improve and insufficient use is made by teachers of assessment in the planning of pupils' work.
78. The head of science is keen to secure effective learning experiences for all pupils and the department is efficiently managed on a daily basis but there has been only limited progress since the last inspection. The review, monitoring and evaluation of the quality and effectiveness of pupils' learning are not sufficiently developed. Teachers care about the education of their pupils and the department's technicians provide valuable support to the practice and process of learning. Curriculum enrichment opportunities for pupils are limited. The quality of leadership and management is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ITC) is **unsatisfactory**.

Main strengths and weaknesses

- Cross-curricular ICT is not co-ordinated and resources are poor, resulting in unsatisfactory provision across the school.
- Pupils' progress is not monitored effectively.
- Attitudes are good in Year 7 and Years 10 and 11.
- Year 7 ICT lessons ensure that pupils improve their skills.
- Statutory requirements are not met in Years 7 to 11.
- Assessment in Year 7 does not inform pupils about their progress.

Commentary

79. Standards in Year 7 are average. There are no formally timetabled lessons for Years 8 and 9. Teachers' assessments suggest that standards by the end of Year 9 are above average. However, no work was available to confirm the levels awarded. In Years 10 and 11 approximately 40 students take a GCSE business and communication systems course. Results for 2004 were average although in 2003 they were above average. Work seen during the inspection suggests that standards are slightly above average. Students who do not take the business-based course do not have any formal ICT lessons. Pupils' progress is not monitored in ICT other than for those taking the GCSE. In the GCSE course teachers provide additional support for those identified with special educational needs to enable them to progress at a similar rate to others. In lessons and work seen there was no difference in the standards reached by pupils from different ethnic backgrounds.
80. Pupils achieve at a satisfactory level during Year 7. They can present information and use basic control programs. Higher-attaining pupils are beginning to appreciate the value and uses of technology in the wider world. Pupils in Years 10 and 11 taking the GCSE course achieve at a satisfactory level showing gains in their use of standard software packages as well as in their business understanding. They are aware of correct format for business documents.

Pupils at both ends of the attainment range benefit from additional support from teachers to ensure that they achieve in line with others.

81. Non-specialists taught the few lessons observed in Year 7. Teaching is satisfactory. Teachers have an adequate level of knowledge to meet the requirements of the Year 7 classes. Some good teaching was observed in Years 10 and 11. In Years 10 and 11 specialist teachers have a good command of the subject and a good understanding of the specification being taught. Where teaching is satisfactory or good students are given clear instruction and most know what is required of them. Objectives are stated and generally achieved. Students demonstrate an enthusiasm for the subject, are productive and maintain a satisfactory pace. There is sound guidance from the teaching and support staff for all groups of students. In the very few lessons where teaching is unsatisfactory work set does not match the needs of the students well enough. In all years teachers provide good oral assessment, which in Years 10 and 11, is reinforced by written comments. The comments analyse technical performance in the course but do not help students to know where they are and how to improve.
82. Leadership and management are unsatisfactory and there has been poor progress since the last inspection. The curriculum does not allow for pupils to receive their entitlement in ICT. Teaching is monitored in an informal manner but no written feedback is given other than through the performance management process. Assessment is unsatisfactory in Years 7, 8 and 9. The data that are available are not used effectively to monitor standards and inform future planning. There is no pupil target setting. The subject is not co-ordinated across the school, making provision unsatisfactory. Standards are broadly the same in Years 7, 8 and 9. Progress remains inconsistent across all years. Teaching remains satisfactory but with some weaknesses. The curriculum still does not meet statutory requirements and resources are poor.

Information and communication technology across the curriculum

83. Provision for ICT across the curriculum is unsatisfactory. The school does not have as many computers as other schools. Good use is made of ICT in music where technology is central to much of the learning in the sixth form and effectively supports learning in the other years. In English, science and geography the use of ICT supports learning and meets the requirements of the National Curriculum for those subjects. In other subjects computers are not well used and requirements are not met. In mathematics there is an unstructured approach that lacks rigour and cohesion. In design and technology pupils do not experience the appropriate level of technology, particularly computer-aided manufacturing. The department does have some computers but not enough for a large group. Problems accessing computers and appropriate software in art make delivery of the National Curriculum difficult. In other subjects pupils do not receive their entitlement. Pupils with special educational needs have very limited access to computers. This difficulty of access prevents the use of the range of software available to aid students learning and therefore restricts progress.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Most pupils achieve well.
- Pupils have a positive attitude to their work and relate well to their teachers.
- The overall quality of teaching and learning is good. Well planned lessons with variety and brisk pace drive learning.
- The work of the department is well monitored.
- There are insufficient strategies in place to raise the attainment of the highest attaining pupils.

- Marking is not related closely enough to National Curriculum levels and GCSE grades.
- Best practice is not spread across the department so there are inconsistencies in teaching and learning.

Commentary

84. Pupils enter the school with a wide diversity of prior experience of geography. For many, the location of London and the continents of the world is a mystery. Typically, their knowledge and understanding are below those in the core subjects. By Year 9 they have a better idea of where places are. They are beginning to understand maps and to use specialist terms appropriately. Standards are slightly above average by the end of Year 9 and pupils are achieving well.
85. Geography is a popular GCSE option. The latest results were a little above average, much as at the time of the last inspection. In 2004 boys did as well in geography as in their other subjects. There was no particular difference in the standards boys from different ethnic backgrounds reached. There were few low grades, suggesting that less able pupils and those with special needs achieved well. There were few high grades. Pupils entering Years 10 and 11 now have the option of an applied GCSE in leisure and tourism. This has taken a number of lower-attaining pupils away from geography. Standards are above average and achievement is good.
86. The boys generally enjoy geography. They are well behaved and work hard, especially where the teachers' expectations of them are high. Case studies and local examples are extensively used and activities in lessons have variety so that pupils find them interesting and remain on task. They readily contribute to question and answer sessions.
87. The quality of teaching has improved since the last inspection. Overall, it is good but the quality of both teaching and learning does vary. Lessons are generally well planned with a structure that gives pace. The 40 minute period, adds a sense of urgency and most teachers move learning along quickly. Teachers do not always do enough to stretch the learning of the most able. The department makes a strong contribution to the development of literacy and numeracy, often using innovative opportunities for creative writing. There is a strong citizenship element to the curriculum but it is poorly identified in schemes of work or to pupils. The use of ICT is handicapped by the difficulty of accessing facilities. Pupils are more aware of how well they are doing than previously reported but tests are not tied closely enough to National Curriculum levels and to GCSE grades. Assessment is least effective in Years 8 and 9 where new processes have still to come into effect.
88. Leadership and management are generally good. An experienced teacher effectively monitors the work of his department. He recognizes the need to find ways to share the best teaching practice across all members of his department. The department has not adequately developed strategies to motivate underachieving pupils and to stretch the most able. Fieldwork opportunities exist in Year 7 and for GCSE classes but could usefully be extended to bring reality to the subject as well as to promote social development and widen pupils' horizons. Lessons are spread across too many rooms. Specialist provision is often not available, which detracts from the effectiveness of some learning.

History

Provision for history is **very good**.

Main strengths and weaknesses

- The ethos for learning is excellent.
- Teaching is consistently good, often very good and on occasion excellent.
- Teachers have high expectations and challenge pupils to work hard.

- Pupils' very positive attitudes are a major factor in the effectiveness of their learning.
- Some lessons lack pace and variety of activity.
- Targets do not always give pupils clear advice on how to improve.

Commentary

89. GCSE results in 2004 were above average. Pupils from all ethnic groups, with the exception of white (other), reached above-average standards. The performance of pupils of Asian heritage was well above average. Many pupils did better in history than in most of their other subjects. These are particularly commendable results in that over three-quarters of the year group was entered for the examination. This is considerably higher than the national average and a clear indicator of the popularity of history with pupils.
90. The standard reached by most pupils in Year 11 is above average and that of higher-attaining pupils is well above. They have a good knowledge of history and most write a clear and convincing narrative of past events. They are able to take relevant information from sources and higher-attaining pupils handle these with critical awareness. Most pupils, however, are weaker at critically evaluating sources, tending to take them at face value. The great majority of pupils are making good progress in their knowledge of the past and their achievement is good. Good support by teachers for pupils with special educational needs helps them to make progress in lessons and their achievement is good.
91. The standard attained by most pupils in Year 9 is above average. Higher attaining pupils reach well above average standards. Pupils are acquiring a detailed knowledge of events and personalities and are able to take relevant information from sources. This is particularly evident in their written work. They are weaker in explaining their understanding in answers to teachers' questions in lessons and in supporting their views with sound reasons. The achievement of the great majority of pupils is good. Good support from their teachers and effective use of learning support assistants, when present, enable pupils with special educational needs to experience success and their achievement is good.
92. The quality of teaching is consistently good and on occasion very good. Two excellent lessons were seen. Teachers have high aspirations for their pupils and plan lessons which challenge them. The great majority of pupils respond with enthusiasm, work diligently, remain focused and enjoy the subject. This very positive attitude is a major reason for the success of pupils at all levels and makes a very significant contribution to the excellent ethos for learning which is evident. In a minority of lessons introductions are too long, slowing the pace of the lesson, tasks lack variety and speaking skills are not as well developed as they could be. Work is regularly marked and supportive comment made, but targets do not always give clear guidance to pupils on how to improve.
93. The subject is extremely popular with pupils. Over 80 per cent of the current Year 11 have opted for the GCSE course. Teachers have a very clear view of the contribution which history makes to the personal development of pupils and pupils respond very positively to this, strongly identifying with the department.
94. Leadership is very good. The head of department is committed and enthusiastic and a good role model to her colleagues. Management is good. Clear targets for improvement have been identified. The high standards noted at the last inspection have been maintained and there has been good improvement in the procedures for assessment and in group management.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Standards are too low and achievement is unsatisfactory.
- There is insufficient good and very good teaching and learning and the assessment of pupils' work is unsatisfactory.
- Statutory requirements relating to food studies and textiles are not met.
- The link between designing and making is weak and there is a lack of innovation and discovery in the pupils' work.
- Pupils' attitudes are very good.
- Teachers are not deployed well enough to take full advantage of their skills, experience and expertise.

Commentary

95. GCSE results in 2004 were well below average. These results were less good than at the time of the last inspection but better than in 2003 when the graphic products results were very low.
96. The standard of work in school is below average with an imbalance between designing and making. Pupils in Years 7 to 9 have weak drawing skills and their work is often untidy and inaccurate. They have difficulty writing about their work in any critical way. Working mainly with wood and occasionally plastic or mild steel limits students' experimenting with design. Pupils enter school with low prior attainment but their below average designing and craft skills linked to a narrow curriculum result in unsatisfactory achievement by the end of Year 9. The work at the end of Year 11 again reflects weak research and development work and achievement remains unsatisfactory. Design folios of all but the most able students are inaccurate, often with repeated images and little personal response. Few can relate their work to that of other designers in any critical way and annotation is less evident than usual. Practical work is better than folio work but there is a dependence on glass paper to correct errors. Those who are least able or most able also make unsatisfactory progress. None of the work seen was modified to engage the imagination of these particular students. There are occasions when teachers are unsure which of their students have special educational needs or what their needs are.
97. Teaching and learning are satisfactory, sometimes good and occasionally very good. Teachers have good subject knowledge and deliver lessons with good humour, generating very good attitudes. Lessons begin with explanations of what students are to learn. The ends of lessons do not allow pupils to reflect on their progress. The pace of lessons is too often gentle and pupils gossip to their friends or fiddle with equipment. There is no established practice of pupils wearing aprons in class or protective goggles when using machinery. Learning was unsatisfactory when a group of Year 10 pupils resisted the best efforts of their teacher by interfering with the learning of others. Although the teacher's management of these pupils was not good enough, the grouping together of potentially difficult pupils made it especially difficult for the teacher to ensure the progress of those who were keen to learn. Discovery and wonder were at the centre of very good learning in a Year 10 class working with electronics components. An over-reliance on working with wood limits this sense of discovery and investigation of technological processes.
98. The assessment of pupils' work is unsatisfactory. Marking offers little guidance for improvement and spelling errors go uncorrected. There is inconsistency in the way teachers collect assessment information. The data are not used to set targets for pupils nor identify

weaknesses in the curriculum. The failure to teach food studies or textiles, criticised in the two previous reports, is a serious breach of the National Curriculum and only a tiny minority of pupils experience computer-aided manufacturing. Pupils' underachievement and the poor curriculum make it clear that leadership and management are unsatisfactory. Teaching and learning are monitored regularly but without the rigour to ensure consistent provision. The deployment of staff and the arrangement of teaching groups ignore the range of skills and expertise of the department's teachers. Planning does not focus sufficiently on raising standards. There has been poor improvement since the last inspection. Standards have fallen. Some unsatisfactory teaching and learning remain. Pupils continue to make unsatisfactory progress in developing their design skills. Assessment, accommodation and display continue to cause concern.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- Pupils achieve very well and GCSE results are well above average.
- Teachers give generously of their time, sharing their expertise and enthusiasm with the pupils.
- Pupils work independently and develop the confidence to be experimental.
- Very good leadership is central to the success of the department.
- The lack of resources, including ICT, is unsatisfactory and restricts what pupils can do.

Commentary

99. Attainment in examinations is consistently above the national average and well above relative to boys. Three-quarters of those entered for GCSE art and design in 2004 gained grades A* to C with more than average gaining the top A* and A grades. Year 9 teachers' assessments in 2004 followed the usual pattern with the majority of pupils reaching standards well above expectations, with some exceptional performance.
100. Pupils enter the college with varied previous experience of art. Nevertheless, achievement from Years 7 to 9 is good and the standard pupils attain in lessons is above expectations. The regular emphasis on observational drawing is a factor in pupils developing very good all round skills. They understand how to work effectively in paint, print and three dimensions because these skills are well taught. A strength is the connections pupils make between their own work and the work of artists and art movements. They make good use of the art books in each art room and in the library and this leads to their developing good research skills.
101. By Year 11, standards are well above average for boys. Pupils are very well motivated, often spending much of their own time building up their portfolios and work journals, some of which are outstanding. Encouraged by their teachers, pupils use the skills they have learned earlier to experiment with ideas in a range of media and on different scales. All work is imaginative and individual. Those with special talents are quickly identified and given challenges that extend them; those with special needs have sensitive teacher support. Inspired and sometimes supported by sixth form students studying A level art, the majority of pupils of all abilities progress at a fast rate and achieve very well. They develop a good visual vocabulary with which to talk about their work and benefit from good literacy and numeracy skills that are very well promoted in the teaching. Good annotation and evaluation start in Year 7 and remain a feature of the sketch books so that, by Year 11, pupils are self-critical and most have detailed written records of their work and research. Pupils' know their own ideas are valued and appreciate the extra time teachers give. Good relationships with peers and teachers help to build pupils' confidence and self-esteem. They reflect on and explore issues of spirituality

and this contributes very well to the religious ethos of the college and to pupils' personal development.

102. Teaching is always good and often very good with, many strengths. Difficult ideas and skills are taught in a highly effective way by skilled subject specialists. Lessons are thoroughly planned and taught so that pupils learn to think and investigate ideas independently. With small classes, teachers ensure they give feedback to each student in every lesson. All work is carefully marked so that pupils know how well they are doing and how to do better. Colourful displays enliven all the art rooms, celebrating good work. The opportunity to visit national and international galleries allows pupils to enjoy art activities beyond the classroom. The good inclusion of other cultures provides a rich dimension to pupils' own work.
103. Leadership and management are very effective and dedicated to achieving the highest possible standards. Individual strengths of the team are recognized and shared. The department benefits from working with a post-graduate teacher-training institution and welcomes new ideas from its trainees. Involvement in examination marking ensures that examination requirements are met. However, inadequate computer equipment in the art rooms and insufficient resources generally, both criticised in the last two inspection reports, are a constraint on pupils developing technology and other skills into their art work. In spite of this, very good standards have been maintained, teaching has improved and better use is made of assessment data to help raise standards further.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Achievement in Years 7 to 9 is good because of good teaching and learning.
- Pupils are not sufficiently involved in the assessment of their work to know how to improve.
- Pupils have not yet learnt to take responsibility for their learning, because in most lessons there are too few opportunities to do so.
- Extra-curricular work is very good.
- ICT resources are very good and used beneficially at all stages.

Commentary

104. Standards in Year 9 are average. Standards were varied when pupils entered the school this so this represents good achievement. Pupils play the keyboard well individually although many find it difficult to play in time with other pupils as their recorded work showed. Pupils improvise quite confidently in their Indian Raga especially when they are practising. However, when playing for other pupils in the lesson their lack of confidence results in much more restrained improvisation, suggesting they do not perform for others often enough.
105. Standards in Year 11 are average overall. Achievement is satisfactory. Composition and performance are the strongest features of pupils' work but the listening aspects are weaker. Pupils' jazz compositions are lively, and rhythmic reading skills are competent. Current standards in Year 11 are higher than results achieved in GCSE over the past two years. Results in 2004 were below average though all boys achieved a grade between A* and G.
106. Pupils' attitudes to music are very good. Good numbers choose to do GCSE. They enjoy music and this is evident in the choirs, including the excellent gospel choir and other groups, and in the good number of pupils learning instruments. In lessons pupils behave well because they are well managed. Teaching and learning in lessons are good in Years 7 to 9 and satisfactory overall in Years 10 and 11. Pupils work well independently at the keyboard with occasional support from the teacher. This support is good, particularly for those with special educational needs. Teachers make sure that they understand and help get their work

underway using their good knowledge and skills in music and their good understanding of how pupils learn. Pupils respond well to teachers' questions. They give accurate answers showing a good level of understanding and use of music vocabulary. They make good use of ICT at all levels. Although pupils are given some opportunities to listen to each other play, they do not discuss the quality of their work, nor are they involved in the assessment process. National Curriculum levels are displayed but not discussed and only given to pupils at the end of Year 9. The examination grading criteria are not used routinely in lessons in Years 10 and 11. It is no surprise therefore that pupils do not have a good grasp of how assessment works. Learning in lessons is very much controlled by the teacher. As a result, pupils have not yet developed the skills to take responsibility for their own learning and progress. Pupils are frequently given the same task to do at the same time without sufficient regard for their capabilities.

107. The leadership and management of the department are satisfactory. The teachers work well together, sharing ideas. Standards, progress, teaching and learning are not monitored rigorously enough yet to help drive standards up. Nevertheless standards have been maintained since the last inspection and improvement is satisfactory.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Above-average standards are driven by outstanding provision for competitive sport.
- Highly committed teachers, good relationships and an excellent ethos contribute significantly to standards reached.
- Teaching is sometimes insufficiently challenging and inspiring.
- Assessment procedures are not consistently used to raise standards.

Commentary

108. Outstanding provision for and participation in competitive sport, exceptionally high staff commitment and an excellent departmental ethos result in above average standards in Year 9 and Year 11. Consistently sound teaching maintains, but does not drive up standards, and results in satisfactory achievement throughout the school. Boys with special educational needs make satisfactory progress. Examination results are above national averages and rising. Too few pupils obtain the higher grades, even accounting for the lack of access to the course by the top band. A significantly high number of boys reach the highest levels in their respective sport and a fifth of all pupils regularly represent their school at sport on a Saturday morning. Crucial to this success is the high commitment of about twenty teachers. Boys are particularly strong in sports such as athletics, rugby, soccer and cricket.

109. Teaching and learning are satisfactory and a significant amount of good teaching was seen during the inspection. Standards of discipline and behaviour are very high enabling boys to learn in a safe, co-operative environment where relationships are good. Teachers' knowledge is good, instructions are clear and boys learn with technical accuracy. Lessons are generally effectively planned and structured to make the best use of time and to meet the needs of most pupils. However, work does not always fully meet the needs of gifted and talented boys in practical lessons or those with learning needs in theory lessons. Teaching methods are insufficiently varied or imaginative to sufficiently challenge or inspire pupils. Informal assessment is good but links with formal assessment are unclear and boys are not familiar with National Curriculum levels. Where teaching is good, practical skills are effectively integrated with planning and evaluating skills into the lesson, while at the same time actively giving boys some responsibility for their learning. Boys are highly competitive, motivated and co-operative.

110. The new head of department has vision, is positive about innovation and has made a good start in identifying priorities. Day-to-day management is good and teamwork strong. The use of data to support, monitor and set targets for learning is underdeveloped and is not consistently driving up standards, and teacher assessment is not sufficiently accurate. Since standards have improved since the last inspection, progress is satisfactory. However, most of the issues raised then, such as assessments for learning, provision for gifted and talented pupils and the need to match work more closely to meet the needs of all pupils have not been satisfactorily addressed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision for citizenship is **unsatisfactory**.

Main strengths and weaknesses

- Citizenship is not made explicit in lessons and activities, and pupils have no concept of citizenship as a subject.
- An audit of subjects identifies citizenship but teachers are not made aware of their responsibilities for teaching and monitoring learning in this area.
- Assessment is not valid because pupils' skills in research and participation are not assessed in relation to their knowledge about citizenship

Commentary

111. An audit of subjects has been made, identifying where citizenship can be taught. This has been thorough. It has been collated well. The areas where responsibility is greatest are through the tutorial period and religious education. The tutorial period is managed by heads of year, and is frequently used for year assemblies and for other aspects of careers or personal and social education. Tutors have not been trained to teach the subject. The school recognises that a measure of curriculum re-organisation will be necessary and plans to introduce specific training for tutors. Much of the citizenship scheme of work is included in religious education but the focus is very much on the religious ethos of the school. There is a great wealth and richness in what the school provides for the personal development of boys, but it is not citizenship.

112. Several opportunities were seen in lessons where possibilities of focusing on aspects of citizenship were strong. For instance, fair trade was discussed in mathematics. In French, Year 8 pupils discussed cultural issues with clear attention to immigration and the extent of mixing of different cultures as in their own school. In classics, Year 8 also learnt about the Persian Wars. In all instances opportunities to relate these explicitly to citizenship were missed. Teachers have not been made aware of their responsibilities in teaching the subject in spite of the audit. Other subjects acknowledge aspects of citizenship in their documentation and on lesson plans, but again it is not explicit in the lessons nor is its quality tracked and recorded. As a result, many pupils spoken to in informal discussion had no understanding of citizenship as a subject.

113. A test paper at the end of Year 9 indicates that pupils have a good understanding of the knowledge required in citizenship. Overall though, the assessment of citizenship is unsatisfactory. This is because assessment of pupils' ability to research topics and communicate them to others, and of their skills of participation and involvement is done through other subjects and is not related to citizenship.

114. It was impossible during inspection week to give a judgment on teaching and learning. From the test results pupils show a good level of understanding of issues involved but current standards and achievement could not be assessed.

115. During inspection week there were many activities to celebrate justice and peace. There was a PowerPoint presentation on working with refugees for Year 9, an activity and presentation on exploitation of workers in Mexico in Year 11, and a mock parliament for Year 10 pupils. Most of these made obvious contributions to citizenship and were very worthwhile.

Personal, social and health education

116. There was no teaching of personal, social and health education during the inspection period so the subject could only be sampled. This sample was based on interviews with teaching staff and analysis of planning. Statutory requirements for health and sex education are met. It is clear, though, from planning, that the weekly lesson allocated to the subject, which has to include time for careers education, citizenship, year assemblies and tutorial work allows too little time to do justice to this important area. The programme is managed by year heads.

SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection, nine subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school.

The table below shows entry and performance information for courses completed in 2004.

Level 3 GCE AS level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and Design	1	100.00	78.3	0.0	21.6	30.0	28.5
Biology	8	100.00	63.5	12.5	10.4	28.8	19.8
Business Studies	7	100.0	75.3	14.3	15.4	31.4	25.7
Chemistry	4	75.0	70.3	0.0	13.2	17.5	23.0
Classical Studies	6	66.7	89.1	0.0	36.0	16.7	367.5
Economics	7	100.0	71.6	0.0	18.6	25.7	25.8
English Literature	1	100.0	86.2	0.0	17.4	40.0	29.7
Design and Technology	1	0.0	72.6	0.0	13.9	0.0	24.3
Geography	9	44.4	75.5	0.0	20.4	14.4	27.0
History	7	100.0	82.2	14.3	20.8	31.4	29.2
Information Technology	3	66.7	66.6	0.0	8.8	13.3	20.6
Mathematics	6	83.3	59.9	0.0	14.1	20.0	20.5
Other Social studies	4	50.0	67.8	0.0	15.1	17.5	

Level 3 GCE A level and VCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and Design	5	100.0	87.1	60.0	50.2	84.0	87.1
Biology	10	100.0	96.6	20.0	40.0	64.0	79.3
Business Studies	24	100.0	98.9	16.7	39.4	70.0	81.8

Chemistry	4	100.0	97.7	50.0	50.0	85.0	85.7
Classical Studies	10	100.0	99.6	0.0	58.1	56.0	92.8
Economics	10	100.0	98.8	10.0	54.3	74.0	89.8
English Literature	26	100.0	99.4	38.5	44.9	84.6	85.5
French	6	100.0	99.0	16.7	53.1	70.0	88.9
Geography	11	90.9	98.8	18.2	46.4	61.8	85.2
German	1	100.0	98.6	100.0	49.6	100.0	86.3
History	22	100.0	99.0	59.1	45.6	91.8	85.1
Information Technology	5	100.0	71.1	0.0	25.7	68.0	71.1
Mathematics	13	100.0	96.8	23.1	56.6	67.7	89.5
Music	2	100.0	79.5	0.0	37.1	40.0	79.5
Other Languages	4	100.0	95.6	50.0	66.7	90.0	95.6
Other Social Studies	25	100.0	97.4	40.0	42.5	84.0	81.6
Physics	5	100.0	96.7	40.0	45.3	76.0	82.6
Religious Studies	8	75.0	99.1	12.5	49.5	60.0	87.4
Sociology	8	100.0	98.5	0.0	45.3	60.0	84.6
Sport/PE studies	10	100.0	97.8	0.0	30.9	66.0	75.4

Level 2 vocational qualifications

Qualification	No in final year	% gaining qualification		% gaining merit		% gaining distinction	
		School	England	School	England	School	England
Information Technology	1	100.0	88.3	0.0	26.9	40.0	67.8

ENGLISH, LANGUAGES AND COMMUNICATION

English

Provision for English literature is **satisfactory**.

Main strengths and weaknesses

- Examination results were better in 2004 than in the previous year.
- All students have been successful at A level in the past two years.
- The subject is popular with students – they speak well of the course and work hard.
- Teachers are knowledgeable about the subject but do not present it in stimulating ways to challenge and engage students.
- There has been very little collaborative development of teaching and learning styles.

- The use of assessment data is not developed well enough; assessment is not integrated into planning.

Commentary

117. Students reach standards in English literature which are broadly average. In 2003 attainment in the A level examination was below average. All students passed but the proportion of students attaining the highest grades was significantly below average. In 2004 performance in the examination improved – overall attainment was average and all students were successful but, although they did considerably better at the higher levels than in the previous year, the proportion attaining the highest grades was still below average.
118. Achievement in both years is satisfactory. All students write relatively clearly and accurately but fewer students than is usual achieve the highest standards and write in a very mature and fluent style. They develop a good knowledge base and sound understanding of the texts they study. They learn to support their ideas with reference to the text and acquire a good grasp of literary terms and the way they are used. Students are well organised. They can make thorough and detailed notes. Over the course students develop higher order skills such as understanding structure, language and style in poetry and prose. They listen carefully and when given the opportunity are articulate, confident speakers who enjoy the exchange of ideas in discussion. They are very mature and positive students who are able to work well independently.
119. The quality of teaching and learning is satisfactory. There is a small proportion of good teaching and none that is unsatisfactory. No teaching was considered very good or excellent. In most lessons teachers are confident with the subject and the intellectual foundation of lessons is good. Students are given a broad introduction to and experience of literature. They are encouraged to read widely and reach an understanding of the social and historical context of the works they study. Relationships are very positive and students generally enjoy lessons. They are given appropriate opportunities to practise essay writing against the assessment objectives of the examination. Work is regularly assessed, and students have some understanding of the level at which they are working. They value discussing their work with their teachers. Marking is generally good.
120. The range of strategies used by teachers is very narrow. Too few lessons are carefully structured and planned to include tasks designed to challenge students and actively engage them in developing and expressing ideas and opinions through discussion, debate and presentation. Teachers' enthusiasm for the subject is not well translated into creative tasks to help students develop independent skills in the close analysis of text and ordering, categorising and sifting of information, ideas and evidence. Teaching is not always pitched at an appropriate level or presented in ways that best meet the needs of students. The pace of lessons is often slow, students are expected to listen too much and questioning does not involve all students.
121. Leadership and management are satisfactory. There has been some improvement in departmental planning for A-level work. The head of department has observed some teaching at sixth form level and been involved in team teaching. As yet the department has made little collaborative effort to develop a wider range of strategies to improve standards or to establish the use of assessment data in planning and checking students' performance. Although the subject is taught in pleasant rooms the environment is dull and there is very little display to stimulate students.
122. Improvement since the last inspection has been satisfactory. The department has maintained the high pass rate reported at that time. The proportion of students achieving the highest grades is still below average. The profile of teaching remains broadly similar.

Language and literacy across the curriculum

123. Standards of language and literacy are average in the sixth form. There is no overall school policy to address literacy at sixth form level. As in the main school most teachers are aware of the importance of literacy and address issues incidentally as they arise with individual students. In physics, for example, the teacher is supporting two Chinese students new to the school through the use of simple texts as well as examining sentence construction for written responses. Most students write reasonably fluently and accurately and can express their ideas in class discussions when given the opportunity.

Modern foreign languages

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

Main strengths and weaknesses

- Results in German are above the national averages for all students and for boys.
- Students apply themselves to their learning with high levels of commitment.
- Teaching helps students acquire a broad and deep base of knowledge and understanding.
- The proportion of students gaining higher grades in French is below the national averages for all pupils and for boys.
- The narrow range of resources and learning activities limits students from developing independent skills in language learning and use.

Commentary

124. Results in German are above average at both higher grades and at all grades. In French, results are well below average for all grades. Compared with boys nationally, standards in German are above average, but below for French. In German, students make good progress and achieve well in the tasks set in lessons. Students in final year French classes this year achieve well with teachers' support.

125. Teaching and learning are satisfactory. In all their work, students studying either language are committed to taking every advantage of their opportunities, apply themselves with great dedication and work conscientiously at tasks set. Their teachers have excellent subject knowledge and help students acquire breadth and depth of knowledge and understanding from different sources and types of language. However, their efforts are constrained by a limited range of resources, which teachers do well to supplement with materials they find, design or prepare themselves. Teachers' response to students' varying learning needs does not therefore take full advantage of different approaches to learning, including more independent and collaborative work to develop students' learning and use of languages. Most particularly, students' access is minimal to ICT, to a range of subject and topic related websites, student assessment and study guides and to a variety of up-to-date resources. Students, especially those progressing from GCSE, are thus over-reliant on available activities to develop their participation and skills. Their involvement in shared and explicit assessment and guidance is insufficiently close to enable them more independently to evaluate their own work and have clearer ideas about how to improve.

126. Leadership in both languages is satisfactory. The school has maintained both languages despite retention difficulties in French resulting from inaccurate predictions of GCSE results last year. German standards have also been successfully maintained. There is insufficiently clear, planned and appropriately funded development of provision, based on close involvement of students in assessment and more methodical monitoring of exam results.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Students, especially in Year 13, value the subject and the teaching.
- Students' attitudes to work are very positive.
- Teachers know the subject well.
- Too little time is allocated to the course for re-sitting GCSE.

Commentary

127. Students can follow courses in A-level mathematics and A-level further mathematics or can re-sit GCSE.

128. A level mathematics results in 2004 were well below average. They were average in 2003. AS level results in 2004 were above average, and well above average in 2003. However, the number and prior attainment of students change considerably from year to year so the trend in results is not very significant. Standards of work seen during the inspection were average.
129. The achievement of students at A-level is satisfactory. Students' very positive attitudes, combined with a tradition of hard work in lessons, allow students to achieve as well as they should. Teaching, although dependent on textbooks, is thorough and well planned. Teachers have good knowledge of the subject and they pass their enjoyment on to the students. Students very strongly appreciate that teachers are approachable and available away from the classroom. This is especially evident in Year 13. Teaching and learning overall are satisfactory. Some short-term learning can be good but some students find that long-term learning is hampered by technical weaknesses in algebra. The number of students studying further mathematics is usually small. The grades from year to year vary greatly, reflecting the prior attainment of the candidates. Achievement in this area is also satisfactory. Students who resit GCSE mathematics generally improve their grades, despite the inadequate provision of two 40 minute lessons each week.
130. The leadership and management of the department are satisfactory. The courses are adequately maintained and run. Assessment of progress is via end-of-topic tests with helpful feedback and marking. Students are assessed regularly and clearly informed of their progress.
131. The department has maintained the standards since the last inspection and this represents satisfactory improvement.

Mathematics across the curriculum

132. Students use mathematics as part of the study of other subjects. There is no subject where students' progress is hampered by a lack of mathematical skills. Most physics students study A level mathematics. For the few students who do not there are effective and well-produced support units to help bridge the gap in skills. In geography there is good practice in data handling and analysis and students clearly know how to calculate standard deviations. There is also good practice in economics where students confidently make a range of calculations such as those of exchange rates and average variable costs.

SCIENCE

The focus of the inspection was on physics but biology was sampled. Teaching and learning in biology are good; clear exposition supported by a variety of stimulating tasks ensures that students develop their knowledge and understanding. Teaching makes insufficient use of students' own contributions.

Physics

Provision in physics is **satisfactory**.

Main strengths and weaknesses

- Teachers' very good subject knowledge and experience enable them to present the course content clearly.
- Students' good attitudes to work, to each other and to their teachers enhance their learning.
- Teachers work well as a team.
- Teaching does not ensure that the planned work fully meets the needs of all students.
- Students do not receive enough specific guidance on how to improve their work.

Commentary

133. At the end of Year 13 in 2004, the A-level examination results were slightly above the national average. In 2003, the results were in line with the national average. AS examination results at the end of Year 12 were close to the national average in 2004. There has been a slightly improving trend in A level results since the year 2000. Current standards are in line with course expectations and students' achievement is satisfactory.
134. Teaching and learning are good overall. Lessons are well planned and give students many opportunities to perform practical activities. Teachers and students share good relationships and work in a constructive and co-operative atmosphere. Students' attitudes are good, especially in the smaller groups in Year 13. Teachers have very good subject knowledge, and students appreciate the teachers' efforts. Occasionally, lessons lack pace so there is insufficient time for evaluation and review, which is an area of weakness identified in students' work. Teachers make insufficient use of assessment data and of the contribution of students in lessons. They also use a limited range of teaching and learning approaches, which do not bring enough relevance to the work or help Year 12 students who do not find the subject easy.
135. Leadership and management are satisfactory. There is a shared desire in the team to raise standards and achievement. The teacher in charge of physics is aware of the issues the department needs to address, such as the early identification of underachievement. There is some awareness of the quality of students' achievement but teaching does not fully address the needs of all students. Display material is insufficiently stimulating.

HUMANITIES

136. The focus of the inspection was on economics, geography and history but law, sociology and politics were sampled. One lesson was sampled in law. Teaching and learning were good. The teacher's exposition was clear and careful; there were good levels of intellectual challenge and opportunities for students to work independently and in collaboration. One lesson of sociology was sampled, in which teaching was satisfactory. Standards were below average. One lesson of politics was sampled. Teaching and learning were satisfactory. The teacher organised a range of activities and relationships were good.

Economics

Provision in economics is **good**.

Main strengths and weaknesses

- Students' attitudes are very good and relationships are excellent.
- Teachers' command of the subject is very good.
- Good teaching promotes good learning and enables good achievement.
- Effective leadership and management of the subject and a cohesive team provide direction and vision.

Commentary

137. Attainment on entry to the course is below average. The overall profile suggests that there are fewer higher-attaining students entering the course compared to courses nationally. Results in the AS course for 2004 show an above average proportion of A-E grades but a smaller proportion of students achieving the higher grades. For students taking the A level there is a similar picture, where a smaller percentage gained A and B grades than boys nationally. Trends however show maintenance of standards in all groups of boys and achievement is good. Analysis shows that boys achieve well in the examination with some boys gaining higher than predicted grades based on their grades at GCSE. In work seen and students' performance in lessons there is little evidence of differences in the performance of boys of different ethnic heritage. Some boys are reluctant to contribute in lessons. They are evidently

keen to learn, though, and higher attainers show a good degree of commitment. They have a good understanding of the impact of exchange rates on firms and are able to articulate their views using appropriate specialist terminology. All contribute equally well in class when questioned.

138. Overall the quality of teaching is good. Some very good teaching was observed. Teachers have a very good command of their subject and teach with enthusiasm. They ensure that students are made aware of current events and encourage the boys to follow current affairs to enrich their learning. Planning is effective and a mixture of teaching styles is used. In one lesson a debate on tuition fees was used to very good effect, the boys responded very positively and learning was very good. Teachers generally review learning at the ends of sessions although sometimes insufficient time is given to this activity. Assessment is good with students receiving constructive feedback, both written and oral. The quality of analytical marking is good but the amount of developmental comment is limited. Students do not always receive a clear idea of where they are in relation to examination grades and what they must do in order to achieve a higher grade.
139. Leadership and management of the subject are good. The teachers work as a cohesive team creating a stimulating and productive learning environment. The positive aspects of the last report have been maintained and development planning has been improved. Overall progress since the last inspection has been satisfactory.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Good teaching enables students to gain a sound grasp of the subject.
- Students are co-operative in lessons and willing to learn.
- Teachers do not do enough to encourage students to take responsibility for their own learning.
- The lack of residential field trips restricts students' opportunities to learn from experience.
- Marking does not always provide guidance on how students may improve.

Commentary

140. Students start sixth form geography with below average GCSE results. Results in the examinations taken at the end of each sixth form year are also below average. Few students gain grades A or B grades. Standards of work seen during the inspection reflect the below average levels of attainment but achievement is satisfactory given standards on entry to the course.
141. Teaching is good overall. No unsatisfactory teaching was seen. Students gain a sound grasp of the subject because teachers ensure, through patient questioning and through setting tasks with a realistic level of challenge, that each step is understood before the next is begun. Work is marked thoroughly, although teachers do not always provide written guidance on how students may improve. Though students are co-operative and willing to learn in class, they are not sufficiently encouraged to take responsibility for their learning or to take a sufficiently active role in researching and investigating topics.
142. The leadership and management of the subject are satisfactory. The head of department knows the strengths and weaknesses of his team, and his encouragement of new teachers is effective.
143. He keeps good records of the progress of each student but does not always act on this information to target areas for improvement.

144. Progress since the last inspection has been satisfactory. Teaching is now consistently good, whereas formerly some unsatisfactory teaching had been seen. Results have remained below average for some years. The low proportion of top grades was a feature then, as now. In both inspections it was noted that students learn passively. In one area, that of field study, provision is worse. The current lack of residential fieldwork means that students are less likely to be attracted to study geography in the first place, and that students on the course become too desk-bound when they should be learning from real experience.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Results at A-level in 2004 were well above the national average and improved upon the above average results of the previous year.
- Lessons are challenging and students respond very positively to the high expectations set.
- The very good ethos for learning created in lessons stimulates students to work hard and to do well.
- The subject is a very popular choice in the sixth form.
- In some lessons teachers talk too much and students' speaking skills are not as well developed as they could be.
- The use of statistical data to set targets is under-developed.

Commentary

145. Results at A-level in 2004 were well above the national average. All students passed and almost two thirds gained a pass at the higher grades. These very good results are part of a consistent pattern of above average results at A-level in recent years. Results at AS-level were average. The performance of students in the British/American option was above average, especially at the higher grades. These consistently good results reflect the very good ethos for learning which teachers have created in lessons. Students are challenged to do their best and the very positive attitude engendered leads to the consistently good standards reflected in the results at A-level.

146. Most students are attaining well above average standards. Students in Year 13 make good progress in their knowledge of the themes and issues studied and their written work shows good understanding of the complex causes of historical events. Most students write well and clearly, though a minority have yet to develop a more analytical style. Higher-attaining students in Year 12 write very confidently and are acquiring a good analytical style. Others tend to narrate events rather than analyse issues and do not always support their conclusions with sound reasons.

147. Most students are making good progress in understanding the processes of historical enquiry and in their capacity to write about what they know. They are less confident in expressing their views in lessons. Overall, however, achievement is good.

148. The quality of teaching is good and it is clear from students' essays and notes that it is often very good. Teachers have very good subject knowledge and plan effective lessons which challenge students and advance their knowledge and skills. They have inspired many students with a genuine interest in history. High aspirations are evident when students are questioned about their work, and their very positive attitude makes a significant contribution to the effectiveness of their learning. In some lessons teachers' explanations are over-long and students are not as active as they could be, especially in using and developing their speaking skills. Written work is very thoroughly assessed and clear targets for improvement are set. The curriculum is very well planned to give students opportunities to choose courses which

have a particular interest for them. The proportion of students studying history in the sixth form is well above average and the subject is the most popular option choice.

149. Leadership is very good. The head of department and her colleagues have been successful in creating an ethos which encourages students to have high aspirations and work hard. Management is good and focused on maintaining high standards, though the statistical information available to support this is not used as well as it could be. The standards noted at the time of the last inspection have been improved at the highest grades and there has been good improvement in curriculum provision and the deployment of staff.

ENGINEERING, TECHNOLOGY AND MANUFACTURING

Design and technology was sampled. Two lessons were observed. Teaching, learning and achievement are satisfactory but standards are below average because of the lack of personal response or experimentation in the students' designs and prototypes.

VISUAL AND PERFORMING ARTS AND MEDIA

The focus of the inspection was on music but art and design was sampled. One lesson was observed in which students produced individual and imaginative work of a high standard as a result of very good, skilled and challenging teaching. Results at A-level are generally above average and many students continue their art studies in higher education.

Music

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

Main strengths and weaknesses

- Some students have achieved well with composition in Year 13.
- Student-centred learning styles in both music and music technology are limited and not yet helping students to take responsibility for their own progress
- Students are insufficiently involved in the assessment process

Commentary

150. Currently sixth form provision is music in Year 13 and music technology in Year 12. There has been a considerable investment in technology equipment by the school including recording and technology studios. The re-introduction of the technology course with very good resources is a worthwhile move and interest is growing. The technology is also useful for and very beneficially influencing the courses of study lower down the school.

151. Standards in music in Year 13 are well below average. Each student has his own strengths and weaknesses. Their grasp of music style and history is generally poor and their understanding of harmony is too limited for them to work successfully at this level. Analysis of harmony is slow work but ultimately accurate. Knowledge of key signatures is good but lack of secure knowledge of the relationships between keys means time is wasted. Achievement at this level is barely satisfactory and hampered by absence. Nevertheless one or two have found great pleasure and success in composing and arranging jazz and have considerable skills in performing. Attitudes are satisfactory overall.

152. Standards in music technology in Year 12 are average. Achievement is satisfactory overall and several students are achieving well in this new subject. They have developed a reasonable grasp of new vocabulary and understanding of the technology involved. Their sequencing and arranging makes good use of the technology, which they can manipulate musically. Students' attitudes towards this course are good overall.

153. Teaching and learning in both courses are satisfactory. Lessons are well organised and prepared. Students work for much of the time independently at a computer in Year 12 and in this they are well supported by teachers, whose subject knowledge is a strength and fully equal to the situation at this level. However, learning styles are limited and lessons are very much controlled by the teachers. Students are not being helped to develop their own approach to learning by taking responsibility for it. This is compounded by the fact that the students are not involved sufficiently in the assessment process and can not therefore make their own decisions about how to improve.
154. The leadership and management of sixth form music are satisfactory. The introduction of music technology has been successful. Teachers work closely together but do not formally observe each other's teaching in order to spread best practice even though they discuss this in meetings. Assessment and the tracking of progress are too limited currently to effect real progress and improvement in standards.

Business Studies

Provision in business studies is **good**.

Main strengths and weaknesses

- Students' attitudes are very good and contribute to the good achievement.
- Teachers' very good command of their subject ensures good learning and good teaching.
- Students make use of ICT when presenting to others but access for research is limited.

Commentary

155. Students' standards are below average on entry to the course with no prior knowledge of the subject. Standards at the end of Year 12 are good and students' results for 2004 in the AS examination were above average. Those in Year 13 in 2004 achieved results matching the national average although there were fewer than average top grades. Trends over time show steady improvements. Work seen suggests that standards are at least average and some students achieve above average standards. Achievement in the subject is good. Higher-attaining students demonstrate a good knowledge of business theory and apply their knowledge with confidence to business situations. They make appropriate use of business language. On occasions there is a reluctance to speak up. However, overall attitudes to the subject are very good and boys apply themselves very well. All groups of students from the wide range of ethnic backgrounds contribute well, demonstrating good levels of understanding. They support one another well. In lessons there was little evidence of differing achievement between the different groups including those identified with special educational needs.
156. The quality of teaching is good. Teachers have a very good command of their subject and a very good knowledge of their students. They make effective use of available texts, supplemented well with recent and relevant articles from other sources. This motivates students and develops their interest in current business practices. Teachers are enthusiastic about their subject but sometimes this means they give students insufficient chance to contribute to the lesson. The variety of teaching methods used is not wide enough to give enough responsibility to students for their learning. Sometimes students waste time writing out notes unnecessarily. Students receive good, analytical feedback on their work, which indicates what was incorrect. However, there is too little developmental comment to enable students to know where they are and what they need to do in order to achieve the next grade.
157. The subject is well led and managed. There is an effective, cohesive team, committed to students' success. Planning within the subject is in place although detail on methodology is limited in the schemes of work used. Students have limited access to ICT in the department or indeed in the sixth form centre to enable them to improve the presentation of work or carry out

research. The department does ensure that when students make presentations to others in their group they can use electronic support.

158. Standards have remained good since the last inspection even though there was a dip in 2004. Teaching has remained good. Approaches to the management of the subject have developed, with improvements in structure and planning. There has been satisfactory improvement since the last inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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