

# INSPECTION REPORT

## **BREEZE HILL SCHOOL**

Oldham

LEA area: Oldham

Unique reference number: 105731

Headteacher: Mr B F Phillips

Lead inspector: Mr B A Jones

Dates of inspection: 28<sup>th</sup> September – 1<sup>st</sup> October 2004

Inspection number: 269622

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

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### **Terms used in this report**

Students in Years 7,8 and 9 are at Key Stage 3, having transferred in most cases from their primary schools after Year 6. Students in Years 10 and 11 are at Key Stage 4 of their education. Students in Years 7 to 11 follow courses and Programmes of Study set out in the National Curriculum. A course of religious education is a requirement for students of all ages at school.

At the end of Year 9, students aged 14 take national tests in English, mathematics and science. In all subjects of the National Curriculum, teachers also make their own assessments of what the students know, understand and can do at age 14. At the end of Year 11, students aged 16 may take examinations in the General Certificate of Secondary Education (GCSE).

Inspectors judge the standards reached by students by comparing their attainments with national test and examination results, or by the levels of performance expected for students of the same age nationally. The students' achievements reflect whether they are doing well enough. These judgements take account of the educational value added over time. In this report, similar schools are defined as those having similar standards at the start of each stage of learning.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of students:	11-16
Gender of students:	Mixed
Number on roll:	758
School address:	Roxbury Avenue Salem Oldham
Postcode:	OL4 5JE
Telephone number:	0161 9113251
Fax number:	0161 9113255
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Fitzpatrick

Date of previous inspection: 1<sup>st</sup> March 1999

## CHARACTERISTICS OF THE SCHOOL

The school is a smaller than average sized mixed comprehensive school with 758 students on roll, which is near to the same size as at the time of the previous inspection. There are 409 boys and 349 girls. Students are drawn from an area that is very disadvantaged. On entry to Year 7, students are among the lowest five per cent nationally in terms of attainment. The population of the school has changed significantly since the previous inspection. The ethnic minority students now represent 86 per cent of the population and the rise has been accompanied by an increase in the number of lower-attaining white students and the loss of higher-attaining white students, some of whom moved from the school following recent racial disturbances in the area. The range of nationalities has risen significantly in the last year as the school has experienced an influx of refugees and asylum seekers, many of whom arrived at the school knowing no English. There are now 22 students of such a background, where there were none at the time of the previous inspection. Mobility among students is high and the school admits a greater than average number of students who have experienced difficulties in secondary schools elsewhere. Last year, 53 students joined the school other than at the age of 11 and a total of 34 students left.

The percentage of students whose first language is not or is believed not to be English is very high, and nearly five per cent are at an early stage of English language acquisition. Around 53 per cent take up their eligibility for free school meals, which is well above average. Some 25 per cent of students have special educational needs, mainly moderate learning difficulties or

social, emotional or behavioural problems. This is above the national average. Around four per cent have a Statement of Special Educational Needs, which is above average.

The school was awarded the Schools Achievement Award in 2003 and is involved in initiatives to improve behaviour, including the behaviour improvement project (BIP) and the employment of a behaviour and education support team (BEST). The Duke of Edinburgh Award scheme is taught and the school participates in the School Sports Co-ordinator Project. Additional funding is provided by the school's participation in the Excellence in Cities (EiC) initiative and is part in the local Education Action Zone (EAZ). It has a good level of involvement in community provision.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18462	B. Jones	Lead inspector	
9132	J. Godfrey	Lay inspector	
4926	T. Aspin	Team inspector	Mathematics.
15079	A. Boys	Team inspector	Science, child development.
22695	R. Cardinal	Team inspector	Provision for students with special educational needs, history, business education.
32384	E. de Middelaer	Team inspector	Physical education.
11508	C. Griffin	Team inspector	English, drama.
20287	D. Harris	Team inspector	Modern foreign languages.
15678	J. Radford	Team inspector	English as an additional language (EAL), religious education.
10392	D. Ratcliffe	Team inspector	Geography, citizenship.
2079	T. Slack	Team inspector	Design and technology.
12271	I. Thompson	Team inspector	Art and design.
31096	J. Thornhill	Team inspector	Information and communication technology (ICT).

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an improving school that provides a satisfactory education for its students in difficult socio-economic circumstances.** The school is led well. This is a very inclusive school. Teaching and learning are satisfactory and students achieve well by the time they reach the end of Year 11. The management of the school is satisfactory. The school provides satisfactory value for money.

#### The school's main strengths and weaknesses are:

- The school is led well by the headteacher and key staff, with good support from the governing body. This ensures a clear direction to the school's development.
- By the end of Year 11, students achieve well from a starting point in Year 7 where standards are very low.
- Considerable efforts have been made to improve the level of attendance with some success, although it still remains below average.
- Students' literacy skills are slow to develop in Years 7 to 9 and represent a barrier to their progress and achievement overall.
- There is a limited amount of high quality teaching and some unsatisfactory teaching where students' poor behaviour is not dealt with effectively.
- The school is effective in ensuring that different groups of students are treated equally and encouraged to integrate. In this respect, the arrangements for Year 7 students are very good.
- The school collects and uses data very effectively to monitor and evaluate progress made by the school as a whole and to support students' personal development.
- Links with the local community and primary schools are used very effectively to increase educational opportunities and help the social development of students.
- There is currently no teaching of music and the provision for citizenship is unsatisfactory.

The school's improvement since the last inspection in March 1999 has been satisfactory. The school operates in very challenging circumstances in an extremely difficult socio-economic setting. Significant changes since the school was last inspected mean that direct comparisons cannot be made between some aspects of its work then and currently. Nevertheless, evidence shows this is an improving school with good progress being made in some areas. For example, results in national tests have risen more than the national trend, attendance has improved and the number of exclusions has dropped dramatically. Overall improvement, including addressing the key issues identified during the last inspection, is satisfactory.

### STANDARDS ACHIEVED

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

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

**Achievement is good.** The recent GCSE results show that this group of students performed in line with those in similar schools. When account is taken of the starting point of these students in Year 7, their achievement was good and compared very favourably with students in similar schools. In work seen in the inspection, standards in most subjects are well below average in Year 9 and Year 11. Students achieve satisfactorily by Year 9 and better in Years 10 and 11. This is because standards in Years 7 to 9 are held back through students' very low basic skills on entry to the school. By the time they reach Year 10, these skills and their general learning skills have improved sufficiently to enable them to cope better with the demands of their examination courses. In addition, the attitudes of the great majority are very good because the wider curriculum on offer allows a greater choice, and work that suits the needs and aspirations of different groups of students. Students with special educational needs, those from minority ethnic groupings and gifted and talented students achieve as well as others. However, white students underachieve, mainly because of a greater proportion of disaffected students in this group whose motivation to achieve and whose attendance at school are well below those of their peers. Students do not achieve as well as they should in citizenship. At present, due to staffing difficulties, music is not taught and no work in this subject was seen.

**Students' personal qualities are good.** Their spiritual, moral, social and cultural development is good. Students' attitudes to work and their relationships with each other and staff are good. Behaviour is satisfactory and exclusions are low. Attendance and punctuality are unsatisfactory.

## **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education. Teaching is satisfactory.** Learning is satisfactory in Years 7 to 9, but good in Years 10 and 11. Students achieve satisfactorily in Years 7 to 9 and well in Years 10 and 11. In these latter years achievement is better because of improved literacy skills, students' more positive approach to learning, and the wider curriculum that better suits their needs and aptitudes. The curriculum has some significant strengths, but is unsatisfactory overall because of some statutory omissions. Pastoral care in the school is good. Students receive well-informed advice and guidance to choose subjects that best meet their choices and fit their needs based on very good tracking of their personal development. There are too many inconsistencies in the assessment of students' work to inform them about the more immediate progress they are making. The school has satisfactory links with parents and very good links with other schools and colleges and with the local community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** Leadership by the headteacher and other key staff is good, with a very good level of teamwork. Management is satisfactory. Governors do a good job in supporting and challenging senior staff, based on a good understanding of the strengths and weaknesses of the school. However, overall, governance is unsatisfactory because the curriculum does not meet statutory requirements in a number of respects.

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

Parents are generally supportive of the school. Their children settle well and make good progress. Parents are comfortable in approaching the school and appreciate teachers' high expectations, but would like to be able to help their children's learning more at home. Students

like the school. They believe expectations are high and a significant number like their teachers. They are concerned about the age and structure of the building. A large number of students and parents are worried about behaviour, bullying and racial abuse, but are happy that any incidents are sorted out well.

## **IMPROVEMENTS NEEDED**

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

- Accelerate students' acquisition of literacy skills in Years 7 to 9.
- Further improve attendance and punctuality, particularly at the start of the school day.
- Increase the amount of high quality teaching and improve the consistency and effectiveness of teachers' approaches to dealing with poor behaviour in the classroom.
- Ensure that staffing is improved to enable music to be taught.
- Improve the leadership and management of citizenship.

and, to meet statutory requirements ensure that:

- The school provides a daily act of collective worship.
- All students in Years 10 and 11 receive their full entitlement in PE and ICT.
- Assessment and reporting are carried out correctly in citizenship.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY STUDENTS

#### Standards achieved in subjects and courses

Students achieve satisfactorily by the end of Year 9. By the end of Year 11, achievement is good. Parents are satisfied with the standards the school obtains and students express their satisfaction with the quality of education they receive.

#### Main strengths and weaknesses

- In Year 9, students achieve well in English, design and technology, and ICT.
- In Year 11, students achieve well overall and in the majority of subjects, including English and science.
- Standards are rising at a rate that is higher than the national trend.
- Students do not achieve as well as they should in citizenship.
- Weaknesses in literacy are one of the most significant barriers to their achievement.
- The poor levels of attendance among a minority of students have an adverse effect upon their achievement.

#### Commentary

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

Standards in:	School results	National results
English	28.8 (27.6)	33.4 (33.3)
Mathematics	28.0 (26.2)	35.4 (34.7)
Science	27.2 (25.8)	33.6 (33.3)

*There were 164 students in the year group. Figures in brackets are for the previous year*

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

	School results	National results
Percentage of students gaining 5 or more A*-C grades	32 (27)	52 (50)
Percentage of students gaining 5 or more A*-G grades	78 (76)	91 (91)
Percentage of students gaining 1 or more A*-G grades	90 (90)	96 (96)
Average point score per student (best eight subjects)	25.5 (22.8)	34.7 (34.8)

*There were 146 students in the year group. Figures in brackets are for the previous year.*

1. Results in the national tests at the end of Year 9 in 2003 were well below average in English, and very low in mathematics and science. These students entered Year 7 with standards that were among the lowest five per cent nationally. When account is taken of this, this group of students achieved satisfactorily. Results in the 2003 GCSE examinations were well below average. These students achieved well from a starting point in Year 7 that was very low, and the value added through Years 10 and 11 was well

above average in comparison to similar schools. The rate of improvement in the school's GCSE results and Year 9 results is above the national trend.

2. In work seen in the inspection, standards in Year 9 are well below average overall. In English, mathematics and science, standards are well below average. Similarly, in design and technology, French, history, art and design and citizenship, standards are well below average. Standards are below average in ICT, geography, physical education and religious education. Overall, students achieve satisfactorily in most subjects, but their rate of progress is slowed by poor literacy skills, poor learning skills and the very low attainment they have on entry to Year 7. Only in citizenship is achievement unsatisfactory.
3. In Year 11, standards are well below average in English and mathematics and below average in science. Standards are well below average in art and design, history and citizenship. In all other subjects, standards are below average. These standards represent good achievement overall. This good achievement is the result of a number of factors that ensure good learning in Years 10 and 11. The foundation work in Years 7 to 9 has benefited these students, particularly in improved literacy standards. In addition they are studying in areas predominantly of their choice because the curriculum has been widened to ensure that the lowest attainers study on courses that better fit their needs and aspirations. As a result, the attitudes of the great majority are very good and they develop positive learning qualities. Thus, while teaching is still satisfactory overall, learning is good and these students get more from the teaching because of the more positive qualities they bring with them, particularly in their raised motivation to achieve well. There is, however, a group of predominantly white students, both boys and girls, whose disaffection and poor attendance patterns lead to their underachieving. In recent years this has led to around ten per cent leaving school without any form of accreditation. The wider opportunities now on offer, accompanied by initiatives taken to keep these students in school, have led to targets being raised in the current year to ensure 95 per cent of students gain accreditation at the end of Year 11.
4. There are some differences in the achievement among boys and girls. Boys do better than girls at the end of Year 9, but this is reversed by the end of Year 11. The most recent GCSE results show that the gap between girls and boys has narrowed significantly. White British students achieve less well and attain lower standards than other students. The standards attained by the small numbers of Bangladeshi and Afro-Caribbean boys were well below those of girls in recent GCSE examinations and the gap was wider than among other ethnic groups.
5. The achievement of students with special educational needs is satisfactory in Years 7 to 9 and good by Year 11, in line with their peers. Twenty-seven Year 11 students gained an average of six GCSE passes in 2004, which is testament to their good achievement. Students with English as an additional language are mainly from an Asian background and speak Urdu, Punjabi and Bangla as their home languages. These students generally progress at the same rate as other groups of students. This is because most of them know enough English to be able to cope with the demands of the curriculum. However, prolonged absence is a barrier to achievement for some students. In 2003, most students with English as an additional language achieved as well as other groups of students and some achieved better. Good progress is made by the small number of students from a range of cultural and ethnic backgrounds who enter the school at different ages with little or no knowledge of English. They achieve well, in line with their peers, in acquiring a basic understanding of the language and expressing themselves with reasonable clarity in

speech and writing. This is because they have positive attitudes to learning and benefit from effective specialist support.

- Students enter the school with very low literacy skills. By the time they leave, the overall standard has improved to at least a well below average level. This reflects good provision and effective implementation of the Key Stage 3 strategy. However, weaknesses in literacy remain one of the most significant barriers to achievement for students across the attainment range. Standards of numeracy are well below average. Standards on entry to the school are very low. Mental arithmetic skills remain low although written methods of calculation and other aspects of numeracy, for example reading graphs, improve to below average overall. Students find it difficult to link together several numerical skills to solve problems. Their English comprehension skills also inhibit their ability to apply their numeracy skills. Students' standards in ICT are below average. Students are competent in using ICT, but their understanding of more advanced features of software packages is limited.

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

Students' attitudes to work are good. Behaviour is satisfactory and exclusions are low. Attendance and punctuality are unsatisfactory. Spiritual, moral, social and cultural development is good.

### **Main strengths and weaknesses**

- The attitudes of the great majority of students in Years 10 and 11 are very good. These students are interested and well motivated and this has a positive impact on learning.
- The poor behaviour of a minority in a few lessons adversely affects the learning of some students.
- Relationships between students are usually good.
- A high proportion of students are concerned about bullying and racial abuse, but they are satisfied that incidents are dealt with well.
- There has been a good improvement in attendance recently, but unsatisfactory attendance adversely affects the learning of a minority of students.
- Punctuality to school is unsatisfactory and the consequent loss of teaching time has a negative impact on achievement.

### **Commentary**

- Students achieve well in Years 10 and 11. The very good attitudes of the great majority are an important contributory factor to this. They are interested in their work and well motivated to do their best. Unsatisfactory attitudes in a few lessons, especially in Years 8 and 9, are related to a lack of challenge and unsatisfactory and inconsistent management of students' behaviour. Boys are more easily distracted and are less enthusiastic about their learning than girls. There is a some underachievement by white students, mainly because there is a greater proportion of poor attenders in this group and more students who are disaffected. Students accept community responsibilities willingly, such as being prefects, taking part in sports matches, charitable fund-raising activities and working in primary schools.

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

Categories used in the Annual School Census
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#### ***Exclusions in the last school year***

No of students on roll
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Number of fixed period
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Number of permanent
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		exclusions	exclusions
White – British	119	3	2
White – any other White background	4	-	-
Mixed – White and Black Caribbean	2	-	1
Mixed – White and Black African	1	-	-
Mixed – White and Asian	2	-	-
Mixed – any other mixed background	1	-	-
Asian or Asian British – Indian	4	-	-
Asian or Asian British – Pakistani	582	1	1
Asian or Asian British – Bangladeshi	25	-	-
Asian or Asian British – any other Asian background	1	-	-
Black or Black British – Caribbean	4	-	-
Black or Black British – African	5	-	-
Black or Black British – any other Black background	1	-	-
Chinese	3	-	-
Any other ethnic group	4	-	-

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

8. Behaviour is satisfactory in most lessons and around the school. The number of fixed term exclusions is low, but four permanent exclusions is a high number for a school of this size. The number of exclusions has declined significantly since the introduction of an internal exclusion unit two years ago. Exclusions to this unit have fallen consistently term on term. There are no significant differences in the behaviour of students from different ethnic groups. Parental and student concerns about behaviour are justified because poor behaviour adversely affects learning in some lessons when teachers' management of students is unsatisfactory and rewards and sanctions are used inconsistently. Unsatisfactory behaviour is worst among boys in the Year 9 lower-attaining sets. Students are often removed from lessons so that others can learn better. Students are honest and trustworthy. They respect the school's property, but littering is a problem.
9. Relationships across the school are good and students work well together although they rarely choose to work in mixed gender or ethnic groups. New students in Year 7 appreciate the support they get from older students when they first arrive in school. However, more than half of the students are concerned about bullying and racism in school. Although this occurs on a fairly regular basis, parents and students are happy that incidents are sorted out well by the school. Students with English as an additional language generally have positive attitudes towards the school and behave in a satisfactory way. However, there are examples of disruptive behaviour by a minority among these students, mostly boys, which has a negative effect on the learning of all students in the class. Those who are at a very early stage of learning English are usually very well motivated and their responsible attitudes have a significant impact on their success in learning. The very good relationships in the small group withdrawal lessons make a strong contribution to the development of students' social and personal confidence.
10. Provision for students to explore the spiritual dimension to life is satisfactory. The school places great importance on promoting a respect for the values and beliefs of others, and

this is shown in the drive to use inter-school activities to improve relationships between local community groups with different religious and cultural backgrounds. Subjects of the curriculum offer a variety of opportunities for spiritual development, for example, through the sensitive study of literature and world religions, as well as creative work in drama and art. However, although the school's own attractive handbooks for collective worship offer clear guidance to staff, not all assemblies and form periods include adequate time for reflection. The school provides good opportunities for moral development. In assemblies and religious education lessons, students are encouraged to distinguish between right and wrong behaviour. There is a clear code of conduct that students accept, and they benefit from the examples of commitment, courtesy and hard work set by the staff. Social development is good. There are many opportunities in different areas of the curriculum for students to work together in small groups, and students are encouraged to take responsibility by acting as peer mentors, and taking part in drama performances. Provision for students' cultural development has improved since the last inspection and is now good. As well as the opportunities available in most subjects of the curriculum, initiatives such as the "Super Learning Week" are effective in raising students' cultural awareness by introducing them to new experiences. Students learn to appreciate Caribbean poetry, and music from Indonesia, played by members of the Halle Orchestra. The expertise of an artist in residence at the local art gallery encourages students from different schools to create exhibitions of original work and to appreciate their own and others' cultures.

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

Authorised absence 2003/4	
School data	8
National data	7.2

Unauthorised absence 2003/4	
School data	3
National data	1.0

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

- Attendance and punctuality to school are unsatisfactory and result in a minority of students underachieving, although attendance has improved significantly over the last year and since the previous inspection. Unauthorised absence is well above the national average and is higher among white British students. Attendance is best in Year 7 and then declines. Extended visits to Pakistan by a small minority and the long-term absence of a small number of mainly white British students have a negative impact on the learning and achievement of those involved. Religious observance too has a significant impact on attendance figures overall, but does not have the same negative impact on achievement because it does not involve prolonged absence. The school monitors attendance very well through its tracker system and uses the statistics well to target areas for improvement. Contact with home on the first day of absence and visits to parents from learning mentors, the home-school liaison officer and members of BEST have encouraged parents to improve the attendance of their children. Registration procedures are good, but the use of registration time to enhance learning is inconsistent and often wasted.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a satisfactory education. The quality of teaching and use of assessment are satisfactory overall and pastoral care is good. Learning is satisfactory in Years 7 to 9 and good in Years 10 and 11. The curriculum is unsatisfactory. There are satisfactory links with parents, but those with other schools and colleges and the community are very good.

## Teaching and learning

Teaching is satisfactory and leads to satisfactory learning throughout Years 7 to 9. Learning is good in Years 10 and 11. Students' increasingly positive approach to learning and their improved levels of learning skills are significant factors in their good achievement in Years 10 and 11.

### Main strengths and weaknesses

- Teachers structure their lessons well, making good use of the Key Stage 3 strategy.
- The good match of teachers to the curriculum capitalises on the teachers' good degree of subject specialist knowledge.
- Well-focused teaching that specifically tackles underachievement in Years 10 and 11 secures improved examination success.
- There is a limited amount of high quality teaching and some unsatisfactory teaching where students' poor behaviour is not dealt with effectively.
- Very good use is made of assessment data to evaluate the school's performance and identify students needing additional support socially and academically.
- Assessment and marking are not used effectively by all subjects to monitor students' progress and help them to improve.

### Summary of teaching observed during the inspection in 130 lessons in Years 7 to 11

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (1%)	12 (9%)	58 (44%)	52 (40%)	5 (4%)	1 (1%)	1 (1%)

*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.*

### Commentary

12. In Years 7 to 9, teaching and learning are satisfactory overall. Both benefit from the use of the Key Stage 3 strategy that has made a positive impact upon the way teachers plan and structure their lessons. As a result, lessons are well focussed on what is to be learned and have a clear structure. A great deal of teaching energy and time is taken to ensure that students make satisfactory progress. This is because they start the school with very low standards, immature learning attitudes and skills and very low literacy standards. The current arrangement by which students in Year 7 are taught as a separate group from the main school, adopting a primary-based approach, is benefiting these students. The approach helps them in the transition to secondary education and tackles the problems of immaturity and very low levels of basic skills.
13. In Years 10 and 11, teaching remains satisfactory overall, but learning is good. There is more good teaching and less unsatisfactory teaching. Good strategies are in place to tackle underachievement and students are prepared well to gain examination success. In addition, learning and achievement are improved because students follow a curriculum that better meets their needs. As a result, the attitudes of the great majority are very good. At this stage, they also benefit from their greater maturity, better learning skills and improved basic skills, particularly in literacy. The teaching has a greater impact on

students' learning as a result. This is reflected in the rising standards and improved results at GCSE in recent years.

14. There is some very good teaching and occasional teaching that is outstanding. Here, teachers are adventurous in their approach and use a variety of styles very effectively to engage students and to stretch and demand the very best of them. In such lessons, students' behaviour is very good and there is a common purpose to the lesson that allows teachers to teach without interruption. There is not enough of this teaching. At the other end of the scale, there is some teaching that is unsatisfactory or poor. Here, teachers fail to use the school's agreed strategies effectively enough to control poor behaviour. There are some very challenging students in the school whose attitudes and behaviour demand much of their teachers. These students are mainly in the lower ability sets and most have special educational needs. Where such classes are supported by learning assistants both teachers and students benefit. However, there are not enough learning assistants for all the lessons and many lessons are characterised by teachers working very hard, and in the main successfully, to ensure an orderly lesson where satisfactory learning can take place.
15. Teachers have a good level of subject expertise and they are deployed effectively to ensure that there is a good match between their expertise and the teaching they undertake. In the Year 7 base, teaching arrangements are such that not all classes are taught by subject specialists. This is a deliberate policy that allows teachers to bring a greater consistency to the learning of these students through their being taught by fewer teachers. However, there needs to be better co-ordination between Year 7 teachers and subject heads of department in the main school to ensure greater continuity into Year 8 than presently exists.
16. While teachers structure their lessons carefully, there is a lack of specific planning to meet the needs of different groups in the class. In the best lessons, the teachers plan to ensure that gifted and talented students have further demands made upon them. Too often, this planning is not in place and teachers rely too heavily on students undertaking the same work as their peers and doing more of the same work. The Excellence in Cities initiative has led to more targeted teaching of the highest-attaining students, and their examination results have improved steadily over the past three years as a result.
17. Teachers generally set homework in a satisfactory manner to extend the work of the classroom. However, too much marking, while conscientiously undertaken, fails to give students enough information about how well they are doing and where they stand in relation to National Curriculum levels and what they must do to improve their work further and move towards a higher level.
18. Teachers' expectations are set suitably high and they mostly demand appropriate levels of quality of work and levels of good behaviour to ensure that learning is satisfactory. Where teaching is most successful, these expectations lead to high pace and challenge. Parents and students appreciate teachers' high expectations. Teachers generally enjoy good relationships with their students and try to engender the same between students. In the main, this is successful and is an important feature of their work in an area that has recently suffered from outbreaks resulting from racial tensions. The result is a positive working atmosphere in most classrooms where achievement is valued and students want to learn.

19. Most teachers are careful to require students to use the key words of their subject. In the best lessons, students learn well from each other because they listen carefully. This good practice is not sufficiently widespread and in many classes the opportunities for students to learn from each other and with each other are diminished. This is because teachers do not actively intervene to encourage boys to work with girls, or students from different ethnic backgrounds to share their work, but such arrangements are made in some subjects.
20. The teaching of literacy skills is good as all staff have been trained in the use of the Key Stage 3 strategy. The impact is seen in the better levels of skill that students have developed by Year 10. There are some inconsistencies between departments in the effective development of literacy skills. Students' achievement is better in subjects where teachers give more explicit attention to their literacy needs. The teaching of numeracy skills through other subjects is satisfactory overall.
21. Students with special educational needs usually achieve satisfactorily because teachers match their teaching effectively to students' needs. In most subject lessons, students with special educational needs are engaged by stimulating discussion work and activities. Withdrawal work is planned well with students following individual programmes well matched to their targets. Support in lessons is good because staff have good knowledge of individual students and their needs. In some lessons learning is limited by the absence of support staff. Students with English as an additional language generally learn effectively because teaching styles and learning materials are well matched to their needs. Students are also supported well by their teachers and by support staff. However, support is not always available where required in main school classes. In the small withdrawal groups for students who are new to English, the teaching and learning are good. This is because specialist staff give students good opportunities to develop their oral English based on their language needs and extend their vocabulary. Students gain the confidence to ask questions and enjoy helping each other to succeed.
22. Assessment data collected from standardised tests, examinations and students' personal and social records are used very effectively to place students into ability sets, track their progress from year to year, target students who could reach a higher National Curriculum level or GCSE grade and identify those who need additional specialised help. The data also provide the school with a clear picture of how standards overall are changing and how closely it is meeting the challenging targets it sets itself based on the standards of students on entry and at the end of Year 9. There are good links between information collected through the pastoral system and students' academic attainment. Information is used effectively to counsel students twice a year and set targets for their improvement.
23. Ongoing assessment is better in some subjects than others, although it is satisfactory overall. In some subjects, students are only informed about how they are improving at their twice-yearly reviews. Not enough is done to set individual short-term targets that students can measure themselves against. Marking is also inconsistent within and across subjects. Where it is best, students are given a clear picture of how to improve their skills and subject knowledge. Where it is least effective, marking is superficial, or work remains unmarked. There is some good practice, particularly in Years 10 and 11. In a few subjects not enough has been done to ensure that assessment against National Curriculum levels or GCSE grades is precise enough to give students an accurate idea of their standards. Some students also get confused about the difference between the school marking system and National Curriculum levels. Diagnostic testing is used well to plan extra tuition

for individual students with special educational needs. Assessment of citizenship is unsatisfactory and has yet to be developed, but is planned for this year.

## **The curriculum**

The curriculum has some strengths, but is unsatisfactory because statutory requirements are not met. Extra-curricular activities are satisfactory. Accommodation is satisfactory and resources are good.

## **Main strengths and weaknesses**

- The school does not fully comply with statutory requirements to teach music, physical education and ICT.
- There have been good innovative developments that have broadened students' choices throughout the school.
- The library is a good resource enhanced by a good range of ICT equipment.
- Teachers' qualifications and experience are well matched to the curriculum, but there are not enough support staff in lessons to help the students with special educational needs.
- The time allocated to modern foreign languages in Years 7 to 9 is less than that found in most schools.

## **Commentary**

24. The curriculum is unsatisfactory. There is currently no formal music taught throughout the school because of difficulties in recruiting specialist staff. The headteacher and governors plan to make a suitable appointment so that music can be reintroduced at the earliest time possible. For the current academic year, students in the higher band in Years 10 and 11 are not able to have their entitlement to the core physical education lessons because of time allocated to the new activities afternoon for the whole school. Despite a high proportion of students taking accredited courses in ICT there are some students who do not have full access to the required range of ICT activities and the breadth of their experience is adversely affected. The time allocation for modern foreign languages in Years 7 to 9 is less than normally found in most schools and has a detrimental impact on standards.
25. The school has made some innovative developments since the previous inspection. Students in Year 7 have a transitional year in which several subjects – English, mathematics, history, geography and religious studies – are taught by one teacher. This has the advantage of supporting the students' adjustment to their new school by reducing their movement around the site and giving them greater continuity of teaching. However, there is not sufficient liaison between Year 7 teachers of geography, history and religious studies and subject leaders in the main school to ensure effective curriculum continuity. In other respects the curriculum in Years 7 to 9 is suitably broad. With the exception of music and assessment in citizenship, it meets statutory requirements. English receives more time than in many schools, reflecting the school's intention to improve standards of literacy.
26. During Years 10 and 11 the school offers students a good range of courses, apart from gaps in ICT and physical education. There are accredited and very well subscribed vocational courses in ICT and business. A full course GCSE in religious studies is available to all. Effective collaboration with a college of further education results in

students taking off-site accredited vocational courses in engineering, childcare, hair and beauty, brickwork, catering, manufacturing and hairdressing. Further choice is provided via Award Scheme Development and Accreditation Network (ASDAN) and Skill Force courses. The leadership of the school is responding in a serious and innovative way to the opportunities for a more flexible range of courses in Years 10-11.

27. Curricular programmes are effective in ensuring equality of opportunity. There are no students disappplied from the National Curriculum or national tests and most students have full access to the National Curriculum. However, the provision for citizenship is unsatisfactory for all students. The core programme in physical education is offered only as an option for older students and this leads to imbalances in classes and is unsatisfactory.
28. Overall enrichment opportunities are satisfactory with some good features to this provision. For example, the "Super Learning Week" in the summer term offers a good range of visits, physical, artistic and sporting activities. Teachers arrange visits for students to art galleries and theatres. Theatre groups visit school to enhance learning in personal, social and health education. There is good involvement in swimming, dance and cricket activities. The daily homework club provides effective additional opportunities to secure learning and students receive good support at the club. From September 2004, the school has introduced an activities afternoon for all students. Despite a wide range of choices, attendance at a number of activities was disappointingly low during the week of the inspection.
29. Curricular provision for students with special educational needs is satisfactory. The school offers a very wide range of provision. The setting of classes by ability in subject areas enables staff to more easily match resources and learning opportunities to students' needs. Support is appropriately prioritised and concentrated on core subjects and, for individuals with the most significant needs, there is well-planned withdrawal support. There are extra opportunities for students with complex needs including a nurture group. Behaviour needs are supported very well through a wide range of specialist provision including "Time Out" and "Fusion" centres. The life skills course for older students provides a wide range of opportunities for students to achieve. Entry-level qualifications in some subjects increase students' opportunities to gain qualifications at the end of courses and increase their motivation because the level of work is sufficiently challenging and better matched to their abilities and aptitudes. Additional classroom support available to students in mainstream lessons is insufficient for the number of students who have special educational needs.
30. The school makes good provision for students with English as an additional language. The curriculum is generally accessible to students with varying degrees of competence in English because of effective lesson planning and well-targeted support. Students who are new to English benefit from very good provision in the small group withdrawal lessons, which are taught by specialist staff.
31. Overall, the match of teachers' qualifications and experience to the curriculum is good. The school does not always attract sufficient high quality applicants for posts, and the governors and the headteacher have recently had difficulty in recruiting staff for music and mathematics. The match of learning support staff to assist the delivery of the curriculum for students with special educational needs and English as an additional language is unsatisfactory, because there are not enough. Technical staff undertake a valuable role in assisting and supporting the teaching of the curriculum. The secretarial and site management staff make a significant contribution to the smooth day-to-day running of the school.

32. Resources to support learning are good. The provision of ICT resources is very good; most teachers have computer facilities in their teaching rooms, which is making an increasingly positive contribution to the students' learning. The library/learning resource centre is a good facility and is used well by students from all year groups. An attractive area, it contains a range of attractively displayed books and ICT stations. The number of books is below recommended levels but there is good liaison between the manager of the centre and subject teachers. This helps students to have good access to the resources and to opportunities for independent research.
33. The quality of the accommodation overall is satisfactory and suitable for teaching the curriculum. Creative and imaginative use of existing buildings has provided good accommodation to support the inclusion programme for students, ensuring that students at risk of exclusion are kept in school. There is some very good specialist provision. The Year 7 block provides a safe and comfortable transition from primary school. The excellent sports facilities contribute to students' success in a wide range of activities. The ICT provision has increased considerably since the previous inspection. The inside of the school is brightly decorated and provides a welcoming atmosphere. The good quality of displays of students' work in departments demonstrates the progress being made in the school.

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

The school takes good care of students' welfare, health and safety. The provision of support, advice and guidance based on monitoring is good. Staff provide very good pastoral support. The school takes good account of students' views and involves them in its work and development through the school council.

### **Main strengths and weaknesses**

- Staff take good care of students' safety, but traffic on the school grounds is hazardous to pedestrians.
- Induction arrangements for new students in Year 7 are very good.
- Support and guidance based on the tracker system are good.
- Support for students with attendance and behaviour problems is very good and is beginning to have a positive impact on their achievement.
- There are good systems for dealing with incidents of racism and bullying.
- Good account is taken of students' views through the school council and review meetings.
- Registration time is not used effectively to support learning.

### **Commentary**

34. First aid routines are sound. Good procedures are in place to deal with child protection issues. Good heed is paid to students' safety in lessons and on visits out of school. However, traffic on the school grounds at the start and end of the school day when parents deliver and collect their children is hazardous to pedestrians. The school is aware of this problem and is striving to find a safer alternative. Risk assessments are routinely carried out. The blocking of inappropriate Internet sites is not yet entirely secure, but good systems have been put in place to prevent students gaining access to such sites. Supervision is good at break times, but not in the corridors during lesson changeovers. The canteen offers a range of healthy food but the majority of students opt for less healthy snack foods.

35. Pastoral procedures are very good and support the needs of individual students well. Induction arrangements are very good and aided by the excellent links established between local primary schools and the separate Year 7 base. As a result, students settle well into school. They find staff approachable and helpful. Students' academic progress and personal development are monitored well through the tracker system, enabling staff to give good advice and to help students set their own targets for improvement at the twice-yearly review meetings. Students' shorter-term progress towards these targets is not as well monitored by all subjects, however. The use of registration time is inconsistently organised and managed and is often wasted. Many form tutors do not use it well enough to enhance students' personal development and achievement.
36. There is very good support for students with attendance and behavioural problems. Under the Behaviour Improvement Programme (BIP), the school's leadership has ensured that there are a series of well co-ordinated strategies to improve behaviour and keep students in school rather than excluding them, thus raising their achievement while not interfering with the learning of others. These include BEST, the Exclusion Unit, the "Time Out" Centre, the "Fusion" centre and learning mentors for individual students. There is very good support from a wide range of outside agencies. The school is very good at raising awareness of racism and bullying. Students readily report incidents of name-calling or physical abuse and are satisfied with the way such problems are dealt with.
37. Test and examination results are analysed to review the progress of different groups of students, such as students from different ethnic backgrounds, boys and girls, students with special educational needs and the gifted and talented. This ensures that action can be taken to tackle differences in achievement that may arise. The school has very effective arrangements for identifying students in need of extra help in English, and for monitoring their progress. In-class support is used flexibly to boost the achievement of higher-attaining students, as well as for those at an early stage of learning English. However, more regular reviews of support needs are needed to ensure that support staff are used to maximum effect. The good relationships between students, teachers and support staff enable students new to the school to settle down quickly and to feel secure. Students have access to well-informed advice when they make decisions on subject choices, further study and in their preparation for work experience. Testing is used well to identify students' special educational needs so that appropriate support can be provided. Review procedures for these students are good and include the involvement of students. Targets for these students are well matched to their needs although numeracy targets are less well developed than literacy targets.
38. Personal, social and health education (PSHE) provides a comprehensive programme to guide students through school choices and prepares them satisfactorily for life after school. The careers programme is sound and advice on the option choices for Year 10 is good. Students are pleased with the advice they receive on post-16 options. All students in Year 10 do useful community service in local primary schools. This contributes very positively to their social development and helps the transition of younger students into the school. Students' views are canvassed effectively at review meetings and through the school council. Most feel that staff listen to them, respect their views and trust them to do things on their own.

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

The school has satisfactory links with parents. There are very good links with other schools, universities and with the community.

## Main strengths and weaknesses

- The BEST team, learning mentors and home-school liaison officer have very good links with parents.
- Very good links with the community significantly enhance students' learning, achievement and personal development.
- Excellent links with primary school contribute positively to transition into Year 7 and to students' social development.
- Students' reports are unsatisfactory.
- Students' planners are not used consistently well to communicate with parents.

## Commentary

39. The school has satisfactory links with parents that enable parents to support students' education. Parents consider this to be a good school where expectations are high and their children make good progress. They are pleased with the way their children settle in school and are comfortable to approach the school with questions or problems. A significant number of parents are concerned about behaviour, racism and bullying, but state that problems are dealt with quickly and effectively. This was confirmed by the inspection team. Parents of students with behavioural problems are kept fully informed of the provision made.
40. The school values its links with parents. Termly newsletters are brief but informative. The governing body's annual report to parents and prospectus are informative, but contain insufficient information on the next election of governors, no statement on steps taken to ensure that disabled students are treated equally and no statement on access for the disabled. Students' planners are not regularly monitored and are not used effectively to communicate with parents. Parents appreciate telephone contact and home visits made by the home-school liaison officer, learning mentors and members of BEST. The majority of parents support their children's learning well by providing computers and Internet access, but would like more information on how they can help their children learn. Annual reports are unsatisfactory. They give insufficient information on what students have studied and very little subject specific guidance on how they can improve. There is no report on PSHE or citizenship. Attendance at consultation meetings has improved since the school changed to a whole-day appointment system, but some parents would prefer to meet subject teachers rather than form tutors.
41. Parents find the school approachable and any concerns or complaints are resolved effectively but records of parental complaints are inadequate. The school consults parents regularly both formally and informally. It has started a small and embryonic parenting group to help parents/carers support their children's learning. There is no parents' association to support the work of the school. The school has good relationships with parents of students with English as an additional language. The work of the home-school liaison officer is effective in helping parents to feel confident in coming to the school to discuss their children's progress. Parents are encouraged to help their children to achieve well and to minimise absence. The school's strong partnership with the local multi-ethnic achievement team has a very positive impact on the progress of students who are new to English. Links with parents of students with special educational needs are good. They are involved in progress reviews and the school provides specific reports on the achievements of students with special educational needs. Home visits are a further example of the good links that have been developed.
42. The school's leadership has worked hard and to very good effect to ensure that it has very good links with the local and wider community to enhance students' learning and personal

development. A wide range of visits and visitors broaden students' knowledge and social development very effectively. Very good use is made of outside agencies to support learning in PSHE, for example, and help to provide alternative education for the few students who need it. There are good sporting links with community clubs, such as cricket and soccer clubs. Members of the community make good use of the school's sporting facilities. The school is very proactive in promoting good race relations within the area and this contributes very positively to students' social development. All Year 10 students do community service in local primary schools, which helps develop students' awareness of the responsibilities of living in a community. Students give good support to local and national charities such as Children in Need. Very good links with "Oldham On Track" promote good behaviour both in the school and within the community.

43. The school has very good links with other schools and colleges which are supported by Education Action Zone funding. Links with primary schools are excellent and used very effectively to improve behaviour and attendance from an early stage. There are good curriculum links; for example, staff teach modern foreign languages in primary schools, which improves the achievement of students later in the school. The management arrangements for shared and linked provision are very good. There are science links and jointly planned units of English work for Year 6 and Year 7. Primary school students make good use of school facilities such as the swimming pool. Learning mentors organise a visit day for primary school students to familiarise them with the school. Transfer mechanisms from primary schools are very effective and students settle extremely well. There very good links with other secondary schools. The very good links with a sixth form college and Oldham College support transition to post-16 education and work-related-learning well.

## **LEADERSHIP AND MANAGEMENT**

The school is led well by the headteacher, who receives good support from governors and a strong team of senior managers. However, governance is unsatisfactory because there are issues of non-compliance in the curriculum and some requirements are missing in information to parents. The school is managed satisfactorily.

### **Main strengths and weaknesses**

- The headteacher provides strong leadership and has a very clear vision for the school.
- Senior staff and those in other key positions share this vision, work well as a team and give good support to the headteacher.
- Leadership is very successful at ensuring that all students are fully included and equally valued.
- The school's very good planning, which is owned and shared by governors and staff, is clearly focused on raising achievement through improved teaching and learning.
- There are a number of statutory breaches in the curriculum and in the provision of information to parents.
- The specialist input from a number of subjects is missing in Year 7 because communication between Year 7 co-ordinators and main school heads of some subject departments is unsatisfactory.

### **Commentary**

44. The headteacher and his strong team of senior managers share a very clear vision for the school. At the heart of this vision is the relentless drive to raise the achievement and aspirations of students, many of whom enter the school with very low standards of attainment. In order to turn this vision into reality the headteacher has had to introduce vital changes often involving tough but necessary decisions. Central to the school's improvement has been the creation of a strong team of effective senior managers and the recruitment of well-qualified specialist staff. In turn this has allowed the school to focus more sharply on improving students' behaviour and their attendance. Furthermore, inclusion is high on the school's agenda and the school's efforts to ensure that all students are valued and given equal chances to succeed, whatever their aptitudes or ethnic heritage, have played a key role in the gradual process of raising achievement. The impact of the good leadership is demonstrated in the improvements in the school's performance. Most notably, standards are rising, attendance is improving and exclusions are falling.
45. To achieve these aims the school's leadership has successfully taken advantage of many initiatives and sources of funding. For example, the school has appointed an effective team of professionals to work closely with students and parents as part of the drive to improve attendance and behaviour. Efforts to contain and modify behaviour within the school itself have begun to pay off through the much reduced level of fixed-term exclusions. Very good work with primary schools has helped ease the process of integrating new students into the school and encouraged them to mix with each other across racial boundaries. Above all, the school's persistent focus on the improvement of teaching and learning, clearly mirrored in its very good medium-term and strategic planning, is bearing fruit in the good progress students make by the time they leave the school. Clearly, there is room for further improvement in the quality of teaching.
46. The headteacher and other managers have a good level of awareness of the importance of curricular innovation. The improvements in students' attitudes and their raised achievement testify to the success of these initiatives. In spite of pressures from many directions, however, these improvements have not been bought at the expense of good relationships and mutual respect. Leaders provide good role models for other staff and students, and parents and students are positive about the manner in which the school is led and managed. Teachers are consulted, listened to and their views respected. Students are happy and proud of their school. Parents share their satisfaction. Morale is high. It is an open, enabling culture that builds confidence and self-esteem.
47. Senior managers also provide good leadership and whole-hearted support for the headteacher. They set a good example for both staff and students, and have a strong, approachable presence around the school. Close links between senior staff and middle managers are well established and encourage frequent dialogue and good communications. Heads of subject areas are held to account for their department's performance and are required to review their results to ensure that standards are constantly improved. This rigorous approach, together with good training and support, has led to the development of good leadership in most of these middle managers who have become more accountable and self-evaluating as a result.
48. Governors take an active role in the leadership of the school and make a positive contribution to the decisions that are taken that help to shape the vision and direction of the school. Governors can and do act as critical friends to the school, both challenging and supporting senior staff effectively. They are able to do so because the regular reporting that takes place ensures that they have good quality information about the strengths and weaknesses of the school. They draw upon this well to put them in a good position to hold the school to account for the standards and quality produced. However,

governance is unsatisfactory overall because there are several statutory breaches in the provision of the curriculum, in information for parents and in the provision of a daily act of collective worship. Music is not taught. Students in Years 10 and 11 do not receive their full entitlement to ICT and to the core programme in physical education.

49. The school is managed satisfactorily. There are good systems and strategies in place to guide its progress. Overall, the school has made a satisfactory response to tackling the key issues raised in the last report. The effectiveness of initiatives taken in terms of their impact on raising standards is monitored and evaluated effectively and raising the quality of teaching and students' achievement lies at the heart of the work of the school. The school gathers data very efficiently and uses the data well to analyse its performance and to compare with other like institutions to ensure that standards and the quality of its provision are as high as they should be. The information gained is also used effectively to identify and tackle underachievement. There are a number of management issues that remain to be resolved. The monitoring and evaluation of teaching are guided by good systems to ensure regularity and rigour in the process. However, the impact is lessened because there are still inconsistencies in teaching that need to be tackled. There is still some unsatisfactory teaching, usually where teachers do not apply agreed procedures for dealing with poor behaviour. The very good practice that exists in the school is not shared sufficiently, and there is not enough high quality teaching to inspire students. Citizenship is not managed effectively and there are issues in the provision of ICT and physical education in Years 10 and 11 that mean that not every student receives full entitlement in these areas. Music is not taught at present because of difficulties in staffing the subject. The communication between Year 7 teachers and heads of subject departments in the main school is not good enough to ensure smooth progression in the teaching of some subjects in Year 8.
50. The school has an equal opportunities policy and policies for dealing with racial discrimination and ensuring racial equality. The co-ordinator for equal opportunities and inclusion provides very good leadership in ensuring that teachers are aware of equality issues, resulting in good provision for equality of opportunity in most subjects. Staff and students have had awareness-raising sessions and other training aimed at recognising and understanding potential problems. Development plans tackle these issues and priorities are clear. The school's arrangements for ensuring equality of opportunity and monitoring the progress of different groups are very good overall, due to effective leadership that places a high priority on inclusion and equality of opportunity.
51. The whole school approach to special educational needs has many good features including strong links with the governing body and with senior management. Provision is well organised by the special educational needs co-ordinator, who meets regularly with other key staff. Staff are kept fully informed about students' needs. The special educational needs co-ordinator does not have sufficient involvement in overseeing provision for students with less significant needs. The management of the provision for students with English as an additional language is good. Daily routines run smoothly and the teaching room is a welcoming place for small group lessons. Leadership is also good. Effective teams have been set up, and specialist staff work well together. There is a clear sense of commitment to the academic achievement and personal well-being of students who need extra help in English, and those who are new arrivals. The grant for ethnic minority achievement is used effectively for the support of students.
52. The school has taken a very positive approach to performance management and procedures are very good. There are effective procedures for professional development. Priority is given to the training needs associated with the school improvement plan,

departmental plans and those identified as a result of performance management reviews. The induction of staff new to the school is very good. Newly qualified teachers in particular receive a very good programme of mentoring, support and guidance, as well as meetings on a range of relevant whole school topics.

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

Income and expenditure (£)		Balances (£)	
Total income	3,791,266	Balance from previous year	237,939
Total expenditure	3,907,341	Balance carried forward to the next	121,864
Expenditure per pupil	5,134		

53. Financial planning and management are good. The principles of best value are applied carefully and to good effect. Planning procedures ensure that educational priorities are costed carefully and there are effective systems in place to ensure that the school consults and compares to gain best value in its spending. The school has been very active and successful in attracting additional funding, for example through the Education Action Zone. Specific funds are used appropriately: for example the funding from the Excellence in Cities initiative has been used effectively to ensure good achievement of gifted and talented students in Years 10 and 11, and the effective use of learning mentors to raise the achievement of disaffected students. However, there is insufficient additional support for students with special educational needs, particularly for students with behavioural problems. As a result, teachers spend a great deal of time and energy in lower ability classes in controlling poor behaviour so that learning can take place.

**WORK-RELATED LEARNING**

Provision for work-related learning (WRL) is **satisfactory**.

**Main strengths and weaknesses**

- WRL is led effectively, giving a clear direction for its further development.
- The subject is well staffed.
- The Connexions service makes an effective contribution.
- Recent work experience had weaknesses in organisation, which resulted in too many students not undertaking a work placement.
- Students find careers advice and guidance to be useful, and work experience to be worthwhile.

**Commentary**

54. Provision meets statutory requirements. This judgement is based on discussions with the co-ordinator for WRL and with students and an extended interview with the Connexions advisor. Lessons in vocational subjects and PSHE were sampled.

55. The provision of WRL is having a positive impact upon students' achievements. Lessons increase their knowledge and understanding of the workplace and are reinforced by effective work experience placements undertaken by students in Year 10. Those students who missed their placements in the last summer term will be provided with placements this year during their Year 11.
56. Students achieve satisfactorily in the vocational subjects offered by the school. Standards are well below average, reflecting students' standards in other areas of the curriculum and reflecting their well below average prior attainment. Students who were interviewed showed a satisfactory understanding of the world of work, including relationships between employees and customers and relationships with employers. They demonstrated a good understanding of the importance of health and safety and their responsibilities towards themselves and others in this regard.
57. Teaching and learning are satisfactory. Planning and implementation of subject teaching are satisfactory. In a Year 10 lesson dealing with the production of students' curricula vitae, standards were well below average. However students achieved well and responded to good teaching where a variety of interesting resources were used to stimulate and engage students' interest, including a very good presentation using ICT to good effect. The teaching of careers education observed during the inspection was satisfactory, with teachers showing sound knowledge and understanding of employers' requirements that enabled them to conduct question and answer sessions with confidence. In a Year 9 careers lesson, teaching and learning were satisfactory. Students' understanding of the routes to different forms of qualifications was developed and the teachers' good subject knowledge enabled anecdotes to be used to enliven the presentation and engage the students.
58. Students have sound careers guidance, including individual interviews through the Connexions service. The Connexions service is centrally involved in the school's provision of WRL and makes a good contribution to the school's provision. All students are interviewed in readiness for their progression at the end of Year 11 and each has an individual development plan. This is good practice and helps students develop responsibility and dependability, in readiness for their next stage, post-16. Those Year 11 students interviewed stated that they are happy with the support they are receiving. They are guided well both about progression to post-16 and about future careers.
59. A small number of students undertake an extended work experience where they attend a workplace setting for one day a week for ten weeks. This alternative to their normal curriculum is valuable in adding relevance to their school life and has been effective in improving their attendance. The Connexions service also identifies weaker students who require more support during their work experience placement and ensure that they receive such support.
60. Work experience is well planned, using the local business guidance service and teaming the Connexions service with contributions from the school staff. The planning ensures a worthwhile experience for students. Those who were interviewed confirmed this to be the case and were enthusiastic about the experience as a whole. Recent work experience organisation foundered on over-ambition. Thus Year 10 students were organised to undertake a two-week placement in the summer term. In the event around 15 per cent could not be placed and their work experience has been deferred to Year 11. A lesson has been learned and future placements have been reduced to one week, with an

assurance that the whole of the year group will be catered for. Overall, this aspect of WRL is satisfactory.

61. WRL is led satisfactorily. The various elements that constitute the whole experience of WRL are planned effectively and the school's programme for WRL reflects national guidance. Schemes of work have been planned effectively and take good account of contributions made by subjects across the curriculum. Resources are satisfactory with a dedicated section in the school's library that is up-to-date and useful. Accommodation for the subject is dispersed throughout the school, but is of a satisfactory standard. WRL is well staffed with experienced teachers.

## **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, French and Spanish are reported below. Urdu was sampled.

62. GCSE results in **Urdu** in 2003 were well below the national average but represented satisfactory achievement for the large majority of students who took the examination. Results for 2004 marked a significant improvement over 2003. Standards in lessons are in line with the national average. Many students understand Urdu well and those with previous experience of the language speak it confidently and with reasonable fluency. Higher-attaining students write accurately, but those of lower attainment are slower at mastering the Urdu script. Achievement overall is satisfactory. Teaching is satisfactory and so is students' learning. Relationships are positive and respectful. However, students' learning is at times restricted by a lack of up to date teaching methods and resources.

#### **English**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Good leadership has established an effective team whose members support each other well.
- Achievement is good with students making good progress from very low standards when they enter the school.
- Students work well, responding to their teachers' good encouragement.
- Students benefit from the explicit way teachers show them how to improve but do not have enough chances for open ended discussions.
- In Years 7 to 9 there are not enough extended writing opportunities.
- Assessment procedures are not used effectively to set targets and monitor students' progress.
- There is not enough use of ICT to support learning.

#### **Commentary**

63. Students start Year 7 with overall standards in English that are very low. Reading and writing skills are at a low level and vocabulary is restricted. Although results in the 2003 national tests for Year 9 students were well below average, students did better than expected. The results were better than the very low results in 2002. In recent tests, boys have done better in relation to boys nationally than girls have done in relation to girls nationally. No results are available for the 2004 tests as yet. At GCSE, the proportion gaining grades A\*-C in 2003 was well below the national average in both English and English literature. Overall results as indicated by the average grade per student were below average in English but closer to the average in literature. Girls did better than boys. Students did better in English than in most of their other subjects and their results were better than expected. In 2004 the as yet unvalidated results in English fell but remained the same in literature.

64. Standards in Years 9 and 11 are well below average: good achievement given the very low standards at the start of Year 7. In Year 9, higher attainers make very good progress. Some reach the highest levels through confident use of accurate English in a range of genres. Some initially below average students are achieving well. They are moving closer to expected levels through better writing organisation and clarity. However, many still show weaknesses in writing standard English clearly and accurately, especially when analysing texts and explaining their opinions. Weaknesses in vocabulary also undermine their standards. The progress of students with the very lowest standards, including students with special educational needs, is satisfactory. It is hindered by a comparative lack of support staff and teaching that tends to be slower paced.
65. In Year 11, course work reveals standards that are moving towards below average, but some students whose course work is at grade C (mainly boys) need to develop greater control when writing under pressure of time to succeed in examinations. Higher-attaining students make very good progress in the control, insight and expression of their analytical writing. Lower attainers make good progress, especially in showing their knowledge and understanding of different types of literature. Inaccuracies and a lack of clarity undermine their written English standards. The progress of average and above students whose first language is not English is good overall, often enhanced by the effective use of support teachers in lessons.
66. Teaching and learning are good. The overall achievement of students is good because teachers give very precise and explicit guidance on how to improve their skills. Most lessons are taught by specialist English teachers whose command of the subject enhances students' understanding of different types of texts. In Years 10 and 11, teachers cover texts in depth and provide very effective support for the students' written assignments. When Year 10 and 11 students use ICT, their course work improves. However, most students do not use ICT enough. Students work hard in lessons but teachers' planning is not precise enough to ensure a fast pace. Not enough lessons include an opportunity for students to really think about the aim of the lesson. There are not enough opportunities for more open-ended interaction between students. Expectations regarding the amount of work are high. Students behave well and respond positively to their teachers' encouragement. Students with special educational needs make good progress in Years 10 and 11 but those in Years 7 to 9 do not produce enough pieces of independent writing. Marking is good and includes constructive comments. However, students in Years 7 to 9 do not have a secure knowledge of their current levels or of how to reach their targets because not enough use is made of formal assessments.
67. The department is well led and managed. The small team is mutually supportive. Teachers and non-teachers work well in partnership to produce effective materials. There is good evaluation of strengths and weaknesses of test performances that has led to suitably amended schemes of work. Curricular planning is good but there needs to be more focus on developing the vocabulary of students whose first language is not English and more frequent extended writing opportunities in Years 7 to 9. There is not enough lesson observation to monitor learning throughout the school and spread good practice. There has been good improvement since the previous inspection with higher average grades at GCSE.

### **Language and literacy across the curriculum**

68. The students enter the school with very low literacy skills. Many are weak in reading, writing and in their vocabulary range. By the time they leave, the overall standard has improved to at least a well below average level. This reflects good provision. However, weaknesses in literacy remain one of the most significant barriers to achievement for students across the attainment range. The leadership of the school has made sure that teachers have received a lot of guidance in tackling literacy issues. The school has

correctly identified the need to promote students' writing skills and has in place a course to tackle this aspect.

69. Students' achievement tends to be better in subjects where teachers give more effective attention to their literacy needs. So, in religious studies, very explicit teaching and application of both subject specific and general vocabulary result in good progress. Design and technology, mathematics and art and design teachers stress the spoken word either through reading aloud or via engaging activities such as starter word games. In contrast, students in history do not receive enough explicit direction on how to write in the range of different types of writing required in the subject.

## French and Spanish

Provision in modern foreign languages (French and Spanish) is **satisfactory**.

### Main strengths and weaknesses

- Standards in French and Spanish at GCSE have improved over past years.
- The achievement of a minority of students in Years 8 and 9 is compromised by a very low allocation of time to French or Spanish.
- The modern foreign languages department benefits from strong leadership and a stable, well qualified staff.
- Standards of speaking and listening in French are under-developed in Year 9.
- Links with primary schools are very strong and prepare students well for learning a foreign language in Year 7.

### Commentary

70. French and Spanish are taught in alternate years. Currently, Years 7, 9 and 11 are learning French, and Years 8 and 10 Spanish. For this reason the emphasis of this report is on standards and achievement in French.
71. In 2003, GCSE results in French were similar to the national average. These results were better than in the previous year and represented good achievement for the small number of students who entered. Girls did better than boys but by a narrower margin than nationally. A few higher attaining students did well to gain grade A. Results in the 2004 Spanish GCSE, (as yet unvalidated), were well below average, but marked an improvement over previous years.
72. In Year 9, standards in French are well below average. The majority of students are achieving satisfactorily given their low attainment when they entered the school. Higher-attaining students' standards are broadly average, especially in reading and writing where they show good signs of understanding the difference between tenses. Lower-attaining students and those with learning needs, however, are unable to achieve satisfactorily because they receive their entire allocation of French teaching – and Spanish in Year 8 – in one period per week. This is not enough to allow them to reach even the most basic standard of competence. The skills of speaking and listening are not as well developed as reading and writing because students are given less opportunity to hear and practise using French. Students of Asian heritage have unusually good accent and pronunciation when they speak in the foreign language.

73. Standards in the current Year 11 French are below average. However, students are achieving well and they are highly motivated to learn. A few higher-attaining students are capable of accurate writing of above average standard that shows confidence in manipulating language. As yet most students have not learnt a wide vocabulary so are limited in how they can express themselves. Lower-attaining pupils and those with special educational needs take good responsibility for their learning and make intelligent use of dictionaries.
74. In both French and Spanish the quality of teaching overall is good and so is students' learning. There is more good teaching in Years 10 and 11 and in these years students of lower attainment do not suffer from the time constraints that are a barrier to good achievement in the younger years. The best teaching, which is very good, has a strong, brisk pace and involves students in lots of vivid activities, such as competitions and pair-work, which help them understand new language. The department's computerised whiteboard is used to very good effect to engage students and keep their interest. Teachers manage students' behaviour well and relationships in the classroom are good, enhanced by a well-recognised system of rewards and sanctions. Learning in such lessons is both rapid and enjoyable, and students are well behaved. As a rule, teachers do not use the language enough in the classroom so students make slower progress than they could in listening and speaking. In a minority of lessons learning relies too much on the teacher, the pace is too slow and students do not have enough opportunity to learn actively. In these cases students cannot always be trusted to listen carefully and learning is therefore slower.
75. The modern foreign languages department is led well and managed effectively. It enjoys strong, experienced leadership. The head of department sets a very good example to staff and students. Teachers are committed and well qualified. The department evaluates its performance well and does not delay important decisions, such as opting to do coursework instead of a final written paper. Students are already benefiting from this change. They have good opportunities through after-school classes to extend their experience of learning a language. The department's very strong links with primary schools through a regular teaching commitment prepare children successfully for learning a new language when they join the school in Year 7. Overall, however, the effectiveness of management is reduced by the isolation of two of the department's rooms from the main languages area. This prevents frequent contact and sharing of ideas and resources between the two areas.
76. Since the previous inspection the department has made good improvements, especially in raising standards and the quality of assessment. Teaching and learning, too, have improved, although the previous issues about the use of the foreign language in class by teachers and students still remain and need to be put right.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are improving steadily and at a rate at least equal to that seen nationally.

- Information and data collected from examinations are used well to identify those needing additional support.
- Day-to-day assessment is not used consistently to plan work matched to individual needs.
- Literacy skills are developed well in most lessons.
- Schemes of work do not support teachers well enough.
- The quality of teaching and learning is not monitored with enough rigour to tackle weaknesses.

## Commentary

77. In 2003, standards in the Year 9 tests were very low when compared with all schools and below similar schools. The targets based on students' prior attainment were not achieved. Provisional results for 2004 suggest that standards have improved, although the test results are likely to fall below the expected target. The rate of improvement is higher than the national rate. GCSE results show similar improvements. In 2003, the numbers of students gaining grades A\* to C and A\* to G were well below average. Provisional results for 2004 suggest that there has been a significant improvement in numbers gaining A\* to C. Additional examinations for those with low attainment mean that very few leave school with no qualification in mathematics.
78. Students enter school with very low attainment in mathematics and few demonstrate above average attainment. Standards are well below average in both Year 9 and Year 11 in number and algebra, shape space and measure and data handling. Standards are low in mental arithmetic and in problem solving requiring several stages and the application of different skills. The students' low mental arithmetic skills, together with well below average standards in literacy, and in particular comprehension skills, impede learning. Achievement is satisfactory overall, but there is significant variation among students. The level of achievement is very teacher dependent, varying according to the teaching received by different classes. In some classes the achievement of all students is good and in others it is unsatisfactory. A scrutiny of students' work over time shows that some classes complete a vast quantity of work that increases in difficulty. In a few classes the quality of presentation deteriorates throughout the year and in a few lessons little work is completed or it is very poorly presented. There are no consistent significant differences between the achievement of different groups of students.
79. Teaching and learning are satisfactory. In the great majority of lessons teaching is satisfactory or good, although there are occasional lessons where teaching is very good or unsatisfactory. Teachers carefully identify, use and explain subject specific vocabulary and use a variety of methods to help students understand mathematical questions. Where teaching is most effective, class routines are well established and the management of students is good. In these lessons the teachers have good relationships with students and command respect. This means little time is wasted and students work hard. Where teaching is least effective, too much time is spent managing behaviour with little response from students and relationships between teacher and students are strained. This sometimes leads to unnecessary confrontation. In these lessons insufficient work is completed, both orally and written.
80. Examination data is used very effectively to identify students not meeting long-term targets and curriculum weaknesses. Day-to-day assessment, including marking and its use to plan work matched to the needs of individuals or groups within sets is inconsistent. Little effective use is made of individual education plans to provide specific tasks that

help students with special educational needs meet their targets or to track their progress towards these targets. All teachers, including non-specialists, have good mathematical knowledge but not all have a secure enough grasp of the most recent national guidelines and methods that help students develop better mental arithmetic skills and strategies for calculation. Teachers are beginning to make good use of ICT to add interest to their presentations, but its use by students to reinforce learning is not sufficiently embedded in planning.

81. Leadership and management are both satisfactory overall and this is reflected in the slowly improving standards, the teamwork of teachers and support assistants and the improving provision. Improvement since the previous inspection has been satisfactory. The satisfactory provision is a mixture of strengths and weaknesses. Among the most significant weakness is the lack of rigour in monitoring and evaluating teaching and inconsistencies in assessing the standards of students' work in the shorter term. Subject guidance does not give enough help to teachers preparing work at the right level for each ability set. Neither does it identify where ICT would best support learning. The best practice is not yet spread through the department and there is too much teaching that is unsatisfactory.

### **Mathematics across the curriculum**

82. Number skills are used satisfactorily to support other subjects. Although standards are well below average, they are generally sufficient to help students cope with the mathematics they need for the level they are working in other subjects. The development of numeracy skills through other subjects is at an early stage. For example in ICT, students created algebraic formula using a spreadsheet and substituted numbers but opportunities were missed to ask them to check the validity of their outcomes mentally. There is a good action plan for future developments based on secure information and a clear vision of what needs to be done to improve numeracy through other subjects.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are improving and by Year 11 they compare well with those in similar schools, although they are still well below average.
- Students achieve well by Year 11 because teaching is good, ensuring good behaviour and positive attitudes to work.
- There is a good focus on practical work, with teaching methods that actively involve and interest the students.
- Assessment procedures are used effectively to set individual targets for improvement in all years, but the students are not always sufficiently aware of what they need to do to improve.
- A minority of lessons are not planned well enough to make full use of the time available and to stretch the highest-attaining students.

### **Commentary**

83. Standards in the 2003 national tests for Year 9 students were very low, but in line with those in similar schools. This continued a trend of improvement that has risen at about the national rate. These results met the school's statutory target for science. The 2004 results (as yet unvalidated) were about the same as 2003 in comparison with other schools but the statutory target was not met. This was partly due to two high attaining students leaving the school after they had been included in the targets. Boys achieved relatively better results than girls in 2003 but the results are similar on average over the last few years. Results in the 2003 GCSE examinations were well below average and a little below the results that students gained in other subjects. The situation was improved in 2004, but results are not yet validated. Girls attained better results than boys in 2003, particularly at the higher grades but this pattern was reversed in 2004. Entry levels for GCSE examinations are below average due to higher than average absence levels in Years 10 and 11.
84. Students of all abilities achieve well by the end of Year 11. They enter the school with very low attainment overall, achieve satisfactorily in Years 7 to 9 and make steady progress. Their progress accelerates in Years 10 and 11, where they reach standards that compare well to those in similar schools. This represents good achievement compared to their standards on entry to the school. There are no significant differences in the achievements of students in different groups such as the gifted and talented and those with special educational needs. Throughout the school, students' understanding of basic ideas in physics, chemistry and biology is average but their grasp of higher-level material is below average overall and well below average in the case of many students. For example, basic graph work is done satisfactorily but the students' ability to explain patterns and draw conclusions from their results is well below average for lower-attaining students and average for higher attainers. Standards in routine experimental work are average, reflecting the high profile given to this work.
85. The quality of teaching in Years 7 to 11 is good. No unsatisfactory teaching was seen during the inspection, with the majority of teaching being good and some very good. Most lessons are appropriately planned to engage and interest the students, although a minority of lessons are not well-timed so that they are rushed at the end, or fail to provide a good level of challenge for the highest-attaining students. The most successful lessons make very good use of the available time and resources to provide challenging and interesting work. Teachers have good subject knowledge and use a variety of methods to deliver their lessons. Classes are well managed and behaviour and relationships are good so that practical work can be carried out safely and responsibly.
86. Many students have difficulties with reading, writing and oral work. Good opportunities are given in lessons for them to develop these skills, which is one reason for the better achievement of older students. Numerical work features in many lessons, but higher-attaining students do not do enough demanding calculations. Learning is enhanced by the use of multimedia projectors and the department's ICT suite, which contains very good data-logging facilities. These facilities are used well, as in a lesson where a very low-attaining Year 11 group were using word processing and spreadsheet software to improve their accounts of their experiments. Teachers assess the students' progress regularly and these assessments are used well to set targets for improvement. However, many students are not sufficiently aware of what they need to do to improve their work to achieve these targets. This is exacerbated by inconsistencies in marking which, although regular, varies in style and does not always give enough constructive advice. The learning support staff are effective in helping students with special educational needs and those

with language difficulties to achieve well. For example, very good support from a specialist language support teacher was seen in a Year 10 chemistry lesson, enabling all students in the group to achieve well.

87. The department is led well and management is good. Clear development plans focus on improving standards and quality. Assessment results are analysed and targets for improvement are set. Measures to monitor the quality of teaching and learning have been introduced and good use is being made of national strategies to raise standards by broadening the range of teaching methods. The teachers work well as a team, supported by effective science technicians. Improvement since the last inspection has been good, with standards continuing to rise and teaching quality maintained despite major changes in teaching methods. The quality of education has also been enhanced through major improvement of computer facilities. However, some laboratory accommodation is still below standard and does not provide a good learning environment.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Good resources are used effectively to support students' learning.
- The National Strategy in Years 7 to 9 is expanding students' skills, knowledge and understanding.
- Very good teaching in Year 7 is skilfully raising students' attainment.
- Students are not involved in assessment so do not know how to improve.
- There is no monitoring to ensure all students in Year 10 and 11 receive their full entitlement to ICT.

### **Commentary**

88. Results in the 2003 vocational course were below the national average but better than other subjects in the school. Girls performed better than boys. The provisional results for 2004 are slightly better with the performance of boys improving to match that of the girls.
89. In Year 9, standards are below average. This represents good achievement, as students' attainment is well below average overall on entry to school, due to very varied experiences of ICT. Students demonstrate that they can create presentations for a particular audience. They use a spreadsheet to decide the best prices for seats at a concert, but do not explain their conclusions. In Year 11, standards are below national expectations, but this represents satisfactory achievement for this group of students when account is taken of their attainment at the end of Year 9. This group of students did not receive the benefit of current initiatives such as using Key Stage 3 national strategy approaches to teaching and learning. Thus, teachers have had to deal with students whose prior attainment and the prior learning skills that they brought on starting Year 10 were well below average as a result of under-achieving in a number of respects. They were not equipped with the skills needed to meet the demands of work in Years 10 and 11. Students gain some advanced skills, but do not extend their understanding of how to properly apply them. They create interactive presentations, but do not understand how to make efficient short-cuts by using a 'master' slide to insert action buttons.

90. The quality of teaching and learning throughout Years 7 to 11 is satisfactory overall. In Year 7, there is some very good and excellent teaching, which is quickly raising students' skill levels and promoting their very good achievement. Teachers lead exciting discussions and as a result students show very positive attitudes. Teachers introduce the lesson tasks so thoroughly that students make good progress in extending ICT skills. They use examples from their own work to explain such terms as 'fitness for purpose'. However, there is too much teaching in Years 8 and 9 that compromises the good achievement in Year 7. In such lessons, which are in the minority, preparation lacks completeness. Routine tasks do not always challenge students sufficiently, so they become restless. Management of behaviour is weak in a few lessons and teachers are not always aware of how each student has progressed. In Years 10 and 11 teaching is satisfactory overall with some good teaching. In good lessons teachers use ICT resources to explain the lesson tasks in such a way that students know fully what they have to accomplish. In all lessons teachers provide good individual support and encourage all students to extend skills and knowledge. However, inefficient use of time sometimes reduces opportunities for learning.
91. Generally, students have a positive attitude to their work and concentrate well when teachers set challenging tasks. Students with special educational needs are supported well and achieve as well as other students. However, there is insufficient appropriate material to challenge the higher-attaining students. Teachers assess work against National Curriculum levels and examination requirements, but students are not involved in setting their targets or evaluating their own progress. As a result, the opportunity to enhance their learning further is missed. Homework is used satisfactorily, but marking does not show how students to improve. Teachers do not provide enough opportunities for students to develop literacy skills in speaking and writing. A range of numeracy activities is used, but students do not check the accuracy of spreadsheet formulae.
92. Good leadership has led to a strong commitment to improvement in ICT provision since the previous inspection. At present, the level of improvement is satisfactory, but there are effective systems in place to ensure good capacity for more improvement. This vision has driven the development in resources, curriculum and support staff. Review of performance has led to the introduction of the National Strategy in Years 7 to 11. This curriculum now benefits students by extending their range of ICT skills. More students now have access to ICT and take good advantage of all the ICT resources. The department is managed satisfactory, with effective procedures for assessment and monitoring of teaching and learning in the specific ICT courses. There are some gaps in departmental documentation, such as how to raise the standards of the higher-attaining students. The student computer ratio at 4:1 is better than the national average. The new network manager has considerably improved the facilities for staff and students.

### **ICT across the curriculum**

93. The use of ICT in other subjects has developed well very recently and is now satisfactory, but its impact on competence has not yet been fully felt across all subjects. Art and design makes very good use of ICT to expand students' experiences in manipulating and editing images. In geography, students use graphs to explain the illustrate data extracted from the Internet and databases. Students learn how to collect and interpret data in science using the specialised data loggers. Physical education students present effective reports on personal fitness programmes with the help of ICT. The limited growth of computer-aided design and manufacture (CAD/CAM) in design and technology holds back students'

development, though they make good use of word processing for their coursework. Most classrooms have data projectors, but their use is of variable quality. PowerPoint presentations in science, modern foreign languages and English engage and attract the attention of students leading to positive attitudes to learning. Their use in other subjects is limited. Students are competent in using ICT, but the understanding of more advanced features of software packages is not developed. In Years 10 and 11, students who do not take the examination courses have to learn ICT through their other subjects. There is no strategy that confirms that every student receives full entitlement to ICT, but the school's monitoring indicates that only a few do not. This is a weakness that the school has identified and has plans to tackle. An audit of the contribution that departments make to students' ICT experiences has been undertaken and is to be followed by a review to ensure that all students receive their full entitlement to ICT.

## **HUMANITIES**

### **Geography**

Provision in geography is **satisfactory**.

#### **Main strengths and weaknesses**

- The well-planned teaching leads to good learning.
- ICT is used effectively to enhance classroom teaching.
- Weak literacy skills are depressing standards and slowing learning.
- Assessments do not meet the needs of all students.

#### **Commentary**

94. Results in the GCSE examinations in 2003 were well below average as were teachers' assessments at the end of Year 9. The most recent results however show a rising trend of improvement in Years 9 and 11. Boys continue to do better than girls.
95. By Year 9, students reach well below average standards, but when compared to their prior attainment on entry to Year 7, this represents satisfactory achievement. Although higher-attaining students write fairly well, a significant number of students cannot express their understanding in writing due to very low literacy levels. The oral answers of most students reflect some understanding of physical and human processes. Not all students behave well in lessons or take sufficient pride in their work. Few students work productively together. By Year 11, standards have risen, although they are still below average, and achievement is good. Students are more confident in their written work and begin to express their understanding in some depth but they are still careless with spelling and grammar. Students' improved learning skills help to increase their achievement levels. Lower-attaining students produce creditable graphs and map work and their written answers, although brief, are factually correct. Interest is evident, attitudes are very positive and behaviour is good.
96. Teaching is satisfactory overall. It is good in Years 10 and 11, where it has a greater impact on students who are keen to study and learn the subject and equipped with better learning skills. Teachers' subject knowledge is very good and is used in well-planned

lessons in which a range of activities consolidates and extends learning. ICT is used effectively for teaching, making lessons more interesting and making a good impact on students' learning. Relationships are good and enable good learning to take place in most lessons in Years 10 and 11. There are some weaknesses in teaching provision. Students in Year 8 and 9 do not have enough opportunities to use ICT. Teachers' expectations about the quality of written work are not high enough and marking does not inform students sufficiently about ways to improve. Assessments in the form of tests disadvantage students with literacy difficulties and do not sufficiently test understanding and geographical skills. Teachers do not provide modified resources for students with special educational needs or at an early stage in learning English.

97. Leadership is good and the department has a clear focus on development. Management is satisfactory and resources are well organised. The separate management of Year 7 means that monitoring does not take place to check the accuracy of geographical input, and there has been a break in the continuity of teaching and progression when students entered Year 8. The new procedures for the recording and tracking of students' progress, however, are good. Policies such as citizenship are written into schemes of work. The department has made good progress since the last inspection. Teaching and learning, leadership and management have all improved but standards remain below average.

## History

Provision in history is **satisfactory**.

### Main strengths and weaknesses

- Students' attitudes are good because well-chosen activities make lessons interesting.
- Students' independent learning is enhanced through the use of a variety of resources including ICT.
- Good planning enables all students to develop a wide range of skills in history.
- Monitoring procedures are not having enough impact on raising the quality of teaching and learning.
- Writing tasks are not always well integrated into other learning activities.
- Unsatisfactory links with the Year 7 base are a barrier to ensuring continuity and progression in the subject into Year 8.

### Commentary

98. Results in 2003 were well below average with no significant difference between girls' and boys' performance. Results in 2004, as yet unvalidated, were similar to those in the previous year. Year 9 teacher assessments in 2003 were well below average. Grades in 2004 were higher.
99. By Year 9, standards are well below average. This represents satisfactory achievement in relation to students' attainment on entering Year 7, where history skills are very weak. They make simple observations about artefacts and higher attainers speculate about their use. By Year 9, achievement is satisfactory, although weaknesses in literacy limit achievement, particularly in writing. Higher attainers identify imagery in recruitment posters from World War One. They write in an appropriate style, for example in a puritan's diary entry and in a speech by Queen Elizabeth I celebrating the defeat of the Spanish Armada. Lower attainers' limited range of vocabulary restricts their ability to interpret sources and limits the quality of their written responses. By Year 11, the attainment of students choosing the subject is well below average. This also shows satisfactory achievement from their starting points in Year 10. Again, weaknesses in literacy skills are a limiting factor in students' achievement. In discussion, lower attainers identify the "romantic" content in a soldier's letter home from the front and higher attainers can explain the value of an uncensored letter as evidence. However, the written responses of most students are less perceptive. Many students give one example only of the effectiveness of the zeppelin as a weapon of war when the question requires a more detailed and balanced response.
100. Teaching and learning are satisfactory, with a significant amount that is good. Teachers use good subject knowledge to plan activities that engage students' interest and they respond with good attitudes. Activities do not always contain a sufficient emphasis on writing tasks designed to develop students' literacy skills. All students, including those with special educational needs, those with English as an additional language and higher attainers, are challenged by appropriate material resulting in satisfactory achievement. The wide range of resources used, including ICT, motivates students and develops their skills as historians. Classroom management is a weakness in some of the teaching because of an over-emphasis on assessing the work of individuals with a resulting loss of impact on motivating and engaging the whole class.

101. Leadership is good. There is an emphasis throughout the curriculum on developing skills and raising attainment. Learning has been enhanced by the development of a wide range of resources and activities. The needs of different groups have been addressed, for example with the introduction of an entry level examination as an additional qualification for lower attainers. Management is satisfactory. Whole school procedures for monitoring and developing teaching and learning have not had enough impact on improving the quality of teaching overall. Links with the Year 7 base are unsatisfactory for the purpose of planning continuity and progression in the curriculum. Improvement from the last inspection is satisfactory.

## Religious Education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Students from Years 7 to 11 achieve well as a result of good teaching.
- The focus on improving literacy skills has a positive impact on results at GCSE.
- The unsatisfactory behaviour of a small minority of students is a barrier to learning for other students in the class.
- Curricular links with Year 7 are not strong enough, because the subject department is not effectively involved in the organisation and monitoring of work.

### Commentary

102. Results in the 2003 GCSE examination for the full course in religious studies were below average. However, although only a small number of students gained grades A\*-C, the proportion of grades A\*-G was close to the national average. This represents good achievement, especially as students have only one weekly lesson in which to cover the syllabus. Girls performed better than boys. The rising trend in grades A\*-G has been continued in 2004.

103. By Year 9 students' standards are below average, but they achieve well in relation to their starting points in Year 7. At this point, most students have an adequate knowledge and understanding of the main beliefs and practices of the major world religions, but their very low standards of literacy on entry to the school are a barrier to achievement. However, the focus in lessons on the development of speaking and writing skills ensures that students make steady progress in improving the quality of their responses. They also produce thoughtful comments about what they have learnt from religion, such as the search for truth and coming to terms with suffering.

104. By Year 11, standards are below, but nearer to average. Students generally achieve well in expressing their knowledge and ideas effectively because of carefully structured teaching which enables them to gain confidence in tackling examination questions. Higher-attaining students present contrasting points of view clearly and concisely, with relevant references, and most students use ICT effectively for research.

105. The quality of teaching and learning is good overall. In Years 8 to 11, teachers use their very good subject knowledge to stimulate students' interest and to challenge them to think independently. In Year 7, lessons are made exciting through a variety of different activities

that help students to practise their English and work together constructively. As a result, most students are keen to learn, and they join in the activities with enthusiasm. However, on occasion a barrier to learning is the disruptive behaviour of a minority of students, usually boys, which has a negative effect on the progress of other members of the class. Lessons in all years are well planned to cater for the needs of different groups of students, particularly those who are new to English. Students are generally well supported in lessons, but when support is not available, students with special educational needs in the lower sets have difficulty in sustaining concentration. A strength of the teaching, especially in Years 10 and 11, is the skilful preparation for the demands of the GCSE examination. Students learn how to plan and structure their essays effectively, and become competent in the use of specialist terminology.

106. The department is well led with clear direction. Management is satisfactory. It is good in the main school where there are efficient working routines and the three teachers collaborate well. However, the curricular arrangements in Year 7 do not enable the head of department to have an effective role in the planning and monitoring of work. Throughout the school the attractive displays of students' work create a lively environment for learning. Satisfactory progress has been made since the previous inspection. Standards have risen at GCSE, and an appropriate accredited course has been introduced for lower-attaining students, so that all students follow an examination course. Marking is carried out regularly, but students are not yet given clear guidance on how to improve their work. Resources for ICT have improved, and the interactive whiteboard is used to good effect.

## **TECHNOLOGY**

### **Design and technology**

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

#### **Main strengths and weaknesses**

- Students have very good attitudes to the subject, which contribute to their good achievement in all years.
- Teaching in all years is good and enables the students to learn effectively.
- The head of department gives good leadership and manages the subject well.
- Not enough attention is given to setting individual students precise targets for improvement or to reviewing and revising them as projects develop.
- Insufficient use is made of ICT, including computer-aided design and computer-aided manufacture, to support teaching and learning, particularly in Years 7 to 9.

#### **Commentary**

107. In 2003, students gained results in their GCSE examinations that were well below the average at the higher grades A\*-C. Results in food and resistant materials were below the average; in textiles well below the average and in graphics they were very low. Overall, results are showing an upward trend across the courses offered to GCSE level.

108. In the work seen in Year 9, standards are well below average, in line with recent teacher assessments. However, achievement is good as the starting point for the majority of

students in Year 7 is very low. The standards of the girls are slightly above those of the boys. Making and constructional skills are better developed than design and graphical skills for many students. The higher attaining students have a more secure grasp of subject knowledge and vocabulary. The teachers use carefully planned projects and tasks in a variety of materials that make increasing demands on students of all abilities, including those with special educational needs and English as an additional language. In order to develop further the students' technological skills, greater and more consistent use needs to be made of ICT including computer-aided design and manufacturing.

109. Overall, the Year 11 work seen during the inspection is below average. The gradual improvements seen in recent GCSE results confirm that the standards are continuing to rise and achievement is good against their prior attainment. The standards achieved by the boys and girls are broadly in line on all the GCSE courses. Design skills continue to be less well developed than making and constructional skills for the majority of students. Some of the design work of the middle and lower-attaining students is lacking in breadth and depth. The higher-attaining students generally have better developed graphical skills, especially those on the graphics course, and their subject knowledge and vocabulary are secure. Very good behaviour, high levels of concentration and the very positive attitudes of the students add to the effect of good teaching and ensure that achievement is good in all years. There are no significant differences in the achievement of students with special educational needs or those with English as an additional language.
110. Teaching and learning are good in all years. Teachers use their very good subject knowledge to plan well to ensure that a variety of stimulating projects engage the interest of the students. This leads to good achievement and progress as the students are challenged by the tasks presented to them. Lessons are well planned with clear learning objectives. In some lessons, however, teachers do not share their objectives with the students at the start or review the progress made at the end, and these lessons lack the sharp focus generally found. The teachers use a range of appropriate methods to engage the students with the learning, and explanations, questioning and demonstrations are particularly effective in developing students' knowledge, understanding and skills. Resources of good quality are provided to support the learning and the teachers also give a high priority to the development of literacy skills in their approach to the subject. In all lessons, teachers give very good individual support and well-informed feedback, which encourages the students and raises their level of motivation. There is a loss of pace in some lessons where teachers do not set deadlines for the completion of tasks.
111. The leadership of the department is good and it is managed well. The departmental improvement plan has appropriate priorities linked to raising attainment further. The assessment system is satisfactory but the target setting in Years 10 and 11 should be extended to all years. In addition, targets are not reviewed and updated sufficiently as students work through their projects. The curriculum is satisfactory and has the breadth to meet the aspirations of the students, particularly in Years 10 and 11. However, in some areas of the subject, there is not a good balance of designing and making activity. Improvement since the last inspection has been good. Achievement is good in all years, GCSE results are improving and students have very positive attitudes to the subject. Teaching is consistently good and departmental staffing has greater stability than in the recent past.

## **VISUAL AND PERFORMING ARTS**

Art and design was inspected in full and is reported below. Drama was sampled.

112. **Drama** is taught in Year 7 and in Years 10 and 11 for GCSE. It is a very popular course, taken currently by more than 40 per cent of Year 11 and 50 per cent of Year 10. This level of recruitment is much higher than found in most schools. GCSE results in 2003 were below average with 57 per cent gaining grades A\*-C and have improved well since the below 40 per cent figure of 2001. This reflects very good achievement given the students' very low language skills on entry to the school and the lack of taught drama in Years 8 and 9. Results, as yet unvalidated, in GCSE in 2004 fell slightly but still exceeded 50 per cent at grade C or better. Good teaching was observed in Year 11. Overall achievement was satisfactory, undermined by the lack of motivation on the part of some boys. In contrast the girls worked very well and made good progress. Standards were below average. The subject is led well and with a positive approach and a high level of enthusiasm that are important factors in the very high recruitment to the subject.

### **Art and design**

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

### **Main strengths and weaknesses**

- Teachers have very good command of their subjects that enables them to plan interesting lessons so that pupils learn well.
- Teachers make very good use of ICT to support learning.
- Relationships are good so that there is a good learning atmosphere in classrooms.
- Assessment is used well to plan work and to monitor progress, but pupils are not clear about what they need to do to improve.
- There is inadequate provision for three-dimensional work.

### **Commentary**

113. In 2003, results were well below average. Students did better in art and design than in most of their other subjects. Provisional results for 2004 show an improvement, particularly in the award of higher grades, but were still low overall.

114. In work seen during the inspection, standards are well below average in Year 9 but this represents satisfactory achievement in relation to students' levels of skills on entry to the school. Students are introduced to a good range of two-dimensional media but few have enough control of line and tone to show shape. Although teachers provide high levels of support and provide skilful demonstrations, most students are unable to record accurately from observation and their work lacks development. Nevertheless, the majority work with enthusiasm and much of their work is lively. Achievement is affected adversely in Years 7 to 9 by absences that hamper the work of all classes and result in too much work being unfinished. By Year 11, standards are well below average but represent good achievement in relation to this particular group of students' standards at the start of the GCSE course. Although observation and recording skills show improvement, few students' work shows the research and experimentation necessary to reach the higher grades. Much work on display in the department and around the school shows imaginative use of colour to achieve effects but most of it is two-dimensional and students have only limited experience of working with three-dimensional media. Textiles work shows good expressive use of materials and references to students' own ethnic backgrounds. Girls do better than boys overall because they are more diligent and pay closer attention to the accuracy of their work. Only in one Year 10 class seen during the

inspection were boys performing as well as the girls, and some better, because of the way the teacher created a demanding learning atmosphere and insisted on their reaching the highest standards of which they were capable. There are no significant differences in the performance of students from different minority ethnic backgrounds.

115. Teaching and learning are good. Teachers use their very good knowledge of the subject to plan lessons that meet the needs of students' wide range of ability very well. They provide expert demonstrations of classic skills and techniques, such as shading to achieve tone and texture, so that students understand how to do things and what is expected of them. Good attention is paid to students' literacy and this helps to develop their understanding of the vocabulary of the subject. Relationships are good and underpin effective classroom management so that there is a good learning atmosphere in the majority of lessons. Teachers make very good use of ICT to support learning and encourage students' creative use of digital images. A strong feature of the department is the high quality of photographic recording and storing of students' work – beautifully produced books provide very good exemplar material and help establish required standards. There is scope to develop exemplar material further to help raise standards. They provide a high level of individual support to promote students' progress.
116. Leadership is good in providing clear direction and in promoting enthusiasm for the subject. Monitoring of classroom standards is good and provides good support for development. Management is good. Visits to galleries support learning and trips abroad have led to some exciting work. There is a thoughtful and meticulous approach to planning and the subject makes a good contribution to students' spiritual, moral and social development. Teachers' individual skills are recognised and deployed effectively. A good example is the training sessions that enable staff to share their individual expertise. This collegiate approach to management has led to good improvement since the previous inspection.

## **PHYSICAL EDUCATION**

Provision in physical education is **satisfactory**.

## **Main strengths and weaknesses**

- Relationships between staff and students provide a purposeful learning environment.
- Teachers have high expectations of students and encourage them to work well.
- Teachers have good knowledge and understanding of the subject.
- Leadership of the subject is good and results in a drive for improvement.
- The curriculum in Years 10 and 11 does not fully meet statutory requirements.
- Teachers need to challenge the more able further to make better progress.
- Students do not receive enough information about what they need to do to improve to the next level.

## **Commentary**

117. Year 9 teachers' assessments in 2003 were below average, with an improvement in 2004. GCSE results in 2003 were well below average, with girls performing better than boys. Results in 2004, as yet unvalidated, were slightly lower than those in the previous year.
118. Standards of work seen in the current Year 9 are below average. Standards in Year 11 are also below average. Achievement in Years 7 to 9 is satisfactory. Students show good individual skills and can link these together effectively to produce a gymnastic sequence. They have a good knowledge of tactics and can evaluate their performance well. However, they lack the precision, fluency of movement and control expected. Girls achieve less well than boys. Talented students achieve as well as other students in relation to their prior attainment, as do those with special educational needs and those with English as an additional language. Achievement in Years 10 and 11 is satisfactory overall. Students taking the GCSE option achieve well in relation to their prior attainment, even though standards are well below average. This is because the GCSE course makes different demands than the essentially practical core course that all students follow. While students following the core course achieve satisfactorily overall, a minority do not receive their full entitlement to formal physical education teaching and do not achieve as well as they should. This is because time has been made on the timetable for voluntary activities at the expense of formal teaching of some Year 10 and 11 students. Students in Years 10 and 11 show good control and individual skills, and are able to analyse performance. They find it more difficult to apply this to their performance to improve it, and they lack the advanced skills and techniques to do so.
119. The quality of teaching and learning is satisfactory overall. No unsatisfactory teaching was seen, but neither was any high quality teaching observed. Teachers have a good command of their subject, high expectations, use effective teaching methods and learning styles. This leads to a good level of student interest, good relationships and students work well. In a Year 10 soccer lesson, students had a clear grasp of footwork and technique to perform attacking moves, and were encouraged to use this to keep possession. Better planning is needed to provide different activities for the more able and those who find the subject difficult so that learning is improved further. Students also are not given enough information about what exactly they must do to reach their next level or grade in the subject. There are some opportunities to extend learning in a variety of sports, and links with local clubs are growing. Provision for extra-curricular sport is good and students' level of participation in sport is satisfactory, and those students who do take part gain much enjoyment. Students represent the school at local level in most sports. Teachers are committed to their subject and increasing students' achievement.

120. Leadership is good. The head of department provides a clear vision, has high aspirations and has built an effective team. She is not complacent and has a strong drive for improvement. She has recently introduced new systems and procedures in order to aid sustained improvement. Teachers are good role models. Management is satisfactory. The curriculum is good in Years 7 to 9 and allows time for all sports. In Years 10 and 11, it does not meet requirements, as not all students take part. Assessment processes are satisfactory, both in written records and during lessons to plan the curriculum to match need. The monitoring of performance is satisfactory, but procedures have not yet had enough impact in raising the standard of teaching. Accommodation is good. There has been satisfactory progress since the last inspection. The context of the school has changed significantly since then and recent improvement in standards demonstrates that satisfactory progress has been made.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

Child development and business studies were sampled.

121. In **child development**, standards in the two lessons seen and the limited scrutiny of work were well below average. Achievement is satisfactory, with students attaining standards that are consistent with their past results and similar to the standards they attain in other subjects. Teaching is satisfactory overall, with some good teaching from an enthusiastic teacher. Students behave well in lessons and have good relationships with the teacher and with each other, ensuring that learning is satisfactory. Some of the work is lacking in challenge for higher-attaining students, partly because of the teacher's lack of training in the subject. This is an area for development. Curriculum time allocated to the subject varies for different groups in both Years 10 and 11, with one mixed ability option group in each year having time that is barely adequate to cover a GCSE subject in the required depth. The students are currently all girls, although some boys have taken the subject in the past. Despite the lack of specialist training, the subject leader has provided satisfactory leadership since taking on the role and is committed to bringing about further improvements.

122. In **business studies**, a new course in applied business was introduced in 2002 with the first set of results in 2004. All eleven students achieved pass grades with just under half at grade C or above. The course is a popular one with larger numbers of students now choosing the subject. Provision is developing well and is regularly reviewed to identify areas for improvement. ICT resources give students good access to sources of information. Two lessons were seen. In a Year 10 lesson, teaching and learning were good. Students displayed a good understanding of the different stakeholders in a business. ICT was well used by students both to access information and to refine and improve previously produced text. Both higher and lower attainers displayed a good understanding of what was required to improve work to achieve higher grades. Students worked very well independently enabling the teacher to focus on individuals to raise their achievement. In a Year 11 lesson teaching and learning were unsatisfactory. Students practised examination questions about business finance. The lesson lacked variety and did not motivate all students. Class management was weak in not addressing the poor behaviour of some students that was in turn affecting other students' learning.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Citizenship was inspected in detail and is reported below. Personal, social and health education (PSHE) was sampled.

123. The school has satisfactory arrangements for the teaching of **PSHE**, which is taught by a specialist team of teachers. Lessons were sampled in Years 8, 9, 10 and 11. Teaching and learning are satisfactory. Attitudes and behaviour in lessons are satisfactory overall, but not all students value this subject and on occasion their inattentiveness gives rise to unsatisfactory behaviour. PSHE is effective in increasing students' knowledge and awareness of health and personal safety, and includes valuable contributions from visiting specialists. There is a good unit on immigration and the racial structure of the Oldham community, which helps to develop students' understanding of different ethnic groups. In Year 8, effective learning took place as students studied about every individual's right to personal safety and not to be bullied. A careers lesson in Year 9 explained the different qualifications needed to get a job in the UK. In Year 10 the Brook Advisory service made a good contribution to the sex and relationships education of small single-gender groups.

## **Citizenship**

Provision in citizenship is **unsatisfactory**.

### **Main strengths and weaknesses**

- The leadership and management of citizenship are poor and statutory requirements are not met in assessing and reporting the subject.
- The place of citizenship is not identified explicitly within the school.
- Standards are depressed by the negative attitudes of some students.
- Teachers show commitment to the subject but are without any guidance or resources.

## **Commentary**

124. In Year 9, standards are very low. Because the subject's levels of attainment, targets and key skills have not been identified to them, students are not clear about the purpose of their learning. Not all students behave as good citizens should and what could be positive experiences are spoilt by the poor behaviour of a minority, particularly boys. Older students, both boys and girls, are persistently late for the lessons and/or absent from school. Written work is very poor and there is an overall lack of pride in what they do. These attitudes impact on standards. There is a similar picture in Years 10 and 11. Achievement throughout all years is unsatisfactory. Because citizenship lessons are not monitored, the difficulties within the classroom persist.

125. A good feature of the subject is to be found in the positive approach taken by teachers in ensuring that teaching is generally planned effectively to promote effective learning in individual lessons. This is a strength that can be built upon when leadership problems relating to the provision of the subject are more effectively tackled. The team of teachers involved in citizenship show remarkable commitment to the subject in the face of not only difficult and often irresponsible students, but also a complete lack of texts and other resources to support their teaching. Teachers' subject knowledge is good and is used to plan interesting lessons but in trying to get good coverage of the topics they pack lessons with lots of information and activities, which results in too much information for the students to assimilate. This ultimately leads to problems as students struggle to keep up. Teachers sometimes pitch their lessons too high, which disadvantages students with special educational needs and those at an early stage of learning English. The more successful lessons are broken up into "bite size" activities, accessible to all students. Planning takes insufficient account of assessing students against citizenship attainment

targets, levels and skills, so students are not clear about their progress. Objectives are not always shared with students. The quality of teaching is satisfactory overall. However, the learning is unsatisfactory because students are largely unmotivated and do not assign any importance to the subject. Their attitudes are unsatisfactory.

126. Leadership and management are poor. There is no clear focus on development. There is no co-ordination of the other strands of citizenship education namely the whole school provision, contribution from subject areas and contributions from school events. The usual management procedures that guide and support the development of a subject are not in place. The required assessment procedures are not yet in place. Other subject leaders have done little since the audit two years ago. Citizenship has yet to be written into the schemes of work of many subjects and as yet too few subject areas draw attention to citizenship components in their lessons. There is no scheme of work to guide teaching. Resources are lacking. The whole school tracking procedures by which students' progress is monitored are not applied to citizenship and the monitoring of teaching and learning is not taking place. The requirement to report progress in citizenship to parents is not met.
127. Given the lack of leadership and management, it is not surprising that the whole-school input to citizenship through all its systems, behaviour management, positive rewards and much more is not recognised as citizenship in action. Events such as assemblies, charity fund raising, visits out of school and visitors into school are also part of the citizenship picture. These links are not sufficiently explicit, so awareness is not raised. Whole-school events are not recorded and the contributions, active participation and communication of many individuals and groups are not recognised as contributing to citizenship skills. There is a need to clarify the leadership and management situation as quickly as possible.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

