

INSPECTION REPORT

TONG SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107366

Headteacher: Mrs L O'Reilly

Lead inspector: Ms J Jones

Dates of inspection: 21st – 25th February 2005

Inspection number: 268995

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of students:	11 to 19
Gender of students:	Mixed
Number on roll:	1501
School address:	Westgate Hill Street Bradford West Yorkshire
Postcode:	BD4 6NR
Telephone number:	01274 681455
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Gerry Sutcliffe MP
Date of previous inspection:	28 th September – 2 nd October 1998

CHARACTERISTICS OF THE SCHOOL

Tong School is an 11 to 19 mixed comprehensive school on the southern outskirts of Bradford. It is much bigger than average with 1292 students in Years 7 to 11 and 209 in the sixth form. The proportion of students eligible for free school meals is well above average at 36.9 per cent. The proportion of students for whom English is not the home language is well above average at 21 per cent.

A much higher than average proportion of students – almost 50 per cent of the main school – is on the register of special educational needs. Students' attainment when they start in Year 7 is very low. Four years ago the school took in students in Years 7 and 8 for the first time. Two years ago the sixth form joined with that of the neighbouring Catholic college. The school became a specialist sports college in 2001, jointly with the neighbouring Catholic college.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12460	J Jones	Lead inspector	
19743	A Taylor	Lay inspector	Work-related learning
27050	V Blackburn	Team inspector	Science (11-16) Biology (sixth form)
32173	B Brown	Team inspector	Urdu and provision for students with English as an additional language
13734	H Davies	Sixth form co-ordinator	Geography (11-16)
17015	L Denholm	Team inspector	Psychology
12356	R Dickason	Team inspector	Health and social care (sixth form)
21971	J Glennon	Team inspector	Religious education Media studies Provision for students with special educational needs
8756	P Hanage	Team inspector	Mathematics
20287	D Harris	Team inspector	Modern foreign languages (11-16)
22906	B Hodgson	Team inspector	Information and communication technology
19915	P Hooton	Team inspector	History (11 – 16)
3943	D Innes	Team inspector	English
22524	S Innes	Team inspector	Design and technology
27665	A Lees	Team inspector	Music (11-16)
31680	P Redican	Team inspector	Art and design (11-16) Citizenship
14446	B Simmons	Team inspector	Physical education (11-16)

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good and improving school; it is unusual and effective. It serves a very deprived area and most students arrive in Year 7 with very low attainment. Many do not speak, read or write well and consequently find studying and learning difficult, but thanks to a powerful programme of support and an imaginative curriculum, students do better than expected in tests at the end of Year 9 and examinations at the end of Year 11. Teaching is good and achievement is satisfactory overall and good in some subjects. Students in the sixth form also achieve well. Leadership by the headteacher is outstanding and the school is well managed. It has an income well above average and gives satisfactory value for money; the sixth form is cost-effective.

The school's main strengths and weaknesses are:

- The headteacher's excellent leadership and vision for an inclusive school where everyone is valued, are embedded in the work of all teaching and associate staff.
- Good teaching and learning enable students to achieve satisfactorily overall and well in English, citizenship, information and communication technology (ICT), physical education and religious education.
- Standards of literacy are well below average.
- The school provides a secure and supportive environment, and gives all its young people, especially those who are socially disadvantaged, a good start in life.
- Whilst there has been some improvement in the last few years, attendance in Years 7 to 11 (the main school) is poor and has an adverse effect on standards and examination results.
- The curriculum does not meet statutory requirements for religious education in Years 10 and 11 and the sixth form, nor in the requirement to teach ICT to all students in Years 10 and 11.

Changes since the previous inspection

Since the previous inspection the school has expanded to include Years 7 and 8. In addition the sixth form has entered into a joint arrangement with that of the neighbouring Catholic college. The joint sixth form is known as TYM. These changes have been managed well and are beneficial, but mean that comparisons with the previous report are not fully possible. It is, however, clear that standards are rising and teaching is better than before. There is still a problem with attendance, though there has been some improvement, and poor literacy is a barrier the school will have to attempt to overcome now and for the foreseeable future.

STANDARDS ACHIEVED

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

Performance in:	compared with				Key
	all schools			similar schools	
	2002	2003	2004	2004	
GCSE examinations	E	E	E*	C	well above average A above average B average C below average D

A-levels/AS-levels	Na	Na	E

well below average	E
bottom 5 per cent	E*

For GCSE examinations, similar schools are those whose students attained similarly at the end of Year 9.

Achievement overall is satisfactory. Test and examination results are well below average, but in line with those of students in similar schools. However, those students who do attend regularly gain results above what could be expected from their very low starting point in Year 7, and the achievement of these students is good. In Year 9, attainment is well below average in almost all subjects but below average in English. In Years 7 to 9, achievement is good in English and satisfactory in mathematics and science. Achievement is good in all other subjects in Years 7 to 9, except music and art where it is satisfactory. GCSE results are in the bottom five per cent of all schools but rising faster than the national trend. Overall point score, that takes account of all students, is in line with that of students in similar schools. In work seen, achievement through Years 10 and 11 is very good in history, modern languages and music, good in English, and satisfactory in mathematics, science and art. Poor attendance, particularly by the lowest attainers, prevents students from consolidating their knowledge, has an adverse effect on examination results, particularly in mathematics, and pulls down overall examination results and achievement. In 2004, GCSE results fell just short of the targets set; in 2002 and 2003 targets were exceeded.

Students' personal qualities, including their spiritual, moral, social and cultural development, are good. Students' behaviour and attitudes are **satisfactory** because there are very good systems for dealing with antisocial or volatile behaviour and encouraging students' personal development. Attendance is **poor**. Their spiritual, moral, social and cultural development is **very good**.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good overall and leads to good learning in lessons. There is more very good and good teaching in Years 10 and 11 and in the sixth form than in Years 7 to 9. The curriculum does not meet statutory requirements for religious education and ICT in Years 10 and 11 and religious education in the sixth form, and is therefore unsatisfactory. Nevertheless, it is very well fitted to the needs of Tong students in many respects. It is outstanding in the range of individual opportunities it offers to students with particular needs. Around 150 students in Years 9, 10 and 11 follow programmes, often related to the world of work, that are tailored to their particular aptitudes and aspirations. Students are very well guided and supported through a wide range of effective strategies and provision. Links with parents are satisfactory. The school works hard at reaching out to parents and keeping them informed about their children's progress but the response of parents is often disappointing. There are good links with other schools and colleges and very good links with the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Excellent leadership by the headteacher inspires a dedicated team of teachers and all associate staff. Management is good with many strengths, and governors are both supportive and demanding. Governors support the school very well and are determined that attainment should improve. They are kept very well informed and play a full part in decision making. However, they have not ensured the school meets the requirements to teach religious education to all students and to hold a daily act of worship. There are exceptionally good ways to ensure that the school gets the best value for all expenditure.

PARENTS' AND STUDENTS' VIEWS OF THE SCHOOL

Parents who attended the meeting before the inspection or who responded to the questionnaire were generally happy with the school though some would like more information about their children's progress. Some feel that behaviour is unsatisfactory. Students too are pleased with the school and appreciate the efforts staff make on their behalf. There are good systems for consulting and involving students in decisions about the way the school is run. Inspectors were impressed by the effective way unsatisfactory and poor behaviour is managed, to the benefit of all learners.

IMPROVEMENTS NEEDED

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

- Improve standards across the curriculum by emphasising more strongly to students the importance of attendance, and reinvigorating other initiatives.
- Reinforce the drive to improve standards of literacy through a clearly structured, flexible course designed to improve reading, speaking and writing.

and, to meet statutory requirements:

- Provide ICT for all in Years 10 and 11, and religious education for all students in Years 10, 11 and the sixth form.
- Provide a daily act of worship for all students.

THE SIXTH FORM AT TONG SCHOOL

Tong sixth form is part of an associated sixth form working with its very close neighbour, Yorkshire Martyrs' Catholic College. The joint sixth form, Tong and Yorkshire Martyrs Sixth Form College (TYM) has 324 students on roll and is much larger than the national average of 190. There are 165 Tong students. TYM offers a wide range of academic and vocational courses to meet the needs and aspirations of students.

OVERALL EVALUATION

Tong School has a good sixth form, which as a constituent part of the larger TYM Sixth Form College, is cost-effective. Current standards are below average but higher than indicated by the previous year's examination results. Students achieve well in relation to their average points score at GCSE. This is the result of good teaching and very thorough guidance and monitoring of progress. Students' attendance and attitudes to work and lessons are very good and students are keen to do well. The management team, teachers and tutors are dedicated to providing the best possible education for their students. The sixth form is inclusive and provision of equal access and opportunity for students is excellent.

The main strengths and weaknesses are:

- There are very good relationships between students and with teachers, and students receive very good support and guidance.
- TYM and the Tong sixth form are very well led and managed.
- Teaching is good overall; teachers are secure in their subject knowledge and create an interesting learning environment for students.
- Students have the opportunity to take part in a wide range of enrichment activities; links with the local community and with colleges and universities are very good.
- The curriculum provides a broad range of opportunities for students with differing needs and interests.
- The school is not providing students with their legal entitlement to religious education.

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 examination results and the quality of teaching and learning and how well current students achieve. Not all subjects in the sixth form were inspected.

Curriculum area	Evaluation
English, languages and communication	Good in English. Students are very well motivated by very good teaching and so they achieve well.
Mathematics	Good in mathematics. Teaching and learning are good and students achieve well. Students receive very good guidance and support.
Science	Satisfactory in biology. Students' achievement is satisfactory as a result of good teaching and positive attitudes to learning on the part of students.
Information technology	Good in information technology. Teaching and learning are good and students achieve well. The subject is very well led and very good support and guidance is provided for students.

Humanities	Good in psychology. Teaching and learning are good and students achieve well. The subject is very well led and managed.
Health and social care	Good in health and social care. Good teaching and very positive student attitudes result in good achievement. Coursework is very well organised and the subject is very well led and managed.

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

Students' access to well-informed advice, support and guidance is very good. Induction into the sixth form is very good. Students receive very good feedback on their work. Their progress is very thoroughly monitored in relation to their targets and action is taken to counter any underachievement. They receive very good preparation for later stages of education or for employment.

LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

Leadership and management are very good. The aims of the sixth form are central to those of the whole school and are focused on raising standards and improving students' opportunities and personal development. The sixth form is managed very well on a day-to-day basis. There is good communication between staff and with students to ensure that students' progress and well-being are monitored appropriately.

STUDENTS' VIEWS OF THE SIXTH FORM

Sixth form students are very satisfied with the education they are receiving. They appreciate the quality of teaching, help and support they are given. They particularly appreciate the regular and thorough monitoring of progress by teachers and tutors. They consider they are treated as young adults and appreciate the fact that their views are sought and considered. They find the work experience they undertake and the many opportunities they are given to widen their education and personal development outside their subjects to be of particular value. They greatly appreciate the quality of teaching and the dedicated care taken by the management team and tutors to ensure their academic and personal development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY STUDENTS

Standards achieved in subjects and courses

Standards are well below average in most subjects, but students achieve satisfactorily overall because standards when students enter the school are very low. Boys' results are lower than those of girls, but analysis, based on boys' attainment on entry and their test and examination results, shows that boys are achieving in line with what is expected. Students from ethnic minorities do at least as well as others.

Main strengths and weaknesses

- Achievement in all years is satisfactory overall and is very good in Years 10 and 11 in history, modern languages and music.
- Standards of literacy are very low in Years 7 to 9 and well below average in Years 10 and 11 and this has a severe affect on achievement.
- Poor attendance has an adverse effect on standards and achievement.

Commentary

Standards in Years 7 to 9

1. Students enter in Year 7 with very low levels of attainment. Most students have reading ages several years below their chronological ages and their test results at the end of primary school are very low. In addition, many come from socially disadvantaged homes and some do not speak English at home.

Standards in national tests at the end of Year 9 – average point scores in 2004

Standards in:	School results	National results
English	33.27 (28.9)	[N/A] (33.4)
Mathematics	31.16 (30.4)	[N/A] (35.4)
Science	28.67 (27.7)	[N/A] (33.6)

There were 264 pupils in the year group. Figures in brackets are for the previous year

2. In tests in the core subjects of English, mathematics and science in 2004, standards were average in English and well below average in mathematics and science. Results were well above the average for students in similar schools in English, above average in mathematics and average in science. In science students did not do as well as expected.
3. In work seen during the inspection, standards at the end of Year 9 are well below average in most subjects, but show measurable improvement on the very low entry standards. In citizenship, design and technology, and ICT standards are better, though still below average. Standards in physical education are average. Students achieve well in English, in spite of low standards of literacy, because teaching is good and well matched to students' needs. In mathematics, students' achievement is satisfactory, in spite of good teaching, mainly because the impact of poor attendance is particularly severe in a subject where skills are built up sequentially. Achievement in science is satisfactory.

4. The low standards of literacy often prevent students from expressing themselves well in writing, so that although they are often perceptive and keen when discussing new ideas, they do not do justice to themselves in their written work. This obviously lowers achievement. The school places emphasis on improving literacy by all staff, but does not give enough attention to teaching the basic structure and grammar that need to underpin the considerable work on spelling, vocabulary building and reading already being undertaken.

Standards and achievement in Years 10 and 11

5. By the end of Year 11, examination results are well below average in all subjects except ICT where GNVQ results are below average. The proportion of students achieving five or more grades A* to C in GCSE in 2004 was very low by comparison with all schools nationally, but in line with similar schools.
6. Students continue to achieve satisfactorily in Years 10 and 11. By Year 11, standards in work seen are well below average in mathematics and science, where students' achievement continues to be satisfactory. Students achieve well and standards are higher, though still below average, in English. In history and modern languages students achieve very well to reach standards that are below average but well above what could be expected from their attainment on entry. In all other subjects attainment is well below average, apart from citizenship where it is below average, and ICT and physical education where it is average. Students' achievement in music in Years 10 and 11 is very good, although standards are well below average, because this group of students had very little music teaching in earlier years because the school did not have enough specialist teachers. They are making up lost ground very well now.

Other comments

7. Boys do not do as well as girls in tests and examinations. Generally boys are keen to do practical work but are impatient with writing. This is exacerbated by their poor literacy skills, and the difficulty they have presenting their work. When they use computers and can produce work that looks acceptable they are less discouraged and do better. When teaching is very effective and there is sufficient help with formulating writing, as there is in history, boys do as well as or better than girls. In relation to their scores on tests when they start in Year 7, most boys do at least as well as expected.
8. Poor literacy is a severe barrier to many students in almost all subjects, including mathematics, because they are unable to understand complexities of language, or express themselves clearly. The school works very hard in many ways to overcome the problems, and in ICT where students are supported by familiar language and routines and in modern languages where students are taught language structure, they have more success. Physical education is another subject where standards are higher because language difficulties have less impact. It is a pity that art, another subject where students are less dependent on language, is not more flourishing.
9. Students who have English as an additional language achieve as well as other groups of students in lessons because they are supported sensitively by teachers who understand their needs. They particularly benefit from the Foundation system in Year 7 where they are taught by their Foundation tutor for English, history, geography and religious education, as well as citizenship. These teachers talk with their students frequently and deliberately focus on improving literacy.

10. Students from different ethnic minority groups make progress and achieve as well as others overall, though there is some variation. British Asian students do better than their white counterparts, and those with an African Caribbean heritage do not do as well. The school is providing intensive mentoring support for groups of students identified as needing specific help.
11. Students with special educational needs make good progress. In the GCSE examinations in 2004 their average grade of midway between grades E and F was lower than students with special needs attain in many schools but, when account is taken of the very low base from which they started, this represents good progress. Those students whose standards are particularly low and who are withdrawn for additional help, mainly in reading, make very good progress. Gifted and talented students achieve at the same rate as other students and students with exceptional musical or sporting abilities achieve high honours. For example, three students recently won a set of bronze, silver and gold medals in a regional archery competition and one has recently become the Yorkshire Under 18 archery champion. Two boys have been accepted to the Northern School of Dance.

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

	School results	National results
Percentage of students gaining 5 or more A*-C grades	29 (34)	52 (52)
Percentage of students gaining 5 or more A*-G grades	75 (78)	89 (88)
Percentage of students gaining 1 or more A*-G grades	91 (92)	96 (96)
Average point score per student (best eight subjects)	23.2 (25)	34.9 (34.7)

There were 255 students 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

Main strengths and weaknesses

- Achievement is good because teaching and learning are good.
- Students did better than expected in examinations in 2003 and 2004.

Commentary

12. A-level results have varied considerably because the numbers taking individual subjects have often been small and results are very dependent on individual students' abilities. The average total points scores were well below the national average in 2004. However, from assessment evidence students did better than expected from their GCSE results. Girls did better than boys, in line with the difference found nationally.

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	94 (84.8)	92.4 (92.3)
Percentage of entries gaining A-B grades	15 (24.3)	36.2 (35.6)
Average point score per student	147.9 (168.9)	265.2 (258.2)

There were 75 students in the year group. Figures in brackets are for the previous year

13. For current students on A-level courses, standards at the end of Year 13 are below average but an improvement on the two previous years, and students' achievement is good. Of the subjects inspected in detail, standards are above average in psychology, average in mathematics and below average in biology and English literature. However, as a result of good teaching and positive attitudes, students achieve well. The wide differences in standards can be accounted for by the small numbers taking the subjects and the individual variation in the abilities of these students.
14. Standards in vocational courses are average in ICT with students achieving well. In health and social care current standards are well below average. This is because the entry requirement to the course is much lower than usual and students have a narrower range of GCSE passes than is the norm nationally. There is no significant difference between the achievement of boys and girls.

Students' attitudes, values and other personal qualities (ethos)

Students' attitudes and behaviour are satisfactory. Their personal development, including their spiritual, moral, social, and cultural development, is good overall. The attendance rate is poor. Fixed-term exclusions are very high and well above those used by other schools nationally, but permanent exclusions are rare.

Main strengths and weaknesses

- The school firmly believes in taking a holistic view of educating the whole child and behaviour support systems are very good.
- Many students do not have much confidence in their own abilities; they lack motivation and drive.
- Students' academic and personal development is severely hampered by the very high level of absences.
- Good attendance does not have a high enough profile with students.
- Fixed-term exclusions are high because students have an extraordinary level of need which often shows itself in extremes of behaviour but permanent exclusions are virtually non-existent because the school has an overriding commitment to keeping students in education.

Commentary

15. Behaviour is very well supported through the school's very effective arrangement for helping students to establish good working patterns and stable relationships through the Foundation and Step-up years, Years 7 and 8. Year 7 students are taught in their base classrooms by their Foundation tutors for English, history, geography and religious studies, as well as citizenship, tutor time and personal studies. This gives them an environment closer to their primary experience than is customary, and the Foundation tutors are very skilled because they have a responsibility for ensuring a calm, purposeful atmosphere in their rooms, as well as for teaching outside their specialisms. They are able to use their frequent contact with their tutor group to emphasise consistently the need for improved literacy. The success of the Foundation year has led the school to extend the system to Year 8, which is known as Step-up. The arrangement is similar to Foundation except that English is now taught by specialists.
16. Students' attitudes and behaviour are satisfactory. Many do not initially bring good habits to school and their social skills are not well developed. They become embarrassed if questioned too intensively, and struggle to find the right words or offer one-word answers. Some, more especially boys, do not see the point of education.
17. There is sometimes an undercurrent of restlessness in lessons and a tendency to answer back and offer 'smart' comments to teachers. Sometimes behaviour is better than attitudes; students will sometimes sit passively but are not always eager learners. Behaviour outside lessons is boisterous, but supervised well and rarely gets out of hand. There are no notable gender or ethnic differences in students' attitudes. They work well in groups but are not good at working on their own. Students are friendly and helpful; they were noticeably more confident once they became used to having inspectors around.

18. Students need help to raise their aspirations and here the school plays an important role. Its social, moral and cultural provision is very good. There is definitely a 'can do' mentality from staff and this is infectious. This school is often called upon to provide basic parenting such as providing food, care, and someone to talk to. It does this magnificently.
19. Tong is a positive, friendly and harmonious community. For many it provides a place where they can try to forget pressures from outside, and enjoy the rich social and cultural opportunities offered. Staff let no opportunity for moral guidance slip through their fingers. For example, in drama, sessions have strong moral threads running through them. In a lesson entitled 'Let Him Have It', the teacher's careful guidance drew out discussion about capital punishment and the morality of carrying a gun.
20. Behaviour support is very good, coming in as it does at different levels, in various guises and involving countless teachers, associate staff, learning mentors and counsellors. Behaviour management is a key focus for the school. Many initiatives are new and changing students' behaviour involves a long process of guidance and is not something achieved overnight. The school's work to improve behaviour typifies the strong moral guidance it is providing.
21. Multicultural week, held in the summer, exemplifies the strong multicultural tradition. This was an occasion when all departments organised different activities, for example story telling, performances from Tong Dance Crew, break dancing and poetry under the heading 'One World, Different Cultures'.
22. Staff are superb role models. Many are especially good at motivating boys from different ethnic backgrounds. Tong staff are sensitive to possible negative undercurrents developing in the school, knowing the effect these can have on the community if not handled carefully. They use outside agencies very well to help them challenge stereotypes and racism, for example to help students realise the consequences of 'gang culture' and how others perceive them. The Anti-racism week is another example of the school facing local community issues head on.
23. Spirituality has improved since the previous inspection and is now good. Respect for beliefs, agreeing to differ, listening without prejudice, addressing each other appropriately, giving reasons and justifying points of view are all part of the school's vision, which it is living and breathing.

Attendance

Attendance in the latest complete reporting year (2004)

Authorised absence		Unauthorised absence	
School data	7.0	School data	5.7
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.

24. Compared with other secondary schools, the attendance figure is well below the national average and judged as poor. Unsurprisingly, improving attendance was a key issue from the previous inspection and remains so, resulting from current inspection findings. Attendance has improved since the previous inspection, but there is a long

way to go. Students' lack of regular attendance is having a devastating effect upon their chances to benefit academically, personally and socially.

25. The attendance picture is complex. Figures seem to have been stable over the past two years, despite much hard work and many new initiatives. This masks irregularities in the recording systems during the first year, when the school feels they recorded a better picture than was actually the case. Consequently, it believes last year's published figure shows an improvement. The figures for the autumn term were just over one per cent higher than last year's adjusted figure.
26. Many students come from backgrounds where education is seen as having little relevance. Some parents find it difficult to make their child attend school without external help. As one external support agency employee poignantly phrased it "parents are so bound up with other pressures in their lives, they don't have the emotional space for their children". Approximately ten per cent of all families at Tong have been prosecuted for non-attendance, indicating the scale of the problem. Prosecution figures have fallen compared with last year; this is seen as a positive indication that tough messages are getting through. Non-attenders remain on the school's roll to avoid them becoming 'children lost in the system'.
27. It is against this backdrop that the school, with Education Bradford, is working hard to turn the tide. There is a range of good strategies in place for monitoring absences, and for chasing up and liaising with families. Associate staff are establishing daily contact with parents. The learning support unit provides very good support for students returning after long absences, helping to ease them gently back into the classroom. Were it not for the work of these staff and of the unit, the absentee rate would be considerably higher.
28. The reward system provides encouragement and there is scope for further development and refinement. Currently rewards are given to 100 per cent attenders and misses opportunities to reward those whose attendance is improving. Systems for spot-checking on truancy during the school day are not clearly established.
29. School staff are working at full capacity to monitor attendance. However, the need for better attendance is not being emphasised enough with students and the school's involvement in past attendance initiatives, through Education Bradford, has ended. Reinvigorating previously successful initiatives offers the school more levels of attack.
30. Both the school and Education Bradford are forecasting they will reach 90 per cent attendance over the next academic year. This is a realistic aim.

Exclusions

Ethnic background of students

Exclusions in the last school year

Categories used in the Annual School Census	No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	1028	308	1
White – Irish	3	0	0
White – any other White background	11	2	0

Mixed - White and Black Caribbean	42	10	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	15	13	0
Mixed – any other mixed background	14	5	0
Asian or Asian British – Indian	35	0	0
Asian or Asian British – Pakistani	268	34	0
Asian or Asian British – Bangladeshi	8	3	0
Asian or Asian British – any other Asian background	12	0	0
Black or Black British – Caribbean	32	9	0
Black or Black British – African	6	0	0
Black or Black British – any other Black background	1	0	0
Chinese	9	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	7	0	0

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

31. Use of fixed period exclusions is very high compared with other schools nationally. However, a key strength at Tong is the way it tries very hard to keep students in education. Many would not have lasted here, were it not for the help they have received. Permanent exclusions are used very rarely, and the school copes very well with some extremely challenging behaviour. The use of fixed period exclusions is slightly down on the number used this time last year, which is an encouraging sign. The school analyses exclusion figures by gender and ethnicity and recognises and provides for those groups who need additional support.
32. Many students are suffering from and trying to cope with very difficult circumstances at home. This manifests itself in extremes of behaviour. Despite having some very good behaviour and support mechanisms in place, anti-social behaviour sometimes escalates. This necessitates time at home for students to calm down and a chance to understand the seriousness of the situation. It also provides time for school to put in place yet more support strategies, often involving the use of its extensive network of external agency support, reduced timetables, college options and work-experience placements.
33. The bottom line is the school's overwhelming desire to keep students within the educational system, and in this it is successful in most respects.

Sixth form

Main strengths and weaknesses

- Behaviour and attitudes are very good.
- Attendance is good.

Commentary

34. Tong sixth form students have made a conscious choice to stay on at school. This is reflected in their attendance rate, which is good and much better than the main school. There are good procedures in place for checking on who is here and pursuing those who are absent without good reason.

35. Sixth form students have very positive attitudes. The great majority enjoy lessons and sixth form activities. Relationships between students and with teachers are very good; students feel that they are treated as adults and respond well. They respect the views of others and debate issues constructively. Most students participate well in lessons and take a pride in their work.
36. Behaviour in the sixth form is very good, with most students showing a mature approach and setting a good example. A significant number of students contribute to the life of the school through their involvement in sporting and arts activities, in personal and social education lessons and acting as buddies and mentors to younger students. They also do charity work and community service.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Students are well taught, and as a result most learn well. The curriculum is well suited to the particular needs of the students, but in Years 10 and 11 it is unsatisfactory because not all students are taught religious education. Provision for students' welfare and safety is very good and they are very well supported and guided. There are satisfactory links with parents, and good links with the community and other schools and colleges.

Teaching and learning

Teaching and learning are good overall, and there is much that is very good, particularly in the sixth form. Assessment is good.

Main strengths and weaknesses

- Foundation and Step-up teachers are versatile and work hard to improve students' literacy.
- Most teachers manage volatile students well.
- Teachers use a range of lively teaching methods and are beginning to make effective use of assessment for learning.
- Associate staff are used well.
- The pace in some lessons drops when teachers have to spend too long controlling the class.
- In a few lessons expectations are not high enough.
- Assessment is good but students do not always know what to do to improve their written work.

Commentary

37. The best teaching was seen in English, ICT, citizenship, history, music, physical education and Spanish. In all these subjects, five or more lessons were seen and almost all were at least good and teaching in over a quarter was very good or excellent. Almost all teaching is done by very competent specialists. Only in religious education is there a shortage of specialist teachers. History teachers are particularly good at helping students to overcome their difficulties in speaking and writing good English.
38. Teaching in mathematics is good overall and much is very good. Teachers work hard to provide all students with suitable tasks and engaging activities, but in the mixed ability groups in Years 7 and 8 it is difficult to give enough help to such a wide range of abilities, and in some of these lessons the learning is inevitably less effective. Teaching and learning in science are

satisfactory. While much of the teaching is imaginative and motivating, some teachers use routine methods that allow students to be too passive, and in a few lessons the youngest students are not managed with the same calm efficiency they expect in Foundation and Step-up. Where this happens students become over-excited and teaching and learning are unsatisfactory.

39. Literacy is a focus for all staff and, particularly in Foundation and Step-up, teachers encourage students to read aloud, speak clearly, and spell technical language correctly. Where ICT is used in other subjects teachers ensure that students have the necessary skills.
40. Students from ethnic minorities are in no way disadvantaged. Staff are fair and make no distinctions. Neither do students. The lively style of teaching that is common to many lessons encourages all, including boys, to learn well.
41. A small proportion of unsatisfactory teaching was seen, mainly with the younger students, who are generally more difficult to manage than the older ones, because they are more excitable and unsettled. The Foundation system in which Year 7 stay with a form tutor for nearly half their time depends heavily on the quality of those teachers, and their ability to teach a wide range of subjects and establish a secure learning environment. They do this well and the tutorial times as well as lesson times are opportunities for teaching literacy and study skills.
42. Outside Foundation and Step-up, a few lessons to younger students are not always as well managed, and the volatility of many sometimes gets the better of specialist teachers. This slows the pace, students become bored, and behaviour deteriorates further. There is scope for letting these teachers see how the Foundation teachers set the tone and routine for their lessons. Most keep calm and make sure routines are followed. Where routines are disturbed, or teachers do not stick to expected practice, some students take advantage of the situation and disturb the rest.
43. Many students are not naturally well motivated and find concentration difficult. Teachers recognise this and find ways to motivate students by breaking lessons into short activities, making tasks challenging and giving suitable rewards. For example, in a Year 11 geography lesson the teacher used an ingenious and complicated plan in which students had to work competitively to memorise small pieces of information, relay them to their team, and compile a world map showing different population densities and how they relate to physical features of landscape. Passivity was impossible and all students were forced to take part, so that learning for all was active and effective.
44. The Key Stage 3 Strategy, in which most lessons open with a quick starter activity, move on to the main topic, and end with a review of what has been learned, is well embedded in teachers' planning. Time is well used; science teachers manage practical sessions of one hour efficiently, mathematics and language teachers break up the lessons so that they do not seem too long.
45. Teachers are usually skilled at dealing with students who are not keen to learn, or who are distracted by personal problems. They know when to ignore, when to have a quiet word, and when to take action, so that other students are not distracted and are able to learn. In this they are well supported by associate staff, who are included with the

teaching staff as part of the school teaching team and therefore play a greater part in the school than is often found with classroom assistants.

46. The school has embraced the concept of 'assessment for learning' and teachers make good use of the recommended strategies. For example, students are encouraged to reflect on their progress by sometimes assessing each other, and by discussing their progress. This often leads to exceptionally effective learning. For instance, in a Year 9 Spanish lesson in which over half the class was on the register of special needs, students were able to reach unexpectedly high levels, forming, speaking and writing complete sentences in Spanish about school subjects and their likes and dislikes. This was achieved through the teacher's clear instructions, brisk pace, and uncompromising demands as students assessed each other, reinforced their knowledge of parts of speech and built on successes.
47. Assessment is generally good. Teachers know how well their students are doing, use information about their progress well and communicate this well to students. Books are usually marked with encouraging comments and accurate grades so that students know how well they are doing. However, marking does not always give students enough information about what they need to do to improve.
48. The quality of teaching and learning of students with special educational needs is good. Teachers identify them clearly and generally provide work that is matched to their ability. This happens particularly in the performance subjects of drama, music and physical education. There are some suitably designed courses such as the GNVQ course in ICT. Teaching assistants provide effective support. Teaching assistants provide very good tuition to students who are withdrawn in very small groups or individually to improve their basic skills.
49. Students who have English as an additional language are very well supported. They are enabled to work at a similar level to others because of the skilful and sensitive support given by subject teachers who have a good understanding of needs and solutions. Students who are new to English receive very good support from specifically trained teaching assistants both in class and when they are withdrawn for intensive help.

Summary of teaching observed during the inspection in 181 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
12 (6.6%)	44 (24.3%)	91 (50.3%)	26 (14.3%)	7 (3.9%)	1 (0.6%)	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.

Sixth form

Main strengths and weaknesses

- Teachers are experts in their subjects.
- Relationships between students and teachers are very good.
- Work is assessed well overall and marking is effective.
- On occasions teachers give students too little opportunity to show and discuss what they have learned.

Commentary

50. Most sixth form teachers have good expertise in their subjects, which they use to give clear explanations and to prepare students well for examinations. In English literature, for example, teachers' enthusiasm for literature is infectious and the style is lively. Many teachers are skilful in asking questions that encourage students to think deeply, extend learning and develop understanding. In biology and English literature the best teaching involves a constant dialogue, challenging and extending students' understanding. Lessons are well planned, with activities that interest and challenge. In mathematics a lively range of methods is used to help consolidate learning. Where teaching is satisfactory rather than good, lengthy exposition by the teacher gives students too little opportunity to show and discuss what they have learned.
51. A strong feature of teaching in many subjects is the very good relationships between students and their teachers. Students find teachers to be very helpful and approachable and there is much mutual respect. Many teachers provide good individual guidance.
52. Assessment overall is good and very good in ICT and health and social care. Teachers mark work regularly and their feedback comments provide good guidance to students about how to improve their work. In English literature teachers ensure that students are aware of how their work will be marked and assessed by examiners, and the skills they will need to demonstrate. Most subjects track students' progress carefully and use data as a diagnostic tool to help them understand how they can improve.
53. Accommodation and resources for sixth form students are good.

The curriculum

The school's curriculum is bold, innovative and forward-looking, responding sensitively to the needs and aspirations of the students it serves. However, the school is failing to fulfil its statutory obligations by not providing a course of religious education in Years 10 and 11, or a daily act of collective worship for all students in Years 7 to 11.

Main strengths and weaknesses

- The well-established Foundation and Step-up programmes in Years 7 and 8 provide much-needed stability and concentrate on improving literacy.
- The unusually broad and inclusive range of courses provided in Years 10 and 11 ensures that students' individual needs are met.
- The joint award of sports college status has brought many benefits to students both within and outside the timetable.
- The school is very successful in preparing students for the next stages of education or the world of work.
- The school is in breach of its statutory obligations by not providing a course in religious education for all students in Years 10 and 11.
- There are no procedures for ensuring that all students are taught ICT in Years 10 and 11 and statutory requirements are not met for a small number of students who do not have science lessons or work-related learning lessons.

Commentary

54. The school provides a very good curriculum for students in Years 7, 8 and 9. Statutory requirements are properly met, with the exception of the daily act of collective worship. The well-established Foundation programme in Year 7 is a good example of the school's highly innovative approach to curricular planning. The emphasis at this stage on self-expression through dance and drama is another significant strength of provision.
55. The decision to introduce Spanish to the curriculum has provided a welcome boost to modern foreign languages. In Year 7 students study French and Spanish for half a year each and can then choose between the two, or to study Urdu, in Years 8 and 9. Such choice is uncommon and partly accounts for students' very positive attitudes to foreign languages.
56. Another unusual strength of the curriculum is that a small but significant number of vulnerable students in Years 8 and 9 have weekly sessions on placements off-site doing activities, such as team-building and outdoor pursuits, designed to give them a better image of themselves. Students benefit greatly from the very good facilities for sport that have come from the shared sports college status.
57. In Years 10 and 11 the curriculum has moved a long way since the previous inspection. In many key respects what the school offers at this stage exemplifies its strongly-held belief that every individual student has an equal right to a good and appropriate education. For this reason the curriculum is both flexible and responsive, and at the same time complex and unconventional. In addition to the expected National Curriculum subjects students can now choose from a wide range of applied or vocational courses leading to the equivalent of two to four grades at GCSE in such areas as expressive arts, art and design, science, land-based studies and health and social care. More than half of students in Years 10 and 11 are currently studying for the vocational ICT course. Those in Year 11 are also doing a well-regarded course in life skills leading to a further GCSE qualification. From this combination alone students can gain the equivalent of five GCSE grades of C and above. Students following courses such as construction at Bradford College can accredit their college work

through the ASDAN¹ course in school. This enables them to gain recognition for all the skills they learn, both in conventional lessons and in other environments.

58. Beyond this, however, the school arranges individual work-related placements for more than 130 students in Years 10 and 11. At least 90 of these students, for example, spend the equivalent of a day a week in local colleges or places of work on practical work-related courses such as catering, motor mechanics, hairdressing, construction or childcare. With so many individually tailored courses there are very few students who have an identical timetable to someone else. This rich and complex programme is helping to keep many students in education who would otherwise have either dropped out or disrupted the learning of others. It is in this exceptional variety of individual provision that the school is at the forefront of current educational thinking on the 14-19 curriculum.
59. There are, however, two areas where the curriculum in Years 10 and 11 does not fulfil what is required of it. In this respect the curriculum in these years has to be deemed unsatisfactory. Religious education is not provided for all at this stage. Also, students who have not chosen the ICT course receive their entitlement to ICT through individual subjects. A few of these are currently not teaching aspects of the subject through the medium of ICT, and there is no clear plan to ensure that the full National Curriculum for ICT is taught. Some students therefore miss out on some aspects, such as control and modelling, and the school does not yet fully assess standards reached in aspects of ICT reached by these students. The school is fully aware of these matters and is actively planning to put them right in time for the next academic year. With the strengthening of the science department, too, there are plans in progress to reintroduce science as a compulsory subject for all but a few students.
60. The time allocation for English is close to that recommended, but this does not allow for the additional time needed to tackle the severity of students' literacy problems.
61. There is good provision for students with special educational needs. They benefit from the fully inclusive nature of the school. There are withdrawal lessons for students whose basic skills are particularly weak. Other students with special needs receive support from teaching assistants in their normal lessons. However, the sheer number of students on the special needs register means that those whose needs are the least severe do not always receive enough time from teaching assistants. The learning support unit gives dedicated individualised help to students with a variety of social and educational needs. At present there is no wheelchair access to the upper floors. Governors are aware of this and reasonably are waiting for it to be provided in the forthcoming building programme.
62. There are events and extension work for students identified as being gifted or talented, and the school's very good capacity for identifying the needs of individuals means that students with particular gifts or talents are given individual attention and enabled to acquire appropriate qualifications. For example some students take GCSE Urdu in Year 9.
63. The match of specialist teachers to subjects is good, well supported by technicians in science, music and design and technology, though there is none in art and design. Associate staff, working as curriculum assistants, are already having a positive impact in mathematics, science, design and technology, art and design, music, English, modern languages and humanities.
64. Accommodation is satisfactory overall. Humanities accommodation in the new block is very good, but space for art is cramped and unsatisfactory. ICT facilities are very

¹ Award Scheme Development and Accreditation Network

good. The science laboratories are too widely separated. Sports facilities are very good and include a swimming pool. Resources are satisfactory overall and good in ICT.

65. Students who have English as an additional language are very well supported. Plans, targets, monitoring systems and language profiles are all very well used in supporting language development. Skilful questioning techniques are particularly productive as they ensure that students really have to think for themselves rather than being provided with easy routes which do not extend their knowledge.
66. In spite of the short lunch break, the school provides good opportunities for students to take part in extra-curricular activities. A very busy and varied programme of sporting activities involves a large number of students of all ages. Dance, drama and music, too, figure large in many students' experience. Trips away from the school, both abroad and closer to home, contribute greatly to the broadening of students' horizons. Gallery visits to London, theatre trips to Bradford and Stratford, a study of a local cemetery to explore Victorian values in history – all these enrich experience and complement the curriculum.

Sixth form

Main strengths and weaknesses

- The joint sixth form offers a wide choice of academic and vocational courses.
- There is a very good range of additional activities to enrich the examination courses.
- The curriculum is in breach of statutory requirements because it does not include religious education.

Commentary

67. The sixth form curriculum of the TYM sixth form college offers students a good choice of A-level and AVCE courses as well as: level 2 vocational courses in business, health and social care and ICT; foundation GNVQ courses; and a BTEC First animal care course. It is a fully inclusive curriculum. The school, however, is not providing students' entitlement to religious education.
68. Some students who enter the sixth form with weak literacy and number skills are provided with a key skills course to develop their knowledge and understanding and prepare them for higher level courses. There are also retake courses in GCSE English language and mathematics. Students undertake two weeks of work experience in Year 12.
69. There is a very good range of enrichment activities available to interest and contribute to students' development. TYM is a full and active partner in the national initiative, 'Aimhigher', to secure higher education access. Students regularly participate in a range of sponsored events, for example focus days, visits abroad, summer schools, visits to universities and finance workshops. In addition a wide range of motivating and appropriate activities is offered on Wednesday afternoons. There are also visits to museums and art galleries, field trips and a wide range of performance and sporting activities.

Care, guidance and support

Arrangements to ensure students' care and welfare are very good overall. Students receive excellent support, advice, and guidance. The extent of the school's involvement of students in its work and development is good.

Main strengths and weaknesses

- The quality of relationships with staff and the care and support students receive is outstanding.
- The learning support unit provides a safe haven for potentially vulnerable students. Its work is helping keep students learning and in education.
- Child protection procedures are very good; the school is at the forefront of new practices for keeping children safe.
- Through the school council and headteacher's monitoring sessions, students are encouraged to express their views about how well the school is working and what could be improved.

Commentary

70. Staff at Tong realise they cannot effectively teach nor can there be effective learning unless students are very well supported personally, emotionally and socially. This translates into staff providing highly individual care and support structures, combined with specifically tailored curriculum programmes for many students. There is an overwhelming commitment here to do the best for each child, regardless of the level of need, some of which is extreme.
71. The quality of relationships with staff and the levels of care and support students receive are outstanding. There are numerous well thought out support systems in place. Excellent use of as many outside support agencies and organisations as the school can find, to provide specialist help, is helping students cope with a number of out-of-school issues affecting their lives.
72. Students' academic progress is very well monitored and this is making a significant contribution to the school's improving results. Heads of year have been given responsibility for this and the significance of the task emphasised in their new title of 'raising achievement leader'. The school uses its considerable bank of information very well to inform tutors and teachers of students' potential abilities, and to evaluate their progress in all subjects throughout their school careers. The information is shared with students through regular target-setting sessions.
73. The work of the team in the learning support unit is another strength of the overall excellent care and support students receive. Here, vulnerable students are made welcome, whilst their wide-ranging needs are very well catered for. Using an effective team of learning mentors, counsellors and other support workers, this place deals with students for whom coping with the demands of a normal school day are impossible. Were it not for this kind of intensive support, many students would have 'dropped out' of education long ago. The work Tong does as a specialist sports college is providing another motivating and guiding strand for some groups. Known as PUMAS (Pupils Mad About Sport) and organised by sports mentors, this project is helping vulnerable students, including those at risk of further exclusions.
74. Child protection is an area the school has much expertise in. The 'named person' responsible has established a good reputation for her work locally, so much so that the school is involved in a pilot recording scheme for Education Bradford. She has built up a strong network of contacts used for the good of the students. Despite the high level of need, and the large size of the school, there is only one (highly effective) person involved in this aspect of the school's work. This means that skills and expertise are not being shared as much as they could be. There are good systems for keeping a close eye on the progress and welfare of students in community care.
75. Systems for consulting students and listening to their opinions are good. The reinvigorated school council is a useful forum which is working hard to make changes students have asked for. Currently a working group is looking to improve the school's systems for dealing with bullying, at the school's request. The council is helping provide ideas for the new TIC TAC centre, a teenage advice centre to open shortly. The headteacher's own monitoring system, where students show her their work and talk about such topics as homework, marking and teaching, is another good way of finding out exactly what they think.
76. Health and safety procedures are appropriate and there are regular checks made of the premises. There are good health and safety procedures in place for the extensive number of students who go out on work experience placements.

Sixth form

Main strengths and weaknesses

- Students are very well supported and advised throughout their courses.
- There is very good guidance about the next stage of education.

Commentary

77. Students' access to well-informed advice, support and guidance is very good. Induction into the sixth form is very good and is appreciated by students. Students have very good relationships with their teachers and value the support that they receive. Teachers provide good feedback on their progress and are very willing to give additional help outside lessons. Students meet their tutors regularly and have individual interviews to review their progress and discuss what they need to do to meet their targets. Students receive very good feedback on their work in subjects. Their progress is very thoroughly monitored in relation to their targets and action is taken to counter any underachievement. They receive good information and very helpful guidance is available on careers and higher education and there is very good preparation for later stages of education or employment.
78. The sixth form also provides well for students' wider needs. They are encouraged to take part in a wide range of enrichment activities and to take responsibility. They help with younger students and do community service.

Partnership with parents, other schools and the community

The school's links with parents are satisfactory. Relationships with the community are good. Partnerships with other schools are good.

Main strengths and weaknesses

- There are productive working sports partnerships with primary schools through Tong's joint specialist sports college work.
- The school uses all available community organisations and agencies very well, and tailors provision to best meet the needs of those students who would benefit most.
- Personal contact between home and school, often using a number of associate staff, is helping to reach out to parents. There is scope for more outreach work, to make inroads into the diverse community that students come from.

Commentary

79. Tong serves a diverse, spread out parental body. Some live a fair distance away and lack of transport is an added difficulty. Often there appears to be little support coming from home. Some parents have an in-built wariness of school, based on their own school days. This is why parents' evenings in the past have only attracted half of those who were invited. Since the change of format to the daytime, with more flexibility and transport laid on, attendance is improving, although still low compared with most schools.
80. The nature of the community Tong serves is complex. Often, parents respond best to people and agencies they are familiar with. Usually, associate staff will pave the way

with initial contact, making follow-ups from teachers more readily acceptable. This personal contact is the best way to avoid misunderstandings, especially as some parents struggle with written communications. For example, the school's presence at the Bradford Mela² was seen as a very positive move by parents who appreciated the chance to make contact with staff on neutral ground. It was felt that this occasion really helped to break down barriers.

81. A team of associate staff (including learning mentors and home school liaison workers) is doing a vital job. The school has recognised that many parents are asking for help with their child and do not know where to go. Its recent idea, in its early stages of planning, to hold a day of workshops involving as many external agencies as it can muster, is a move in the right direction. Only time will tell if staging it in the school, rather than at a community venue, is right. There is scope for more outreach work with parents; currently Tong is only reaching the tip of the iceberg. Reports meet requirements and for parents with basic literacy skills the school makes personal contact to keep them informed of their children's progress.
82. As partner in a successful sports college, Tong has built up some good sporting links with primary schools. Its influence on the physical education curriculum is strong and younger students (and primary teachers too) benefit from an enormous range of coaching opportunities, tournaments and other events.
83. Relationships with and use of all available community groups and agencies are a strength of the school. A huge amount of energy is channelled into getting the best for the students, by using every source available to them. Relationships are strong and Tong is respected for the work it does. This is a school which consumes a lot of energy from staff. Much of it is directed into helping the students' personal, social and emotional needs. This leaves little time to make any business or industry links within departments. However, there are strong relationships with a host of businesses who provide the school with an extensive range of work experience placements.

Sixth form

Main strengths and weaknesses

- There are very good links with the community and with other schools and colleges

Commentary

84. The school has a very good relationship with the Yorkshire Martyrs' Catholic College, with whom it shares provision as the TYM sixth form college.
85. Parents receive regular reports on students' progress. Parents' views are sought through questionnaires and surveys and they receive very good information on the work and procedures in TYM. Very effective and profitable links have been developed with the local college, universities, particularly Bradford and Leeds Metropolitan Universities, and local businesses.

LEADERSHIP AND MANAGEMENT

² A festival celebrating the multicultural aspect of Bradford

Leadership and management are very good and have a significant impact on raising expectations and aspirations in the school. Finances are excellently managed and the school is very efficient.

Main strengths and weaknesses

- The clear vision and focus of the headteacher and her success in inspiring and motivating others are a significant strength.
- The leadership from the governing body is strong.
- Most subjects are well managed, but management overall is unsatisfactory in religious education and ICT.
- Support for teaching and learning is a high priority for senior staff, and the thorough monitoring programme is contributing towards the raising of standards.
- Provision for initial teacher training is excellent.
- Tong School plays a pivotal role in projects designed to attract recruits to teaching.
- Strategies for Remodelling the Workforce are very sensitively handled and support the school's aims to raise achievement.

Commentary

86. The headteacher is an excellent leader. At the time of the inspection she had been in post for two years, during which time she has had a significant impact on the life of the school. Her clarity of focus and vision for the school has inspired staff, students and governors. She has a very clear and realistic vision of what the school seeks to achieve, and she has the skills, energy and determination to ensure that the necessary measures are put in place to ensure the school is successful. Central to this vision is the commitment to raise standards that are based on valuing individuals and encouraging the potential of all students. She has made a number of significant appointments, for example in the leadership team and in science, that are leading to improved standards. She is responsible for creating the strong sense of purpose throughout the school that communicates itself to all students and staff. The headteacher is a very visible presence around the school, and is very approachable to staff, parents and visitors alike.
87. Since her appointment the headteacher has overseen very significant changes and improvements, including improved examination results, enhanced accommodation and the gaining of an Investors in People award. The headteacher works tirelessly on behalf of the school's students, exploring every avenue that will bring in extra resources and improved opportunities for the students. The headteacher is very demanding, but also supports staff fully in taking on new initiatives and development that will provide students with the widest range of educational opportunities. She is very well supported by a dedicated and hard-working leadership team. They bring a wide range of skills and experiences that complement each other which results in their being highly effective. They share a commitment to raising standards and are very supportive to each other and the headteacher.
88. The school's priorities for improvement are appropriate, and focused on raising attainment, through improved attendance, sustaining and raising further the quality of teaching, continuing to streamline management systems and making best use of all staff, both teaching and associate staff. The school runs like clockwork because communication systems are unobtrusive yet efficient, and because everything the school does is focused on helping young people to achieve success. Students understand that school is a partnership in which they have a voice and a part to play. Teachers preface requests with comments such as: "It's my job to help you but you need to ...".

89. Very good monitoring is reinforced by a very powerful system in which large numbers of students each term are asked by the headteacher for their views on such topics as lessons, progress and homework. Responses are anonymous, can be tracked back to identify strengths and weaknesses of individual staff, and give a very clear picture of what is happening in all years in a format senior management can readily use to bring about improvement. The process is very well managed, using ICT to keep track of students and ensure all contribute at least once between Years 7 and 11. Students are treated with great respect in these sessions and recognise that the headteacher values their comments and will use the information to help them.
90. Management is good throughout the school, and in many respects it is very good. The overall judgement of good rather than very good is due to the two subjects, religious education and ICT, that do not fully meet requirements. The leadership team monitors the work of the subject areas through regular reviews of teaching and learning and through analysis of examination results. This ensures that senior staff know where the strengths of the school are and where support is needed. Responsibility across all areas has been delegated effectively. Although a number of curriculum leaders are relatively new in post they have quickly and accurately assessed strengths and weaknesses and are building effective teams to address weaknesses. The school makes very effective use of communication systems, including short-wave radio.
91. Some deficiencies in the curriculum have been forced on the school by staffing problems. For example, the high proportion of students following a work-related curriculum instead of science was due to a shortage of science teachers. The school reasonably decided that an alternative that gave students a worthwhile introduction to work would be better than science taught by non-specialists or a succession of supply teachers. However, this was always seen as a temporary solution for most students.
92. The governors are very well informed and very committed to raising standards in all aspects of the school's life. They are very well led, are well organised, meet regularly and have a well-established committee structure for planning and decision making. Governors have specialist knowledge and skills that they readily use to the benefit of the school. There are appropriate committees and delegated powers and governors regularly visit the school. Decisions about curriculum developments, for example the bid for sports college status, reflect their desire to get the very best for the students in terms of facilities and funding. Governors are not fulfilling their statutory duties to provide all students in Years 10 and 11 with religious education and ICT and therefore can only be judged satisfactory in spite of their other strengths.
93. The special education needs co-ordinator is not allocated enough time to carry out fully her responsibilities towards the very large number of students on the special needs register. The school management is aware of this and has plans to rationalise her role. She manages the day-to-day running of the department, including the time of the teaching assistants, well. She has a good system of liaising with subject teachers. All legal requirements regarding students with statements of special educational need are met. There is a 'named' governor who knows the department well and acts as a very committed link with the governing body.
94. The programme for all students who have English as an additional language is very well managed. There is a clear order of priorities for how funding is used and for development within the area. Systems and procedures are thorough and perceptive;

they are valuable working tools which help adults in the classroom to offer a very high quality of support which is specific to each student.

Staff management and deployment

95. Provision for staff development, including performance management, is very good. Initial teacher training (ITT) provision is excellent. ITT students appreciate a wide range of opportunities and support. They feel they are treated as genuine colleagues. In-school mentors value the positive effect it has on their understanding of teaching and learning. As an opportunity open to all, catering for around 45 students per year from five higher education institutions, it supports the school's focus on improving teaching and learning.
96. Tong is highly respected in Bradford for its instrumental role in exploiting links with higher education locally and with national networks, including the Teacher Training Agency, the Partnership Promotion scheme and Aimhigher for the benefit of its partners in local schools.
97. Tong mathematics teachers contribute to the Bradford teacher training course directly and the school offers places to the Student Associate Scheme for undergraduates from other university courses to spend 12 days in school as teaching assistants. Similarly, Tong shares 'A Taste of Teaching' provision with three other schools to encourage sixth formers from ethnic minorities to consider a teaching career. As an 'Open School' in conjunction with the Teacher Training Agency, Tong has supported around 15 people for a day's 'taster'. There is also provision for graduate trainees and those wishing to return to teaching.
98. The value to all participants is very evident in the quality of ITT students' work, the continuing demands from its partners, the constant supply of volunteer mentors, its winning of extra funding from, for example the Partnership Promotion Scheme, and gaining the Investors in People award. Such dynamic, open-minded and flexible provision has led naturally to application for special status as a training school. The school is aware of streamlining its evaluation data in order to strengthen its next bid.
99. Remodelling the workforce demands fundamental change requiring much sensitivity. Tong has progressed further than many schools, finding local advice and good practice hard to come by. Its own approach, the 'Opening Opportunities Forum', seeks to explore potential problems through collaboration with a wide range of school staff to ensure all staff understand and accept the reasons for change.
100. Symbolic changes came early; all who work at Tong are 'teaching staff' or 'associate staff'. All share training opportunities and receive systematic induction on arrival that includes behaviour management. Overall the school has increased its administrative staff, re-defined roles of teaching and associate staff within new structures and is exploring more effective deployment of special educational needs associate assistants.
101. Evaluation indicates changed attitudes and associate staff are offering more hours and considering extra and different roles, previously not possible. The new 'raising achievement team' supports students more effectively because 'raising achievement assistants' have a role alongside teachers in administration, mentoring, behaviour management and monitoring students' performance. This may serve as a model for other teams also focused on aspects of raising standards. Decisions about such fundamental re-structuring clearly identify Tong as a school for the 21st century.

Efficiency

102. Tong finances are very well managed and the school ensures that all decisions about purchases and resources are taken with the whole school ethos and principles of best value in mind. Financial decisions are closely linked to curriculum planning, so that staff time is used efficiently. All adults in school contribute to students' education by being excellent role models. Cooks are trained to expect students to converse politely and cleaners are expected to talk to students when they meet in corridors. Almost half the school budget comes from sources outside the basic allowances from the local authority and this requires careful financial planning. The school keeps within its budget. A good example of financial planning linked to ethos is the decision to take over the school catering in order to provide students with a well-balanced lunch and large enough portions. School meals have improved and are financially viable.

Sixth form

Main strengths and weaknesses

- There is very effective leadership of the joint sixth form.
- Communications between the two sixth forms are very good.

Commentary

103. Leadership and management are very good. The director and deputy director of the TYM sixth form college work closely with the head of sixth and with tutors at Tong. The aims of the sixth form are central to those of the whole school and are focused on raising standards and improving students' opportunities and personal development. There is very clear vision for the development of the sixth form and a dedicated approach to ensuring an appropriate education to meet the needs of all students in this very inclusive sixth form. There is very clear strategic thinking and planning for improvement.

104. The sixth form is managed very well on a day-to-day basis. Management is confident and informed. There is good communication between staff and with students to ensure that their progress and well-being are monitored appropriately. Teaching and learning are thoroughly monitored by the director of TYM and his deputy. Finances are managed very well and ensure that the sixth form is cost-effective.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	6804655	Balance from previous year	149378
Total expenditure	6415544	Balance carried forward to the next	389110
Expenditure per student	4359.00		

OTHER SPECIFIED FEATURES

Work-related learning (WRL)

The provision for work-related learning is **very good**.

Commentary

105. Work-related learning is a very strong part of life here, because the school understands the needs of its students very well. It realises that adapting the curriculum like this is the only way to keep students motivated, effectively preventing them from opting out of education. Some of the provision has already been outlined in the curriculum section above.
106. Whilst the main thrust is for students in Years 10 and 11, there is very good provision for certain students in Years 7, 8 and 9 who cannot cope with the demands of a full-time classroom-based curriculum. For example, with the Bradford Police Club, boys are helped to build up their self-esteem and learn how to manage anger, by becoming involved in practical activities such as repairing bicycles.
107. The school is highly individual in that it has its own work-based learning resource. It has a small-holding with livestock, greenhouses and several acres of land used for grazing. With the new emphasis on work-related learning, this enterprise is coming into its own once more, and provides really good hands-on experience (through the Certificate in Skills for Working Life course) for those students who often find it difficult to achieve in the classroom. Students learn a variety of practical skills, as well as how to run a successful business, through selling eggs, plants and produce.
108. Students in Years 9 and 10, more often boys, have an extensive range of options available, combined with their school-based curriculum. Almost 100 students are involved in some kind of work-based learning at any one time, including courses in hair and beauty, construction, outdoor activities, motor vehicle education and childcare.
109. Nearly all students benefit from two weeks' work experience whilst in Year 10 and their experiences are discussed and reviewed as part of the school's very good citizenship programme. Connexions advisers provide good support for students and all benefit from a careers interview.

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

- Standards are very low when students enter the school.
- Achievement is good and standards improve but remain well below average.
- Teaching is good and students learn well because expectations of work and effort are high.
- Students have positive attitudes.
- There is inadequate provision for teaching students basic grammar and spelling.

Commentary

110. In 2004, test results at the end of Year 9 were below the national average but well above the average for schools with students of similar attainment. This represents good achievement. Girls attained more highly than boys but by a narrower margin than applies nationally. Students from ethnic minorities achieve as well as others.
111. In lessons and work seen, achievement in Years 7 to 9 is good. Students listen attentively to teachers and each other. If unsure, they have the confidence to ask for further explanation. In discussions, they willingly volunteer ideas and speak clearly though they use very limited vocabularies. Reading aloud is usually accurate but does not indicate clear understanding. Written work is mostly well below expectation. It reveals insecure grammar, poor spelling and generally impoverished language skills.
112. By Year 9, standards are higher but still well below average. Lowest attainers are more confident and more accurate in reading, spelling and writing. Others are beginning to use wider vocabularies. Having identified how professional writers achieve effects they seek to use similar techniques in their own work. In increasing numbers, they vary the length and pattern of sentences and make good use of descriptive words. Even so, weaknesses evident when they entered the school continue to affect quality. Accuracy in paragraphing and sentence construction is insecure. Students are confused by words with similar sound but different meanings such as 'where', 'were' and 'wear,' errors of agreement between subject and verb such as 'we was' and frequent misspellings of words in everyday use. Language first encountered in school, however, is mostly spelled correctly. Writing indicates that new skills are being well learned but are building upon a faulty foundation.
113. Results at GCSE in 2004 were well below average in both English and English literature. Students performed less well in English literature than in most other subjects in which they were examined. The attainment of girls was better than that of boys.

114. Standards of work in Years 10 and 11 are generally below average. Improved teaching and assessment are raising standards. The kinds of weaknesses noted in earlier years continue to restrict achievement, which is nevertheless good in view of students' starting points. This is evident in writing where students organise their answers satisfactorily and indicate good knowledge and understanding but fail to demonstrate this clearly because they cannot find the right words or because the sense is obscured by basic errors. In especially good lessons observed in Years 10 and 11, students, and notably boys, responded positively to challenging discussion of modern poems. Students were excited by the language and ideas in the poems and attained good standards. In such lessons achievement is good.
115. The quality of teaching and learning is good. It is often very good, occasionally excellent and never less than satisfactory. Teachers are skilled at setting open-ended tasks which provide appropriate challenge for students of very different abilities. They have high expectations of students' effort and behaviour which most students meet. Lessons are conducted at a brisk pace and usually contain a variety of activities which help students to maintain interest and concentration for the whole of the rather lengthy lessons. Teachers give praise where it is deserved and students take pride in their successes. Students' books show that some work is being done to improve the faults evident when students arrive at the school but this is not sufficiently developed to be effective.
116. Provision for students with special educational needs is satisfactory, and a major aspect of teaching in a school where so many students require additional help. Teachers provide suitable tasks and in Foundation and Step-up lessons where classes are mixed they are skilled at using activities that will allow the weakest students to achieve success and the most able to extend their ideas and writing. For example, when Year 7 students were asked to write a poem, a series of rhyming words allowed a student with special needs to write a satisfying poem, while the most able used words of their own. Provision would be improved if there were more teaching assistants; the assistants available are very effective.
117. The department is well led, and management is satisfactory. Recent changes to the management of the department have led to good sharing of successful practice. Effective raising of standards requires more time than is currently provided in the curriculum. Improvement since the previous inspection is satisfactory. Standards, particularly in Years 7 to 9, have improved significantly.

Language and literacy across the curriculum

118. Weaknesses of language limit the achievement and attainment of students in most subjects. The literacy policy involving all teachers identifies several strategies to produce improvement. These include emphasis upon the development of good listening skills and students' ability to work together in groups. Good examples were observed in Foundation classes. Many teachers seek to widen students' general vocabularies. Words linked to the study of individual subjects have been identified and are displayed in classrooms. Writing frames are used in some subjects to help students organise their ideas. These provisions contribute to improvement but not enough to match students' considerable need. They are not adequately underpinned by a clearly structured yet flexible course designed to improve reading, speaking and writing.

Modern foreign languages

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

Provision in French and Spanish is **good**. Provision in Urdu is **very good**.

Main strengths and weaknesses

- Students of French, Spanish and Urdu in Years 10 and 11 are achieving very well and are highly motivated because of very good teaching.
- Thanks to lively and very well managed teaching, students of all ages are well behaved and have positive attitudes to learning a foreign language.
- The modern foreign languages department is very well led and efficiently managed.
- Very few students choose to continue with a foreign language to GCSE.
- In some lessons students do not have enough opportunity of listening to the foreign language.

Commentary

119. In 2004 no students were entered for GCSE in French. Spanish has recently replaced German but has not yet reached Year 11. In 2003 very few students took French or German at GCSE. Results in French were well below average and in German they were similar to the average. All students gained a GCSE grade. As a result many achieved well.
120. In Year 11 standards in French are below average. Given the low prior attainment of many of the students this represents very good achievement. The improvement since 2003 is due to greater focus on improving teaching. Challenged by very strong, well-organised and rigorous teaching, these students are highly motivated and keen to do their best. Their coursework, for example, shows how well they have been rehearsed in their written work. At its best this is above average and shows signs of good understanding of verb tenses. Even the lowest attaining students are capable of intelligible responses, though these are often poorly spelled. Students are also fairly confident in their speaking. This applies as much to boys as to girls. British Asian students often have unusually good pronunciation of French and Spanish. Standards in the Year 10 Spanish group are below average, but students have made a late start and are catching up very well, thanks to inspired teaching.
121. In Year 9 standards in French and Spanish are well below average. Students' achievement is good, however, because they come to the school with very low attainment and no previous experience of learning another European language. At this stage teaching rightly emphasises the importance of speaking the language and as a result students are capable of full sentences and often with good pronunciation. Low attaining students and those with learning difficulties are achieving very well after a new start in Spanish. All students need to improve their listening skills by hearing the foreign language spoken more in the classroom. Students from ethnic minorities do at least as well as the others, and those for whom English is not the home language often speak French or Spanish with better accents than others.
122. Overall, teaching and learning are good. In Years 10 and 11, and in Spanish at all stages, teaching is very good and students learn very well. Teaching has many strengths. It is lively and colourful, well planned and organised and often challenging. Above all, students are kept occupied with a whole range of activities that interest them and allow them to practise speaking. For example, students learn very quickly when they are in pairs practising an item of language they have been taught. Teachers are excellent role models and treat students with a blend of firmness, humour and genuine respect. Students reward this with loyalty and good behaviour. They are encouraged to analyse and assess their own and others' work. Homework is clearly explained and appropriate, and it is marked helpfully. In many lessons in Years 7, 8 and 9 students do not hear enough of the language spoken and teachers do not insist enough that students use the language for routine requests such as asking to borrow something. This results in relatively low listening skills. Also, higher attaining students would benefit from a little more challenge in lessons where there is a range of attainment.
123. The department is led with real vision and energy and is managed efficiently. It is a supportive and enabling department that encourages innovation and evaluates its performance critically. Teachers are all competent specialists who work well together

and share a common approach to teaching languages. They have created a very pleasant learning environment in their classrooms, reflecting the department's liveliness. Teachers would benefit from opportunities of observing each other's lessons to share ideas and best practice. The main area for development is how to encourage more students to continue learning a foreign language beyond Year 9. In this context keen linguists would benefit from more opportunities of enriching their experience of learning a language, through, for example, ICT and trips abroad. In every other respect, however, the department has moved on well since the previous inspection and is well placed to continue improving.

124. Provision in Urdu is very good. There has been a recent transformation of the subject by an experienced and skilful teacher who is ensuring that standards are rising and that the subject is becoming well regarded in school. The language is used extensively by both teacher and students in lessons and there is an insistence upon accuracy. High expectations mean that learners make good progress. Students are aware of their progress, targets and how to achieve them. They are very appreciative of the support and comments about their work both verbally and in exercise books which help them to improve in all four language skills. Work is very well matched to different levels of ability so that all students in the class work at a level which extends their knowledge and skills; they feel challenged but well supported. The teacher manages group and pair work in a very productive way so that students get plenty of language practice and also help one another in a very supportive manner. The teacher develops tasks in such a way that student interest is maintained throughout even though the range of resources is underdeveloped which limits the variety of tasks possible. The high expectation is reflected in the fact that some students sit the GCSE early in Years 8, 9 and 10.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching is good with an emphasis on encouraging students to enjoy learning and gain confidence in their mathematical skills.
- Very good leadership and good management have a very clear focus on improving standards.
- Higher attainers in Years 7 and 8 are not developing their analytical and algebraic skills quickly enough.
- ICT is not used consistently enough to improve students' learning.
- Low levels of literacy impede students' progress.

Commentary

125. Students' attainment in mathematics on entry to the school is very low, with a much smaller proportion of high attaining students and a much bigger proportion of lower attaining students than nationally.
126. The Year 9 national test results have risen since the previous inspection. In 2004 they were well below national averages, but better than those of similar schools.

127. GCSE results in 2004 were well below average and just in line with those of similar schools. GCSE results have improved since the previous inspection, but with considerable fluctuation, often depending on the prior attainment of the year group on entry.
128. British Asian students do better in examinations than white students. There is no clear trend as regards GCSE performance by gender; in some years boys do better, in some years girls do.
129. In Years 7 and 8 students are taught in mixed ability groups. From Year 9 students learn mathematics in groups with others of similar prior attainment. There was no significant difference by gender or ethnic background in standards of work seen in lessons.
130. Standards of work seen during the inspection in Year 9 and Year 11 are well below average. Standards are similar across most aspects of mathematics but are weaker in the application of skills to unfamiliar situations. Weak literacy skills make it difficult for some students to interpret differently phrased questions. Higher attainers also have relatively weak algebraic skills but recent changes to the teaching and learning programme are ensuring that higher attainers in Years 9, 10 and 11 are receiving a good grounding in higher analytical and algebraic skills. The impact of this is seen in the rising standards of class work in Years 9 and 10 but has not yet been shown in GCSE examination results. However, some higher attainers in Years 7 and 8 are not developing their analytical and algebraic skills quickly enough.
131. Nearly all students achieve satisfactorily despite good teaching. Although students make good progress in lessons, poor attendance and weak study skills mean that many do not consolidate their skills sufficiently, resulting in satisfactory but not good achievement over time. There have also been staffing issues this year, which have affected some students' achievement. However, these are now largely resolved. Students with special educational needs achieve satisfactorily, and often well when there are learning associate staff to help them.
132. Overall, teaching and learning are good, with a small proportion very good. Teaching was unsatisfactory in one lesson. Disruptive students were not managed effectively enough for others to make sufficient progress and there was no additional support. Teachers are skilled at assessing how much students understand about a topic, and what topics need revisiting. They adapt their teaching methods well to the needs of individuals. For example in a Year 8 class with a big proportion of lower attainers, the teacher used visual methods, including colour, to help them learn well. Lessons are well planned and usually very well managed, with a clear framework of expected good behaviour and attitudes to work. There is also a common theme of encouraging students to enjoy mathematics and to gain confidence in their own skills. Displays of students' work also emphasise this point. As a result, most students enjoy mathematics and behave well; a small minority do not.
133. Leadership is very good and management is good. The new curriculum leader has analysed a wide range of information, including performance data and outcomes from monitoring lessons and written work, to identify areas for improvement. There have been changes in teaching and learning programmes, which should lead to improved standards, especially for higher attainers. Another priority is the development of ICT,

which is not yet used consistently to help students learn. New equipment has been installed but is not yet working efficiently.

134. There has been good progress since the previous inspection. Teaching and learning have improved. Standards have risen considerably in Year 9, but not as much in Year 11.

Mathematics across the curriculum

135. Students' mathematical skills are well below average but are sufficient for the requirements of most subjects. There is an emphasis in design and technology on developing good drawing skills. In geography students can interpret graphs, for example population and climate, although lower attainers are not very accurate in calculations. In science, scrutiny of written work shows that lack of numeracy skills slows the progress of lower attainers.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Results are improving in the national tests at the end of Year 9 but remain well below average.
- Strong effective leadership by the newly-appointed head of department is having a positive impact on the work of the department.
- Good relationships exist between staff and students, but classroom management in some lessons is not strong enough, and in some lessons students need to be challenged more.
- There is insufficient emphasis on developing students' literacy skills.
- The marking of students' work is inconsistent and does not often give help on how to improve.
- There is insufficient provision for students of different abilities in Years 7 and 8 and this is leading to some underachievement.

Commentary

136. The percentage of students attaining average levels in the national tests at the end of Year 9 has risen each year for the last three but remains well below all schools nationally. Based on students' prior attainment in similar schools, results in 2004 were, however, in line with those expected.
137. Half the students in last year's Year 11 sat double award science. Results for the higher grades were significantly below national figures for both boys and girls, with girls attaining both more higher and pass grades than boys. In addition, a small group of students took biology as a separate subject. Whilst all attained a grade, none of these was at the highest levels.
138. In lessons most groups are working at well below average levels, both in Year 9 and in Year 11. Groups of students in both Years 10 and 11 are now studying GNVQ applied science and here standards were average or just below. Students attained average levels in this subject, for instance in a lesson where they described how to collect and

analyse evidence from a crime scene. Students often have difficulty using scientific language to explain processes. For example, in one Year 8 lesson many students were able to recall the names of parts of the digestive system but unable to use them correctly to describe how food passes down the gut.

139. Students enter the school with below or well below average attainment levels in science and the majority achieves satisfactorily up to the end of Year 9 and up to the end of Year 11. However, in each class there are some who are either achieving better than expected or who are not achieving as they should. This happens particularly when classes contain a wide range of attainment levels, as they do in Years 7 and 8, and not all are catered for adequately. In addition, there are a minority in each class whose achievement is affected by poor attendance. Students with special educational needs, both boys and girls, achieve satisfactorily when supported by special resources or teaching assistants who help students learn by keeping them working. Those students identified as gifted achieve well when given tasks which challenge them intellectually.
140. Teaching and learning are satisfactory with some good features. In the lessons seen, half the teaching was good, occasionally very good, and just under one in six was unsatisfactory. The best lessons are planned to include plenty of different activities to help students learn. Strengths include good starter activities that involve all students in reviewing their previous knowledge and practical activities such as experiments to support theory. Here the department is supported well by a team of technicians. Where teachers maintain a good pace, check progress regularly by effective questioning and keep all students fully occupied and involved, then students learn well.
141. In the less successful lessons, teachers' expectations are not high enough and so many students do not complete all the work and it is often to a poor standard. Whilst relationships between teachers and students are generally good and poor behaviour is dealt with without confrontation, there is a minority of students whose behaviour is quite challenging and affects the learning of others.
142. The department has recently developed a system for recording and tracking students' attainment levels over each year. Sometimes students are also involved in reviewing their progress but at present this is under-developed and is not uniform. Marking is satisfactory. All teachers mark students' work regularly, but the detail they give is inconsistent. At its best students' work is corrected well, given constructive, evaluative comments and targets of how to improve from one piece of work to the next. At its worst, marking consists of a few ticks, grades and short comments.
143. Leadership of the subject is very good. Since his recent appointment, the new curriculum leader has laid a secure foundation for improvement of the subject. He has a clear vision for future development which is well documented with realistic targets. The team of subject specialists, several of whom have joined the school since the last inspection, is working well together under his leadership. Management of the subject is good, results are analysed and there are some systems in place for looking at the work of the department. However, these at present are under-developed and do not include monitoring of marking, the use of ICT and provision for those students with special educational needs.

144. Currently, due to historic staffing problems, under half of Years 10 and 11 do not follow a science course. However, virtually all follow a work-related programme and so meet statutory requirements. Plans are in place to reintroduce science for all students next academic year. Recently there has been a considerable investment into more day-to-day equipment and text-books for a new course for Years 7 to 9. However, overall resources are unsatisfactory as the subject is very short of ICT equipment and large items such as microscopes to support teaching and learning.
145. Improvement since the previous inspection has been satisfactory and the accommodation, whilst satisfactory, is still in two blocks on three different floors and needs refurbishment. There has been some improvement in results in the national tests and in the basic skills of scientific investigation. Marking now has more constructive comments but this is not consistent.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There is good achievement by Year 11 students taking the GNVQ course.
- Students are interested in the subject, have good attitudes and behave well in lessons.
- There is very good leadership of the subject.
- There is no tracking or assessment of ICT capabilities of those students who do not take a GCSE course in Years 10 and 11.
- There is insufficient use of National Curriculum levels in teaching in Years 7, 8 and 9.

Commentary

146. Standards of students' work in Year 11 GNVQ are average. Standards of work by students in Years 7, 8 are improving; however, standards in Year 9 are below average. In Year 9 students make use of a range of skills they have developed in previous years to complete short projects. They use spreadsheets to record data and have some understanding of the principles of using formulae for calculations. However, they lack understanding of how spreadsheets can be used to model events and make predictions. Students can create slide show presentations and make slides using text and images. They also use these skills as they create fliers and business cards using desktop publishing. Standards of work are below expected levels; the quality and depth of work are limited, and sometimes it is unfinished.
147. Students in Year 11 GNVQ make use of higher level skills to complete projects for this course. They create websites and understand how to use hyperlinks between pages. They know the importance of planning their work and use GANTT³ charts to display planning of time scales. In the hardware/software unit they show an awareness of health and safety issues with hardware. They have good knowledge of different types of software and the circumstances where software is appropriate for specific tasks.
148. Achievement is good. Students enter the school with very mixed experiences of ICT. Standards on entry are well below expected levels. By Year 9 students achieve well as

³ A GANTT chart is a graphical representation of the duration of tasks against the progression of time.

they develop their skills and understanding in the subject. Achievement continues to be good in Year 11 for those students taking the GNVQ course as all are gaining a grade. Students with special educational needs achieve as well as other students, because the work set is in line with their capabilities, and teachers understand their needs well.

149. The quality of teaching and learning is good. Teachers have good understanding of their subject, and this helps them plan lessons well. This is particularly good in GNVQ lessons where teachers have a good understanding of examination board assessments, which are effectively used to help students understand how to gain marks. Teachers have good relationships with students, who are interested in the subject and behave well in lessons. This is a significant factor contributing to students' progress in lessons. More effective use could be made of National Curriculum levels in assessment of students in Years 7, 8 and 9. Students need to have clearer information as to how well they are doing and how to improve, so that they can set themselves realistic targets.
150. Leadership of the subject is very good, and management of the taught courses is good. There is a vision to improve standards. The very good team of teachers and technicians is committed to providing all students with good opportunities to achieve their best in the subject. However, there is no tracking or assessment of students' ICT capabilities in Years 10 and 11 who do not take a GNVQ course, and therefore provision for the subject overall is unsatisfactory.

Information and communication technology across the curriculum

151. By Year 9 students have average ICT skills and by Year 11 skills are average. All departments have planned use of ICT in their schemes of work. The use of ICT in teaching is satisfactory in most departments; it is good in physical education where the interactive whiteboard and the use of video analysis, in dance, helps to improve student performances. It is not good enough in mathematics. There has been a significant increase in the provision of computer technology with the installation of interactive whiteboards, laptop computers and data projectors, and departments are beginning to use this technology. The link teachers between departments and specialist ICT teachers is an effective way of further developing the use of ICT across the curriculum, where specialists can help teachers make good use of software and hardware. The new virtual learning environment, introduced this year, is providing excellent opportunities for the curriculum to be further developed, with subject-specific software. As teachers become more familiar with virtual learning environment it is likely that there will be increased opportunities for students to continue school work at home through their own computers.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Students achieve well in relation to their standards on entry to the school as a result of some well-planned and imaginative teaching.

- Monitoring of students' progress and assessment of work are good and have a positive effect on learning.
- Good leadership and management have led to improvements in teaching and the curriculum.
- Opportunities for fieldwork are limited in Years 7 to 9.
- Good progress is made in the Foundation Year 7 course in developing geographical knowledge, understanding and skills.
- Limited attention is given to planning tasks to meet individual needs despite good class teacher support.
- A very small amount of teaching is less successful as a result of poor planning and weaker classroom management.

Commentary

152. GCSE results improved between 2003 and in 2004, but were still well below the national average. In 2004, a significant minority of students, mainly boys, did not gain a grade. Girls did better than boys but overall students achieved well in relation to their predicted grades.
153. For current students, standards in Year 9 are well below average. Students achieve well in relation to their low level of attainment on entry to the school. Students with special educational needs and those with English as a second language achieve well, especially when provided with extra classroom support. Students of all abilities increase their knowledge and understanding of physical and human geography. They acquire satisfactory skills in map work and can undertake basic geographical enquiries. Written work is generally weak and numeracy skills are not well developed and this impedes progress. When well taught the students make good and sometimes very good progress particularly in the Year 7 Foundation groups. This was seen in a lesson on convenience and comparison shopping when students made very good gains in learning and were very actively engaged in the lesson.
154. Standards in Year 11 are well below average. Students achieve well, including those who have special educational needs particularly when supported by class teachers. More able students gain a satisfactory understanding of geographical ideas and processes. In their study of development issues, for example, many were able to explore the reasons for difference in development between countries and the different types of aid provided for less economically developed areas. Some students use ICT satisfactorily to analyse and present data but overall there is not enough use of computers by students.
155. Teaching and learning are good overall, with some very good practice. There is however a small amount of less than satisfactory teaching. This is associated with low expectations, slow pace, and weaker planning and classroom management. Teachers have good subject knowledge; many are enthusiastic and committed and use a range of imaginative and effective methods. Where teaching is very good, high expectations, good pace and challenge enable students to make very good progress. This was seen in a Year 7 lesson on shopping spheres of influence and in Year 11 when engaging strategies were used to enable students to gain an understanding of the reasons for sparse and dense population distribution across the world. Most, but not all, students have good attitudes and behave well. However, in one lesson a significant proportion of students underachieved because of their unsatisfactory attitudes and behaviour. The department has improved its assessment procedures which are now good. Students are informed of the criteria they have to meet to reach their target grades.

There is, however, limited planning of tasks to meet individual needs for both the higher attainers and those with special needs, although good teacher support is provided in lessons.

156. The department is well led and managed. Teachers are well qualified and good accommodation and resources support learning well. There are very good displays of students' work. Departmental work is monitored well through analysing performance data and observing lessons. Fieldwork is limited in Years 7 to 9, which is a weakness. Assessment procedures are good but the use of data and the planning of strategies to improve individual learning, especially some of the more disaffected students, require further attention. The structure of the school has changed significantly since the previous report but satisfactory improvement has been made and the department has good capacity for further improvement.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Very good leadership means that decisions and action are informed by monitoring.
- Dynamic teaching involves students as active partners in learning.
- Assessment and support for literacy ensure good achievement in spite of students' weak writing skills.
- Marking and lesson objectives need to consistently identify history skills.
- Students for whom English is not the home language achieve less well than other students because there are not enough associate staff.

Commentary

157. Standards of work in Year 9 are well below average. Students' knowledge and understanding are secure; they use historical terms accurately. They select relevant evidence from sources, including video and visiting speakers, to explain events and changes in history. They are particularly good at exploring feelings and reactions for example to the controversial development of railways or life in the trenches during World War 1. Higher attaining students create the right tone in writing by thoughtful use of language. Severe literacy problems inhibit discussion and longer writing. Given the significantly low levels of literacy on entry to the school, students' achievement is good, enhanced by very well managed arrangements for teaching history within the Foundation and Step-up years. Achievement of students with special educational needs and those for whom English is not the home language is satisfactory overall, though not as good as that of others because there is not enough classroom support.
158. In 2004 GCSE results were well below average although the number of students gaining A-G was average and boys did better than girls at A*. All did better in history than in other subjects. Various types of revision support, assessment where students review progress and set targets, together with very good coursework timing and guidance succeed in raising students' predicted grades. However, some intractable attendance problems affect overall results. Standards of work seen are below average; the drive to improve teaching is raising standards. Students' willing participation in lessons and positive response to teachers' advice ensure good achievement. History skills are well embedded, supported by efficient note-making and annotating. Boys are particularly good at this. Students compare sources and

comment on their value, identifying writers' or artists' motives and what is omitted. This is well demonstrated in tightly constructed coursework exploring Victorian values, based on Undercliffe cemetery. Higher attaining students can apply knowledge to tease out contradictions. Many students find it difficult to pursue deeper implications of moral issues and do not use vocabulary imaginatively to bring the facts alive.

159. Teaching is very good overall. It is good in Years 7 to 9, very good in Years 10 and 11, and often outstanding in all years. Some lessons in Years 8 and 9 lack the dynamism of those in other years. Teachers use creative and inspiring strategies to get the best out of students, developing confidence, so learning is very good. Lessons move at speed, building up learning through a series of paired, group and individual activities. Every student is valued and expected to participate in discussions. Teachers devise writing frames, starter sentences, grids etc. to minimise barriers to learning. Students become partners because lesson objectives are shared with them and learning is checked at appropriate stages so students know what they have achieved. Thorough marking shows this too, and students set targets for improvement. History skills, as opposed to literacy skills, need to feature more consistently in the vocabulary of lesson objectives and marking to maximise impact.
160. Leadership is very good, leading by example and inspiring an impressive team of highly talented and committed humanities specialists. Improvement since the previous inspection is very good, a direct result of very good management informed by monitoring and review.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- The school does not meet its statutory obligation to provide religious education for all students in Years 10 and 11.
- Students achieve well in Years 7 to 9 because of good teaching.
- GCSE results in 2004 were very low compared with national averages.
- Students do not have a sufficiently clear idea of how to improve their work.
- The good leadership of the department is responsible for improving standards.

Commentary

161. Students enter the school with very low standards. In Years 7 to 9 they achieve well and their standards rise although by Year 9 they are still well below the expectations of the locally agreed syllabus. In Years 7 and 8 students know some facts about world religions although often in a disjointed way. In Year 9 students show awareness of moral problems with the most able beginning to show skill in adapting what they learn to their own lives.
162. Most students in Years 10 and 11 do not study any religious education but one third in each year choose to follow the GCSE course in religious studies. In 2004 the proportions of students attaining grades A* to C and A* to G were very low compared with national averages. Students did as well in religious studies as in their other subjects and as well as expected from their prior attainment.
163. Students on the GCSE course in Years 10 and 11 continue to achieve well. Work seen is better than the standard indicated by the 2004 results because the school's

drive to improve teaching is raising standards but standards are still well below the national average. Students show sound knowledge of Christian and Islamic teachings on such fundamental issues as the creation and the existence of God as well as on social issues. However, even the most able students are weak in higher skills such as comparison and evaluation. Students are better at discussion than in expressing themselves in writing.

164. Students learn well because of good teaching. Most lessons are very thoroughly planned with a variety of tasks delivered at good pace so that students remain interested although on rare occasions younger students misbehave and do not make satisfactory progress. In Years 9 to 11 teachers have good subject knowledge but this is less true in Years 7 and 8 leading to too much emphasis on factual knowledge at the expense of its application to students' own lives. In many classes there is a very high proportion of students with special educational needs. They make good progress because teachers give them work that fits their abilities but in some cases this is at the expense of the progress of the more able minority. Comments in lessons and on students' exercise books are often not sufficiently aimed at showing students how to improve. Consequently, although they know what levels they are working at, they do not what they have to do to move to the next level.
165. The department is well led. Department leaders are very good role models with a clear drive to raise standards which is having its effect. The vision of the subject as being much more than an academic pursuit is seen in the very strong part it plays in students' spiritual, moral, social and cultural development. There are many good aspects of the management of the department. The development plan shows that the department's work is evaluated realistically. New schemes of work are imaginative and of good quality. Students' progress is well tracked but not enough attention is paid to monitoring teaching. Overall, however, management is unsatisfactory as most students in Years 10 and 11 do not receive their legal entitlement to religious education.
166. Improvement since the previous inspection is unsatisfactory, because, in spite of a number of improvements, the subject does not meet statutory requirements. Teaching is better. Although GCSE results are poorer the department now enters many more students from the whole ability range. A number of management weaknesses have now been remedied but there are still too few specialist teachers and the time allowed in Years 10 and 11 for the examination course is still not enough.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Standards are well below average in Year 11 and achievement is satisfactory.
- Standards are highest in food technology.
- Standards are below average in Year 9 but achievement is good.
- The quality of teaching and learning is now good in all years.
- There are not enough opportunities for work-related learning in lessons.
- The attainment of some students is limited by poor attendance.

- Literacy skills of most students are weak and hinder their progress, especially boys in the GCSE courses..
- Practical work and drawing are better than written work.

Commentary

167. Standards of work seen in Year 9 are below average. This is a significant improvement since the previous inspection and is largely because staffing issues have now been resolved. Students' progress has been adversely affected in recent years by their being taught by non-specialist temporary staff. This has also affected students in Years 10 and 11. By Year 9, students have sound practical skills and their drawing skills are good enough for them to communicate ideas effectively. However, the literacy skills of most students are weak and they cannot communicate fully in writing what they know and understand. Annotations for sketches often lack important detail. Higher attaining students produce good three-dimensional drawings and their measurements are accurate. They also understand more of the principles of design and the properties of materials. Students have not been affected by staffing issues in food technology and have a sound understanding of the principles of a healthy diet but they have insufficient knowledge of the scientific principles of food preparation. Students with special needs are well supported by staff and make similar progress to others. In relation to earlier attainment and students' assessed ability, they achieve satisfactorily in Years 7 to 9 because they are now well taught by specialist teachers.
168. GCSE results were far below average overall in 2004. A small proportion gained grades A*-C and fewer than usual obtained grades A*-G. This was largely because most were taught for significant periods by non-specialists. Students did better in food technology and although results were below average compared with national standards, students gained higher grades than expected based on their assessed ability.
169. Standards in work seen are well below average by Year 11 and students' achievement is satisfactory. There is little difference between the progress of boys and girls in lessons in graphics and food technology where there is a reasonably equal mix of boys and girls. However, the boys studying resistant materials are less keen to complete written work and put more effort into practical activities so that overall progress is restricted. In all but food technology, students have limited understanding of how to manage their coursework projects and tend to underestimate how long tasks will take. Most students have weak literacy skills and find it difficult to answer written examination questions. Their practical work is of a higher standard and enables students to achieve at least satisfactorily overall. Students build successfully on drawing skills acquired in earlier years so that they are able to show the development of their ideas graphically.
170. The quality of teaching and learning is good overall. Teachers have very good subject knowledge. They know students very well and care about them. This leads to their providing work that is well matched to students' learning needs. Teachers frequently check students' understanding of technical and everyday language to make sure that they comprehend new work and know what they will do and learn in lessons. In the very small proportion of unsatisfactory lessons students do not learn enough about the materials or the processes they use. In the most successful lessons, students are actively involved throughout the lessons and theory is well integrated with practical work. Students develop good social skills by working in groups and they learn to respect the diverse strengths of each other by being given responsibility for allocating tasks to individuals within groups.
171. The department is very well led and skilful management of staff results in them working together very effectively as a team. Associate staff contribute very well to the

preparation of materials, including written tasks, and their work is respected and valued by teachers. The department is successfully raising standards now that staffing difficulties have been resolved and there are clear sustainable plans in place to continue this trend. There has been good improvement since the previous inspection. Teachers now assess students' work thoroughly and plans are well in hand to use this information for setting targets for improvement.

VISUAL AND PERFORMING ARTS

During the inspection **drama** was sampled.

172. Standards in drama are average in Year 9 and average in Year 11 with a proportion of these older students above average. This is an improvement on recent GCSE results and shows the effect that consistent and regular excellent teaching and learning are having on standards. As a result students at both stages achieve very well. The planning and organisation of lessons are excellent, the pace is challenging and students are fully engaged throughout the lesson. The subject matter for their dramas is stimulating. Teachers are not afraid to address controversial issues which lead to challenging discussions as students empathise with victims and those wrongly accused of crimes. Students' concentration and motivation are highly commendable, and their behaviour is very mature especially when rehearsing in small groups. This is done without the constant support of the teacher. When this support is given students learn attentively because it is focused on individuals within the group. They are encouraged to reflect on and evaluate their work after showing it to others. In Year 11 those watching are invited not only to comment but to direct and re-stage the scenes in order to improve it. After this all are encouraged to evaluate whether the changes made have been effective. This assessment feeds back into their learning at every stage. The leadership of the department is inspirational and dynamic. Drama has provided a channel for many of the students in the school to express themselves physically and emotionally. It provides excellent opportunities for their personal development. The extra-curricular work is extensive. Students have contact with professional theatre companies and drama educators. This is beneficial for all and especially for the students on the recently started BTEC first diploma.

Media studies was sampled with one lesson being seen. In the lesson, students were judged to achieve well although standards are below the national average. Teaching is good, capturing the interest of students, who consequently learn well.

Art and design

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

Main strengths and weaknesses

- The subject makes a good contribution to students' cultural development.
- Assessment is thorough, and students have a good understanding of how well they are doing and how to improve.
- Students do not always listen carefully enough to what teachers have to say.
- A number of students in Years 10 and 11 do not attend school often enough, and do not produce enough work as a result.

Commentary

173. Standards of work seen at the end of Year 9 are well below average. Students' work in mixed media is vigorous, and they create collages using paper, inks and oil pastels to produce highly decorative effects. Their landscapes, informed by the work of David Hockney, are bright and bold, and their design work based on African art is very lively. Students also make attractive masks, cutting and curling thin strips of card to represent the textures of hair. However, their drawing lacks fluency, and is often rather heavy, especially when working from observation. In addition, too much of their work is on too small a scale. Students' achievement is satisfactory, and they make sound gains in skills, knowledge and understanding of the subject.
174. In 2004, GCSE results were very low, and most students did worse in their art and design than in most of their other subjects. Results vary from year to year, and depend on the standards of those students who take the subject at the start of the course in Year 10, and are usually well below average. Standards of work seen at the end of Year 11 are well below average. Students' mask designs are bright and lively, and they use gold and silver paint well to enliven the surface. Their composition work is thorough, and shapes and colours are often carefully placed to make interesting pictures. Higher attaining students make delicate and sensitively coloured ceramic flower studies. However, students do not experiment enough with materials in sketchbooks, and their notes made to explain their ideas are often too brief. In addition, a small number of students in Years 10 and 11 do not attend classes regularly enough, and they do not produce enough work to achieve the higher grades as a result. Students' achievement continues to be satisfactory overall.
175. The quality of teaching and learning is satisfactory. In the best lessons, the pace is brisk, behaviour is well managed, and introductions are lively. These factors create good levels of interest, and students try hard. Good learning is the result. Assessment systems are good, and students have a good knowledge of how well they are doing, and how to improve. However, in too many lessons, students do not listen carefully enough to what the teacher has to say, and too much time is spent in getting them to listen. This slows the pace to a level that is no better than satisfactory overall. This is the main reason why some lessons are satisfactory, rather than good.
176. Course leadership and management are satisfactory. Work is monitored regularly, and development planning is sound. Improvement since the previous inspection has been satisfactory, and students now often study the art of other cultures, and the work of female artists. The subject also makes a good contribution to students' cultural development, and they visit art galleries, take part in workshops with professional artists, and enter competitions. The accommodation, however, is too cramped for the larger groups, and this makes it more difficult to work on a larger scale.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Standards in Year 9 and Year 11 are well below average.
- Achievement is very good in Year 11 because of very good teaching and learning.
- Students' achievement is only satisfactory in Years 7 to 9 because the fortnightly gaps between lessons lead to students forgetting what they have learned.
- Extra-curricular activities provide good opportunities for students' personal development.

Commentary

177. Standards in Year 9 are well below average. Students compose music but ideas so far are simple and unsophisticated. They play the Blues but many fail to maintain a steady beat. Because of the disjointed nature of their music education in recent years students have been unable to establish these basic musical skills. Students in Year 9 had few music lessons in Years 7 and 8. Now they receive a lesson every fortnight and it is only because of very good teaching that they are achieving satisfactorily. However, this time allocation is still insufficient for students to make the progress of which they are capable. The time allocation in other years is better.
178. Standards in Year 11 are well below average. Few have either the background or sufficient prior experience in music to work confidently in performing and composing. Those with some experience produce more sophisticated compositions using ICT. Most of these students had no music lessons until they reached Year 10. Their achievement since then is good. Because of very good teaching, and hard work and persistence on the part of the students, they are catching up well and making very good progress.
179. Students' attitudes to music are very good. They find it calming and enjoyable. In lessons they learn well, not only about performance and understanding of music but also about establishing good relationships and self-discipline. However, their inability to retain these skills over the extended period between lessons is a distinct barrier to their learning.
180. Teaching overall is very good. The teacher's knowledge and skills are excellent, sufficient for all stages of the curriculum including the demands of the sixth form. The lessons are beautifully planned and organised with related and progressive activities to enable students to learn very well. In Year 7, students constructed a piece in a repeated pattern using percussion instruments. Repetitions in different guises allowed students to develop a secure feel for the rhythms of each section without help from the teacher or her assistant. They took simple pleasure in being able to play these instruments well with good control. In lessons students behave well because they are well managed. The teacher has a positive approach which puts the well-being and learning of all students at the top of the agenda. Students' work is assessed well and accurately. Students in Year 9 know what their National Curriculum level is and know to refer to the displays to find out what this means. In Year 11 assessment in the classroom is particularly effective. Good reflection time leads students to make decisions about what they have done well and what they need to improve. Year 10 students were encouraged to set themselves small targets for the lessons and to evaluate their progress at the end.
181. The leadership and management of the music department are good. The teacher works as part of a highly effective team of teachers of performing arts. A teaching assistant works closely with the music department in lessons and is an invaluable and

enthusiastic support. The teacher has found an innovative approach to the curriculum for a group in Year 10 made up of students with special educational needs. As a result of this they are now making better and more sustained progress. Although worthwhile data are not available yet, the teacher understands the benefit of this information. Observations of the strengths and weaknesses of different groups of children are already being made. Extra-curricular activities are organised on a termly basis to give students the broadest possible exposure to different styles of music. This includes *Music Maker* which is based both in school and in the community.

PHYSICAL EDUCATION

Provision in physical education is **very good**.

Main strengths and weaknesses

- Leadership and management are good and all staff show a commitment to raising the status of the subject.
- The good quality teaching leads to good learning.
- There is a very wide range of extra-curricular activities.

Commentary

182. In September 2001 the school gained sports college status. This has significantly raised the profile of the subject within the school, and the changed status has permeated all aspects of the school's life.
183. Students arrive from their primary schools bringing with them a range of physical education experiences, with many below what is expected of children of their age. However, with the appointment of one of the department's staff as co-ordinator for primary school physical education, the standard of students now entering the school is improving. In all year groups there is a wide range of standards but teachers accommodate this well through individual support and differentiated activities, and, as a consequence all students achieve well. Overall attainment by the end of Year 9 is in line with that attained nationally. The standard of swimming is very good. Only a few students cannot swim by the end of Year 9, with many demonstrating a high level of competence in a wide range of strokes.
184. Although the number of students gaining the higher A*-C grades passes is below the national average there has been an increase in recent years in the number gaining these higher grades. Students' attainment in this subject compares very favourably with their attainment in their other subjects. Inspection evidence indicates that this improvement will continue as the current examination groups are producing work of a good standard, although students' poor literacy standards inhibit examination success. Enthusiastic groups of mainly girls have opted to take the GCSE course in dance. Students' attainment in these groups is good. They compose and perform accurately and expressively, and successfully communicate their ideas through dance.
185. Standards in Year 11 are average, and achievement is good. Students continue to make good progress throughout Years 10 and 11 with most students demonstrating skills in a wide range of activities that are at least in line with those seen nationally, and some are doing even better. The curriculum is very good with an unusually wide choice of activities. Very good use is made of the excellent on-site swimming pool and

some students attain high levels of competence not only in swimming, but also in water polo and life-saving techniques.

186. Students with special educational needs are given much sensitive support and reach satisfactory levels of attainment. Talented students are identified and are encouraged to extend their skills both in school lessons and with outside clubs and organisations. Many students have represented Yorkshire in a range of events, and a few have gained international honours.
187. Teaching and learning are good. All lessons observed were judged to be at least satisfactory with the majority judged to be good or very good. This is a strength of the department. All teachers have a very secure knowledge and understanding of the subject. They are enthusiastic and teach lessons that are well structured with a choice of tasks that permit a high level of interest and effort, and enable students to make progress. Students respond very positively to this good quality teaching. Their enjoyment of the subject is very evident. Teachers give very generously of their time to provide a wide range of extra-curricular activities that are very well supported.
188. This is a successful and very well-managed department. High quality documentation supports the delivery of the subject. Hard-working, talented teachers work well together, support each other and show a very strong commitment to their students.
189. There has been good improvement since the last inspection. Examination results have improved, the curriculum has expanded to include dance at GCSE and there has been significant improvement in the standard of accommodation. In September 2002 the school gained the Sportsmark gold award. This is national recognition of high quality provision in physical education.

BUSINESS AND OTHER VOCATIONAL COURSES

The school offers GNVQ health and social care and a wide range of other courses for students for whom the conventional curriculum is unsuitable. Many of these are off-site at local colleges and are taken up by small numbers of students for whom the entire curriculum is tailor-made. A small number of students spend part of their time at the smallholding, known as the farm, owned and managed by the school.

Health and social care

Two Year 10 lessons were observed. Teaching was good in one and very good in the other. Standards were below average but students were well motivated and learned well. Lessons were well planned and students were given helpful guidance to enable them to make notes.

Skills for working life

Students can put part of this course towards their portfolio for GCSE land-based studies. A Year 10 lesson was observed in which students were working with animals under the supervision of a well-qualified teacher. Teaching and learning were good. Students appreciate the opportunity to learn skills not often available in school and are very well motivated.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision in citizenship is **good**.

Main strengths and weaknesses

- Leadership and management are very good, and the subject has a very high profile in the work of the school.
- Teaching and learning are good, and students achieve well as a result.
- The school council is well organised, and is effective in achieving change.
- Assessment is not precise enough, and students are not quite sure what they need to do to improve their performance in the subject.

Commentary

190. Standards of work seen at the end of Year 9 are below average. Students know the key points about human rights and responsibilities, and they have a sound appreciation of ethnic diversity and the importance of combating racism. They take part in a range of activities in the community, for example joining in music-making activities with a local church. However, they find it difficult to carefully balance different viewpoints, and to fully appreciate that some arguments may be biased. Their achievement is good, and they make good gains in skills, knowledge and understanding of the subject.
191. Standards of work seen at the end of Year 11 are below average. Students have a growing understanding of the European Union, and of different systems of government. They know about income tax and pensions, and this helps them to prepare for the world of work. They take part in responsible citizenship activities, for example hosting a party for local pensioners, or raising money for a variety of charities. They recognise the importance of voting, and take part in elections for the town's Youth Parliament, sometimes representing their local area. However, their written work does not always reflect the complexity of some of the topics they study, and is sometimes rather brief. Students' achievement continues to be good.
192. The quality of teaching and learning is good. In the best lessons, methods are exciting and inspiring. For example, in one lesson on the importance of negotiation and compromise, students had to fill out bingo cards by finding out about other students in the class. There was a buzz of excitement as they asked about each others' likes and dislikes, and noted them down. They went on to form teams and choose captains, who wore pirate hats and carried telescopes, before considering the most important things about living in communities, as if they were castaways on a desert island. Because students were excited and inspired, excellent learning was the result. In addition, lessons are very well planned, teachers are enthusiastic, and this produces high interest levels. However, assessment is not linked clearly enough to the National Curriculum. As a result, students are not always quite sure what it is they need to do to improve their performance.
193. Course leadership and management are very good. The subject has been very enthusiastically promoted, and has a very high profile in the work of the school. All students have discrete lessons in the subject, and opportunities to increase learning about citizenship are very well identified to students in other lessons. The Duke of Edinburgh Award scheme makes an effective contribution to the subject, by encouraging students to undertake community service. The school council is very well organised, and has been effective in achieving change. For example, it has established a plan for a health drop-in centre, which is soon to be opened, and has

met with the school's kitchen staff to try to promote healthy eating options at lunchtime.

SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection, six 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 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
Mathematics	3	100	96.8	0	56.6	66	89.5
English literature	6	100	99.4	0	44.9	53	85.5
Biology	13	100	96.6	8.0	40.0	62	79.3
Information and communication technology AVCE	19	100	88.3	58	26.9	80	67.
Psychology	6	100	97.4	33	42.5	76	81.6
Health and social care AVCE	6	100	93.5	0	24..9	48	70

ENGLISH, LANGUAGES AND COMMUNICATION

English literature was the focus subject. Communication studies and Spanish were sampled. In **communication studies** students reach above average standards as a result of good teaching and their positive hardworking attitudes. In the one **Spanish** lesson observed in Year 12, students achieved well as a result of good teaching and very positive attitudes.

English

Overall, provision for English literature is **good**.

Main strengths and weaknesses

- Standards are below average but students achieve well as a result of very good teaching.
- Basic weaknesses in writing and vocabulary limit attainment.
- Students display very positive attitudes to work and this contributes to their good achievement.

Commentary

194. Students from the two schools are fully integrated and are confident in their relationships so that their learning is enriched through working with others from different backgrounds.
195. All Tong students entered for Advanced level in 2004 and 2003 gained grades but overall standards were below average. At AS-level in 2004, two thirds gained grades and results were below the national average. At both levels, results matched expectation based upon previous performance and sometimes exceeded that expectation. Almost all who commenced courses went on to complete them. There were no significant variations in standards on the basis of gender or ethnicity.
196. Since the time of the previous report, the course has developed so that it now provides for significant numbers from a partner school. The achievement of these students is not specifically considered here. Standards of work seen in Year 12 are average. Students respond very well to challenging teaching and benefit from the confident contributions of some of the students who join them from the partner school. Because of good relationships and skills developed in earlier years, students are able to explore ideas and reach their own judgements rather than rely too heavily upon teachers or ideas expressed by critics. These qualities illustrate good achievement. Written work shows the development of satisfactory skills of organising material and answering relevantly and with appropriate detail and reference to support opinions. Too often, the quality of ideas is obscured by inaccuracies and inadequacies of writing such as faults of sentence construction and elementary grammar which have persisted from earlier years.
197. Standards in Year 13 are below average. There is a similar balance of strengths and weaknesses as observed in Year 12 and students are achieving well. When studying Keats, Year 13 students showed that they have questioning minds and a capacity for original thinking. The frequency with which they inquire about the meaning of words is a strength when it illustrates their wish for full understanding but also, sometimes, shows surprising limitations in their vocabularies.

198. The quality of teaching and learning is very good. Students lack confidence on entry to the course and are motivated by the quality of the teaching to work hard and achieve well. It is never less than good. Teachers have very good knowledge of the texts they teach. Their enthusiasm for literature is infectious and the style is lively. They ensure that students are active in their learning and set them challenging tasks to complete within short time limits. The quality of questioning is rigorous and succeeds in extending learning as well as confirming it. Teachers are quick to recognise and praise the quality of students' perceptions and contributions to discussion. Teachers ensure that students understand how their work will be assessed by examiners and the skills they need to be able to demonstrate. Students work hard. They gain good understanding and develop satisfactory skills of literary analysis which illustrate good achievement since they began the course. Students are less successful in improving the clarity and accuracy of their writing.
199. Leadership and management of the course are good. The team of able teachers is very good at monitoring progress and setting helpful targets. Marking and assessment of work are helpful to students.

Language and literacy across the curriculum

200. Students show good levels of skill when reading for information. They recognise significant detail and use a range of strategies to record notes. They have good understanding of technical terms linked to the subjects they study but their general vocabularies are often limited. This weakness often obstructs their gaining of understanding or reduces their clarity of expression in speech and writing. Written work is also flawed by weaknesses of sentence and paragraph construction and errors of spelling of words in common use. Many of these weaknesses have continued from the time students entered the school.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching and learning result in good achievement.
- Good leadership and management of mathematics in the joint sixth form provide a curriculum which meets the needs of individual students.
- Some students are not sufficiently prepared for AS-level work; their algebraic skills are weak.
- Assessment is a strength.

Commentary

201. Standards of entry in mathematics on entry to the sixth form are usually well below average. All Year 13 students taking the Advanced level examinations in 2004 gained grades but there were no higher grades, resulting in below average standards. About half those starting the AS course in Year 12 achieved grades. One reason for this is that some students find the increase in difficulty to AS standards too much, especially algebraically. The number of students who took the A and AS examinations is too small for any specific trends, for example in standards or achievement by gender or ethnic group, to be identified.

202. There are four students studying mathematics in Year 13; one is studying further mathematics and reaching very high standards. Two students are following an AS course in statistics and one is following an A-level course in pure mathematics and mechanics. These three are reaching broadly average standards. Overall, this represents good achievement, as students are either maintaining very high standards, or doing better than expected from their prior attainment. This range of courses is viable due to joint sixth form provision, otherwise numbers would be too small. Independent learning packages and very good tutorials are effective in providing support for the student taking further mathematics. Students correctly feel they are very well supported by their teachers; support and guidance are available inside and outside lessons.
203. Teaching and learning are good. Due to good, knowledgeable, clear teaching and their own hard work, students learn well and quickly acquire new skills. For example, Year 12 students could differentiate polynomials to find the gradient of a curve, subsequently finding the equations of the tangent and normal at a point. A few lower attainers knew what methods to apply but had to be helped with algebraic techniques, for example factorisation, when dealing with particular questions. A lively range of methods is used to help students consolidate their learning, and recall it quickly. In a Year 13 AS statistics lesson, students had to recall the different steps in a specific test and write them on cards. They then sorted the cards in the correct sequence. This activity made them think about what they needed to do and identify things they did not understand, and resulted in good learning. Students' written work is assessed well, providing clear feedback as to how well they are doing and what they need to do to improve their standards.
204. Leadership and management are good. The curriculum leaders from the two schools work well together. Courses are well organised and run effectively and the responsibilities for developing the post-16 curriculum are clearly identified.
205. There were not enough references to post-16 mathematics in the previous inspection report to judge improvement since then.

Mathematics across the curriculum

206. There was not much evidence of students' mathematical skills in the focus subjects inspected, although where used students had the skills required. In biology, students could interpret graphs well, and in ICT students made good use of mathematical parts of the virtual learning resources.

SCIENCE

The focus was on biology but physics and chemistry were also sampled. In both physics and chemistry students are well taught by experienced teachers who are enthusiastic about their subjects and present new ideas lucidly and with interesting practical activities.

Biology

Provision for the subject is **satisfactory**.

Main strengths and weaknesses:

- Teaching by a team of subject specialists from both schools is good and in the best lessons there is a constant and illuminating dialogue between teachers and students about the task in hand.
- Good relationships between staff and students help learning.
- Sometimes teaching does not develop students' independence as learners.
- There are insufficient resources, particularly ICT, to support teaching and learning.

Commentary

207. Standards in the 2004 A-level examination were well below the national average. Whilst all students attained a pass grade, only one student was awarded a high level grade. These results were similar to previous years.
208. Current standards are below average. Whilst one or two in each group are attaining at the national average or above, the majority of students attain below or well below average. For example, in a Year 13 lesson there were several boys who found difficulty in piecing together and correctly labelling processes within the carbon cycle in the environment. There are no significant differences in standards between boys and girls or ethnic groups.
209. All students start the course with at least GCSE grade C in double award science, although many of these were achieved at foundation level. Many achieve well from this relatively low starting point and overall achievement is satisfactory. Numbers choosing the subject are quite small and whilst a proportion of students do not complete both years of the course there is very little dropout mid year.
210. Teaching and learning are good overall and occasionally very good. Both lessons that take place at Tong School were observed and one at Yorkshire Martyrs' College. The best teaching involves a constant dialogue with students, challenging their understanding throughout the lesson. This helps them recall facts and terms and learn very well, for instance how oxygen is carried by the blood. Practical activities, supported by writing exercises, also help learning. Where teaching is satisfactory but less engaging, a lengthy introduction by the teacher gives little opportunity for students to show what they have learnt. Resources, particularly ICT, are very limited and restrict teaching methods and therefore learning. Relationships are good between the staff and students as are those between students from the two schools. Students are very appreciative of the extra help and support they receive from teachers when they need it.
211. The subject is led and managed from the neighbouring school where most of the teaching takes place. Due to the absence of key staff there, it is difficult to make judgements on this aspect. However, there is joint professional development and staff training for the subject. Dialogue takes place between the teachers of the subject from both sites, particularly where they share teaching groups.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in AVCE information and communication technology is **very good**.

Main strengths and weaknesses

- There is good achievement by students taking the AVCE ICT course.

- There are excellent relationships between teachers and students.
- There is very good leadership and management of the subject.
- Teaching and learning are consistently good or better.
- Students are very interested in the subject and value it as a career pathway.

Commentary

212. Students taking the AVCE courses in 2004 achieved very well, with average points scores better than those seen nationally. Ninety-nine per cent of students gained grades in this advanced course. Boys do as well as girls and there is no general difference between students from ethnic minorities and the rest.
213. Standards in the current Years 12 and 13 are average. Students use more complex features of spreadsheets as they complete projects on 'Estate agents'. They use technical features such as advanced formulae, Vlookup, macros and mail merge. They have designed websites with hyperlinks and hit counters, and have a sound understanding of different types of hardware and software. In the presenting information unit students make extensive use of word-processing skills to create guides about the sixth form ICT courses available at Tong. Some students make effective use of slideshow presentations to present this information.
214. Students of all capabilities are achieving well in the subject. This is because the courses available are well matched to their capabilities. This is particularly true of the GNVQ course for Year 13 students, which enables them to improve on their results of the previous year. The BTEC first course is of considerable value to some students in giving them a good grounding in basic ICT skills.
215. Teaching and learning are consistently good. Teachers have very good knowledge of their subject, and this is used effectively when explaining technical use of software and examination requirements to students. Lessons are very well planned, and students of all capabilities are challenged through tasks set. Students have excellent relationships with each other and with teachers, and the working atmosphere in all lessons contributes to the good progress they make.
216. Leadership and management of the subject are good. Teaching is well monitored to ensure high standards. There are regular departmental meetings where curriculum issues and students' performances are tracked. There is good department ethos, and the team of specialist teachers, associate staff and technicians work well together to the benefit of students taking ICT courses. Students not taking an ICT examination courses have good access to computers, but limited opportunity to follow structured courses to enhance their ICT skills. There has been good progress since the last inspection; standards are improving, and the subject is a popular choice for many students, who see it either as a career pathway, or a support for their learning in other subjects.

Information and communication technology across the curriculum

217. Sixth form students make good use of ICT skills in many subjects. In all subjects students make extensive use of the Internet for research purposes, and where they are required to complete projects they use word processing in the presentation of their work. This is particularly well done in GNVQ science, although in health and social

care there is a lack of sophistication. In music, sixth form students make good use of specialist software for composition work. In physical education teachers make good use of the interactive whiteboard in their teaching. Students are competent users of the technology, and are beginning to make good use of the virtual learning environment to access school work from their home computers.

HUMANITIES

Psychology was the focus subject but history, geography, sociology and law were sampled.

In the one lesson observed in **geography** in Year 12 standards were average. Good planning matched the needs of students and teaching and learning were good. Students are achieving well.

In **history**, A-level students are currently taught at Yorkshire Martyrs' so observations are based on Year 12 students. Excellent teaching, characterised by sharp demanding questioning, develops students' thinking and responsibility.

Two **law** lessons, one in Year 12 and one in Year 13, were observed. Teaching and learning in both were good and the one Year 12 student from Tong School is reaching above average standards. In Year 12 standards are average with students achieving well.

In the one **sociology** lesson observed in Year 13 teaching and learning were good and students achieved well.

Psychology

Provision in psychology is **good**.

Main strengths and weaknesses

- Tong students have consistently achieved results that are above average.
- Coursework and well-organised student folders are of a high standard.
- Consistently good teaching is based on strong professional knowledge and personal skills.
- Very good departmental management and planning underpins successful teaching and learning.
- Teaching strategies are constrained by some inflexible accommodation for the numbers taking the subject and by limited access to modern audio visual aids and ICT resources.
- Psychology contributes strongly to students' spiritual, moral, social and cultural development.

Commentary

218. Numbers taking the subject have grown steadily since its introduction five years ago. Although students begin the course with a wide range of ability and prior attainment, standards have remained consistently at or above national averages, with a 100 per cent pass rate at A-level in each of the last three years – 60 per cent of those passes at grade C or better. There are many more girls than boys, but both achieve well, as do students from ethnic minorities. Results for AS-level have been good, with a 100 per cent pass rate in the most recent examinations.

219. The quality of work from current students suggests that the good results will continue; all the coursework seen was thoroughly marked and up to date. Current standards are above average and students are achieving well. Students are consistently engaged by their work, and there is a strong contribution to social and moral development. In one lesson, for example, they examined the way in which peer relationships develop and change with age, relating this to the main research literature and reflecting on ways in which popularity influences peer relationships. Students are encouraged to write well, and numeracy is developed through the frequent use of statistics.
220. The quality of teaching and learning is good. Teaching is challenging and well structured: students respond to the obvious affection and respect with which they are treated. Good records of attainment are used both to track individual student achievements, and as a diagnostic tool to help students understand how they can improve.
221. Learning materials prepared by the staff are very good, responsive to the needs of known students as well as the learning and assessment criteria of the examination. Teachers are building an increasingly good resource base of additional materials, texts, journals and videos to support independent learning. Planning is good, with good communication among colleagues who share groups, giving the department a strong foundation on which to maintain its record of achievement.
222. Leadership and management are very good, enabling the subject to grow in popularity. From this year, the department is managed as part of a small humanities group – with law and sociology – offering good professional support and a basis for coherent planning and allocation of resources. At the time of the previous report, psychology was not offered in the sixth form; its development into a strong subject represents both an achievement in its own right, and responds to a call in the previous report for a wider range of provision and experience, which it does admirably well.

VISUAL AND PERFORMING ARTS AND MEDIA

No subjects in this curriculum area were inspected in depth. Art and design, media studies and drama were sampled.

In **art and design** standards of work seen are below average but the small number of students taking the subject was achieving well in the lesson seen because, in the one lesson observed, teaching and learning were good and relationships were very good.

In **media studies** at A-level, students were at the standard expected on this course. In the one lesson seen teaching and learning were very good.

In the one **drama** lesson observed the teaching and learning were excellent. While standards were average students achieved very well.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

No subjects were inspected in full but the BTEC National course in **sport** was sampled. The one lesson observed was well planned and delivered. Students were highly motivated and achieved well. Standards were above average.

BUSINESS AND OTHER VOCATIONAL COURSES

No subjects were inspected in full in this curriculum area. One lesson of GNVQ intermediate **business** was sampled. Teaching and learning were good and students achieved well.

HEALTH AND SOCIAL CARE

The focus of the inspection was on the AVCE courses in Years 12 and 13 and the VCE (GNVQ) course in this subject at intermediate level in Year 12.

Health and social care

Provision in health and social care is **good**.

Main strengths and weaknesses

- Relationships in the classroom are excellent; students are regularly encouraged and work hard.
- Support for students is very good and they have great confidence in their teachers.
- The best teaching is very good and coursework is very well organised but students' evaluative skills are weak.
- Students achieve well because teaching is challenging and teachers understand students' needs well.
- ICT is not used well by some students.

Commentary

223. Results in VCE examinations are well below the national average. No students gained the highest grades in 2004 but all gained a grade and they did significantly better in health and social care than in their other subjects. A very large majority gained a grade in the Advanced level single award course and all gained a grade in the dual award course.
224. The sixth form is open to all who meet an entry requirement that is much lower than usual. Some students on the AVCE courses have completed a VCE course in the sixth form and most have a narrower range of GCSE passes than usual. For these reasons and because some group sizes are small results are not comparable with national figures. However, results in AVCE courses either meet or exceed targets so that achievement in examinations is good.
225. The standard of work produced in the classroom and literacy skills are well below average. This sometimes prevents students expressing themselves as clearly as they should. The best students have analytical skills that are about average. They are confident when asked to speak; technical terms are used accurately but sometimes their vocabulary is limited. Word processing is used well by some students and their work is well presented but overall ICT competence is well below average. Year 13 students write thorough descriptions of their time spent in relevant working environments but their evaluative work is well below average.
226. Achievement is good because the pace of lessons is good. Students are well motivated and work hard because teachers' expectations are high and instructions are clear. Many students begin health and social care courses with low levels of existing

knowledge, so that although standards are well below average, this represents good achievement. Members of different ethnic groups do equally well.

227. Teaching and learning are good; in the best lessons they are very good. Good planning engages students in their work; it enables them to contribute ideas and learn to work independently. They do this willingly because teachers regularly encourage them; however, their use of specialist language is hesitant. Professional terms are explained carefully and teachers ensure that students understand how their work will be assessed and how to succeed. During discussions relationships are excellent, targets are agreed and students are very well advised because teachers are very well informed and have an extensive understanding of students' needs.
228. Leadership and management are very good. Recording of marks is very thorough and tutorial support is very well organised. Weekly, highly effective tutorial meetings inform students about their progress, set targets and find solutions to difficulties. Coursework is very well organised; students are well informed about progress and they receive detailed advice about how to improve. The GNVQ course provides well for those who need more time to gain the qualifications needed for an Advanced level course.
229. Improvement since the previous inspection has been good because tutorial and support systems are so effective. Students with low GCSE grades are successfully prepared for further education or employment and all students are very appreciative of the help they receive.

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		1
How the school's effectiveness has changed since its last inspection	0	3
Cost effectiveness of the sixth form / value for money provided by the school	4	4
Overall standards achieved		4
Students' achievement	3	4
Students' attitudes, values and other personal qualities (ethos)		3
Attendance	3	6
Attitudes	2	4
Behaviour, including the extent of exclusions	2	4
Students' spiritual, moral, social and cultural development		2
The quality of education provided by the school		3
The quality of teaching	3	3
How well students learn	3	3
The quality of assessment	3	3
How well the curriculum meets students' needs	4	5
Enrichment of the curriculum, including out-of-school activities		3
Accommodation and resources	3	4
Students' care, welfare, health and safety		2
Support, advice and guidance for students	2	2
How well the school seeks and acts on students' views	2	3
The effectiveness of the school's links with parents		4
The quality of the school's links with the community	3	2
The school's links with other schools and colleges	2	3
The leadership and management of the school		2
The governance of the school	4	4
The leadership of the headteacher		1
The leadership of other key staff	2	2
The effectiveness of management	2	3

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