

INSPECTION REPORT

GLEBELANDS SCHOOL

CRANLEIGH, SURREY

LEA area: Surrey

Unique reference number: 125259

Headteacher: Mr John Baker

Reporting inspector: Mr David Meaden

Inspector's number: 1526

Dates of inspection: 6th – 9th March 2000

Inspection number: 184180

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
School address:	Parsonage Road Cranleigh Surrey
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Appropriate authority:	The Local Education Authority
Name of chair of governors:	Mr Maurice Bowles
Date of previous inspection:	28 th November 1994

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Meaden	Registered inspector	Drama	What sort of school is it?/What should the school do to improve further? How high are standards? How well is the school led and managed?
Elizabeth Bowes	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Jennifer Adey	Team inspector	Art	How well is the school led and managed? (Support)
John Bryson	Team inspector	English	How good are the curricular and other opportunities offered to pupils or students? (Support)
Jan Boulton	Team inspector	Physical Education	How good are the curricular and other opportunities offered to pupils or students? (Support)
Alison Edwards	Team inspector	Modern Languages	How well does the school care for its pupils or students?
Peter Harle	Team inspector	Music	How well is the school led and managed?
Hugh Magee	Team inspector	Information Technology	How well are pupils or students taught? (Support)
Brian Munden	Team inspector	Design and Technology	How well are pupils or students taught?
Susan Murray	Team inspector	Special Educational Needs	How well does the school care for its pupils or students?
Avtar Sherri	Team inspector	Science Equal Opportunities English as an additional language	
Jayant Tanna	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils or students?
Mark Williamson	Team inspector	Geography History Religious Education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

1. Glebelands School is an 11-16 comprehensive school located within Surrey LEA. There are 840 pupils of whom 51 per cent are boys and 49 per cent girls. 4.9 per cent of pupils are eligible for free school meals. This is below the national average. The school population is largely white, with just eleven pupils (1.3 per cent) coming from ethnic minorities. There is a small number of pupils from the traveller community, who receive support funded through the Ethnic Minorities and Travellers Achievement Grant (EMTAG). Fourteen pupils (1.6 per cent) have English as an additional language. This is a bit higher than in most schools. Two receive extra language support through EMTAG.
2. There are 233 pupils (28 per cent) on the school's register of special educational needs (SEN), which is well above the national average. Of these 23 (2.7 per cent) have SEN statements. This is broadly in line with the national average. Pupils come from a wide catchment area of about ten miles around the school and from four main feeder primary schools. The school's intake covers the full ability range but with a greater number of more than less able pupils. The proportion of pupils with special educational needs has increased in recent years.

HOW GOOD THE SCHOOL IS

3. Glebelands is a successful and improving school. The headteacher, senior staff and governing body provide effective leadership. The quality of the teaching is high, as are the standards achieved by pupils in comparison with national averages. It makes good provision for its pupils with special educational needs. The school provides satisfactory value for money. The school has many more strengths than weaknesses.

4. What the school does well

- The quality of teaching and learning is a major strength of the school. Teaching is satisfactory or better in all lessons. In nearly eight out of ten lessons it is good or better and in three out of ten lessons it is very good or excellent.
- The effective leadership and management provided by the head teacher, key staff and governing body.
- The subject provision in English, science, drama, geography, history, design and technology, music, and art in Key Stage 4.
- The provision for pupils with special educational needs.
- Pupils' positive attitudes towards learning and their good behaviour.
- The provision for work-related education and relationships with partner institutions and the wider community.
- The provision for personal, social and health education.
- The provision for pupils' spiritual, moral and social development.
- The provision for pupils' welfare, educational support and guidance.
- The effective partnership with parents.
- The high quality induction programme for new staff.

5. What could be improved

- The school does not meet fully the National Curriculum requirements for the provision for information technology as an integral element of all subjects, design and technology in Key Stage 4 and boys' physical education in Key Stage 3.
- Standards in information technology are unsatisfactory.
- The way in which the quality of lessons is monitored is inconsistent across subjects.
- There is insufficient whole school planning for raising multicultural awareness.
- The time allocated to religious education in Key Stage 4 is inadequate.
- The school does not meet the statutory requirement for the provision of a daily act of collective worship.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

6. The school was last inspected in November 1994. The school has made satisfactory progress since then. Of the ten key issues identified then, six have been fully addressed and three partially. One key issue has not been satisfactorily addressed. The subject/faculty structure has been reorganised, ensuring clearer line management. There has been insufficient progress with the provision for information technology. The time allocated to religious education in Key Stage 4 is still insufficient to deliver the syllabus. The statutory requirement for the provision of a daily act of collective worship for all pupils is still not being met. Some aspects of the health and safety issue in food technology have not been fully resolved. The quality of teaching has improved from 88 per cent to 100 per cent of lessons being satisfactory or better. Although there is evidence of good practice in some departments, there is insufficient whole school planning for raising multicultural awareness. The school's capacity for further improvement is good.

STANDARDS

7. The table shows the standards achieved by 16 year olds based on average point scores in GCSE examinations

Performance in:	Compared with all schools			Key
	1997	1998	1999	
GCSE examinations	A	B	B	well above average A above average B average C below average D well below average E

8. The school's results are above the national average and the improvement over recent years has been in line with the national trend. The school has set itself appropriately challenging targets and is making good progress towards them. Pupils of all abilities make good progress and the quality of their written work is generally good, although there are some weaknesses in handwriting and spelling.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have very positive attitudes towards the school.
Behaviour, in and out of classrooms	Most pupils behave well. A very small number of pupils, mostly older boys, behave inappropriately in lessons.
Personal development and relationships	Most pupils respect the values, beliefs and feelings of others. They work well together.
Attendance	Attendance is good and is above the national average.

9. Pupils work well and most behave well in and out of lessons. There is no graffiti and litter is well under control. Relationships are good and isolated incidents of bullying are dealt with effectively. Pupils show initiative and have many opportunities to take on responsibilities, including participation in the school council.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons seen overall: 176	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

10. No unsatisfactory teaching was seen during the inspection. 100 per cent of lessons were satisfactory or better, 77 per cent good or better and 30 per cent very good or excellent. Teaching in English is very good in both key stages. In mathematics it is good in Key Stage 3 and satisfactory in Key Stage 4. In science it is good in both key stages. Teachers have good subject knowledge, plan and structure lessons well, use effective teaching strategies and manage classes well. They make insufficient use of information technology. There are effective strategies for improving literacy across the school. There are opportunities to develop numeracy in a number of subjects but little overall co-ordination. The school meets the needs of all pupils and attainment is consistent for all groups. Pupils show interest in their lessons and work hard. They respond well to challenge and work well together. A few pupils find it hard to sustain concentration to the end of a double lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad but the overall provision is unsatisfactory because of the failure to meet the statutory requirements in a number of subjects.
Provision for pupils with special educational needs	Good. These pupils are well supported and make good progress.
Provision for pupils with English as an additional language	The provision for the two pupils who require it, ensures that they have full access to the school curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral and social development is very good and for spiritual development it is good. The provision for cultural development is good, with the exception of the multicultural aspect, which is addressed inconsistently across subjects.
How well the school cares for its pupils	The provision for pupils' welfare, educational support and guidance is good.

11. The school has a strong partnership with parents. Parents support the home-school agreement, are pleased with the quality of the information that the school provides and are encouraged to play an active part in the life of the school. The curriculum presents a wide range of options for pupils but the provision in information technology, in design and technology in Key Stage 4, and boys' physical education in Key Stage 3 does not meet the statutory requirements. The provision for work-related learning is very good. The school has effective health and safety procedures, a good, supportive pastoral system and effective strategies to deal with bullying.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff provide effective leadership and set clear targets for the school. Clear management and administrative systems ensure the smooth day to day running of the school.
How well the governors fulfil their responsibilities	Governors play an active part in the life of the school. They are well informed about the school's performance and are able to provide both support and challenge.
The school's evaluation of its performance	The school has effective systems for the evaluation of data and of progress towards targets. The quality and frequency of the monitoring of teaching and learning is inconsistent across departments.
The strategic use of resource	Financial planning is good and closely related to the targets in the school development plan.

12. The number, qualifications and experience of the staff fully meet the school's needs. Accommodation is good, apart from a health and safety issue in the food technology rooms, and the school has adequate resources to deliver the curriculum. The school is well led and managed by the headteacher, key staff and governors. Planning is good and initiatives are prioritised and reflected in the budget. The monitoring of lessons is inconsistent. Financial management is good and the school has effective procedures that ensure that they obtain best value for all expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is very approachable when there are problems. The school has high expectations and pupils make good progress. The quality of the school's leadership. The quality of the information provided for parents 	<ul style="list-style-type: none"> The setting and monitoring of homework is inconsistent.

13. The findings of the inspection team support the parents' views. Through the examination of pupils' work and interviews with pupils, inspectors found some evidence of inconsistency in the setting and monitoring of homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

14. The school's results in the General Certificate of Secondary Education (GCSE) examinations are above the national average and results in the National Curriculum tests at the end of Key Stage 3 are well above the national average. The results in both key stages are lower than those for schools that have a similar number of pupils entitled to free school meals.
15. The attainment of pupils on entry to the school, on the basis of the end of Key Stage 2 National Curriculum tests is above the national average. The intake covers the entire ability range but the number of pupils with special educational needs has increased significantly over recent years. The high number of pupils with special educational needs, nearly twice the national average, is very significant. When comparisons are made with similar schools, it is on the basis of entitlement to free school meals and special educational needs are not taken into account. This clearly works to the school's disadvantage and does not present a fair picture of its achievements.
16. In Years 7-10, 37 per cent of each year group had reading ages of less than 11 on entry. In the present Year 11 it was 45 per cent. These percentages were approximately halved during Year 7 in each year group and continued to improve as pupils moved up the school, so that by December 1999, only 4 per cent of Year 10 and Year 11 pupils had reading ages of less than 11. Reading ages in the present Years 7 and 8 are following a similar pattern.
17. During the inspection, attainment in 84 per cent of lessons was judged to be in line with national expectations or better, with little difference between Key Stage 3 and Key Stage 4. Those that were below expectation were mostly in classes for lower-attaining pupils or where there were a large number of pupils with special educational needs.
18. At the end of Key Stages 3 and 4 the overall attainment of most pupils is at least in line with national expectations in most subjects. It is often above. At the end of Key Stage 3, the 1999 National Curriculum tests in English, mathematics and science show the school to be well above national averages. The 1999 GCSE results show the school to be above the national average overall and well above for pupils achieving 5 or more A*-C grades.
19. Overall attainment by pupils in the current Key Stage 3 classes is above nationally expected levels. Standards achieved in the 1999 end of key stage National Curriculum tests are above the national average in mathematics and science and well above in English. The English result represents a significant improvement from the 1998 result but is consistent with 1997. Taking the average of the previous four years, boys' and girls' attainment in English has been well above the national average. In mathematics the attainment of boys has been well above the national average and girls' above. In science both boys' and girls' attainment has been above the national average. In modern foreign languages, history, geography, physical education and drama, attainment is above national expectations. In art, music and religious education it is in line with national expectations, and in design and

technology and information technology it is below. The examination of work and the observation of lessons during the inspection confirm the higher level of attainment achieved by girls across the curriculum but the boys' attainment is closer to the girls' than it is nationally.

20. Attainment across Key Stage 4 is above the national average. At the end of the key stage, the percentage of pupils achieving five or more A*-C grades in the 1999 GCSE examinations was well above the national average. The percentage of pupils achieving five or more grades A*-G or least one A*-G was broadly in line with the national averages. The average points score is above the national average but does not take into account the achievement of pupils following non-GCSE or GNVQ courses. GCSE results in English and science are well above the national average. In mathematics they are above the national average. Attainment in art, design and technology, music, physical education, religious education, history, geography and drama is above national expectations. In modern foreign languages it is in line with national expectations and in information technology it is below.
21. In 1999, Year 11 pupils on the SEN register at stages 2-5 took part in the Study Support Option run by the Learning Support Department. Of these, 28 per cent gained a points score that was close to the school average and above the national average (more than 40). 12 per cent scored slightly below. Six pupils gained five A*-C grades and a further six gained one or more A*-C grades. These results were similar to those of 1998 but significantly better than results in 1997.
22. For pupils with special educational needs, music and drama are areas of particular strength in both key stages; pupils attain well and gain in self-esteem and confidence through their success. They develop skills, for example listening skills, which enhance their ability to learn in other areas of the curriculum. Pupils with SEN have formed a significant proportion of the GCSE music groups in recent years, in which attainment was above the national average. Some pupils with SEN contribute to musical activities in the local community. They have continued to develop their music in post-16 education and have pursued successful careers.
23. GCSE results have been fairly consistent over the past three years and have remained well above the national average. They have shown steady improvement from the results reported in the last inspection. Over the previous three years, the percentage of pupils achieving five or more A*-C grades has been consistently above or well above the national average. Considering the average points score per pupil over the previous three years, boys' results have been well above the national average and girls' results above it. The better performance of girls has been confirmed through the examination of pupils' work and in lesson observations but the difference, in most subjects, has not been as great as it is nationally. Overall, pupils' average points scores over the previous three years have been well above the national average.
24. The school has a clear commitment to raising standards in literacy and numeracy and recognises, in its literacy policy, that this is the responsibility of all staff. There is a Literacy Group that has drawn up plans to monitor, biannually, ways in which departments implement and fulfil the school literacy policy. There is close liaison with feeder schools and staff have observed the literacy hour in Year 6 classes. They are familiar with the content of the national Literacy Strategy in Key Stage 2. There is a strong emphasis on pupils knowing and understanding key vocabulary in their subjects and in the development of speaking and listening skills. Reading strategies in subject areas specifically address the particular purpose of their reading and encourage pupils to read closely and respond in detail to a range of texts. There is

an emphasis in developing extended writing through the drafting process in a number of subjects, including drama and history.

25. The co-ordination of ways to develop numeracy is less well developed but a number of subjects make a positive contribution and offer opportunities for pupils to develop and apply a range of their numeracy skills. In science, technology, physical education and geography lessons, pupils carry out calculations, measure and estimate readings, draw graphs and charts and make sense of information presented in tables and charts.
26. Pupils with special educational needs make good progress when working in small groups to develop basic literacy and numeracy skills. They increase their ability to use spoken language effectively and learn the skills they need to tackle work in other subject areas, such as how to organise their work and infer meaning from texts. Most pupils on the SEN register in Key Stage 3 are extending their literacy skills to a level where they can function adequately in mainstream lessons. They can write relatively accurate short responses and are beginning to produce longer pieces of continuous writing in, for example, English and history. Many pupils have difficulties with handwriting and presentation of work and this improves with access to IT. They are developing research and problem solving skills in science, history, geography and maths, when work is well structured. They make steady progress in developing numeracy skills. For some pupils this is a strength and two of these pupils are in higher sets for mathematics.
27. The school monitors attainment by gender but not by ethnicity. There is, however, no evidence that the achievement of the small number of ethnic minority pupils or the few who use English as an additional language (EAL) is significantly different from that of other pupils.
28. Approximately 5 per cent of pupils have been identified by the Year 7 entry assessments and by observation and attainment in lessons as being very able. About half of these pupils are in Key Stage 3 and half in Key Stage 4. This ranges from 3.7 per cent in Year 9 to 6.7 per cent in Year 10. Attainment at GCSE is broadly in line with these levels of able pupils. However, in the National Curriculum test taken by the current Year 10 in May 1999, twice the percentage of identified able pupils achieved level 7 and above in English and mathematics, while less than half achieved this level in science. This suggests that identification and work with able pupils is an area that the science department needs to develop further.
29. When the pupils' different starting points and abilities are taken into consideration, the progress that they make is good in both key stages. It is consistent for all ethnic groups but girls progress at a slightly faster rate than boys. The difference between girls' and boys' progress is not so great as it is nationally.
30. Pupils with special educational needs make good progress in small group work and in ordinary lessons when work is matched to their needs or when they have support. All these pupils have individual education plans (IEPs). Some contain targets that aim to improve learning in ordinary lessons: to concentrate for a specified amount of time; to ask for help appropriately; to bring the right equipment to lessons. Others focus on the development of specific literacy and numeracy skills: to increase reading or spelling age to a particular level; to build up a sight vocabulary; to learn tables. Progress against IEPs is less clear in other mainstream lessons and a number of IEPs contain strategies for the teacher rather than targets for the pupil, e.g.; to provide support, to monitor, to praise.

31. Pupils with special educational needs, including those with physical disabilities, make good progress towards the targets set for them in both key stages. The scrutiny of work shows that pupils with SEN work at a level appropriate to their abilities in art, English, geography, history, mathematics, physical education, religious education and science, as well as in some modern foreign language lessons. They make good progress and often achieve standards within the average range, albeit at the lower end. At Key Stage 4, they make particularly good progress when following GNVQ courses and tasks related to work experience, when using information technology in their English assignments and when they are supported through the Study Support Option.
32. Targets set by the school are challenging yet realistic:

Year	2000	2001
Target % of pupils expected to achieve 5 or more grades A* to C	58	63
Target % of pupils expected to achieve 1 or more grades A* to G	97	100
Target average GCSE points score	41	42

33. The target of 100 per cent of pupils achieving at least one or more GCSE grades A*-G by 2001 is particularly challenging, considering the high proportion of pupils with special educational needs and the number entered for non-GCSE/GNVQ courses. Targets are monitored in terms of statistical progress and of the effect of teaching in individual subjects. The school is introducing a system of individual targets for all pupils. The school is making satisfactory progress towards achieving its targets.

Pupils' attitudes, values and personal development

34. Pupils at Glebelands enjoy coming to school. There are high levels of attendance. Pupils have good attitudes in lessons and this helps them to learn effectively. Attitudes are strongly influenced by committed teachers. There are good links between home and school and these also have a positive effect on pupils' attitudes. Pupils are confident learners and listen carefully to others. Most are very articulate and enjoy contributing ideas and suggestions. This was evident in a Year 7 English lesson on Shakespeare where all pupils were keen to share their views in class discussion. Pupil's problem solving skills are well developed; they are able to analyse their thoughts to form logical solutions. They are able to work independently and this was demonstrated in science when investigating Hooke's Law. They display good care for apparatus, property and materials. In the majority of lessons pupils work at a good pace. Those with special needs are well motivated and especially enjoy using information technology. Attitudes are never less than satisfactory. However, some pupils occasionally lose concentration and become restless and off task towards the end of double lessons. Since the last inspection attitudes have improved, especially in Key Stage 4.
35. Behaviour was good in lessons observed and often very good. In the playground and dining hall behaviour is usually good, although there can be occasional bouts of

boisterousness. A very small number of boys in older year groups sometimes display inappropriate behaviour. There is an absence of graffiti and litter is controlled by both the conscientious schoolkeeping staff and also by pupils on litter duty. In discussions with all year groups, pupils confirmed that bullying is not a problem at Glebelands. There are a significant number of short-term exclusions, which are partly due to a firm interpretation of school rules. There has only been one permanent exclusion in the recent past. Although there are effective strategies for dealing with isolated incidents of racism, teachers are sometimes inconsistent in dealing with these issues.

36. Supportive and constructive relationships are established throughout the school including those with pupils with special needs. Pupils with physical disabilities are very well integrated. Pupils show initiative and are willing to take responsibility. They fulfil various roles conscientiously e.g. prefects, school council, duty students, head girl and boy. Pupils are able to cope well with the pressures of school life, especially the run up to the GCSE examinations. Generally, pupils have a good awareness of how their behaviour can effect others. This is, in part, due to the very comprehensive personal and social education programme, which is a strength of the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

37. The overall quality of teaching is good and makes a significant contribution to the good progress that the majority of pupils make in their learning. The school has improved the quality of teaching since the last inspection. The pace, challenge and use of appropriate teaching methods are now strengths in almost all subjects.
38. Teaching is satisfactory or better in all lessons. In Key Stage 3, teaching is never less than satisfactory and in nearly four out of five lessons, it is good or better, with approximately thirty per cent of all lessons being very good and sometimes excellent. In Key Stage 4, all teaching is satisfactory or better, with just over seventy per cent good or better. Slightly more than thirty per cent of the teaching in this key stage is very good and occasionally excellent.
39. Teaching is very good overall in English and geography, good in drama, science, foreign languages, history, design and technology, art, physical education and music, and satisfactory in mathematics, information technology, and religious education. There are many examples of very good teaching in English, drama, science, design and technology, geography, and physical education. Excellent teaching was seen in English, design and technology, geography, art, music and personal and social education.
40. Teachers use the following strategies consistently and well. They plan and structure the work thoroughly to ensure that time is used well, set out clearly and share with pupils the learning intentions of the lesson, and provide a variety of tasks to challenge and stimulate pupils thinking and help them learn. A feature of most successful lessons is the way in which teachers link current work with that undertaken in previous lessons as, for example, in Year 10 history. Teachers use a variety of teaching strategies to enthuse and engage interest as, for example in Year 8 geography where a dramatic enactment of longshore drift was used effectively. In Year 7 design and technology, demonstrations were well illustrated by the use of high quality exemplar materials to stimulate ideas.
41. Teachers' subject knowledge is generally good and often very good. In the most effective lessons, teachers use their subject knowledge well to ensure that the work

is pitched at an appropriately challenging level. They make very good use of open-ended questioning to explore pupils' understanding. Expectations of what pupils can achieve are high. Work is well structured and pupils are expected to apply some creative and intellectual effort to their work. Good practice is sometimes seen in the development of basic skills as observed in the application of numeracy and the use of information technology in design and technology. Speaking and listening skills are developed through the use of discussion and oral presentation work but the teaching of literacy could be improved by focusing on the quality of written work.

42. The management of pupils is very good in most subjects. Teachers have high expectations of work and behaviour and this enables an effective learning environment and very good working relationships to be established. Most teachers praise and encourage pupils. They give them constructive and positive feedback on their performance in order to help them understand what they have to do to improve their work. Day to day assessment is unsatisfactory in mathematics and information technology but generally good in other subjects. Although marking is generally satisfactory, there is some inconsistency between teachers in terms of the regularity and detail.
43. Although teaching is a major strength of the school and no unsatisfactory lessons were observed during the inspection, there are some areas of weakness. Teaching methods are weaker in mathematics, assessment procedures have weaknesses in mathematics and information technology and the use of homework is poor in information technology. Pupils are often passive in history lessons and the pace and rigour of some physical education activities could be improved. There is insufficient use of information technology to support pupils learning in many subjects as, for example in geography where information technology has yet to be developed as an integral learning resource.
44. For pupils with special educational needs, small group work in Key Stage 3 is well planned, taught and resourced. Tasks focus on the areas identified in individual education plans (IEPs), offering a variety of activities to reinforce basic literacy and numeracy skills. Teachers set challenging work in small groups, but it is within the pupils' ability. Computers are used well to develop specific skills and to record work. Assessment is used effectively to inform lesson planning. In Key Stage 4, in-class support is closely focused on the needs of specific pupils; for example, a special needs assistant acts as a scribe for a pupil with dyslexia or supports a pupil with a physical disability
45. Work is set at an appropriate level for pupils with SEN in most subject areas in both key stages and pupils make good progress. This is mainly achieved by setting tasks with different levels of outcome and by varying the pace of working. Work matched to individual needs is provided by subject teachers in English and design and technology, where the focus is on meeting the needs of pupils with different levels of language development. Pupils with SEN are taught well in drama in both key stages and pupils in Key Stage 4 were part of a group whose attainment was particularly high in relation to the length of time the course had been running. Pupils are supported by the structured approaches of modern languages and design and technology teachers. Work in mathematics is set at an appropriate level for pupils with SEN but it is not matched to individual needs. Teachers are aware of which pupils are on the SEN register and interpret questions for them as necessary. Work that is matched to individual needs can be seen in the schemes of work of the science department and teachers work towards IEP targets in lessons.

46. Pupils with physical disabilities or poor motor co-ordination are helped effectively in PE. They are integrated into all lessons where participation is possible for them, or allowed to change to a different activity. Setting and grouping of pupils enables all to work to the best of their ability and extend the range of their skills. Pupils with SEN are particularly well taught in music, which broadens their experiences and develops learning skills that can transfer to other areas of the curriculum, e.g.; listening skills.
47. Learning Support Department teachers provide effective teaching in the Year 7 study skills lessons. Pupils learn to work independently, to research and interpret information and apply it in different ways. Work is organised at different levels to suit the abilities of the different pupils and the different levels of skill that they bring with them. These teachers also provide effective support for pupils working on assignments in any curriculum area in the Year 10 and 11 study support option. They liaise closely with subject teachers to ensure that the necessary resources and information are available and that the pupil has correctly understood the task. Where appropriate, pupils are encouraged and taught to use information technology to present work. In addition, at relevant times of year, pupils follow a programme to enable them to prepare for work and plan transfer to work or college. These lessons are generally well taught; pupils wait their turn for assistance and can usually work independently in the meantime.
48. Gifted and talented pupils are identified from information provided by feeder schools. This identification is confirmed by standardised tests on entry and from lesson observations. The school's policy for these pupils identifies the importance of matching work to their needs in all areas of the curriculum. Teachers are aware of who these pupils are and some departments, such as English, produce special materials for them and run lunchtime surgeries to meet their needs.
49. The quality of pupils' learning is a major strength of the school. Learning is satisfactory in almost all lessons and is good or better in 75 per cent. The quality is particularly high in Year 10 where 34 per cent of lessons observed were judged to be very good or excellent. Pupils' learning abilities are Particularly well developed in music and geography and very good in art, design and technology, English, drama and dance.
50. In virtually all lessons observed during the inspection, pupils worked hard in response to good planning and an appropriate level of challenge from teachers. In most lessons pupils were observed applying a good level of intellectual, physical and/or creative effort to their work. In one Year 11 English lesson, for example, pupils were fully engaged in applying their understanding of language and metre to rebuilding a Shakespeare sonnet. They showed a keen interest in the lesson, worked at a good pace, produced very good written work and demonstrated understanding of key issues in the end of lesson discussion. This quality of learning is typical of a majority of lessons delivered across the curriculum.
51. The rate of progress in lessons in terms of developing skills, acquiring new knowledge and deepening understanding is good. Pupils respond well to clear objectives set by teachers and work at a good pace to meet those objectives. In a particularly successful Year 8 geography lesson, pupils' learning was judged to be excellent as they applied their skills and previous knowledge to the topic of coastal processes. By the end of the lesson they were able to demonstrate increased knowledge and understanding of the topic and further development of their enquiry skills through their oral, graphical and written responses to tasks set by the teacher.

52. Inspectors reported a high level of pupil interest and motivation in lessons across the school. This was demonstrated by the good level of concentration shown by most pupils in most lessons and their ability to work productively by themselves. Groups of design and technology pupils in Year 9, for example, were observed in an electronics lesson working on several set tasks, independently selecting and using appropriately a range of classroom learning resources. In a small minority of lessons, particularly double periods, some pupils' concentration lapses with a consequent increase in off-task and restless behaviour.
53. Most pupils have good self-knowledge as learners, understanding what they are learning, how well they are doing and what they need to do to improve. Teachers support this by setting clear objectives, relating old learning to new and recapping key points at the beginning and end of lessons. In a Year 11 drama lesson, for example, pupils worked co-operatively in groups in a limited teaching space, maintaining focus and concentration throughout and ending with a very perceptive analysis and assessment of their own and others' performances.
54. The quality of learning in the school has significantly improved since the last inspection when shortcomings in important areas were found in over 20 per cent of lessons.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

55. Since the last inspection, the school has made progress in a number of key issues in relation to the curriculum. The school has implemented statutory requirements in mathematics, science and design and technology from the last report. Using and applying mathematics is now assessed and recorded; computers are used for data logging in science and the process model is in place in design and technology. The allocation of time for teaching art has been increased in Year 7 but not in Years 8 or 9. There are two areas where progress has been unsatisfactory. The school does not provide a coherent programme for the delivery of the information technology statutory orders in either key stage and has no overall strategy to provide opportunities to prepare pupils for life in a culturally diverse British society.
56. The school provides a broad and balanced curriculum in Key Stage 3 to meet the needs of all pupils. It includes the National Curriculum subjects, religious education, personal and social education and drama. Those pupils who are good at languages are offered the opportunity to take a second language in Years 8 and 9. In subjects like mathematics, science, languages (from Year 8) and English, history and geography (from Year 9) teaching is organised in groups based on ability. However, these departments make regular reviews of pupils' progress and make appropriate changes to pupil groupings to ensure fairness for all. The curriculum does not meet all statutory requirements in Key Stage 3. There is no planned provision for information technology and the provision for boys' physical education does not meet statutory requirements.
57. In Key Stage 4, all pupils take English, English literature, mathematics, science, physical education, religious education and personal and social education. In addition, all pupils take a humanities subject, a language, a technology subject and a subject of their choice. The free choice option includes GNVQ courses in health and social care (part 1) and hairdressing. Personal and social education (PSE) is delivered through the tutorial programme once a week. Sex education is provided in

science lessons and in PSE lessons in Key Stage 3 and Life Skills lessons in Key Stage 4. Careers education is provided in PSE and Life Skills lessons. The curriculum in Key Stage 4 is, therefore, broad and balanced and provides sufficient opportunities to meet the needs of the pupils. However, the provision of information technology as an integral element of other subjects does not fully meet the requirements of the National Curriculum. The curriculum fails to make statutory provision for all pupils to study a course in design and technology in Key Stage 4. The allocation of time for teaching religious education is below the minimum recommended.

58. Overall, the curriculum provision is unsatisfactory because of the failure to meet the statutory requirements outlined above.
59. The programme of development of key skills in literacy is well thought-out and delivered. There are planned opportunities for pupils to develop their vocabulary and grammar and to develop as effective readers. The school provides a range of opportunities to pupils to clarify and express their ideas and thoughts, both orally and in writing. The school has made links with their feeder schools in order to plan for improvement of numeracy skills. These plans are at a very early stage of development. However, pupils make good progress in developing their literacy and numeracy skills in Key Stage 3.
60. There is good provision for pupils with special educational needs, which enables them to make good progress. They are offered a range of strategies to develop their literacy and numeracy skills. Pupils are withdrawn for a limited period, usually for literacy, and work in small groups. The local education authority currently funds the specialist programme of literacy support in Year 7. There is relatively little in-class support provided by this term's timetable arrangements for learning support staff. However, where support is available, the learning support department provides specialist teachers and their skills are used well to give effective, targeted support in different subjects. For pupils with learning needs, opportunities are used in study skills periods in Year 7 to develop their independent learning skills. Study support periods in Years 10 and 11 are used to support them to complete their coursework tasks. The school also uses the services of a Traveller Support Teacher who works effectively with a small group of traveller pupils.
61. The school recognises that personal, social and health education (PSHE) is an integral part of a modern curriculum. It has designed a taught programme to help pupils to develop a range of skills, values and positive attitudes that should enable them to contribute fully as effective citizens. For example, a Year 7 tutor group followed up an assembly about bullying by exploring the feelings of the bully and the bullied as well as some reasons for bullying. In Key Stage 3 all tutor groups have one personal and social education (PSE) lesson a week, taught by their tutor or an invited speaker. In addition, in Key Stage 4, all pupils have one lifeskills lesson per week. The lifeskills course complements the PSE curriculum in the upper school. In a well-taught Year 11 lifeskills lesson pupils learned key facts about prison life from materials created by prisoners at HMP Hull. In addition, the school has completed an audit of PSE enhancement throughout the curriculum. For example, music makes a major contribution to the understanding of the diversity of the world through listening to a wide variety of musical styles, and discussing and working within styles that have influences from other cultures. A group of boys wrote a song that they subsequently performed at the funeral of a close friend.
62. PSE tutors comment on each pupil's Record of Achievement. The taught programme includes units on relationships, equal opportunities, stereotyping, race,

sex education and other cultures. It is enhanced by visits from invited speakers. For example, a community police officer talked to a Year 8 group about young people and crime. He raised awareness of inadvertent ways that young people could commit offences as well as providing details of major juvenile crime concerns. PSE is very thoroughly planned, delivered and monitored.

63. Guidance and advice is provided through the PSE programme and lifeskills lessons. The school has a partnership agreement with Surrey Careers Service that is reviewed and renegotiated annually. Work experience has been a long-standing part of the school's curriculum. Two weeks has been the entitlement for Year 10 pupils for many years. Work experience is currently organised in partnership with TRIDENT. Although Cranleigh is a small community, most pupils enjoy placements with well-established work experience providers in the village and in neighbouring villages. There is a good Year 11 programme that involves parents and the business community in activities such as supporting mock interviews for all pupils. Within the taught programme, planned opportunities include two weeks work experience in Year 10, health and safety information and procedures, work shadowing and formal careers interviews. All pupils on SEN Code of Practice (CoP) Stage 3 and excluded pupils are interviewed by the careers officer and appropriate advice provided. Any pupils outside of the CoP who require a similar service are dealt with in-house. Pupils are also provided with guidance on the opportunities available to them when they leave school. They are offered a wide range of further GCSEs, A/S levels, A-levels and pre-vocational courses at Godalming College and Guildford College of Further and Higher Education. The school also organises an Industry Day.
64. The STEPS programme in Year 9 starts to prepare pupils for work experience, which is managed by an outside agency. After five weeks of specific preparation, Year 10 pupils make telephone contact with their placement. This placement is monitored by telephone in week one and by a visit in week two. Troubleshooting visits are made as soon as a problem is identified. Parents are briefed prior to the placement. Pupils keep a reflective diary to prepare a written account for their Record of Achievement. Currently school administrative staff word process this written work for pupils. In future pupils may word process their own work.
65. There are several strands of work-related activity in the curriculum. There is the Initial Awards course, delivered by the humanities department, which comprises units on Travel and Tourism and other vocational areas. A hairdressing course, run in conjunction with accredited trainers, The Hair and Body Shop, can lead to a level two NVQ award that allows the trainee to enter employment. There is also a GNVQ Health and Social Care Part 1 course. Pupils who follow the hairdressing course have the National Curriculum for design and technology disapplied. Single science pupils also take a GNVQ unit in the application of science to health and social care. A small number of pupils attend a key skills course in information technology at Godalming College and a day release opportunity exists for some pupils to attend the Skillway skills workshop project.
66. The school is in the heart of the community. The school supports community activities and the community reciprocates. Links with the community, organised groups, local government, agencies and business are very good. For example, the Young Enterprise group has received considerable support from the business community. The school supports Initial Teacher Training through strong links with South West London Colleges and Brunel University. The school carefully audits trainee teachers' contacts with classes to ensure that they receive support from experienced teachers. The school has developed productive links with Cranleigh Independent School. The two schools are currently involved in joint musical and

creative writing ventures. Formal links with other secondary schools and feeder primary schools are well developed. The head, deputies and heads of department meet regularly with their counterparts. There has been some joint in-service training. Discussions are underway to consider raising awareness of different cultures.

67. Since the last inspection the school has consolidated its positive relationship with parents. The school warmly welcomes all forms of parental contact. It has created a three-way partnership with parents and pupils. This has generated clear lines of communication, resulting in greater mutual understanding for the benefit of the pupils concerned. Parents find the school welcoming and the headteacher and staff approachable. The school welcomes parents' views. The school continues to have excellent links with the community and local business. The school's reputation in the local community has been enhanced since the last inspection. For example, the drama department contributed to the opening of the village Arts Centre.
68. The Glebelands Trust is supported by parents and is designed to enhance the facilities provided by the local education authority. Essentially, the trustees aim to use the Trust to 'ice the educational cake' for all pupils at the school. The Parent Teacher Association has a full calendar of social and fund-raising activities as well as a successful Hundred Club. The Association has supported a wide range of developments that have greatly enhanced the total experience of pupils in the school. They have helped fund the installation of a new security system and recently purchases of equipment have been made for the humanities, design and technology, mathematics, information technology and learning support departments.
69. The community uses the Glebelands Centre as a base for sporting activities. Regular users are local cricket, football and roller hockey clubs, the Baptist Church, the Army Cadet Force and Air Training Corps. Many pupils belong to these organisations.
70. The school encourages all pupils to reach the highest standards of which they are capable. Each department has specific aims to encourage excellence. For example, the mathematics department encourages pupils to be involved with the maths challenge and receive additional support for revision on Tuesday afternoons. Many pupils show exceptional ability in a range of activities, for example academic, sporting, musical, social, literary, the arts and technology. Music pupils are involved with a number of church choirs, the county choir, and the county orchestra and concert band. The school aims to identify and foster these abilities, providing numerous opportunities for the pupils to excel. Pupils are also encouraged to participate in a wide range of activities, many of which can form the foundation for life-long interests. For example, pupils are taken on visits to Wimbledon tennis and to rugby and football matches. Pupils take part in the Surrey Educational Cruise, there is an annual Year 11 ski trip and the physical education department provides an extensive fixture list.
71. The overall provision for pupils' spiritual, moral, social and cultural development is good. In its aims, the school clearly plans to provide for this aspect and since the previous inspection has undertaken a thorough audit of the provision in all subjects and consulted staff and pupils. As a result much awareness has been raised. Some good examples of subject provision can be found in music, drama, English, religious education and physical education.
72. Provision for spiritual development is good. Several subjects make a strong contribution to pupils' spiritual development. Music, lifeskills and English offer significant opportunities to reflect on questions of value and meaning. In Year 7

drama, pupils use religious imagery and reflect on the nature of the world. In art, pupils have worked on a mural for a local church. Although not all assemblies are an act of worship and do not give time for reflection, they do make a good contribution to pupils' personal development. The school has very positive links with Christian Youth Enterprise and visitors from the organisation take assemblies and speak in religious education lessons. The religious education schemes of work provide a sound base for spiritual teaching. The school has annual carol services, confirmation classes and takes part in the Women's World Day of Prayer. The school does not meet the requirements for a daily act of collective worship for all pupils.

73. The schools' provision for pupils' moral development is very good. It is firmly established in the school's aims and there is an ethos of self-respect and much that distinguishes right from wrong. There are well planned and delivered personal, social and lifeskills schemes of work, which are supplemented by good examples in a number of other subjects. Through their work in drama, Year 10 pupils explore the moral issues involved in poverty. In English, pupils are encouraged to consider the behaviour of characters and draw conclusions about moral choices and appropriate behaviour. In physical education, many opportunities are given to pupils playing in teams and fixtures to consider fair play and sportsmanship.
74. Provision for pupils' social development is very good. Relationships in the school and in the wider community are based on mutual respect. Parents feel that pupils are given much responsibility, for example as duty students, and have good opportunities for involvement in the local community. There are excellent opportunities to develop co-operative and team leadership skills through a wide range of extracurricular sporting activities, residential courses, the Duke of Edinburgh award scheme, the school council and drama and musical productions. Pupils are encouraged to take responsibility and use their initiative in the independent learning opportunities found in drama, music, physical education and modern foreign languages.
75. The provision for cultural development is satisfactory. Art offers visits to national art galleries and music and drama provide visits to the theatre and other performances. Pupils are able to visit other European countries and see a variety of religious and cultural heritages. Cultural considerations are often central to the activities in food technology, in which pupils consider the restrictions imposed on some individuals by religion and choice. Pupils are encouraged to read a range of English and foreign literature. Pupils have the opportunity to work with foreign language assistants. These opportunities enable pupils to explore their own culture and the wider European experience. However, the overall provision for multicultural development needs further improvement. There is evidence of good work in some subjects but there is no overall school policy or strategy to prepare pupils for life in a multicultural society and to share and celebrate the richness of world-wide cultures. This was identified as an area for development in the previous inspection and it remains in need of whole school planning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

76. The school takes good care of its pupils' welfare and safety. This care is evident in all the relationships in the school, in teachers' knowledge of children and their needs and in how the school acts to promote the best interests of all its pupils.
77. Pupils receive good pastoral support from heads of year and form tutors. There is an effective induction programme for new pupils and, whenever possible, tutors stay with the same pupils throughout the school, thus ensuring that each child is well

known and that close links are developed with parents. This arrangement supports pupils well, both academically and personally.

78. There are effective health and safety procedures in place, such as fire evacuation practice, whole school risk assessments, and recording of accidents. There is a separate, well-organised medical room and several members of staff have first-aid training. Medicines are kept in a secure place, and there are good arrangements for dealing with emergencies. Work-related opportunities conform to health and safety criteria, and the school promotes healthy and safe living. Although the school has addressed the specific issues raised in last inspection, there are still some health and safety problems in the food technology area. Although the school is aware of the issues, its applications for funding to rectify the situation have not, so far, been successful.
79. Effective child protection procedures are in place. They comply with local procedures and are fully understood by staff. Child protection awareness forms an important part of the induction programme for new staff, and all staff receive training to maintain and update their knowledge and understanding.
80. There are effective procedures in place to promote good behaviour, with appropriate steps taken to deal with the little bullying which occurs. Staff have high expectations of pupils, as outlined in the behaviour code, which is in evidence all around the school.
81. The school has addressed the key issue relating to assessment from the previous inspection in 1994. Assessment policies are now in place and implemented in all departments. Procedures are good in English, drama, music and science. They are satisfactory in design and technology, geography, history, modern languages, physical education and religious education. There are some areas of weakness in mathematics. Assessment is unsatisfactory in information technology, except in Year 7.
82. Regular monitoring of pupils' progress is now in place, through half termly meetings between heads of department and members of the senior management team, lesson observations and work sampling. Many departments have well-defined tracking systems which are increasingly supported by the use of SIMS software, which, when fully implemented, will enable staff to have immediate access to comprehensive information about pupils' attainment, progress and attendance. Good use is made of computer software to record and analyse information about pupils on entry, to record and monitor attendance. Assessment Manager software is also in use in the English and science departments but cost implications have delayed the provision of suitable machines to other subject areas, although all staff have received training.
83. Although departments continue to use individual methods of presenting information about standards achieved by pupils, criteria used for grading are expected to be consistent with National Curriculum levels in Key Stage 3 and with GCSE in Key Stage 4. Examples of work are moderated biannually to make sure that this is the case. Nevertheless, in 1999, there was a substantial difference between the National Curriculum test results and the teacher assessments in English, where pupils performed significantly above expectations in the tests. Pupils need to have accurate information about the standard of their current work and it is important that the school marking systems are consistent, both across the school and with national standards. This is particularly important for pupils with SEN, whose work is acknowledged but frequently not marked in a way that offers guidance for improvement by subject teachers.

84. Glebelands has worked hard over the last eighteen months to develop an integrated system for assessment and reporting, managed by tutors. This provides support for both the academic and personal development of the pupils, through individual or, for the younger pupils, small group interviews and an annual target setting day. The tutorial system is a particular strength of the school.
85. Pupils are encouraged to take responsibility for their own learning, to develop their ability to evaluate their progress and increase their self-esteem and confidence. This can be seen in lessons as well as in the marking of work and the format and writing of reports.
86. The school has effective procedures for establishing pupils' attainment and learning needs at the start of Year 7 and a detailed profile is drawn up for each pupil during their first few weeks at the school. Information is disseminated to all staff and is used as the basis for organising teaching groups (where pupils are set) as well as for placing pupils on the SEN register and allocating additional support to pupils with, for example, weak literacy or numeracy skills. Assessment was seen to inform lesson planning in art, drama, design and technology, English, geography, history, mathematics, modern foreign languages and science.
87. Identification and assessment of pupils with SEN is detailed and thorough. The school has clear criteria for placing pupils at different stages on the register and the termly fluctuation in its length testifies to the progress pupils make and to careful assessment. All pupils on the SEN register at stages 2-5 have individual education plans (IEPs), which are disseminated to relevant teachers, form tutors and parents. These contain useful, practical information about the pupil's attainment levels, learning style and needs, and offer strategies for effective teaching, appropriate for use in full class lessons. All of those that were examined had been written in the current academic year and were to be reviewed at the end of each term. IEPs for pupils at stages 2/3 are usually reviewed at parents' evenings, so review dates depend on when these occur. Each individual education plan contains a section about the support that parents can provide.
88. Pupils with SEN are well supported. The Learning Support Department works flexibly, providing support in class or through individual or small group sessions. Strategies are reviewed on a half termly basis to ensure that pupils have access to a full curriculum as well as receiving the specialist support that they may require.
89. Glebelands complies fully with requirements about pupils with statements of SEN. Annual reviews are held at the designated time and are extremely thorough. Parents and relevant external professionals are invited in good time and usually attend. Transition reviews have been held for pupils of fourteen and above. Although many of the statements are longstanding, funding arrangements are ratified annually with the county and targets set at the annual review, which updates statement objectives. These are translated into individual education plans. The school makes provision in line with what is described in the statement. Resources are managed in a sensible and flexible way.
90. Able pupils are usually identified in Year 7 on the basis of information from primary schools, testing on entry and observation in lessons and at other activities. The school has a policy for the 'More Able' pupils. It identifies the provision of work matched to their needs throughout the curriculum as the main method by which the abilities of potential higher-attaining pupils will be developed. Some departments, such as English, produce specialised materials and offer surgeries at lunchtime to

assist pupils to develop and maintain high levels of achievement. Other departments, such as science, mathematics, and geography, take part in 'challenges' with other schools. This is an area of work that would benefit from further development in other subjects.

91. The Heads of Year and the Head of Learning Support work closely together to monitor pupils' behaviour and are currently reviewing the Behaviour Management Policy with a view to identifying the most appropriate model to follow. This will be followed by training for the whole staff. Although poor behaviour is not a serious problem at the moment, there have been seventeen fixed term exclusions in the past year. Governors are fully involved and correct procedures have been followed in every case.
92. The school has effective procedures for monitoring and promoting good attendance. It has close relationships with parents, who generally support the school. Computerised registers ensure that information about attendance is immediately accessible to tutors and heads of year and patterns of attendance can be analysed and followed up very quickly. Good attendance is recognised by certificates and letters home but the main thrust of the school's work to maintain good attendance is through its determination to promote the school as a 'good place to be'.
93. The educational and personal support and guidance offered by the school, through its tutorial system, is effective in maintaining and raising pupils' achievements. The ethos of the school is positive and supportive; pupils are commended and achievements of all kinds are recognised in assemblies and praised. Parents appreciate the work of tutors and consider that their concerns are attended to quickly and effectively. The three day induction programme, which prospective pupils attend during their last term in Year 6, is regarded as particularly effective in enabling the new pupils to make a good start at secondary school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

94. Parents are pleased with the school. Since the last inspection the school has made successful efforts to involve parents more in their children's learning and there is a strong home-school commitment that is demonstrated by the support for the home-school agreement. Parents feel the school is very approachable and keen to help. They also feel that the school has high expectations of their children and that this enhances achievement.
95. Parents are pleased with the quality of information from the school. New parents are provided with clear information when their child joins the school and the transfer arrangements from the feeder schools are very good. The termly newsletters are friendly and contribute to the sense of community. Parents feel they have plenty of opportunities to discuss their child's progress. All reports are very detailed in most subjects and provide opportunities for both the pupil and tutor to comment. However, more information is required on progress in information technology. The prospectus is also a helpful document but parents would benefit from more information on the aims of the curriculum.
96. Parents of pupils with special educational needs are fully involved in the review process and are kept well informed. When a pupil is to be placed at one of the stages of the Code of Practice, parents are always consulted and asked to agree in writing to any additional support that is offered for their child. IEPs contain a section about

the parents' contribution towards meeting the targets and are reviewed at Parents' Evenings and at annual reviews for pupils with statements. Pupils' files show frequent communication with parents.

97. Parents make a good contribution to pupils' learning. The mechanisms for exchanging information between home and school are effective. Parents demonstrate their support for the school in various ways, most notably through the parents association and the Glebelands Trust. Both benefit pupils by the provision of resources. Parents also support sporting events and make a valuable contribution in the library.
98. One concern expressed by parents was regarding the quantity and consistency of homework. Although the school sends out homework timetables for each year group, these are not always followed, creating inconsistencies in the amount set for each subject. Other parents expressed concerns that homework was not marked regularly. Inspectors agree with these comments.

HOW WELL IS THE SCHOOL LED AND MANAGED?

99. The school has clear aims with an emphasis on the achievement of high standards in all aspects of school life. These aims are shared by the staff and clearly understood by pupils and parents. The school has clear and realistic targets. The leadership and management of the school are good. The headteacher, senior management team and governing body provide a clear educational direction and there are clear systems and routines that are understood and carried out by pupils and staff. Administrative procedures are efficient and the school makes good use of new technology for communication, financial procedures, data production and analysis, and the production of publications and resources. The governing body committee structure enables it to carry out its duties effectively and play an active part in the life of the school. The effectiveness of the school leadership and management is a major factor in the high standards achieved.
100. The school's middle management, subject and pastoral leadership, is good, although there is a weakness in some aspects of the leadership in physical education. The senior management team conducts annual review meetings with heads of subjects and targets are set and monitored for each department. In some subjects there are effective systems for monitoring the quality of teaching and learning. This is not yet happening in all subjects and the quality and frequency is inconsistent overall. Some governors make classroom visits but these are informal and sporadic and there are, as yet, no set timetable or agreed procedures. Visits are not related to priorities in the development plan. Members of the senior management team visit classrooms on a regular basis and have a clear view of the standards being achieved. A comprehensive staff appraisal framework is in place but the system is not currently operating because of the national action taken by some professional associations.
101. Since the last inspection, there has been a major restructuring of the school's management systems. The main changes have been the reorganisation of senior management and the rationalisation of subject groupings. These changes have resulted in more clearly defined areas of responsibility, more effective administration and a clear system of line management, which is understood and valued by all staff. Progress since the last inspection has been satisfactory and the school's capacity for improvement is now good. The management of the process of change has been good.

102. The development plan sets out a clear programme for the school's development and supports and reinforces its aims. There is a clear link between the school's priorities and their financial implications. Progress towards targets and value for money are monitored by the governing body and governors have a strategic view of the school's direction through their participation in planning and policy development. They are kept well informed by the school's senior management and by drawing on this information and their own range of experience and expertise, they are able to make informed decisions about what should be the school's immediate and longer-term priorities. They make good use of the available data and are aware of the school's strengths and areas for improvement. This awareness is then translated into clear targets in the school's development plan.
103. The school's aims and values promote high expectations of standards of work and behaviour. The school encourages respect for individuals, tolerance and a partnership with the community. Parents and pupils share these values. A teacher has been given the responsibility for co-ordinating the school's new equal opportunities policy, which, as yet lacks an action plan. There is evidence of good work in some subject areas, for example, a topic on racism linked to the Stephen Lawrence case, and pupils showing awareness of sexual orientation issues in drama, and teachers addressing the issue of boys dominating the proceedings in science. Staff have received training on issues relating to the traveller community but there has been no structured programme of staff or governor training on race equality or cultural diversity.
104. The school complies with equal opportunities legislation and through its aims and objectives is generally successful in providing equal access to all opportunities provided. This is equally true for pupils with physical disabilities and minority ethnic pupils. Observation of general school activities and discussion with pupils indicates that those in minority groups experience few difficulties and incidents of verbal abuse are usually dealt with satisfactorily. There is, however, insufficient planned provision for preparing pupils for a multicultural Britain.
105. Although the governing body is aware of its statutory obligations, it is failing to meet them in the following areas:
- the provision of a daily act of collective worship;
 - the allocation of sufficient time for religious education for all pupils in Key Stage 4;
 - the complete coverage of the National Curriculum in design and technology in Key Stage 4 and boys' physical education in Key Stage 3;
 - the provision for information technology.
106. The school and governors target spending on the school's priorities and ensure that they are getting good value for money. Educational priorities are identified through the school development plan, which is informed by the various cost centres in the school and the budget drawn up as part of a whole school enterprise. They have an increasing understanding of their own role in planning longer term development strategies and play an active part in financial decisions and monitoring. The inclusion of the resources manager in the senior management team means that financial considerations and learning needs are fully discussed and balanced, ensuring a proper blend of best value and educational priority.
107. Careful financial management has enabled the school to wipe out its previous deficit and pay back a large loan for the new information and communication technology installation. The provision of information and communication technology remains an ongoing target for development and fund raising is underway. The governors group

actively explores all avenues for additional funding and has been successful with many of its bids. All financial issues raised at the last inspection have been resolved with the exception of funding to refurbish the food technology rooms. The latest bid has been unsuccessful. Specific funding for special educational needs is used appropriately and those pupils make good progress.

108. The management of financial activities within the school is very good. School finance is suitably monitored monthly by the governors monitoring committee and by the local education authority. Administration within the school is very good. Financial procedures are both efficient and effective. Office staff are well trained and daily procedures, including the collection of all monies for school activities, are carried out smoothly. This allows teaching staff to concentrate on their work. There is an equitable system for allocating funds to departments, which is understood by teaching staff, who, in turn, are becoming increasingly aware of the wider issues of financial planning.
109. Governors and senior management are committed to obtaining best value for all expenditure, they compare costs, consult, review their decisions and go out to tender for large items. Recently it was decided to close one GNVQ course and promote another on health and social care, as this would offer more future job opportunities as well as links with local further education institutions.
110. Pupils' attainment and the quality of education provided within the school are good. Individual pupil expenditure is slightly higher than in similar schools but can be accounted for by the provision for the high proportion of pupils with special educational needs. Taking these factors into account, the school provides satisfactory value for money.
111. There are sufficient appropriately qualified and experienced teaching staff to meet the needs of the curriculum and staff are clear about their roles. There is a good induction programme for newly-qualified teachers and good provision for the professional development of teaching staff, with appropriate links to the development plan and the overall needs of the school. There is already evidence of good planning and preparation for the introduction of Curriculum 2000. There is an effective co-ordinator for special educational needs with a clear overview, and support is given both in-class and by withdrawal, as appropriate.
112. Staffing levels for non-teaching staff of all kinds are good, with effective line management to ensure their efficient and effective deployment. Appraisal for non-teaching staff is in place and is linked to a good quality professional support system; the school takes advantage of the local authority provision in these areas, especially in its focus on information technology matters. A very effective 'partnering' system is in operation between members of the central administration staff to ensure efficient coverage in the case of absence.
113. Accommodation is generally good. Rooms are designated for specific subject use and specialist accommodation is available to fully meet the demands of the curriculum, apart from the Health and safety issue in food technology. Facilities for physical education are good, except that excessive water on sports pitches is a regular problem. There is no formal risk assessment undertaken in physical education.
114. Learning resources are adequate overall; they are good in English, science, special educational needs and in the work-related courses, but inadequate in information

technology and in some aspects of drama. There were two resource-based key issues at the last inspection; one concerned information technology access, which is still an issue and the other concerned text books in mathematics, science and geography, which has been fully resolved.

115. The library/learning resource centre is attractive and spacious; it provides good support for independent learning. The current book stock, currently a ratio of eight books to every pupil, has been recently updated and is attractively presented. There are good audio, video and CD-ROM resources, and material for those with special educational needs is fully integrated, while being easily accessible. The recently installed computer resources are of good quality but full access to the Internet awaits the return of completed parental consent forms. Full access to and use of the Learning Resource Centre is encouraged and developed through specific English lessons in Years 7 and 8, with reinforcement in study support for some Year 10 pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

116. In order to improve further the educational standards, the quality of education and the management of the school, the headteacher, senior management team and governing body should design and implement an effective action plan to:
- (1) Improve standards in information technology. Ensure that there is coherent whole school planning for the use of information technology and that all subjects have access to appropriate equipment in order to fulfil the requirements of the National Curriculum. This was an issue in the previous report. (Paragraphs 19, 20, 43, 55, 56, 81, 105, 123, 142, 153, 157, 178, 190-198, 205, 210)
 - (2) Ensure that programmes of study are revised so that National Curriculum requirements are met for boys' physical education in Key Stage 3 and that all pupils take a design and technology subject in Key Stage 4. (Paragraphs 57, 105, 166)
 - (3) Ensure that the quality and frequency of the monitoring of lessons is consistently high across all subjects. (Paragraphs 100, 140, 159, 176, 219)
 - (4) Ensure that strategies for raising multicultural awareness and preparing pupils for a multicultural Britain are co-ordinated and consistent throughout the school. (Paragraphs 55, 75, 103, 104, 155)
 - (5) Ensure that sufficient time is allocated to the teaching of religious education in Key Stage 4. (Paragraphs 57, 105, 228)
 - (6) Ensure that statutory requirements are met by providing a daily act of collective worship for all pupils. This was an issue in the previous report. (Paragraphs 72, 105)
117. Other issues that need to be addressed are to be found in the following paragraphs: 34/5, 42, 52, 78, 83, 90, 95, 98, 100, 105, 113/14, 123, 138/39, 149/50, 157, 168, 216, 219, 225.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

176

Number of discussions with staff, governors, other adults and pupils

30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	24	47	23	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Y7 – Y11	Sixth form
Number of pupils on the school's roll	840	n/a
Number of full-time pupils eligible for free school meals	41	n/a

Special educational needs

	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	23	n/a
Number of pupils on the school's special educational needs register	233	n/a

English as an additional language

	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	6.6
National comparative data	7.9

Unauthorised absence

	%
School data	0.2
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	76	87	163

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	63	54	47
	Girls	85	68	56
	Total	148	122	103
Percentage of pupils at NC level 5 or above	School	91 (72)	75 (69)	63 (72)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	44 (31)	50 (46)	26 (28)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	34	48	47
	Girls	70	67	61
	Total	104	115	108
Percentage of pupils at NC level 5 or above	School	64 (69)	71 (72)	66 (72)
	National	64 (60)	64 (64)	60 (61)
Percentage of pupils at NC level 6 or above	School	37 (26)	48 (39)	30 (33)
	National	31 (30)	37 (37)	28 (30)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	101	66	167

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	63	94	98
	Girls	41	62	64
	Total	104	156	162
Percentage of pupils achieving the standard specified	School	62 (54)	93 (96)	97 (98)
	National	46.3 (46)	90.7 (88)	95.7 (93)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	School	43 (41)
	National	37.8 (37)

Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	10
	National	79.1

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	2
Black – other	
Indian	1
Pakistani	
Bangladeshi	1
Chinese	1
White	829
Any other minority ethnic group	6

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	17	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	46.5
Number of pupils per qualified teacher	18

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	10
Total aggregate hours worked per week	192

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	78.4
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Average teaching group size: Y7 – Y11

Key Stage 3	24.2
Key Stage 4	20.9

Financial information

Financial year	1998-99
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	£
Total income	2013543
Total expenditure	1937988
Expenditure per pupil	2364
Balance brought forward from previous year	113949
Balance carried forward to next year	189504

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	840
Number of questionnaires returned	226

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	31	52	11	5	0
My child is making good progress in school.	39	50	8	2	1
Behaviour in the school is good.	23	58	6	3	9
My child gets the right amount of work to do at home.	19	54	19	6	1
The teaching is good.	25	60	8	2	5
I am kept well informed about how my child is getting on.	33	51	11	4	0
I would feel comfortable about approaching the school with questions or a problem.	50	42	6	2	1
The school expects my child to work hard and achieve his or her best.	56	37	5	1	1
The school works closely with parents.	26	55	14	3	2
The school is well led and managed.	40	50	4	4	2
The school is helping my child become mature and responsible.	36	47	7	3	7
The school provides an interesting range of activities outside lessons.	19	44	16	3	15

Other issues raised by parents

The only issue raised by a significant number of parents (i.e. more than three) was the inconsistent setting and marking of homework. Inspectors found evidence to support the parents' concerns.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

118. GCSE results in English and English Literature at grades A*-C have been consistently well above the national average. In 1999 68 per cent of pupils gained grades A*-C in English and English Literature. In GCSE, the results of girls have been significantly higher than those of boys. This difference was reduced in 1999. Over the last four years, results have been well above average in comparison with all schools nationally. Results of the National Curriculum tests at the end of Key Stage 3 were well above the national average in 1999. Over the last four years, results have been well above average in comparison with all schools nationally. In comparison with similar schools results have been well above average for level 5+ and in line with the national average for level 6+.
119. Since the last inspection, levels attained in tests at the end of Key Stage 3 have risen. In 1999 the performance of pupils in English was significantly higher than their performance in mathematics in science. In GCSE, the proportion of pupils achieving A*-C grades in English Language has been consistently well above the national average.
120. Pupils' results in National Curriculum tests at the end of Key Stage 2 as they entered Year 7, in 1999, were above the national average. On the evidence of standardised tests conducted by the school, more than a third of the pupils who joined the school in Year 7 in 1999 had a reading age below their chronological age. The standards achieved by girls are generally higher than those achieved by boys. Inspection findings indicate that by the end of each key stage standards are above average. At the end of Key Stage 4, girls achieve higher standards than boys. The ability of pupils to work independently and take leading roles of their own accord is good.
121. Standards in speaking and listening are very good. By the end of Key Stages 3 and 4, the majority of boys and girls listen attentively. Pupils are keen to answer questions and are able to take turns. Where pupils are well prepared for discussions, they make good contributions. In a well-planned lesson in Year 9, for example, pupils listened very well to the suggestions put forward by the teacher and to the contributions of other pupils during presentations about *Romeo and Juliet*. As a consequence, they made good progress in their understanding of the play. In general, most pupils are able to answer at length without support.
122. Reading standards are very good. In each key stage, a majority of pupils can read aloud with confidence and with expression. Lower attaining pupils are encouraged to improve the quality of their reading aloud. At the end of Key Stage 4, pupils' ability to deduce and infer meaning is very good. Higher and average attaining pupils can talk about the motivation of characters in fiction and in Shakespeare's plays and a range of poetry. They are able to support their point of view with appropriate reference to the text. For example, in a Year 11 lesson pupils were encouraged to explore Shakespeare's sonnet structure through a sequencing exercise. Whilst exploring *Let me to the marriage of true minds*, pupils used their knowledge of technical language, metre and rhyme to rebuild the poem. One boy's understanding was lucidly demonstrated by his comment that, "Time ages you, love doesn't."
123. Standards in writing are above average. The writing of girls is generally of a higher standard than that of boys. Insufficient use is made of IT when drafting to motivate

pupils. Pupils write for a suitable range of purposes and produce an interesting range of extended writing. Good oral work prior to writing often helps pupils to write more extensively. Similarly, oral work together with opening sentences for paragraphs enable pupils to begin writing without delay. For example, in a Year 10 lesson a group studying *Of Mice and Men* responded in a lively, lucid manner to diary excerpts presented by their teacher. Consequently, these pupils were able to deduce and infer to build up pen portraits of characters from the novel. "Slim was like royalty," encapsulated one girl's understanding. Many pupils are able to improve the fluency and accuracy of their writing with re-drafting. Handwriting in drafting books is generally poor. The quality and the care pupils take with their presentation of word-processed work are very good, although a majority of pupils do not use spell-checking software when word-processing their work. More able pupils are able to spell well. Spelling and punctuation, however, are weak for many pupils. In lessons there is a strong emphasis on the need to improve punctuation and spelling.

124. In each key stage, well-targeted work, combined with high expectations of learning and behaviour, result in most pupils making good progress. In Key Stages 3 and 4, pupils with SEN and with low prior attainment make good progress in teaching groups that are formed on the basis of prior attainment. Gifted and talented pupils make satisfactory progress in both key stages.
125. The attitudes to learning of the majority of boys and girls are mostly excellent in each key stage. Most pupils are well-motivated. All pupils usually co-operate willingly. They can sustain concentration. The behaviour of most pupils is very good. Teachers use a good range of support materials to help pupils to speak, listen and write. This motivates pupils. For example, in a Year 8 mixed ability lesson on *The Rime of the Ancient Mariner* the teacher set the scene by allowing the class to handle freezer blocks and immerse their hands in iced water. Teaching in each key stage is very good and often excellent. The quality of teaching was described as usually sound or better in the last inspection. The quality has improved and there is now an effective monitoring scheme, designed to identify strengths and areas for further development.
126. All of the teachers have an excellent knowledge of both language and literature. All lessons are well managed and orderly in each key stage. Planning for lessons is very good. Teachers consistently identify the learning objectives for lessons and make them clear to the pupils. In a Year 7 introductory lesson on Shakespeare, the teacher made sure that the class understood that they were going to explore the conventions of play writing by drafting a scene from a famous fairy story. The teacher provided a good introduction to dialogue and stage directions. This resulted in pupils using dramatic conventions with confidence. Similarly, in a lesson with higher-attaining pupils in Year 11, references to the structure of pop songs helped pupils to understand that the sonnet form is helpful rather than restrictive. There is very good use of constructive oral comments in lessons to help pupils to improve and in the marking of written work. Arrangements for homework are generally satisfactory and occasionally excellent. Homework is regularly marked and recorded.
127. Very good schemes of work have been developed for both key stages. They provide a stimulating range of experiences for pupils. Extra-curricular provision is good with a number of very good features, for example visits by contemporary poets from ethnic minorities. In Years 9, 10 and 11 there is a substantial amount of assessment information that is used very well to place pupils in teaching groups. Systems for recording pupils' progress in the National Curriculum through Key Stage 3 are very good. At the end of Key Stage 3 information from assessment is used systematically to identify targets for pupils in order to raise standards. The leadership and

management of the department are excellent. The head of department provides a clear sense of direction for colleagues through a number of key initiatives, for example, the measures to raise the achievement of boys and to ensure the continued high achievement of girls in Key Stage 4. The recently introduced arrangements for monitoring teaching are very good. Accommodation is good and is enhanced by stimulating displays that are well organised and of good quality.

Literacy

128. The English department believes that literacy is the foundation for learning and that all teachers have the responsibility for its promotion. It has, therefore, developed a literacy policy to foster and encourage the improvement of educational standards.
129. Close liaison with feeder schools eases the transfer of pupils and enhances continuity between Key Stage 2 and Key Stage 3. Several subjects contribute to pupils' standards in English. In general there is a very good focus on ensuring that pupils know and understand key vocabulary in subjects. For example, in Key Stage 4 pupils' physical education notebooks are well presented and there is a lot of appropriately applied technical vocabulary. Similarly, in a Year 11 art lesson highly articulate pupils were able to express their ideas in subject specific language. Oral work in several subjects helps to develop pupils' speaking and listening skills; for example, listening skills were developed during a Year 9 mathematics long multiplication lesson and role-play is often used in modern foreign languages and PSE. Investigative work in PSE, science, geography and history contributes to pupils' reading skills. Reading strategies in subject areas are designed to explain to pupils the purpose of their reading and encourage them to read closely and respond in detail. Approaches to writing help pupils to develop their skills in a number of subjects. For example, opportunities to develop extended writing in history and drama, including the word processing of final drafts, improves quality.
130. The Literacy Group intends to monitor, biannually, ways in which departments implement and fulfil the school literacy policy by inviting representatives from each subject area to discuss their practice.

MATHEMATICS

131. After the last inspection in December 1994, the school's standards of attainment achieved in mathematics progressively declined until 1997. Since then, however, they have improved and the school has made steady progress in standards attained at the end of Key Stages 3 and 4.
132. On entry to the school pupils have attainment above the expectations for their age. The current Year 7 pupils are attaining well above that expectation. The attainment of pupils remains above national averages in tests at the end of Key Stage 3. Over the last three years, their performance in mathematics has remained above national averages at the end of Key Stage 3, with no significant difference between boys' and girls' performance. The trend in the school's mathematics points score over the last three years has been broadly in line with the national trend. In 1999, 75 per cent of the pupils gained level 5 or above compared with 62 per cent nationally. The average points score for pupils nationally was 33.5; in the school it was 35.2, which is equivalent to an average increase of nearly six months progress for each pupil compared to the national picture. In 1999, 50 per cent of pupils gained level 6 or above compared with 38 per cent nationally.

133. In GCSE examinations, pupils' performance in mathematics is improving and is now just above national averages. In 1998, 43 per cent of pupils gained grades A*-C compared with 44 per cent nationally. The percentage of pupils gaining grades A*-G was 96 per cent compared with 95 per cent nationally. In 1999, 48 per cent achieved grades A*-C and 97 per cent A*-G compared with 45 per cent grades A*-C and 96 per cent grades A*-G nationally. The 1999 average points score for GCSE was 4.3 compared with 4.1 nationally. However, the higher attaining girls did less well. Only 42.2 per cent of the girls gained grades A*-C compared with 46.1 per cent of the girls who obtained the higher grades nationally. Since their performance at the end of Key Stage 3 in 1997 was above national averages, the progress made by girls in Key Stage 4 was slower.
134. Standards of attainment in Key Stage 3 are good. Lower-attaining pupils at the end of the key stage understand how to add and subtract fractions, work out problems on chance using probability rules, solve simple equations and interpret information from pictograms and charts. These pupils find multiplication of decimals, multiplying and dividing by multiples of 10 and interpreting graphs difficult. They also have difficulties when questions are presented as word problems in topics like probability. Higher-attaining pupils are able to understand and draw pie charts, multiply brackets with two terms in algebra, find solutions using squares and roots in right angled triangles and multiply numbers with decimals successfully. These pupils find questions on standard form, equations of lines and probability of combined events difficult. Pupils with special educational needs make satisfactory progress. They are able to use written methods to add, subtract and multiply single digit numbers. They can identify simple shapes and know about simple fractions and decimals. They are beginning to learn to multiply two digit numbers.
135. Standards of attainment in Key Stage 4 are satisfactory. Lower-attaining pupils at the end of the key stage are able to understand angles in triangles, draw line graphs, interpret bar graphs and pie charts, and make connections between fractions, decimals and percentages. They find long multiplication, scales in graphs, bearings and multiplication and division of decimals difficult. The higher-attaining pupils are able to draw and interpret cumulative frequency graphs and pie charts, solve simultaneous equations using algebra and graphs, find angles in circles and explain their solutions to questions on bearings. These pupils find topics like factorising in algebra, solving quadratic equations, ratios in trigonometry, equations of lines and probability of combined events difficult to explain.
136. The quality of teaching varies from very good to satisfactory. It is good in just under half of the lessons. It is better in Key Stage 3 than in Key Stage 4. Almost all teachers are appropriately qualified and all have a firm command of the subject. They provide clear introductions and competent explanations. They interact positively with their pupils, maintain good relationships and create a purposeful learning atmosphere. They encourage and praise pupils' efforts and deal appropriately with the occasional challenging behaviour. In response, pupils are keen to learn, concentrate and contribute positively in lessons, behave well and respect each other and their teachers.
137. The quality of teaching in Key Stage 3 is good. Teachers are well organised, use a range of teaching strategies and resources and plan their lessons with care and thought. For example, in a Year 8 class, the teacher set up an excellent probability task. Using counters and dice, pupils had to work out predictions of an event happening and compare it with what they would have expected to happen. Pupils worked busily in pairs, discussing their work, sharing their own thinking, providing

justifications and refining their initial hypothesis. The teacher's judicious use of questions developed pupils' reasoning, increased their understanding and deepened their knowledge. However, teachers do not provide sufficient opportunities for pupils to develop their mental and written calculation skills and to maintain those skills. Pupils therefore make slower progress in multiplying and dividing by multiples of 10, relating fractions, decimals and percentages and in making connections with the foundations of algebra.

138. Teaching in Key Stage 4 is satisfactory. Teachers work extremely hard to provide opportunities for pupils to revise, practise and learn. They have a good understanding of the subject and use opportunities to explain mathematical ideas and show how to find solutions. They place a greater emphasis on learning rules and applying them. There is insufficient use of demonstration, illustration, more open questions, practical activity or paired and group work. This approach does not enable some pupils, particularly girls in higher-attaining sets, to develop their understanding and to enjoy the subject. A small minority of pupils in lower-attaining sets in Key Stage 4 show more limited levels of concentration, poorer listening skills and inappropriate behaviour, which disrupts their own and other pupils' learning.
139. The medium term arrangements for assessment are satisfactory but are insufficiently used to inform strategic planning. The quality of day to day assessment and monitoring of pupils' progress is unsatisfactory. The marking of pupils' work is not always carried out sufficiently regularly and when it is, does not always provide helpful guidance for pupils about how to improve. The quality of presentation in some of the pupils' books that were examined was poor. There is little monitoring of pupil progress in lessons. Mistakes by pupils are not always analysed to inform planning and teaching and to enable pupils to learn from them.
140. The head of department is very experienced and has worked very hard to put together a detailed handbook for the department. The schemes of work are well structured and sequenced to ensure continuity and progression. The department is well managed. However, there is a need for further work on developing systems for monitoring teaching, learning and attainment and their links to setting targets.
141. While books and materials are well used, practical equipment, calculators and computers are not used sufficiently to facilitate a wider range of teaching strategies. The quality of displays in classrooms is good. The department is fully staffed with three new teachers this year. They have settled in well.
142. Since the last inspection the school has made progress in addressing some of the key issues for action. Statutory requirements for assessing and recording achievement of pupils in using and applying mathematics are now in place. There is now sufficient provision of textbooks for pupils in mathematics. However, the use of information technology for teaching and learning in mathematics remains unsatisfactory. It was a key issue in the last inspection. The school is capable of improvement and of making good progress in mathematics relatively quickly.

Numeracy

143. The opportunities for pupils to develop and apply a range of their numeracy skills are offered in many mathematics lessons. In science, technology, physical education and geography lessons, pupils carry out calculations, measure and estimate readings,

draw graphs and charts and make sense of information presented in tables and charts. All these subjects make an effective contribution to develop pupils' numeracy skills.

SCIENCE

144. On entry to the school, pupils' attainment in science is above the national average. In 1998 in Key Stage 4, the percentage of pupils obtaining grades A*-C in GCSE Science was 61 per cent against the national average of 48 per cent. This increased to 70.8 per cent in 1999. Science grades at A* and A also increased from 14.9 per cent in 1998 to 17 per cent in 1999. Additionally, there was a small entry for the single science GCSE, which achieved results below the national average. Boys achieve better results than girls in Combined Science – double award.
145. In 1998, at the end of Key Stage 3, 72 per cent of pupils obtained level 5 or above against the national average of 56 per cent. This dropped to 63 per cent in 1999 against the national average of 55 per cent. Girls are achieving better than boys in teacher assessments and in the levels they reach in national tests. Key Stage 3 results show an exact match between tests and teachers' assessments for boys. For girls the teacher assessments have been too optimistic.
146. On the evidence collected during the inspection, the overall attainment in Key Stage 4 is above the national average. The attainment of higher-attaining pupils at the end of Key Stage 4 is well above the standard expected nationally. The attainment of lower-attaining pupils is below the standard expected nationally. The attainment in Key Stage 3 is above the national expectations. The attainment of higher-attaining pupils at the end of Key Stage 3 is well above the standard expected nationally. The attainment of lower-attainers is in line with the standard expected.
147. At the end of Key Stage 4, higher-attaining pupils make good progress with their knowledge and understanding about step-up and step-down transformers. They are able to explain the difference between them and know that changes in the magnetic field have an affect on the electric current. Lower-attainers are able to follow instructions and construct a simple electric motor but are unable to explain with confidence the affect on the electric current as it passes through a magnetic field. Year 10 pupils make very good progress with learning. Higher-attainers know the relationship between mass and extension and understand the effect this has on an over-stretched spring. They consolidate their investigative practical skills and are able to record and present their results graphically. Lower-attainers in Year 10 learn about different ways of conserving energy and are able to present their work using an overhead projector. However, their knowledge of scientific vocabulary is not so secure and some have problems explaining the terms 'conductors' and 'insulators'.
148. At the end of Key Stage 3 higher-attaining pupils make excellent progress with their understanding of chemical reactions involving metals and are able to balance simple chemical equations with growing confidence. Lower-attainers understand the relationship between the force applied and the distance moved by an object. However some pupils do not know what a Newtonmeter is used for. Some pupils experience difficulties with their spellings of scientific vocabulary. High-attainers in Year 8 make good gains in their knowledge and understanding of a plant's life cycle and are able to identify and label the different stages. Lower-attaining pupils acquire basic knowledge of displacement reactions and are beginning to understand that mass remains the same in the reaction. However, they are less secure in their knowledge that chemical reactions are associated with temperature changes and

some struggle with simple word equations. Higher-attaining pupils in Year 7 are able to give simple explanation of what fossil fuels are and their effects on pollution. Low-attainers begin to understand that different fuels burn at different rates and that some are better to use than others. Pupils with special educational needs make at least satisfactory progress in their learning in both of the key stages.

149. In Key Stage 4, attitudes to learning and behaviour vary from satisfactory to very good and are good overall. At the end of Key Stage 4 the attitudes and behaviour of pupils in higher ability groups are good overall. They interact well with the teacher and each other during class discussion and practical work. They show initiative and sustain good levels of concentration. In lower ability groups attitudes and behaviour are never better than satisfactory. Pupils tend to lose concentration when not fully engaged in the learning process. There are incidents of pupils chatting over teachers' input. Attitudes to learning and behaviour are consistently good throughout Year 10, where pupils show interest and remain on task. In Key Stage 3, attitudes to learning and behaviour vary from satisfactory to excellent and are very good overall. Attitudes to work suffer when there is a lack of concentration amongst pupils, due to the slow pace of lessons. In both of key stages pupils behave well and they work collaboratively with good relationships. The science staff, through various extra-curricular science activities, further maintain pupils' interest in science.
150. The quality of teaching is good overall in both Key Stages 3 and 4. It is satisfactory in 31 per cent of lessons, good in 53 per cent and very good in 16 per cent. Where teaching is very good the learning intentions were made clear to pupils and teachers interact purposefully with pupils, using questioning techniques to prove understanding and have high expectations of achievement and behaviour. Where teaching is only satisfactory, the pace of lessons can be slow, causing pupils to lose concentration and go off task. There is also toleration of some background chatter, which becomes significant when it begins to impede learning. There is good provision for pupils with special educational needs whose individual needs are known to teachers. Teachers have a secure knowledge and understanding of the science curriculum and this is the strength of the department. There are good systems in place for assessing pupils' work and to monitor their progress. Work has also been developed by the department on 'value added' analysis. Teachers' planning is based on schemes of work that meet statutory requirements and reflects continuity and progression. Homework is set but marking is variable and sometimes lacks comments to enable pupils to make further progress.
151. The leadership and management of science are positive and supportive. This is the strength of the department. There is a good ethos and staff work as a team. The department has taken the issue of falling standards at Key Stage 3 seriously. A new 'science connections' course has been developed and standards are being monitored, including the quality of teaching. There are early signs, from the analysis of performance data, that attainment in Key Stage 3 is improving.
152. All of the areas for development identified in the last report have been successfully tackled. However, to make further progress, the department should consider developing further opportunities for pupils to become aware of the culturally diverse nature of Britain today.
153. Teachers receive excellent support from technicians who maintain resources and accommodation in very good condition. Resources are generally adequate and used effectively. However, there are insufficient computers in the department for data-logging and practical work.

ART

154. The pupils' attainment at the end of Key Stage 3 is broadly in line with that expected nationally. At the end of Key Stage 4, GCSE results are above the national average. Pupils tend to obtain higher grades in art than in the other subjects that they take. Performance at GCSE over the past four years is above that of similar schools. Examination results have improved since the last inspection and, although girls continue to gain higher results than boys, the gap is less wide than the national picture.
155. In work seen during the inspection, attainment at the end of Key Stage 3 is sound and in line with the national expectation for fourteen year olds. Girls are more focused on their work and attain at levels higher than that of boys. Pupils in this key stage are successfully introduced to a range of media and work in both two and three dimensions. By the end of Key Stage 3 pupils have a basic knowledge of colour theory and other elements of art and have gained a range of skills and techniques. In Year 9 pupils produce sensitive clay portraits based on the work of Munch. They study the work of different artists from secondary sources but the curriculum does not include the work of women artists or art that reflects the cultural diversity in Britain today. Pupils write about art but few opportunities are given for discussion and individual research. The attainment of pupils with special educational needs is satisfactory.
156. Attainment at the end of Key Stage 4 is good. At this stage pupils have a growing knowledge about past and current movements in art, though not always in the context of time, and are able to make informed decisions about their own work. They select from a wider range of media and scale and are encouraged to produce experimental and individual work. Three dimensional work and mixed media are particular strengths and some highly innovative pieces are produced, including millennium bugs invading an actual television set and fighter jets being launched from a Saddam Hussein face based on a Magritte sculpture. Sketchbooks are well developed.
157. Teaching is satisfactory in Key Stage 3 and good in Key Stage 4. Teaching seen during the inspection ranged from satisfactory to excellent with half the lessons observed being good or better. Planning is thorough and properly linked to the National Curriculum, though drawing and painting from observation and figure drawing are underdeveloped. Visits to the Tate and National galleries in Key Stage 4 have a positive effect on standards of work. Schemes of work meet statutory requirements, except in the use of information technology. In the best lessons seen there is a range of teaching strategies and good use of resources. Although there is good use of questioning, teachers do not always draw out enough information from the pupils, particularly in Key Stage 3, where lessons tend to be more teacher directed. Procedures for assessing pupils' work are sound and pupil self-evaluation sheets are used for each project. However, there are no central records that give a sufficient overview to make class comparisons or monitor individual progress through the curriculum. Marking in sketchbooks is sound and pupils appreciate the informative comments on the evaluation sheets. Mentoring observed in year 11 is particularly effective and has a positive effect on standards. Homework is well established in Key Stage 4 but is given too infrequently in Key Stage 3 to help pupils make progress.
158. Although some pupils, mainly boys, have difficulty settling to work, most are able to sustain a good level of concentration in both key stages. Pupils with special educational needs respond well and work with interest. The very small number of ethnic minority pupils and pupils with English as an additional language seen are

making good progress. However, expectations and curriculum opportunities in Key Stage 3 are not always high enough for gifted and talented pupils with the result that, although their work shows considerable promise, they are not able to achieve enough. In Key Stage 4 the open-ended nature of many of the GCSE projects encourages initiative and talented and gifted pupils make very good progress. Pupils enjoy being asked about their work and most are able to use subject specialist vocabulary. Several come to extra art classes at lunchtime. Relationships are positive, behaviour is generally good and classes are well managed and orderly.

159. The department is well led and managed. The head of department was appointed just before the last inspection and has worked hard to improve standards. The level of attainment in Key Stage 3 has been maintained and results at the end of Key Stage 4 considerably improved. Planning and assessment schemes are now in place. Accommodation is good and has improved since the last inspection. Staffing and resources are satisfactory but monitoring to ensure consistency of provision in lessons is not properly in place. The time allocation for pupils in Year 7 has increased, which has had a positive effect on standards but the time allocated to Years 8 and 9 remains unsatisfactory. There is still no technical support and the issues of higher-attaining pupils in Key Stage 3, the provision of information technology and unsatisfactory behaviour in a minority of classes have still to be addressed.

DESIGN AND TECHNOLOGY

160. Teacher assessments at the end of Key Stage 3 in 1999 were below the national average for level 5 and above. GCSE results overall for A*-C grades have been consistently above the national average. For the last three years A*-C grades have been well above the national average in resistant materials, graphic products and electronics but have fluctuated in food technology from well above in 1997 to below in 1998 and then above in 1999. Results for textiles were at the national average in 1998 but fell to well below in 1999. In 1999 boys scored more A*-C grades than girls and were well above the national average for boys. Girls were equal to the national average for girls. Boys scored almost three times the national average in terms of A*/A grades whilst girls scored much lower than the national average for girls. Pupils scored much better than the national average in terms of A*-G grades with most pupils achieving this standard and often 100 per cent A-G grades are achieved in most design and technology subjects.
161. By the end of Key Stage 3, attainment overall continues to be slightly below the national expectation, although in some lessons activities are often in line with and above national expectation. Pupils develop skills in both designing and making across the complete range of materials used. The quality of research, analysis, development of design ideas and presentation of work in folders is slightly below the national expectation and this is often due to the content and quality of the written work included. Although books and folders are becoming well structured, the content is not always finished or of sufficiently high quality. However, there are a significant number of pupils who are able to produce work of very high quality. The teaching of specific skills in presentational drawing is particularly effective in raising the standard of all pupils in the Year 7 photograph frame project. The practical work of most pupils is generally of good quality across the material range. Pupils develop a good range of knowledge but, in some cases, do not remember all that they have learned. Pupils have a good general understanding of their work but some lack detailed knowledge, e.g. they cannot recall the names of components or materials unless prompted.

162. By the end of Key Stage 4, pupils make significant progress and attainment is above and in some cases well above the national average. The quality of coursework in folders is good and in many cases very good. Content is well researched and presented to a very high standard in all of the subject disciplines. The structured approach used across the department by all subjects enables all pupils to produce work in all of the areas required by the examination. The quality of work varies with ability but many pupils with special educational needs achieve good outcomes and many boys and girls of higher ability produce very high quality work. Pupils develop knowledge and skills quickly and most remember what they have learned. Pupils demonstrate good practical skills in all materials and work hard to produce good quality outcomes.
163. The department is continuing to improve. There is now a well-structured approach to the delivery of designing and making across all of the contributory subjects. In Key Stage 3, progress is slower because written work is underdeveloped in terms of content and presentation. However, good knowledge and skills in both designing and making are being developed. In Key Stage 4, standards continue to be maintained at a high level and pupils enjoy positive designing and making experiences.
164. Teaching is always satisfactory or better and in a majority of lessons it is good or very good. It is sometimes excellent. Teachers have good technical knowledge, plan effectively and have suitable expectations of all pupils. Effective teaching methods are used, pupils and resources are very well managed and time is used to good effect. Good use is made of the available accommodation and resources. Assessment procedures are satisfactory but, in Key Stage 3, more guidance could be given in how higher marks can be attained so that pupils are able to target their efforts. In Key Stage 3, marking procedures are not consistent and do not always provide sufficient guidance to pupils as they progress through projects. In Key Stage 4, marking criteria are much clearer and more consistently applied and this enables pupils to improve their work.
165. Most pupils have a very positive approach to work and as a result their learning is good. They acquire skills and knowledge quickly and have good general understanding of their work. Some, however, find it hard to remember all that they have learned. The careful structuring of learning enables pupils of all abilities, including those with special needs, to address the tasks set and many are able to develop original and creative ideas. Most pupils work at a very good pace and respond very positively when set timed tasks. Levels of interest and concentration are good because the good teaching uses good exemplar materials in well presented demonstrations and this motivates pupils. There is increasing use of information technology and pupils of all levels of ability use this resource effectively and with growing confidence. Pupils with special educational needs generally make progress at the same rate as other pupils. Some grow in confidence and this encourages them to attempt work that previously they would have felt unable to attempt.
166. Design and technology courses provide good access to the National Curriculum but not all pupils in Key Stage 4 take a design and technology subject and therefore statutory requirements are not met. The time available for design and technology is used well in both key stages. Schemes of work are well planned and provide opportunities to include aspects of language development, numeracy, use of information technology and moral, social and cultural development but these are still areas which could be developed further. Assessment procedures are satisfactory but could focus pupils' learning more effectively by setting clearer targets for pupils' work.

167. Leadership and management are good. Effective use is made of staffing, accommodation and learning resources. Departmental documentation is good but development plans would be improved by identification of more specific criteria for success. There is a need to be more rigorous in carrying out health and safety risk assessments in order to consolidate safe practices.
168. Whilst most aspects of accommodation are satisfactory or better, the condition of the food technology rooms continues to be unsatisfactory. Although specific issues from the last report have been addressed, the condition of the rooms still gives rise to health and safety issues that need to be addressed.

GEOGRAPHY

169. In Key Stage 4 standards are high. In 1999 84 per cent of pupils achieved A*-C grades, which is one-third above the national average and all pupils achieved a graded result. Boys and girls performed equally well. The department exceeded the national average for pupils achieving A* and A grades. Less able pupils achieved very good grades in relation to their capabilities. Results show a significant improvement over the previous year.
170. In Key Stage 3, 75 per cent of pupils achieved level 5 and above compared with a national average of 59 per cent and the number of pupils achieving a level 8 exceeded the national average by 7 per cent. There was little difference between the performance of boys and girls.
171. A good standard of work was evident in both key stages. In Key Stage 4, coursework on river landforms showed a secure understanding of key processes, with fluent and confident written accounts using appropriate geographical vocabulary. The investigation on land use and planning in the Cranleigh area and the decision-making exercise on new housing developments show an impressive ability of pupils to interrogate complex demographic, sociological and environmental data and to use maps as tools to analyse a problem and present a solution. In their work, both on physical processes and settlement issues, pupils show a sound grasp of numerical skills. Written work is good and in many cases very well presented, with diagrams drawn with precision and accurately labelled and numerical data clearly set out and explained. Across the ability range pupils have a good understanding of technical terms and can interpret information about places in the form of maps and photographs with confidence. Oral communication, both in group work and whole class activities is good.
172. Throughout Key Stage 3, pupils show good progression in their understanding and application of geographical skills. This is making a significant contribution to the high standards being achieved by the department. In Year 7, mapping skills are being effectively developed through work on the immediate environment. Pupils with special educational needs make good progress in this activity. Pupils can use four and six figure grid references and understand contours, spot heights, cross-sections and compass directions. They have good knowledge of latitude and longitude and can use an atlas. Almost all pupils can present data in the form of line and bar graphs without difficulty. Work on settlement is good. Most written work is well presented and attractively laid out.
173. In Year 8, pupils continue to apply their investigative and presentational skills to the study of places. They are beginning to understand the relationship between physical

and human geography through case studies on mainly European countries and locations. Work on Italy is particularly good, with pupils showing a good understanding of aspects such as climate, communications, economic development and tourism. Pupils continue to demonstrate a high level of geographical skills; they can interpret temperature maps, explain isotherms and isobars and understand a population pyramid. One class showed a very good understanding of coastal processes with excellent oral and written work resulting from the lesson.

174. In Year 9, work is generally well above national expectations, with pupils demonstrating a secure understanding of the relationship between physical and human processes. In work both on the Amazon rain forest and Brazil they can explain how environments can be destroyed, managed and improved by decisions made both locally and elsewhere and they recognise the importance of governmental and international involvement. They recognise that actions can have unintended effects and that change can lead to conflict. Work on the rain forest sets a very high standard and, in approaching this topic through group work, pupils show a high level of enquiry skills.
175. The overall standard of teaching in the department is very good and, in 22 per cent of lessons, it is excellent. All lessons start promptly with learning intentions and the lesson outline shared with the pupils and almost all lessons end with a review of learning through questioning and a preview of the next lesson. New work is introduced through clear explanation and, in many lessons, good diagrammatic work. In all lessons observed there was a range of timed activities with group work used very effectively for such activities as map making, preparing a presentation and making a site assessment for a housing development. The pace of lessons is good. Expectations of work and behaviour are very high. A lesson to a lower ability Year 11 set, which was preparing for the decision-making paper, achieved very good learning outcomes through teaching which took account of the needs of the pupils, continuous checking that pupils understood the meaning of key terms and processes and questioning which was both challenging and supportive. A Year 8 lesson on coastal erosion showed inspirational teaching with challenge to all pupils throughout the lesson, high expectations reflected in questioning and a high level of support through differentiated tasks for individual pupils and those with special educational needs. Written and diagrammatic work resulting from this lesson was of a very high standard. Teachers are secure and confident in their subject knowledge. Pupils' work is regularly marked in accordance with departmental policy. The formal monitoring of the progress of individual pupils in Key Stage 3 is by means of key assessments which, with the end of year examination, contribute information indicating the level at which a pupil is working. The department has introduced an ongoing assessment record, which is kept by each pupil and which informs them of their current level of attainment and sets a target for improvement. This represents very good practice.
176. The quality of teaching is a strength of the department and makes a highly significant contribution to the standards achieved. The head of department does not monitor lessons on a regular basis. This would help the department to develop a teaching and learning policy which reflected the good practice that is evident. The standard of display in departmental rooms helps to create a stimulating and purposeful learning environment and celebrates the achievement of pupils in this subject.
177. Attitudes to the subject are very positive in both key stages. In all lessons pupils enter the room ready to work and are attentive from the start. They show concentration and application in their work. They collaborate well when asked to work in groups and are keen to answer questions. Relationships with teachers are excellent. Pupils in both key stages show a commitment to high standards in their

written work, which is, in most cases, clearly set out, detailed and well-illustrated. Some displayed work on the rain forest and land use represented outstanding achievement.

178. Since the last inspection standards in geography have improved still further. The supply of textbooks has been addressed and resources are entirely adequate to support the courses taught in both key stages. Although there is good use of information technology by pupils in both key stages there is insufficient use to ensure that the IT requirements of the National Curriculum are delivered through this subject. Where IT is used, for example, for the presentation of coursework, a good standard of work is achieved.
179. The department is very effectively led and managed. The standard could be further improved with the introduction of regular monitoring of lessons. The departmental handbook is comprehensive and detailed and the department benefits from its association with history and religious education, through common policies on assessment, record keeping and marking. The team has high morale and a commitment to maintaining the highest standards achievable. Although there are no extra-curricular clubs associated with the subject, the department has been responsible in Geography Action Week for competitions in Years 7, 8 and 9 to promote excellence through activities outside the classroom.
180. The department is responsible for an OCR Initial Awards course in Key Stage 4 for those pupils who would find a GCSE course too demanding. The modules taken include Environmental Studies, Travel and Tourism, Care, and Retailing. All modules involve a work or community placement. Project work is, in many cases, good and reflects the motivation and interest of pupils. This course represents a valuable additional contribution of the department to the curricular options in Key Stage 4 and will be further enhanced by improvements in whole school provision for IT.

HISTORY

181. In Key Stage 4 standards are high. In 1999 81 per cent of pupils achieved A*-C grades, which is significantly above the national average, with all but one pupil achieving a grade across the full range. One quarter of pupils achieved A* or A grades, which is above the national average. The gap between the performance of boys and girls reflected in the last two years has been closed, with boys and girls performing equally well.
182. In Key Stage 3, 72 per cent of pupils achieved level 5 and above compared with a national average of 58 per cent and the number of pupils achieving a level 8 was over twice the national average. There was no difference between the performance of boys and girls. The attainment of pupils with special educational needs is in line with national expectations and they make good progress.
183. Pupils' work is of a good standard in both key stages. In Key Stage 4, pupils' coursework for GCSE is in many cases impressive, with well-written and detailed historical narrative to answer enquiry questions on America 1919-41 and South Africa 1945-94. Work on America in the 1920s and on the Sharpeville Massacre showed that pupils had studied their sources carefully to select information relevant to the question asked. Pupils show a sound overall knowledge of international relations in the twentieth century with a competent grasp of events in Europe after the First World War. In a revision lesson in Year 11, pupils showed a high level of skills in interpreting a cartoon of Hitler's early conquests, showing a good

understanding of the rearmament issue, the policy of appeasement and the stance of different countries. Pupils have a secure understanding of the long-term consequences of the Treaty of Versailles and the different attitudes to it in Europe and the United States. In Year 10, pupils show a very good knowledge and understanding of the rise of Nazism and can describe and explain the beliefs and attitudes underlying Nazi policies. Pupils show proficiency in describing, interpreting and assessing the reliability of sources, both textual and visual and can place sources which they have constructed themselves in an accurate chronological context. Written work in the form of essays and notes is good overall with very little unfinished work.

184. In Key Stage 3 pupils show good progression in their knowledge of British history and by Year 9 are beginning to make links across periods, describe trends over time and identify the reasons for change. They can describe the characteristics of particular periods and their political, social, religious and cultural aspects. They can carry out an historical enquiry using both primary and secondary sources and present their findings in a wide range of forms. Newspaper accounts of the Plague and Great Fire and diaries of the Slave Trade showed good knowledge of the subject and the investment of personal time and effort in presenting the work well.
185. In a Year 7 lesson on the Crusades pupils showed a sound understanding of the importance of Jerusalem to Jews, Christians and Muslims and were able to draw from this ideas about how people with different beliefs and cultures could live together. In Year 8 pupils showed competence in using a secondary source to construct their own time line on relations between England and Ireland in the eighteenth century. In Year 9 pupils demonstrated a good standard of oral work and empathy in the study of a range of sources on the experience of evacuees in the Second World War. Throughout Key Stage 3 the standard of pupils' written work is good overall, although there are common misspellings of certain terms; a pupils' glossary would help to address this. Pupils' grasp of chronology is inconsistent across the key stage and between classes and the department should also address this.
186. In the lessons observed, the quality of teaching was good or very good in three-quarters and satisfactory in one quarter. Learning intentions were made clear to pupils and in most, the outline of the lesson was explained. Most lessons ended with a short review of the quality of learning through questioning. One of the strengths of the department is the attention given to source analysis and all lessons included at least one source analysis among the activities. Group work was frequently used with teachers using their knowledge of pupils to make effective grouping arrangements. In groups, pupils worked productively, sharing ideas, questioning the views of others and working to a common outcome. All teachers have high expectations of work and behaviour. In most lessons time was effectively managed and there was a good pace of work, although in one lesson there was insufficient time for a debate on how fairly the Irish were treated by the English in the eighteenth century. Many pupils are passive unless challenged and there were generally too few opportunities for pupils to demonstrate their understanding orally, either in response to questioning or through a short presentation to the class. Marking of work is thorough and constructive and there is very little unfinished or unsatisfactory work. Pupils know the level at which they are performing through the use of an ongoing assessment record, which is placed in their exercise books. In Year 11 pupils are given a high level of support with revision strategies and they respond well to this. All teachers are secure in their subject knowledge and teach with enthusiasm and confidence. They are popular with their pupils and relationships in class are excellent.

187. Pupils show very positive attitudes towards history. They settle quickly to work and work with quiet concentration on written tasks. They collaborate well in group activities. Pupils showed a high level of interest in work on the evacuation and listened attentively to an audio source. Attitudes are excellent in Year 11, where pupils show a high level of interest in the period studied, commitment to the revision process and determination to achieve good grades.
188. The department has maintained the high standards reported in the previous inspection and attainment has improved still further. The quality of teaching remains high. Assessment is now a strength of the department and the schemes of work for both key stages are fully in place. The department has a clear plan for the integral use of information technology and this will be assisted by improvements in whole school provision. Approximately one half of coursework assignments involve the use of IT and this enhances their overall quality. Textbooks are now both adequate in number and appropriate.
189. The department is led effectively and energetically. There are clear development targets, which are closely monitored and good progress has been made in achieving these. The department benefits from close links with geography and religious education, through common policies and procedures for assessment and marking. The department has prioritised the maintenance of high standards of pupil attainment and potential A* pupils are targeted for special support. The practice of lesson observations has been introduced and the newly qualified teacher is well-supported and is making an effective contribution to the work of the department. The department has worked hard to create a stimulating learning environment for history, largely through the display of pupils' own work.

INFORMATION TECHNOLOGY

190. Standards of achievement in information technology are unsatisfactory in both key stages, due to inadequate provision across the curriculum. Standards are well below national expectations in Key Stage 4 and below national expectations in Key Stage 3. Year 7 is the only year group currently achieving national standards. Apart from Year 7, pupils generally do not demonstrate the breadth and level of capability expected for their age. Capability in information handling, control and measurement is weak in the majority of pupils. Standards are unacceptably variable in all IT strands across and within years.
191. Provision for IT in Key Stage 4 is unsatisfactory. There are no specialist IT lessons and there is no co-ordination of IT across subjects. The National Curriculum programme of study is not covered. Opportunities within subjects at Key Stage 4 are generally inadequate, with some notable exceptions in, for example, design and technology, science, languages and special needs. A recent survey of IT use in Years 10 and 11 showed unacceptably low usage of IT by a majority of pupils. The IT Key Skills accreditation being piloted in Year 10 may provide the basis for an effective IT curriculum in Key Stage 4. Provision in Key Stage 3 is also unsatisfactory. Weekly IT lessons in Years 7 and 8 provide an introduction to IT skills and regular feedback on progress. However, these lessons are not supported by co-ordinated use of IT across the curriculum, which would enable pupils to apply and fully develop their skills. There are no specialist IT lessons in Year 9. A number of different departments contribute to end of key stage teacher assessment in Year 9, but assessments are not moderated across subjects.

192. The IT curriculum in both key stages generally provides insufficient opportunities for pupils to develop IT skills and insufficient challenge to improve their capability. Satisfactory provision depends not only on the quality of specialist IT lessons, but on the consistent contribution of all departments to a planned and co-ordinated whole-school programme. The school needs to consider how the full range of IT skills can be developed, practised, extended and assessed within the wider school curriculum. Additional extra-curricular activities, planned and promoted by the school, may provide further opportunities for some pupils, especially those with little access to the new technology outside school.
193. Assessment and reporting in IT are unsatisfactory in both key stages. There is good practice in Years 7 and 8, where pupils receive twice-yearly assessments and parents receive a detailed report on progress. However, this does not yet relate fully to National Curriculum indicators. In Year 9, parents and pupils receive the results of IT National Curriculum teacher assessment but there is no comment on progress in the report to parents. In Key Stage 4 there is no assessment of pupils' overall IT capability or reporting to parents of achievement levels or progress. Assessment overall is a significant weakness in the IT curriculum. Pupils need regular feedback on their progress to enable them to identify strengths and weaknesses and set learning targets for the future. Homework is generally not set in IT and opportunities are thus missed for pupils to, for example, research and think about the considerable moral, social and ethical issues around IT.
194. Pupils' attitudes and behaviour in most IT lessons are good. Pupils enjoy working with IT and are keen to learn how to use the new technology to support their learning. When asked, pupils in all year groups expressed a desire to use IT more at school. The quality of pupils' learning in IT specialist lessons is always sound and good in over 40 per cent. In these lessons pupils apply effort to their IT activities and work productively at a good pace. In one Year 7 IT lesson, for example, pupils were observed working with interest and enthusiasm to develop their awareness and understanding of spreadsheets. They worked co-operatively, applying existing IT skills and knowledge and progressing well. However, the quality of learning in IT generally is not satisfactory because of the lack of opportunity in the rest of the curriculum to acquire the necessary knowledge and skills. In the non-specialist lessons observed, for example, IT was not the main focus of learning and pupils' IT capability was not fully challenged. Neither teachers nor pupils were fully aware in these lessons of the level of achievement being demonstrated or the next steps pupils might need to take to improve their IT capability.
195. The school has made some improvements in IT since the last inspection, but improvement overall is unsatisfactory. On the positive side, teaching has improved, there are more computers and a new network has been installed. On the negative side, the current computer stock is still inadequate, pupils' IT skills are still low, subject use of IT is still underdeveloped and the National Curriculum is still not fully in place in either key stage.
196. The recently developed IT management structure is not yet fully effective. The different management elements need to work together more closely to improve communication and consultation. The recently appointed head of IT is doing a good job within his area of responsibility. There is encouraging evidence that he is beginning to raise achievement in Key Stage 3, though he must work more closely to National Curriculum requirements. The success of the IT department in the future will depend on the introduction of a coherent and co-ordinated whole-school IT programme supported practically by all staff. A substantial staff development

programme is needed to increase teachers' confidence in IT and to develop a consistent approach across subjects.

197. Computer resources in the school are sufficient in quantity but inadequate in quality for the demands of the National Curriculum. Accommodation is satisfactory overall, although one of the main IT rooms is too small to accommodate a whole class comfortably. Staffing numbers and expertise are adequate for the current level of IT delivery in the school but may need to be reviewed if specialist IT input increases across the curriculum in the years ahead. General usage of the school's IT equipment is too low, with less than 50 per cent use of most IT facilities during the teaching day. Reliability problems with equipment and lack of staff confidence and expertise have contributed to this under-use.
198. Although the current situation is unsatisfactory, it is clear that the school is well placed to make rapid progress in IT in the future. The headteacher has a sound vision for IT as a key learning tool and a determination to move quickly to address the main development issues. Senior management understands and accepts current weaknesses and staff across the school have expressed a keen interest in using IT to support subject aims. A substantial development programme, supported by governors, is in place to improve the school's IT infrastructure. To support this programme, the school is putting together a major IT finance package from its own resources, central grants and business sponsorship.

MODERN FOREIGN LANGUAGES

199. Attainment in the modern languages department at the end of Key Stage 4 is different for German and French. GCSE results for German have improved considerably over recent years and were significantly above national averages in 1999. French GCSE results have not shown the same improvement and were slightly below national averages in 1999. Girls consistently perform better than boys in French; boys consistently perform better than girls in German. This is an issue that the department is currently addressing. At Key Stage 3 in 1999, teacher assessments were well below national averages for both boys and girls. The department is aware of this weakness and is addressing it appropriately.
200. In Key Stage 4, attainment is satisfactory overall. Some more able pupils need to be further challenged, others show good understanding of a wide range of language; for example in a Year 10 class, pupils understand a native speed conversation in French. The overall standard of attainment seen is good in Key Stage 3. The majority of pupils perform in line with national expectations, and some perform at a higher level. Year 7 pupils perform excellent role-plays in accurate German with good accents and intonation patterns. Year 8 pupils show understanding of a range of written material in German. Pupils with special educational needs perform as well as their peers in the same set in both key stages. In a Year 7 French class pupils all work successfully at the same standard.
201. The overall quality of teaching is good. There is evidence of some very good practice, and in every lesson it is at least satisfactory. Across the key stages teachers have good subject knowledge and understanding. They use the target language appropriately in their lessons and encourage pupils to use French or German for real communication purposes. In a Year 8 class pupils are required to use German to explain that they need an exercise book. Best practice is exemplified by clear objectives, brisk starts to the lessons and good reviews of learning intentions. Teachers sustain pace and actively involve the pupils in their learning, for example in

a Year 8 French group pupils are challenged and motivated by a fast moving language game. Effective use is made of time and resources across the department. Teachers have high expectations and most pupils are challenged by the variety of activity on offer. Day to day planning is good, but could offer more opportunities for differentiated activities, and tasks that involve more active participation on the part of the pupils. Schemes of work have been updated since the previous inspection and are again under review, as are assessment procedures. Staff and pupils are aware of the National Curriculum levels in Key Stage 3 and there is evidence that these are now incorporated in to the departmental procedures. Homework is regularly set and marked. The head of department undertakes monitoring of teaching and marking.

202. Learning by pupils of all levels of prior attainment is good, with the exception of some Year 11 pupils, who make little progress. Most pupils make good gains in their understanding of language, in their ability to communicate orally and in writing, and in their use of reference sources. In Key Stage 4 pupils build on their previous knowledge, and can use it in real contexts such as role-play situations, which they presented to their peers in a Year 10 German class. In Key Stage 3, pupils in a Year 9 French group made progress in their learning by listening to, by reading and then by writing about transport vocabulary. Pupils are interested in their work, they concentrate well and understand what is required of them.
203. Pupils' attitudes towards the subject, and behaviour in the department are good in both key stages and in almost every lesson. Some Year 11 pupils remain disaffected, but pupils generally arrive at their lessons expecting to be challenged, knowing that the teachers have high expectations of them. Pupils are proud of their achievements and are unafraid to voice ideas in the target language. In a Year 9 French class pupils work collaboratively and sensibly while using a video camera to record themselves performing in the target language. Good relationships exist between pupils and between teachers and pupils.
204. The department has made good progress since the last inspection. With her clear vision and good organisational skills, the head of department is a very strong leader. Together with her team, she has considerably raised the profile of the department in a short period of time. There is now little evidence of disaffection amongst pupils, and a range of opportunities to learn is offered in both key stages. All teachers have high expectations, good subject knowledge and they work at a brisk pace. Teachers make good use of the target language for classroom transactions and for discipline purposes. They offer a good role-model to the pupils. There is clear evidence of progress within and between key stages, account is taken of previous learning and pupils make clear gains. Assessment is standardised across the department, although elements are still to be developed. Individual attainment is recorded by skill, and Key Stage 3 work now incorporates National Curriculum levels.
205. The department offers a range of extra-curricular activities and pupils benefit from trips to French and German speaking countries. Good use is made of the foreign language assistants, for example in a Year 11 French class the assistant is able to support pupils in their learning and they also provide a wealth of authentic materials. Display in and around the department is good. It celebrates the pupils' achievement and also acts as a teaching aid. Further opportunities for work in IT need to be incorporated into the schemes of work. These are currently under review. The department handbook is a useful working document, and it is clear from it that the head of department takes her roles and responsibilities seriously. She monitors teaching and pupils' work but provision for colleagues to observe her is not yet in place. She is encouraging active involvement in lessons on the part of the pupils and is aware that some pupils need to be further challenged by a range of differentiated

tasks and more support. Some equipment needs updating, but resources and accommodation are generally put to effective use.

MUSIC

206. The GCSE results for 1999 were well below the national average. However, for the three years before that they were consistently above the national average. Indications from the current group, a combined Year 10 and 11 group taking the examination in one year outside normal curriculum time, are that results are likely to return to this level, and would then once again match the best results in the school. A good proportion of pupils from the school go on to study music at post-16. Attainment by the end of Key Stage 3 is at the national average, with a significant proportion attaining above this level. At the end of Key Stage 4 it is above the national average. Pupils with special needs attain very well and one boy has become the drummer with the local community band. Many opt for music in Key Stage 4 and succeed. Those with specific musical ability attain well, and the school is well-represented in county-wide performing groups. Intensive listening skills were observed in the Year 10/11 group, where aurally based evidence was well used. Two girls in the group were effectively using improvised harmony and counterpoint in an Indian music based task. Year 8 pupils accurately identified woodwind instruments from their sound; in another Year 8 class one group recognised the stylistic differences between a melody for a 19th century waltz and an 18th century minuet. In two Year 9 classes, performances of blues based improvisations were very good, well above the national norm. The choir sang effectively in four parts with good tone, tuning and phrasing. Recordings were heard of some very good raps, blues and 'millennium' songs.
207. Around 12 per cent of pupils already take part in the good, extra-curricular musical activities, even though the provision is having to be totally rebuilt, following its suspension due to a long period of staff absence. 8.5 per cent of pupils receive instrumental tuition, which is organised and administered by the local authority service. However, the school policy that all instrumental lessons must take place at lunchtime and after school does limit access to the service.
208. Teaching and learning are good in Key Stage 3 and excellent in Key Stage 4. There is always good planning and preparation, enabling pupils to rely on the teacher's skill, expertise and classroom organisation. Management is very good, especially with the more difficult pupils, who respond well in a secure environment. Effective targets are shared with pupils, who know exactly what is expected of them and how they are to proceed. Some very good questioning was seen, drawing knowledge from pupils. Teacher feedback linked to the very good assessment system is a strength and is part of the strategy to match work to individual pupil ability which works equally well with pupils of all abilities. Pupil self-assessment is less well developed. In the best lessons, progressive refinement of the music being worked on by pupils was seen, which is part of the search for higher quality.
209. Pupil response is good in Key Stage 3 and excellent in Key Stage 4. An open and positive attitude is normal and even those pupils less committed to learning respond well to teacher initiatives in music. There is a balance between individual development and co-operation and collaboration in groups. There is a good working ethos, leading to perseverance and a delight from pupils in their own success. This was most effectively seen with Year 9 pupils working on the blues and knowing when they were attaining very well.

210. The access to the music curriculum for pupils with special needs is a strength of the school, and many attain very well, opting for GCSE music and forming a significant part of higher-attaining groups. Leadership in music shows real enthusiasm and commitment and a strong determination to rebuild music in the school. Resources are just adequate, as they were at the last inspection and resolving this issue is part of the improvement process. The curriculum fully satisfies National Curriculum requirements, and multicultural music is built in; already the department is using material designed to match music to Curriculum 2000 criteria. Information and communication technology-based resources and the matching aspects of the curriculum are weak. Music is not currently part of mainstream provision in Key Stage 4.

PHYSICAL EDUCATION

211. In the 1999 GCSE examinations 62 per cent of pupils gained A*-C grades compared to 50 per cent in schools nationally. In 1998, 50 per cent of pupils gained A*-C grades. These results are broadly in line with most other subjects in the school. In lessons observed, pupils in the GCSE groups attain standards that are above those expected nationally. The majority of pupils attain higher standards in their practical activities than in the theory aspect of the examination course. At the end of Key Stage 4, pupils are attaining above average standards in most activities. Pupils have knowledge of the skeletal system and are able to name muscles and tendons as they warm up. Their notebooks are well presented and organised. Boys have sound skills in hockey and basketball and most have a clear understanding of the rules. Girls and boys are able to analyse the technique of other badminton players. Pupils work in small groups in a safe and confident manner.
212. At the end of Key Stage 3 pupils are attaining above the standard expected nationally. Boys in Year 9 play rugby with speed and stamina and have an understanding of a variety of attacking strategies. Girls have a good sense of rhythm and are able to copy and repeat step aerobic movements accurately. In dance, girls achieve very high standards. They plan and perform imaginative, fluid sequences with quality and control. The majority of pupils are fit and energetic but a few boys in Years 7 and 8 lack stamina in football and rugby lessons. The heavy waterlogged pitches make this more apparent.
213. The attainment of many individual pupils and teams is very good. They participate in football, basketball, hockey, netball, rugby, cricket, tennis, athletics and swimming at district, county and national levels.
214. All teaching in Key Stage 3 is good or very good and all teaching in Key Stage 4 is satisfactory or good. Pupils' learning is good or very good in four fifths of lessons and in one fifth of lessons pupils make satisfactory progress.
215. The department has carefully considered the division of teaching groups. Classes are mostly taught in ability and gender groups. This helps all pupils to make good progress but two classes in Year 7 are taught in mixed ability groups. When the range of ability in the class group demands more flexibility than whole group teaching can provide, the class is divided into smaller ability groups. This allows pupils of all abilities to make the same amount of progress, helps the less able and extends the more gifted pupils. This good practice is not consistently applied by all teachers. Disabled pupils are appropriately integrated into lessons and they are allowed to change to work with other groups if their allocated activity is inappropriate.

216. Relationships between pupils and their teachers are based on mutual respect. Pupils are prepared to listen and try hard to achieve new targets set by their teachers. Habits of work are clearly established, for example, in some lessons pupils take turns to lead a short warm-up. Teaching does not always provide sufficient pace and rigour to consistently challenge pupils intellectually and physically. The very good teaching in dance and basketball uses probing questions and appropriate technical vocabulary to reinforce and extend pupils' experiences. More consistent use of additional sources of reference, for example activity cards, such as those used in gymnastics, would help to extend pupils' understanding of planning and evaluation.
217. Pupils are interested and enthusiastic in their lessons. They behave very well. Girls work creatively and co-operatively in small groups and pairs. The interest pupils have in the subject is shown by the numbers who opt to study GCSE and who attend the wide range of extracurricular activities. Pupils are given very good opportunities for personal development in the Junior Sports Leaders Award course in Key Stage 4 and in the many independent learning tasks set by teachers.
218. The girls' curriculum in Key Stage 3 covers gymnastics, dance, games and athletics. The boys' curriculum in Key Stage 3 does not include dance or an alternative course and only offers three programmes of study. This does not meet statutory requirements and their curriculum lacks breadth and balance. The pupils benefit from the department's strong links with parents and the local community.
219. The department is staffed by four specialist teachers, who work well together, but the two female teachers are part-time and the head of department has a senior responsibility elsewhere in the school. This makes the department rather fragmented and the leadership of the department does not provide clear direction and development for the subject. There is no curriculum map and no analysis of time spent by each year group on each programme of study. Procedures for assessment at the end of each activity unit are well established but the marking of GCSE notebooks is inconsistent and pupils are given little indication of their progress in the theory section of the course. Teaching is not consistently monitored but good support has been given to the newest teacher in the department.
220. Since the previous inspection standards of attainment have been maintained in Key Stage 4 and improved overall in Key Stage 3. The single gender and ability teaching in Key Stage 3 has been successfully established. Because of the conflict of interest in the two roles held by the head of department, the leadership has become less effective.

RELIGIOUS EDUCATION

221. In Key Stage 4 attainment is good. In 1999 70 per cent of pupils achieved A*-C grades in the GCSE Short Course compared with a national average of 47 per cent and the number of pupils obtaining a graded result across the full range exceeded the national average. Girls achieved slightly higher results than boys. These results represent a significant improvement over the previous year and the gap between boys' and girls' performance has been reduced to a considerable extent.
222. The department is putting in place objective standards against which to measure performance in Key Stage 3, through the use of the level descriptions recommended in the Surrey Agreed Syllabus. A portfolio of work has been developed to assist with moderation. All work is assessed against the attainment targets in the agreed

syllabus, which are Learning about Religion and Learning from Religion. Key assessment activities have been introduced, including assignments using information technology in Years 8 and 9. In Year 8 pupils design a festival poster and in Year 9 they give an account of the Hajj. Overall, standards in Key Stage 3 meet national expectations.

223. Work in Key Stage 4 is at least satisfactory and in many cases good. Pupils show a sound in-depth knowledge of the main beliefs and features of religious practice of Judaism and Christianity. By Year 11 they are able to evaluate arguments and viewpoints on a wide range of ethical, global, environmental and personal issues and problems. They are aware of the need to present structured, informed and analytical written work but relevant material from the religious traditions studied is not always cited. Pupils are developing a growing appreciation of the importance of the issues studied to individuals and society and the need to examine both sides of an argument. They have a sound understanding of the links between beliefs and values. In one lesson pupils demonstrated a good standard of work in analysing sources from different Christian traditions to highlight priorities and differences. In a Year 10 class pupils worked productively on newspaper account of suffering to identify causes and share their findings in whole-class discussion. Pupils communicate information in a range of ways, including short answers, diagrams and essays. Oral work is often good and written work satisfactory overall.
224. Across Key Stage 3 pupils are acquiring an outline knowledge of the major world faiths and of particular aspects in depth. Creation Stories written by Year 8 pupils were imaginative and showed a grasp of key ideas from different traditions; work on the growth of the Early Church was well organised and illustrated in many cases. Work on the life of Muhammad in Year 9 showed attention to detail and recognised the importance of the revelation of the Qur'an to Muslims. By Year 9 pupils are beginning to show a capacity for reflection on religious and ethical beliefs and to express personal views and give reasons for these.
225. Some written work in Year 7 is unsatisfactory and does not meet national expectations and some work is unfinished. The quality of written work in this year group should be more closely monitored with the aim of raising overall attainment.
226. The quality of teaching was satisfactory in three-quarters of lessons and in one quarter it was good. In the best lesson pupils were challenged from the start through questioning on previous work, with highly effective time management of a range of learning activities. There was a good balance between oral and written work and pupils were given a high level of support by the teacher in their study of sources concerned with Christian views on the environment. The lesson ended with a review, through questioning, of pupils' understanding of the issues. In Key Stage 4 pupils receive a high level of individual support and encouragement from their teachers. In a Year 9 lesson which was mainly taught by a team external to the school there was active collaboration between the teacher and the team members; this lesson, which explored the different forms of love, had good pace and promoted a good level of oral work. The subject provides many opportunities for pupils to work collaboratively and they do so willingly and effectively, sharing views and findings and exchanging ideas. The planning of lessons is good.
227. Overall, pupils show positive attitudes to the subject. In Key Stage 4 they are responding well to the topics covered in the Short Course syllabus and the work rate is high. In Key Stage 3, attitudes are generally positive. In one lesson pupils entered the room noisily and there was some initial chattering and inattention but this was

swiftly addressed by the experienced teacher who quickly brought the pupils back on task.

228. Since the last inspection standards have improved in Key Stage 4. With the exception of the quality of written work in Year 7, teachers' expectations are high in both key stages. The over-reliance on text books, which was reported in 1994, was not observed as a weakness. The time allocation for the subject in Key Stage 4 remains inadequate and, as a result, the Short Course GCSE has to be started in the summer term of Year 9.
229. The subject is effectively led and managed and benefits from there being two specialist teachers. Links with geography and history have assisted in the development of policies and procedures for assessment and recording, which represent good practice. Pupil progress is assessed systematically through the use of formal assessments and pupils know the progress they are making through their own pupil record. The introduction of the Short Course in GCSE is a positive step and provides opportunities for pupils to study religious viewpoints on issues that are relevant to their own lives and to society.

DRAMA

230. The work of the drama department is a strength of the school's provision and makes a very positive contribution to the overall ethos. The subject has grown in popularity and an additional group will be created in Key Stage 4. Standards of attainment are high and by the end of Key Stage 3 pupils have developed a wide range of skills and understandings. They are very enthusiastic, work well together and show a high level of commitment. They build on these strengths and, by the end of Key Stage 4, achieve examination results that are above national expectations. The teaching of the subject is at least good and usually very good. Teachers are highly skilled, use a range of techniques and are aware of individual pupil needs. Pupils with special educational needs are fully integrated into all activities. Lessons are well structured and flow at a good pace. The skills of non-specialist staff could be further enhanced through in-service training.
231. The subject has adequate time in both key stages and there is a good assessment procedure in Key Stage 3, which is closely linked to grades awarded in art and music. Informal self-assessment by pupils takes place in lessons. The management of drama by the recently appointed head of department is good, although departmental meetings are infrequent and informal because of the commitments of the non-drama specialists to their own subjects. Many drama topics contribute to other subjects, especially the Shakespeare unit in Year 9, and there is a clear contribution to pupils' spiritual, moral and social education. The school production, visits to theatres and by theatre groups make a valuable contribution to pupils' cultural experience. The accommodation for drama is satisfactory but the sound and lighting equipment needs to be upgraded to meet the requirements of the GCSE course.