

INSPECTION REPORT

DANUM SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 106780

Headteacher: Mr. M. J. Vickers

Reporting inspector: Mr. D. Cox
10297

Dates of inspection: 23rd – 27th October 2000

Inspection number: 223950

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Community

Age range of students: 11 - 18

Gender of students: Mixed

School address: Danum School
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South Yorkshire

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Appropriate authority: The governing body

Name of chair of governors: Mrs E. Hammill

Date of previous inspection: 4th December 1995

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			How high are standards?
			How well are students taught?
			How well is the school led and managed
Saleem Hussain (OIN:9981)	Lay inspector		Students' attitudes, values and personal development
			How well does the school care for its students?
			How well does the school work in partnership with parents?
Ann Axon (OIN:22411)	Team inspector	Mathematics	
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David Benstock (OIN:20243)	Team inspector	Science	
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Shirley Jeffray (OIN:12985)	Team inspector	Physical education	
Brian Downes (OIN:30136)	Team inspector	Modern languages	Accommodation
Ian Kirby (OIN:19905)	Team inspector	Music	How good are the curricular and other opportunities offered to students? Assessment

Kiran Campbell-Platt (OIN:19352)	Team inspector	Special educational needs English as an additional language Equal opportunities	
Monica Christian (OIN:4689)	Team inspector	Art	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Danum School is a very large 11-18 comprehensive school serving an inner urban area of Doncaster Metropolitan Borough. The school is situated on two sites that are one kilometre apart with teachers travelling between sites. The school has a significant number of students with a high level of deprivation and socio-economic disadvantage and overall the socio-economic circumstance of the students is well below the national average. The context of the school is very different from that described in the previous report. The school has undergone a major reorganisation in recent years. The school was last inspected in December 1995 as a 13-18 school. The current Year 10 cohort of students is the first to progress through the school from the beginning of Year 7. There are 1795 students on roll which is nearly twice that at the previous inspection. There are 346 students in Years 12 and 13, with nearly half the students joining the school for the first time at the start of Year 12.

There are 2.8 per cent of students with English as an additional language, which is higher than most schools. The ability of the student population on entry is well below the level expected and there are significant problems with literacy, which were identified in the last report. There are 342 students (19 per cent) of students on the register of students requiring special educational needs and this is broadly average. There are 95 students (5.3 per cent) with statements of special educational need; this is well above average.

The percentage of students known to be eligible for free school meals is above the national average at 29 per cent.

HOW GOOD THE SCHOOL IS

This is a school that is working hard to provide a good standard of education for its students. The headteacher and senior management team have successfully steered the school through a period of significant reorganisation. The good quality teaching has a positive impact on students' attitudes, raises their self-esteem and enables most students to achieve well. The good leadership provided by the headteacher and senior management team is ensuring that this is an effective school that provides a good standard of education. The school is providing good value for money.

What the school does well

- A-level results are well above average.
- Students have good attitudes and behave well.
- The quality of teaching and the learning that it promotes is good.
- Provision for cultural development is excellent.
- The school has good pastoral provision.
- The leadership provided by the headteacher and the senior management team is good.
- There is a shared commitment to improvement.
- There is very good extra-curricular provision.
- The school makes excellent use of the community.

What could be improved

- Students' levels of attendance.
- Widen the breadth of the curriculum and make it more relevant in Years 10 to 11.
- Improve students' levels of literacy and numeracy.
- Improve the standards that students attain in Information and Communication Technology (ICT) by teaching the National Curriculum Programmes of Study for ICT and when funding become available increase the ratio of computers to students.
- Improve the provision for students with special education needs by ensuring that all teachers match the work more closely to the needs of all students.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection report. The quality of teaching has improved significantly and this is reflected in the good level of achievement of those students who attend on a regular basis. The standards that students attain are improving, particularly those attained in 2000. The very good results at GCE A-level continue. The rate of exclusion has fallen significantly. The school continues to respond positively to the key issues raised in the last inspection report; standards are improving; a literacy intervention programme in Year 7 has been introduced; many new heads of department of good quality have been appointed; the school is working hard to raise the levels of attendance. The school still does not meet fully the requirement for a daily act of collective worship although it has gone a long way to meeting this requirement. The school has achieved much under difficult circumstances.

STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A-level/AS-level examinations.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	E	E	E	E
A-levels/AS-levels	A	D	A	

Key

well above average A

above average B

average C

below average D

well below average E

The majority of students that entered the school in Year 7 had levels of attainment that, overall, were well below the level expected nationally. By the age of 14, standards of attainment have improved and are below the level expected nationally. Students achieve well over Years 7 to 9. By the age of 16, students' standards of attainment are below the level expected nationally. This level of attainment is reflected in the most recent examination results in 2000. The majority of students, who attend school on a regular basis, achieve well in Years 10 to 11. However, a significant proportion of students have a well below average rate of attendance and their achievement is unsatisfactory. In Years 12 to 13, students' standards of attainment are above the level expected and they achieve well.

Results in the national tests for 14 years old in 1999 were in line with the national average in mathematics, below in science and well below in English when compared to all schools. In comparison with schools with a similar number of students eligible for free school meals, results were well above in mathematics, average in science but well below average in English. The trend in the school's results is broadly in line with the national trend. Results in 2000 show an improvement over the 1999 results.

Results in the GCSE examinations in 1999 were well below the national average for all schools. Results are also well below average when compared with schools with a similar number of students eligible for free school meals. There was no significant difference in the performance of boys and girls. The 2000 results overall are an improvement on the 1999 results. The trend in the school's results is below the national trend. In 1999, students' best overall results, compared to their achievements in other subjects, were in English, mathematics and science and the weakest results were in art and design, history and German. These three subjects, however, have improved their results in 2000.

In the 1999 GCE A-level examinations, results were well above the national average. In year 2000, these results have improved further still.

Evidence gathered during the inspection indicates that the standards attained by students at the ages of 14 and 16 are below the level expected of students of the same age nationally. In Years 12 and 13,

standards are above the level expected nationally. Levels of literacy and numeracy are well below the level expected.

The progress made by students with special educational needs across Years 7 to 9 is satisfactory but is unsatisfactory in Years 10 to 11.

STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Students have good attitudes and the majority want to learn.
Behaviour, in and out of classrooms	Good. Students behave well in and around the school. The rate of exclusion is low.
Personal development and relationships	Very good. Most students develop high levels of independence in learning as they progress through the school.
Attendance	Well below average. This impacts adversely on the continuity of learning for a significant minority of students.

The relationships in the school are very good and there is an absence of oppressive behaviour.

TEACHING AND LEARNING

Teaching of students:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Good	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.

The quality of teaching, and of the learning that such teaching promotes, is good in all years. Teaching is at least satisfactory in 94 per cent of lessons seen; good or better in 61 per cent of lessons and very good or better in 27 per cent of lessons. However, teaching is less than satisfactory in 6 per cent of lessons and it is poor in 1 per cent of lessons.

In Years 7 to 9, the quality of teaching and the learning that it promotes is good in mathematics, art and design, geography, history, ICT, physical education and religious education and it is satisfactory in all other subjects. In Years 10 to 11, the quality of teaching is very good in physical education, good in mathematics, art and design, design and technology, geography, history, ICT and vocational courses; it is satisfactory in all other subjects with the exception of modern foreign languages where in general it is unsatisfactory. In Years 12 to 13, the quality of teaching and the learning that it promotes is very good in mathematics, history and physical education; good in English, science, art and design, geography and vocational courses and satisfactory in design and technology, modern foreign languages, music and religious education.

The quality of teaching has many strengths and there are examples of excellent teaching. Teachers have a good knowledge of their subject. The difference between the satisfactory lessons and those that are better than that lies mainly in the effective way lessons are planned and structured. Teachers expect their students to achieve and behave well. The manner in which teachers manage students is a strength of the teaching. They have very good relationships with students. Teachers find it difficult to build ICT into their work because of the lack of facilities available to them. The quality of marking does vary across the school. Homework is used well throughout the school.

The teaching of students with special educational needs is satisfactory in Years 7 to 9 and unsatisfactory in Years 10 to 11. Specialist special educational needs teaching for students at stages 2-5 of the special education register is good in Years 7 to 11. However, the extent to which teaching in subject areas meets the needs of students with special educational needs is variable in Years 10 to 11.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The quality and range of learning opportunities in the curriculum in Years 7 to 9 and in Years 12 to 13 are satisfactory although they are unsatisfactory in Years 10 to 11. The curriculum does not meet fully the requirements of the National Curriculum for ICT or music.
Provision for students with special educational needs	The curriculum provision made for all students on the special needs register is unsatisfactory overall although there is very good specialist provision
Provision for students with English as an additional language	Satisfactory overall.
Provision for students' personal, including spiritual, moral, social and cultural development	Good. Provision for cultural development is excellent and social development is very good. There is good provision for their moral development, and satisfactory provision is made for spiritual development.
How well the school cares for its students	Good. This is a caring school where staff know students well.

The school has good links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior management team provide good leadership and management.
How well the governors fulfil their responsibilities	The governors do not completely fulfil their responsibilities in ensuring that students receive their full entitlement to ICT and music or in providing a daily act of collective worship.
The school's evaluation of its performance	Satisfactory. However, the monitoring of teaching is not sufficiently rigorous.
The strategic use of resources	Good. The school makes good, effective use of the resources available to it.

The school has adequate staffing, good accommodation but an unsatisfactory level of ICT resources. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• The standard of sport. • The good progress that students make. • The positive attitudes of the students. • The good pastoral system. • Extra-curricular provision. • Results at A-level.	• The amount of homework being set. • To be better informed of how their child is getting on. • Working more closely with parents

The inspection team agrees with the positive view expressed by the parents. The standard of sport is good, particularly that seen in the GCSE classes. The majority of students do achieve well at the school and students do have positive attitudes. The school pastoral system is good. Extra-curricular provision is very good and results at A-level continue to be high.

The inspection team found substantial evidence to suggest that homework is used well throughout the school. It is set on a regular basis and is appropriate to the needs of the students. The inspection team does agree with parents about being kept better informed about how their child is getting on. The current annual written reports do not report progress sufficiently well. The school does however, work closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The majority of students that entered the school in Year 7 had levels of attainment that, overall, were well below the level expected nationally. By the age of 14, standards of attainment have improved and are below the level expected nationally. Students achieve well over Years 7 to 9. By the age of 16, students' standards of attainment are below the level expected nationally. This level of attainment is reflected in the most recent examination results in 2000. The majority of students, who attend school on a regular basis, achieve well in Years 10 to 11. However, a significant proportion of students have a well below average rate of attendance and their achievement is unsatisfactory. In Years 12 and 13, students' standards of attainment are above the level expected. Standards in Years 12 and 13 are not yet as high as examination results would suggest because most students have only recently started their courses and are still settling into their new school.
2. In the 1999 National Curriculum tests at age 14, the proportion of students reaching Level 5 and above was close to the national average in mathematics but was well below in science and English. The proportion of students reaching Level 6 and above was close to the national average in mathematics, below in science and well below in English. The average National Curriculum points score was in line with the national average in mathematics, below in science and well below in English when compared to all schools. In comparison with schools with a similar number of students eligible for free school meals, students' average National Curriculum points score was well above in mathematics, average in science but well below average in English. When students' performance in all three subjects is taken together, the results are below the national average for all schools but in line with the average for schools with a similar number of students eligible for free school meals. The trend in the school's average National Curriculum points score for all core subjects was broadly in line with the national trend. Results in 2000 show an improvement over the 1999 results.
3. In the 1999 GCSE examinations, the proportion of students obtaining five or more passes at grades A* to C was well below the national average. There was no significant difference in the performance of boys and girls. The 2000 results are an improvement on the 1999 results.
4. In the 1999 GCSE examinations, the proportion of students obtaining five or more passes at grades A* to G was well below the national average. The same is true for the proportion of students obtaining one or more passes at GCSE grades A* to G. Similar results were achieved in 2000. The total GCSE points score per student was well below the national average in 1999 when compared with all schools and well below when compared with schools with a similar number of students eligible for free school meals. The total GCSE points score rose considerably in year 2000. Based on the figures for the last six years (not including year 2000), the average total GCSE / GNVQ points score per student showed a trend below the national trend.
5. For those students who attend school on a regular basis, their overall results are much better than those noted above. The school's results are badly affected by a significant proportion of students who are poor attenders or are being educated elsewhere but remain on the school's roll.
6. In the 1999 GCSE examinations, results at A* to C were close to the national average in double award science; below in mathematics, English literature, art and music and well below the national average all other subjects with the exception of single award science where they were far below. In year 2000, students were entered for GCSE physical education for the first time and results were very high.
7. In the 1999 GCSE examinations, results at A* to G were above the national average in music; close to the national average in all other subjects with the exception of single award science, art and history where they were below the national average.

8. In 1999, students' best overall results, compared to their achievements in other subjects, were in English, mathematics and science and the weakest results were in art and design, history and German.
9. Since the last inspection, GCSE results have risen, in some cases slowly but surely. The proportion of students obtaining five or more GCSE passes at grades A* to C has risen from 22 per cent in 1995 to nearly 30 per cent in 2000. The proportion of students obtaining five or more passes at grades A* to G has risen from 68 per cent to more than 80 per cent and the average points score per student has risen from 22.3 to nearly 30 in the 2000 results. The school is not complacent in its approach to raising standards. The headteacher has set very challenging targets given the level of attendance at the school. The most recent set of results for 2000 show that the school has gone some way to meeting these targets.
10. In the 1999 GCE A-level examinations, the average A/AS level point score of candidates entered for two or more GCE A-levels or GCE AS equivalent was well above the national average. In year 2000, these results have improved even further. Since the last inspection, results have risen significantly. In GNVQ all students achieved the award which is well above the national average, with about one-third gaining a merit level.
11. In the 1999 GCE A-level examinations, results were well above the national average in art, business, government and politics; above the national average in English, English literature, mathematics, design and technology, history and economics; average in the sciences and modern foreign languages and below in geography and physical education.
12. Evidence gathered during the inspection indicates that the standards attained by students at the ages of 14 and 16 are below the level expected of students of the same age nationally. In Years 12 and 13, standards are above the level expected nationally.
13. Evidence gathered during the inspection in English, indicates that the standards that students attain by the ages of 14 and 16 are well below the level expected of students of the same ages nationally. Students' attainment in English reflects students' particularly low literacy skills when entering the school. Students in Years 12 and 13 are attaining standards that are above the course expectation. At all levels in the school higher attaining students are confident speakers. However, the speaking and listening skills of the majority of students in Years 7 to 11 are below national expectations. Middle and lower attainers, including those with special educational needs, lack the ability to evaluate the quality of their communication. By the age of 14, students read plays and novels that are appropriate for their age group. Higher attainers read aloud with good expression and pace. By the age of 16 and 18 students go on to read more complex and demanding texts. Lower attainers often need help to establish meaning. By the age of 14 higher attainers are able to write in a variety of different styles. By the age of 16 they go on to increase their range to include, for example, good quality work on media topics. Lower attainers write in simple, repetitive sentences and do not understand how to adapt their style to the subject. By 18 students develop the capacity to produce well-structured work.
14. Standards of literacy in Years 12 to 13 are good. Most students have developed good basic skills and can produce extended writing based upon careful background reading. By way of contrast, however, standards of literacy in Years 7 to 11 are below the national expectation. This is in part accounted for by many students entering the school with very low scores in verbal reasoning. The school has taken action to combat the situation by introducing a literacy intervention programme in Year 7 and this has been successful in raising students' attainment in reading. Across the whole curriculum, however, many opportunities for teaching and improving standards of literacy are lost. In general, there is too great a dependence upon worksheets in providing material for students to read. There are few opportunities in class for students to study text and tasks, which require students to undertake private reading or research. The curriculum is not used as a vehicle to provide opportunities for students to develop their skills in writing for different audiences. The work of many middle and lower attaining students is marred by poor spelling, punctuation and grammar.

15. Evidence gathered during the inspection indicates that the standards that students attain at ages 14 and 16 in mathematics are below the level expected of 14 and 16 year olds nationally. Students calculate the perimeter and areas of circles and progress to calculating the areas of compound shapes and sectors. Lower attaining students work out fractions of amounts. By the age of 16, in completing coursework, lower attaining students identify and obtain the necessary information to solve the problems, whilst although middle attainers develop the problems well, their explanations are weak. High attainers are beginning to develop good skills in investigations by carrying out substantial problems. Evidence gathered during the inspection indicates that students in Years 12 and 13 are now achieving standards that are above course expectations. In mechanics, they have good recall of equations of motion in Year 12. Their understanding of hypothesis testing in statistics is very good.
16. Levels of numeracy across the curriculum are below the standard expected. A new numeracy co-ordinator has been appointed recently but as yet there is no whole-school strategy in place for improving standards by developing and co-ordinating numeracy across the whole school. Students demonstrate sound skills in numeracy in science. In business education, high and middle attaining students draw graphs of product output and show profit/ loss break-even points. They use basic calculations to obtain net profit. Numeracy is not yet developed in geography. They have a basic competency in using graphs and charts and understand the need to label axes and use appropriate scales when drawing graphs. In physical education, students in years 10 to 13 use graphs of different types and present information well, especially when using information and communication technology to support their work.
17. In the work seen during the inspection the standards that students attain in science at ages 14 and 16 are below the level expected nationally of students of the same ages. By the age of 14 the majority of students studying life processes, have a basic knowledge of the human senses but only a small number have a depth of knowledge. Higher attaining students have a good knowledge and understanding of many of the topics covered. Middle and lower attaining students struggle with scientific concepts and students with special educational needs require support from the teacher. Students often find it difficult to give precise spoken and written answers to questions. Most students are more successful in investigative activities than they are in tests and examinations. Similarly, by the age of 16, most students have a vague knowledge of the nature of wave energy, but a significant number are unclear about terms such as frequency and wavelength, or know examples of transverse waves. Higher attaining students, in particular, have knowledge that is well below the requirements for the higher grades at GCSE. In Years 12 and 13, the standards that students are attaining are in line with course expectations.
18. Evidence gathered during the inspection indicates that the standards attained by students at the age of 14 are at the level expected nationally in art and design and physical education; below in design and technology, geography and history and well below in modern foreign languages and music. Students attain standards below the level expected in the Doncaster Agreed Syllabus in religious education.
19. Evidence gathered during the inspection indicates that the standards attained by students at the age of 16 are above the level expected nationally in art and design; at the level expected in music and physical education; below in geography, history, religious education and business studies and well below in design and technology and modern foreign languages.
20. From evidence gathered during the inspection, and where there is sufficient evidence to make a judgement, the standards that students attain in Years 12 and 13 are well above course expectations in art and design; above course expectations in English, mathematics, design and technology, history, business studies and government and politics and in line with course expectations in all other subjects. Standards are not yet as high as examination results would suggest because many students have only recently started their courses and are still settling into their new school.
21. Those students who attend school on a regular basis in Years 7 to 9 achieve well. This is because of their good attitudes to learning and the good teaching provision. The majority of students enter

the school with levels of ability well below the level expected and by the age of 14 their standards of attainment have improved to below the level expected.

22. Again, for those students who attend school on a regular basis in Years 10 to 11 their achievement is good. However, in Years 10 to 11, a significant proportion of students has a well below average rate of attendance and their achievement is unsatisfactory. This makes achievement satisfactory overall. There is no significant difference in the achievements of boys and girls.
23. In Years 12 and 13, students achieve well. There is no significant difference in the achievements of Danum students and those students who join the school from other schools in Year 12.
24. The progress of gifted and talented students is good in Years 7 to 9, satisfactory in Years 10 to 11 and very good in Years 12 to 13. An innovative approach by the physical education department has been adopted; for example, the identification of high attainers in the subject, both in lessons and the formation of 'fast track' groups for GCSE. The English and mathematics departments have made an imaginative response to meeting the needs of gifted students by introducing 'fast-track' additional GCE A-levels for students who display special promise in Year 12.
25. The progress made by students with special educational needs across Years 7 to 9 is satisfactory but is unsatisfactory in Years 10 to 11. The progress of many statemented students, including those with physical, visual, hearing and specific language difficulties is satisfactory in all years. Students make good gains towards their literacy and behaviour targets. Most students with physical difficulties make very good progress in becoming independently mobile and taking responsibility for their learning. The progress of students with general and emotional and behavioural difficulties is limited in Years 10 to 11.
26. The progress of students with special educational needs in Years 7 to 9 is satisfactory overall and well supported by specialist special educational needs provision and subject teaching which takes students' learning needs into consideration. In Years 10 to 11 however, although specialist special educational needs provision enables many students to make satisfactory progress towards their targets, the progress of all students on the special needs register in the subjects of the curriculum is limited by inconsistent differentiation of resources and strategies.
27. Although many statemented students make satisfactory progress towards their IEP targets in Years 10 to 11, the progress of EBD (Emotional and Behaviour Difficulties) students generally and some students on stages 2 to 5 of the special educational needs register towards literacy, attendance and behaviour targets, is unsatisfactory. The referral units in Years 10 to 11, do not as yet, enable students to learn how to manage their own behaviour.

Students' attitudes, values and personal development

28. Students' attitudes to the school are good overall. This represents considerable improvement since the last inspection. Those students who attend on a regular basis show real enthusiasm for school. Students co-operate well with teachers and apply themselves effectively to tasks. Most students show high levels of concentration, interest and enthusiasm in lessons. Students are keen to answer whole class questions, and participate fully in their lessons. Many good examples of this were seen during the inspection. For instance, in a Year 12 history lesson about the Reform Act, students played a very strong part in a question and answer session where they had researched relevant facts in the previous lesson using computers. They put forward many useful ideas to support the lesson and get the most out of it. Students show very high levels of interest and involvement in the many extra-curricular activities offered by the school. The attitudes and behaviour of students in Years 12 and 13 are excellent.
29. Behaviour has improved from satisfactory since the last inspection and is now good overall. This makes a considerable contribution to students' progress in lessons. The school is an orderly community. Students behave sensibly in classrooms, and in and around the school. Behaviour at break and lunch times is also good. Bullying is not a significant problem. When it occurs, the school has very good procedures in place that will address the issue immediately. Students are

courteous and show respect for staff and visiting adults. The school takes a very strong line with any disrespect or bad language in school.

30. Behaviour management by staff is very good. It is excellent in Years 12 and 13. Through this, and the well-developed codes of conduct, students have a good and clear understanding of the impact of their actions on others. They are fully aware of the system of rewards and sanctions, and believe them to be fair.
31. The incidence of exclusion at this school is low in comparison to national averages. There were 32 fixed term and 9 permanent exclusions in the last academic year. This represents excellent improvement since the last inspection; for example, the fixed term rate has reduced from 134. Since then, the school has made concerted and very effective efforts to improve behaviour and has firmly established the discipline policy. Records show that all exclusions are for extreme cases of unacceptable behaviour.
32. The students at this school are trustworthy and care for property. They respect their own property and that of others. They show respect for school buildings and share equipment and learning resources sensibly.
33. Personal development is very good. It has improved considerably since the last inspection. Most students develop high levels of independence in learning as they progress through the school. For example, they use reference books in the school libraries to research coursework and homework tasks. The lack of computers has restricted students a little but the school has plans to provide more. Very good examples of students' initiative were seen during the inspection. For instance, in a Year 10 physical education class' students planned and developed complicated sequences of practice for the net shot to lunge and attack the serve, as part of a GCSE practical course in badminton. Also, many students are successful in achieving leadership skills awards on offer in the Duke of Edinburgh Scheme.
34. There are many good opportunities for students to take responsibility, and they accept it very well. Year 8 and 10 students respond very well to a full day of helping with office and reception duties as part of the community service element for their progress file. Many students in Years 12 and 13 act as mentors for younger students at the lower school. This has mutual benefits and students in Years 12 and 13 say that they value the high level of responsibility placed in them in this regard. School Committees generate good ideas to improve the school and the new School Council gives many tutor-form representatives valuable opportunities to develop personal and social skills. The school has positively developed these latter opportunities since the last inspection to support its work to address the key issue of improving speaking and listening throughout the school.
35. Relationships are very good. This represents good improvement since the last inspection. Students work together in pairs and small groups very effectively. They respect and value each other's contributions in lessons. Many good examples of co-operation were seen during the inspection. For instance, in a Year 8 mathematics lesson, students worked together very well in planning graphs to reflect time and distance data.
36. Despite improvements in monitoring and promoting attendance since the last inspection, the level of attendance remains well below the national average. This significantly affects the continuity of learning for many students. Only Year 7 consistently achieves 90 per cent or over in attendance, with all other year groups falling to between 84 per cent and 90 per cent. Attendance was a key issue at the last inspection. The school has continued its efforts to raise the level of attendance. The school continues to do all it can to improve attendance but there are a number of students who are unreceptive to these efforts. In the last two academic years, the attendance rate has improved slowly but surely. The school has made a positive start to the current year. Punctuality is generally satisfactory, although a little learning time is occasionally lost at the start of the school day.

HOW WELL ARE STUDENTS TAUGHT?

37. The quality of teaching has improved significantly since the last inspection. The quality of teaching, and of the learning that such teaching promotes, is good in all years. Teaching is at least satisfactory in 94 per cent of lessons seen; good or better in 61 per cent of lessons and very good or better in 27 per cent of lessons. However, teaching is less than satisfactory in 6 per cent of lessons and it is poor in 1 per cent of lessons.
38. In Years 7 to 9, the quality of teaching and the learning that it promotes is good in mathematics, art and design, geography, history, ICT, physical education and religious education and it is satisfactory in all other subjects. In Years 10 to 11, the quality of teaching is very good in physical education, good in mathematics, art and design, design and technology, geography, history, ICT and vocational courses; it is satisfactory in all other subjects with the exception of modern foreign languages where it is unsatisfactory. In Years 12 to 13, the quality of teaching and the learning that it promotes is very good in mathematics, history and physical education; good in English, science, art and design, geography and vocational courses and satisfactory in all other subjects.
39. The quality of teaching has many strengths and there are examples of excellent teaching. Teachers display a good command of their subject and the requirements of the courses being taught. Teachers who teach Years 12 and 13 students have a very good command of their respective subjects. When teaching is good or better, as seen in a Year 10 physical education class, there is very good subject knowledge which leads to very good learning; particularly evident where probing questions make students think carefully, and where they are challenged both physically and intellectually. Another example of where the teacher displayed a very good knowledge of the subject and the requirements of the course was in a Year 12 lesson on Shakespeare and in a Year 13 lesson on how language might be adapted for the purpose of writing for particular magazines.
40. The teaching of the basic skills of literacy and numeracy is less well developed because there are inconsistencies throughout the curriculum. Across the whole curriculum many opportunities for teaching and improving standards of literacy are lost. In general, there is too great a dependence upon worksheets in providing material for students to read. There are few opportunities in class for students to study text and tasks which require students to undertake private reading or research. The curriculum is not used as a vehicle to provide opportunities for students to develop their skills in writing for different audiences. Only a limited number of subjects, such as English, history and geography provide opportunities for extended writing. Poor spelling, punctuation and grammar mar the work of many middle and lower attaining students. However, teachers across the whole curriculum are not systematically addressing these weaknesses. The same can be said for the teaching of numeracy skills. There is very good practice in mathematics but in other subjects such as science and design and technology there are missed opportunities to reinforce numeracy skills.
41. The planning of lessons is satisfactory in Years 7 to 11 and good in Years 12 to 13. The difference between the satisfactory lessons and those that are better than that lies mainly in the way lessons are planned and structured. In the good lessons, clear learning objectives are shared with the students, and make it clear to them what they should know, understand or be able to do by the end of the lesson. The lesson is carefully structured to ensure that tasks are short and focused and this helps students to sustain their interest. Students concentrate well and want to learn and succeed. Teachers work hard to involve those students whose attendance is poor by reintegrating them successfully into the lesson by using a range of tasks which help them to catch up with other students. When lessons are less successful, as highlighted in a Year 11 French lesson where students spent 60 minutes revising what it was clear they already knew, teachers do not take account of what students have learnt previously. When planning their lessons, teachers do not always match the work to the needs of all students, particularly for those students with special educational needs. This results in these students not achieving as well as other students in the school. In Years 12 and 13, teachers plan their lessons well so that students progress well and achievement is good.
42. Teachers generally have high expectations of their students. Much of the work that is set is challenging and enables students to achieve well. In mathematics for example, teachers have high expectations of their students. In a number of mathematics classes, teachers set challenging investigations for students to tackle which challenged students to use their knowledge of powers of

numbers. Teachers also have high expectations of how students should behave in and around the school. All teachers apply the school's discipline procedures consistently and fairly, which helps to create a good work ethic within the school and promotes good behaviour and students' attitudes.

43. Teachers use a range of strategies to motivate and challenge students to achieve well. For example, in a Year 10 art and design class, the teacher used one-to-one dialogues with students which students appreciated. Many teachers use well structured demonstrations which help students to learn, how to, for example, mark out and cut materials accurately as was seen in a Year 11 design and technology lesson.
44. The management of students is a strength of the teaching. Teachers have very good relationships with students and there is a good deal of trust between teachers and students. Teachers spend a substantial amount of time encouraging students to do well which helps to raise students' self-esteem. Teachers know their students well and there is very little evidence of students misbehaving in lessons. Teachers have very good control of their groups.
45. Teachers make good use of time. In general, most lessons are taught at a brisk pace. In a Year 9 geography class, the teacher made good use of the full 60 minutes which helps students to sustain concentration and put a lot of effort into their learning. The use of support staff is satisfactory. When used well they are fully integrated into the lesson, which enables students with special educational needs to progress well. On other occasions, the support staff have not been involved in the planning of the lesson and are unaware of what is required of them. Teachers make good use of the resources available to them. In a Year 11 history lesson, the teacher made effective use of a video clip to improve students' observational skills. Teachers find it difficult to build ICT into their work because of the lack of facilities not yet available to them. This impacts negatively on students' standards of attainment in ICT across the school.
46. The quality and use of ongoing assessment is satisfactory in Years 7 to 11 and good in Years 12 to 13. The quality of marking does vary across and within subjects. In science, the marking of students' work is regular, but it is not sufficiently informative for students to know their level of attainment, or for them to set targets for improvement. In Years 12 and 13, good quality marking enables students to learn from their mistakes and to improve their work.
47. Homework is used well throughout the school. It is set on a regular basis and is appropriate to the needs of the students. This is particularly true in mathematics where there are homework sheets that are well matched to the needs of the individual resulting in good progress and achievement.
48. The teaching of students with special educational needs is satisfactory in Years 7 to 9 and unsatisfactory in Years 10 to 11. Specialist special educational needs teaching for students at stages 2 to 5 of the special educational needs register is good in Years 7 to 11. However, the extent to which teaching in subject areas meets the needs of students with special educational needs is variable in Years 10 to 11. Modified resources and strategies to enable all special educational needs students to make good progress in learning are not consistently applied across all subjects.
49. Specialist special educational needs and external teachers use a wide range of appropriate resources, including literacy games, Successmaker and accessible texts to support students learning of literacy skills in Years 7 to 9. In these lessons, students are well behaved and concentrate on their tasks. In Years 10 to 11 students continue to receive good support from the specialist provision for students with specific learning difficulties. Students are organised in small groups, pairs or taught individually in a limited number of withdrawal lessons or parts of lessons.

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

50. The quality and range of learning opportunities in the curriculum in Years 7 to 9 and in Years 12 to 13 are satisfactory although they are unsatisfactory in Years 10 to 11. Overall, this results in an unsatisfactory provision.

51. In Years 7 to 9, all students study the subjects of the National Curriculum as well as religious education and personal, social and health education. However, information communication technology (ICT) and music do not meet statutory requirements. Whilst the use of ICT is carefully detailed across a range of subjects, few students are given the opportunity to develop and build upon their existing knowledge, skills and understanding. This is largely due to the lack of computers throughout the school. In music, students are following a restricted curriculum that is not giving them a full access to the National Curriculum in respect of an appropriate use of information communication technology in Years 7 to 9. The school operates a two-week timetable and the time allocation for subjects is equitable and allows for example, the full delivery of the Doncaster Agreed Syllabus in religious education. For the vast majority of students, lessons in Years 7 to 9 are taught on the lower school site, to provide continuity and a reduction in the time lost for movement, with staff being timetabled wherever possible in blocks to reduce their travelling between the two widespread sites. Students are allocated to form tutor groups when they arrive in Year 7 and all subjects in Year 7 are taught in mixed ability classes except mathematics who set according to ability after the first term. All students follow a literacy course which builds on the literacy hour in the primary schools and in Year 8 a large proportion of students are offered the chance to study a second modern foreign language or Latin.
52. In Years 10 to 11, all students follow a core curriculum, with a limited range of further subjects from which to choose. However, the appropriate statutory curriculum is not in place in respect of the range, breadth and access for all students to information and communication technology and in their access to this technology and learning resources within subjects. There are few alternative forms of accreditation available and therefore the curriculum does not fully meet the needs of many students, particularly those students with special educational needs. However, the quality and range of opportunities in physical education are good with GCSE being available and the higher attaining students able to 'fast-track' to early entry.
53. In Years 12 to 13 a satisfactory curriculum is provided. All students follow a general studies type course where in addition to a wide range of appropriate topics, they receive the statutory amount of religious education. Students also follow a key skills course. There is the opportunity to study from a range of 26 GCE AS and A-level examination subjects, GNVQs at three levels in business and health and social care and a foundation GNVQ in leisure and tourism. Students can take GCSEs in English and mathematics. In English there is a very good range of related subjects offered to meet the needs of the individual student, for example, English language and literature, combined English, media studies and theatre studies. Flexibility within the planning of the curriculum allows for GCE A-level English language to be studied in only four terms and mathematics in three terms. The school works in partnership with Doncaster College to offer RSA typing and NVQs and Young Enterprise is active in the school with currently 25 students split between two groups. Key skills are also being well developed in Years 12 and 13.
54. Although there are statutory breaches, overall, the school does offer a satisfactory equality of access to the curriculum.
55. The curriculum provision made for all students on the special needs register is unsatisfactory overall although there is very good specialist provision for most students on stages 2 to 5 of the special needs register. Specific arrangements to meet the needs of most of the students are good and include school based specialist teaching, department co-ordinators and the Local Education Authority's support teachers.
56. Curricular arrangements do not yet promote inclusion for all special educational needs students in Years 10 to 11. The weakness in provision relates to curriculum and accreditation options offered to students with special educational needs which are limited overall although the school has recently extended the options to include part-time work and college placements to a number of students in Years 10 and 11. However, a significant proportion of the non-attenders in Years 10 and 11 are special educational needs students, many of whom have poor literacy, especially recording skills, for whom the traditional curriculum is too challenging in its requirements. Non-attendance is also high in low-ability sets which are especially organised for lower ability and special educational needs students at stages 4 and 5 of the special educational needs register. In these lessons, the

curriculum provision is very good and teachers' planning reflects a good knowledge and understanding of students' special educational needs. The curriculum provision in Years 10 to 11 in subject areas does not consistently take into account the learning difficulties of the full range of students in the school. In some lessons observed, students at stages 1 to 3 of the special educational needs register, who are in average ability sets, do not have appropriate help to access texts or to stay on task.

57. Standards of literacy in Years 7 to 11 are below the national expectation. The school has taken action to combat the situation by introducing a literacy intervention programme in Year 7 and this has been successful in raising students' attainment in reading. Across the whole curriculum, however, many opportunities for teaching and improving standards of literacy are lost. In general, there is too great a dependence upon worksheets in providing material for students to read. There are few opportunities in class for students to study text and tasks which require students to undertake private reading or research. The curriculum is not used as a vehicle to provide opportunities for students to develop their skills in writing for different audiences. Levels of numeracy across the curriculum are below the standard expected. As yet there is no whole-school strategy in place for improving standards by developing and co-ordinating numeracy across the whole school.
58. The school offers a very good range of extra-curricular opportunities for students. Extensive activities take place in music, drama and sport. Across the school, departments offer curricular clubs, activities and educational visits. The physical education department offers a wide range of activities for all abilities and these are well supported by almost a half of the students, with a total of 10 members of staff contributing to the organisation, delivery and supervision of these activities.
59. A good personal, social and health education (PSHE) programme is provided for students throughout their school life, and this is proving effective in preparing them for future education, the work place and adult life. A combination of form tutors and PSHE specialist teachers teach this and systems are in place to monitor the delivery and success of the programme, with appropriate training and support available for staff when needed. All issues of health education, sex education, and the negative effects of bullying and drug misuse are covered.
60. The school's provision for careers education and guidance is good. In Years 10 to 11 it includes the opportunity for all students to have two weeks work experience in Year 11, delivered in conjunction with the Trident Scheme. In Years 12 and 13, all students are provided with the opportunity of work placement in another member state of the European Union.
61. The school has excellent links with the community, which enhance the students' intellectual and personal development. They make a highly significant contribution to enriching students' learning experiences. The school has improved its links from the good and very good ones found at the last inspection. The school went on to achieve the government Charter Mark that it bid for at that time and it is pleasing to report that it has recently received the same recognition again. Shortly after the last inspection the school also received the International School award for its links in Europe. Students enjoy many well-planned visits in the wider community and this enhances their studies and educational experiences. This includes trips to local theatres and museums but also extends to, for example, art galleries in London and places of historical interest in Paris. Visitors to the school include theatre, dance groups and musicians and this contributes well to students' cultural knowledge and understanding. Business links are very good and they thrive through the Business Education Partnership. The link with staff of the Trident Initiative is effective in providing high quality work experience placements on employers' premises for Year 11 students. Many businesses support the school with financial and other donations. A good example of business support is the recent financial contribution to help the school prepare its bid for Technology College status.
62. The school has very good links with universities, colleges and schools. Students from Year 9 recently took part in a technology day hosted by Hull University. Links with Doncaster College allow many students to use the College's 'simulated business unit' for work experience and many others attend a variety of vocational training courses. A number of students from Sandall Wood Special School are integrated into lessons such as English and mathematics at Danum.

63. The last inspection report said that there was no curriculum statement as such, this is now not the case. There are now issues of access to the National Curriculum, particularly in the cross-curricular delivery of information and communication technology. However, due to the overall unsatisfactory quality and range of learning opportunities, with the unsatisfactory overall provision for students with special educational needs and unsatisfactory whole school strategies for teaching literacy and numeracy, the school has made unsatisfactory progress within the curriculum since the last report.
64. The school's provision for the students' spiritual, moral, social and cultural development is good overall. Provision for cultural development is excellent and social development is very good. There is good provision for their moral development, and satisfactory provision is made for spiritual development. Despite this positive picture, there is no whole-school school policy for spiritual, moral, social and cultural development to draw the work together.
65. The provision for spiritual development is satisfactory. It is impossible for the whole school to gather for assemblies: in fact, the nature of the school's buildings makes it impossible for more than one year group at a time to be accommodated in any of the halls. Year groups take it in turns to attend assemblies, and two each week are allocated to each year group. These assemblies are generally satisfactory in quality, with some that are better than this. In the good assemblies, the students are given time to reflect on the message that is being delivered, and to relate it to their own lives. In one Year 8 assembly, for instance, four students read poems they had written on 'How it feels to be different'. These were very effective and showed a good capacity to reflect. On other days, the school has a system of 'thought for the day', which operates during form tutor time. This is well organised, carefully planned, but not consistently delivered by all staff, and therefore, statutory requirements are not met.
66. In religious education, students gain a good awareness of the spiritual dimension to the world's religions, but in most other subjects of the curriculum, opportunities to promote spiritual development are not always planned or taken. There are few references to the spiritual dimension in departmental handbooks or in lesson plans, and the students have limited opportunities to develop a really reflective inner life.
67. Provision for moral development is good. The students have a strong sense of what is right and wrong, and teachers take time to explore with them what they have done wrong if they offend against the school's code of behaviour, which are clearly displayed, and understood. Several subjects make good contributions to the moral dimension of the curriculum. In history, students explore the moral justification used by slave traders, and by the reformers who opposed them, they look at the doctrine of appeasement in the 1930s, and consider the dilemma of Hiroshima and city bombings in World War 2. Team games in physical education provide opportunities for staff to teach students about fair play, and the curriculum in personal, social and health education is effective in bringing home the moral dilemmas to the students' own lives. The school's anti-bullying and anti-racist policies have been developed with the pyramid primary schools, so that the students experience consistency of approach throughout their school lives. Teachers set good examples. They manage students well, are good role models, and most are polite to them, with only occasional lapses. The moral messages in assemblies are strong, but sometimes their impact is lessened by the fact that the acoustics make it difficult for some students sitting at the back of the halls to hear.
68. The provision for the students' social development is very good. The school is focused on the raising of self-esteem, and uses the PSHE programme to foster this. A caring attitude is encouraged in all students, and the way in which physically disabled students are well integrated into the school community testifies to these positive attitudes. Students also help in local crèches, with Age Concern projects, and the sixth form act as mentors to Year 8 students. The school makes great efforts to make students aware of those less fortunate than themselves. Charity work encourages students to look outward, as they did when they raised money for the Kosovo appeal. In the curriculum, there are good links in business studies, through modern languages trips and in the Year 7 residential week. Many community leaders come into assemblies, and the students work well together in most subjects.

69. Provision for the students' cultural development is excellent. Danum is an International School, and the school works hard to make students aware that they are part of a much wider world. In physical education, the students study dances from a variety of cultures, and in religious education, the syllabus features world religions strongly, in accordance with the Doncaster Agreed Syllabus. There are many examples in the art curriculum of western and non-western art links to a variety of cultures. Students have plenty of opportunities to investigate the culture of their own country through visits in history: for example, to Conisborough Castle, to the Galleries of Justices in Nottingham, the Thackray Museum, and to the Imperial War Museum. In all subjects, students look at developments from other cultures and support international awareness week. The work experience programme embraces employment experience in this country, but also in Holland, France, Germany and in Wexford, Ireland. The school is twinned with other schools in Africa, America and throughout the European Union.

HOW WELL DOES THE SCHOOL CARE FOR ITS STUDENTS?

70. The school takes positive steps to ensure students' health and safety and the level and quality of support overall is good. The educational and personal support and advice given to students is good. These provisions contribute significantly to the caring ethos of the school and are effective in supporting students. The school has successfully maintained its strong caring ethos since the last inspection.
71. The school has satisfactory procedures overall to monitor students' personal development. Staff know students well and there are good procedures to identify any problem areas. Form tutors monitor students' level of effort, attitudes, behaviour and basic personal skills through the Personal, social and health education programme and one-to-one interviews. Based on this, much advice and information is provided to guide students in their work and personal development. However, the school is not yet consistently recording information in students' progress files and so this restricts the ability of some tutors to effectively monitor personal development. The school has already taken positive steps to address this issue by appointing a Progress File Co-ordinator.
72. Arrangements for child protection are satisfactory. The school follows the Local Education Authority's procedures fully. The designated officer is appropriately trained and effective in dealing with any issues. Monitoring arrangements are satisfactory and staff are vigilant regarding any issues. Given the number of students on roll, the school has now recognised the need to train several more staff in this area.
73. The school has a very good quality health and safety policy. Risk assessments are carried out regularly and frequently throughout the school. Accident and emergency procedures are effective in dealing with problems. There are currently four staff trained and qualified in administering first aid at each of the two school sites. Fire drills are carried out regularly and are appropriately recorded.
74. The school works very closely with external agencies in raising awareness of health and safety matters. The school nurse gives talks in personal, social and health education. Other contributors include several different sections of the police service. Sex and drugs education is effectively planned. Students in all year groups say that personal, social and health education is well taught regarding many health and safety matters.
75. There are good arrangements to monitor and improve attendance. The school has recently introduced a very sophisticated computer-based monitoring system to identify any unauthorised absence. Very detailed reports are provided each week for form tutors and senior school managers. There are very rigorous procedures to follow up absences including 'first day response' telephone calls. Consequently, problems are identified at an early stage and this enables the school to give students effective support. There is a very good partnership with the Educational Welfare Service. A forum comprising the deputy headteacher, attendance officer, assistant attendance officer and educational welfare officer meet weekly to discuss particular problems. Certificates are awarded to those students achieving high rates of attendance; there are also prizes to act as an incentive.

These procedures represent significant improvements in promoting attendance since the last inspection.

76. The school's procedures for monitoring and promoting good behaviour are very good. Records of incidents of bad behaviour are effective in identifying negative patterns in individuals. The school uses this information exceptionally well in monitoring and tracking progress. The school rules are prominently displayed around the premises along with the "consequences" of breaking them. Very good use is made of a range of rewards and sanctions. Students from all year groups say sanctions are effective in controlling bad behaviour and consequently there is no disruption to learning in lessons. Personal, health and social education includes much work on bullying and how to deal with it. 'Bullying boxes' are located at appropriate points to enable students to raise issues anonymously and privately.
77. The school's procedures for assessing students' attainment and progress are satisfactory. A substantial amount of data on students' attainment is collected and recorded when they enter the school, including National Curriculum tests at age 11 and the results from cognitive ability tests, this information is then made available to curriculum leaders, pastoral staff and heads of department for their guidance. As students progress through the school, information is gathered on their attainment and stored centrally, updated regularly and available to all teaching staff and this information is also gathered for the large proportion of students who arrive in Years 12 to 13. Records on students' behaviour, effort, homework and progress also complement the system. Overall, although the schools' procedures are satisfactory, there is too wide a variance within departments. In science, the procedures for assessing students' attainment and progress are good, with regular end of module tests following a common format. Modern foreign languages have consistent procedures for assessment. However, in music they are unsatisfactory, no exemplars or evidence of teachers' assessments are kept and levels are not in line with the National Curriculum criteria.
78. The use made of assessment in planning the curriculum is satisfactory. There is a rich wealth of assessment data available to departments, but its use is not always consistent. Across subject areas and within departments, there is some lack at present of consistent, systematic or objective monitoring of students' progress. There are examples of where good practice is firmly established. In English for example, there is good use of assessment information, so that high attainers are identified early in Years 12 and 13 and can take the English language GCE A-level in only four terms. In art and design, data gathered is discussed with the students in order to set targets and raise achievement. In music it is currently unsatisfactory, assessment is inconsistent and not based upon agreed criteria and the curriculum is not then modified to meet the needs of individual students in Years 7 to 9 or for individual target setting for these students.
79. Systems for assessing the progress made by students with special educational needs in relation to their targets over time are unsatisfactory as Individual Education Plans (IEPs) do not track progress effectively to inform the setting of measurable and achievable targets. The school is aware of the need to evaluate the impact of provision, as for example, in the newly established learning support centre, on progress made by students with special educational needs in their literacy skills.
80. In the last inspection report, assessment was described as satisfactory with some good features but also with inconsistency across subjects. A good whole school policy is now in-place although there is still inconsistent practice. The school has made satisfactory progress on assessment since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

81. Parents mostly have very positive views of the school. Replies to the inspection questionnaire were low and few parents attended the pre-inspection meeting. The questionnaire indicates that nearly all parents are pleased with the high expectations the school has for their children to work hard and achieve their best. Parents find staff to be approachable regarding any questions and problems and they say that the school is well led and managed. They also feel that teaching is good and their

children are making good progress. The vast majority of parents feel that the behaviour of students is good. Evidence from the inspection shows that most of these views are firmly based.

82. A small number of parents are dissatisfied with how closely the school works with parents; information about their children's progress and the arrangements for homework. Inspection findings did not support this dissatisfaction, except regarding information about their children's progress. Students' annual written reports were found to be unsatisfactory on the whole. The use of homework across the school is good in supporting learning.
83. The school has good links with parents although the impact of parents' involvement on the work of the school is only satisfactory. A strong feature of the school is the level of consultation it carries out. The Parent Focus Group continues to be an effective sounding board for the school to discuss initiatives. Questionnaires are sent to parents periodically asking them about school provisions and this has led to changes such as to the arrangements for parents' evenings and complaint procedures. The school has a very active parents and teachers association and this supports the school well by organising social and fundraising events. They have also worked closely with staff in arranging 'computer evenings' which enable parents to see first hand the facilities their children can use to support their learning. Parents generally make sound use of Student Planners to monitor their children's attendance, homework and general progress. However, a significant minority of parents condones their child's unauthorised absence and do not support the school fully in its quest to improve attendance.
84. The quality of information to parents is satisfactory overall. An exceptional feature of this school is how highly it celebrates and values the achievements of its students. Newspaper cuttings are displayed in many parts of the school. Parents receive a good quality prospectus telling them about the school, its policies and procedures. Newsletters are frequently sent home and they are effective in keeping parents abreast of school issues, dates, events and developments in particular faculties. Parents especially value the 'Danum News' with the strong emphasis on celebrating students' achievements. Inspectors agree with parents and students that information given to Year 9 students to help them make subject choices for the future, is good. However, students' annual written reports do not provide sufficient information to parents about how their children are getting on. They fail to provide parents with clear information about what their children know, can do and understand. They do not always refer to National Curriculum levels. Future learning targets are rarely set, and when they are, they are not clearly expressed. Reports for students in Years 12 to 13 are good.
85. The contribution of parents to children's learning, at school and at home, is unsatisfactory only in that some parents condone their child's unauthorised absence.
86. The school makes good efforts to involve parents of children with special educational needs in their children's education. Parents of children at Stages 2 to 5 of the special needs register are invited to termly review meetings and to the annual reviews.

HOW WELL IS THE SCHOOL LED AND MANAGED?

87. The quality of leadership and management of the school is good. The headteacher is providing good leadership and ensures very clear educational direction for the school. Central to the school's work is raising the self-esteem of students, many of whom come from socially disadvantaged backgrounds and, improving the achievement of all students. The result of this approach can be seen in the students' good attitudes, the school's rich provision for students' cultural development, the most recent set of GCSE examination results and the well above average standards attained by Year 12 and 13 students.
88. The headteacher has the confidence of the staff and is fully supported by a well-informed and experienced senior management team. There is a shared commitment to improvement and a good capacity to succeed. The school has been successfully steered through a period of major reorganisation which has resulted in the number of students entering the school doubling and two-thirds of the teaching staff being new to the school since it was last inspected.
89. The school's mission statement is very relevant to the needs of the students and permeates much of the work of the school. This statement is displayed around the school and is well known by staff and students alike.
90. The senior management team has introduced many new systems and structures that provide a good framework for the work of the school. The senior management team is not complacent in its approach and actively seeks new solutions to areas identified for improvement in the school development plan. Since the last inspection, there have been significant changes to the structure of management and this has resulted in very good systems of management, which embrace both the school sites. The school has very good systems in place, which ensure that both sites operate smoothly and efficiently.
91. The leadership and management provided by many middle managers is good. The school has made many good appointments. There are examples of outstanding leadership and management at this level. For instance, the subject leader for physical education provides excellent leadership and management, which has resulted in many innovative schemes being introduced. However, the monitoring of teaching is not sufficiently rigorous at this level and results in inconsistent practice in special educational needs provision and the use of assessment data.
92. The governors have a satisfactory understanding of the school's work and they have identified many of the strengths and weaknesses noted in this report. Committee structures are satisfactory and there is a good and effective working partnership with the senior management team in shaping the direction of the school. However, the monitoring of the school's work by the governing body is not sufficiently rigorous.
93. The governing body does not fulfil its statutory duty in ensuring that the National Curriculum entitlement for all students in ICT, and music in Years 7 to 9 are fulfilled and the statutory requirement to provide a daily act of collective worship for all students.
94. At the last inspection, the school had good short-term planning but there was less evidence of long-term planning and related budgeting. A new system and cycle of school development planning has been introduced and this has resulted in a school development plan which is of good quality, focuses on raising achievement and sets a clear agenda for improvement. However, there is still a need to ensure that the cost implication of any plans is fully recognised. All areas of the plan are linked back to the school's mission statement. Subject development plans are embedded within the school development plan. The school's priorities are appropriate and many of the issues noted in this report are highlighted in the school development plan.
95. The school applies the principles of best value well and continues the good work noted in the previous report. The headteacher has set challenging targets for improvement. The school compares its performance with similar attaining schools in the authority and nationally. The most recent set of GCSE results indicates that in some subject areas there has been improvement and

these subjects are taking appropriate action on a number of issues such as using assessment data to set targets and are sharing good teaching practice. The school has made good use of specific grants such as those provided for improving the quality of accommodation.

96. The school makes good use of new technology. A new system of registering students' attendance electronically has been introduced although it is too early to say what the impact of this system has been. The school makes very good use of new technology to aid communication between the two sites.
97. The financial planning in the school is good. The school has clearly defined systems for tendering and ordering. The last Auditor's report, carried out in 1996, was prior to the reorganisation of the school and is not relevant to the current situation. The school receives a basic budget that is above the national average, but this is in the main a result of the very large number of students in Years 12 and 13. A tight rein is kept on spending by the administrative staff and the senior management team. Through careful and prudent management of the budget, the school has a satisfactory level of surplus funding. The school is providing good value for money.
98. The school has sufficient teachers to meet its requirements and they are well matched, by qualifications and a good blend of youth and experience, to the demands of the curriculum. The support staff are sufficient in number and they provide a good complementary service that is much valued by the teaching staff. The appointment of a Senior Administrative Officer in January 2000 was an important development and has enhanced the quality of the support provided for teachers.
99. The arrangements for the professional development of teachers are good. The great majority of teachers were observed teaching by the senior management team during the past year. In-service training of teachers is well planned and is linked to school and departmental development plans and individual needs. Regular reports are provided for governors on training undertaken by teachers. Good support is provided for newly qualified teachers and other staff new to the school and it is well planned through the school's induction programme. Plans for the implementation of the national Performance Management Regulations for the monitoring of teaching and learning have been completed, in consultation with teachers and their representatives. The support staff also benefits from an effective appraisal and development programme that is ably managed by the Senior Administrative Officer.
100. Staffing resources are adequate and used effectively to meet the stated needs of most students with special educational needs.
101. Accommodation is good overall. The school is housed on two sites, a kilometre apart. In recent years both the school and the local authority have made a substantial investment in improvements. The school is well maintained and the grounds are free of litter. There is very good accommodation for students in Years 12 and 13. There are good outdoor facilities. In most areas the accommodation provides well for the curriculum to be taught. There is a shortage of space in some art rooms but this does not impact adversely on students' standards. In the mathematics and English teaching areas there is a shortage of space in classrooms at some times during the week because of the large groups. There is a shortage of space for indoor games at the Armthorpe Road site.
102. The overall adequacy of resources is unsatisfactory in that the provision of computers is well below the national recommended levels. The school has a planned programme to address this issue. Most departments have difficulty gaining access for class teaching; this has a severe impact inhibiting investigation and enquiry elements. The school has three well-managed libraries one for each of the three key stages, which offer a wide range of services to both students and staff. The book stock is of a good quality with many new texts; the ratio of books to students is better than the recommended levels. Teachers make good use of the three libraries during lesson time for appropriate class teaching. Similarly students make extensive use of the facilities during lunchtime. The three libraries provide good support for the school's curriculum. Most subjects have recently upgraded and made improvements in resources. Business education and the GNVQ courses are well resourced; history now has a range of differentiated texts; art and religious education have

improved their resources; physical education now has a range of equipment which supports students with special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise further the standards of work and the quality of education provided, the governors and senior management team should:

Improve students' levels of attendance by:

- widening the breadth of the curriculum in Years 10 to 11 by introducing courses that are more relevant to the needs of all students (para 1, 5, 36, 136, 152, 161);
- *making greater use of activities that motivate students, such as using computers (para 1, 5, 36, 136, 152, 161).

Improve students' levels of literacy and numeracy by:

- ensuring that all subjects include the teaching of literacy and numeracy in their schemes of work (para 14, 16, 57, 116, 129, 137, 166);
- ensuring all teachers place a greater emphasis on the teaching of these skills when planning their lessons (para 14, 16, 57, 116, 129, 137, 166).

Improve the standards that students attain in ICT by:

- *teaching the National Curriculum Programmes of Study for ICT (para 181, 186, 140, 166, 140, 204, 102);
- ensuring all subjects build ICT into their schemes of work (para 181, 186, 140, 166, 139, 204, 102);
- *when funding become available increase the ratio of computers to students (para 181, 186, 139, 166, 204, 102).

Improve the provision for students with special education needs by ensuring that all teachers match the work more closely to the needs of all students (para 55, 48, 49, 79).

Minor issues

Ensure that the governing body fulfils its statutory duty by:

- *improving the quality of teaching and learning in modern foreign languages in Years 10 to 11 by sharing the good practice that already exists in some areas of the department (para 193).
- providing a daily act of collective worship for all students (para 93).
- ensuring that students have their full entitlement to the Programmes of Study for music in Years 7 to 9 (para 203).

Areas for improvement noted with an *asterisk are already identified in the School Improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	194
Number of discussions with staff, governors, other adults and students	65

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	23	34	33	5	1	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 students

Students on the school's roll

	Y7– Y11	Sixth form
Number of students on the school's roll	1449	346
Number of full-time students eligible for free school meals	421	N/a

Special educational needs

	Y7 – Y11	Sixth form
Number of students with statements of special educational needs	83	4
Number of students on the school's special educational needs register	334	8

English as an additional language

	No of students
Number of students with English as an additional language	45

Student mobility in the last school year

	No of students
Students who joined the school other than at the usual time of first admission	106
Students who left the school other than at the usual time of leaving	135

Attendance

Authorised absence

	%
School data	11.8
National comparative data	7.9

Unauthorised absence

	%
School data	1.8
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

	Year	Boys	Girls	Total
Number of registered students in final year of Key Stage 3 for the latest reporting year	1999	157	142	299

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	48	96	55
	Girls	81	86	62
	Total	129	182	117
Percentage of students at NC level 5 or above	School	43(51)	61(51)	39(44)
	National	63 (65)	62 (60)	55 (56)
Percentage of students at NC level 6 or above	School	6(22)	31(26)	14(15)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	59	80	57
	Girls	92	80	57
	Total	151	160	114
Percentage of students at NC level 5 or above	School	50(36)	53(47)	38(40)
	National	64(62)	64(64)	60(62)
Percentage of students at NC level 6 or above	School	13(14)	18(26)	12(22)
	National	31(31)	37(37)	28(31)

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	127	137	264

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	27	107	118
	Girls	39	112	127
	Total	66	219	245
Percentage of students achieving the standard specified	School	25(27.3)	83(75.6)	93(92)
	National	46.6(44.6)	90.9(89.8)	95.8(95.2)

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

GCSE results		GCSE point score
Average point score per student	School	27(25.3)
	National	38(36.8)

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 students who achieved all those they studied	School	0	N/a
	National	N/A	N/a

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	1999	82	80	162

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	20.6	18.5	19.6(16.8)	10	7	8.2(8.0)
National	17.7	18.1	17.9(17.6)	2.7	2.8	2.8(2.8)

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

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	School	22	100
	National		82.5

Ethnic background of students

	No of students
Black – Caribbean heritage	5
Black – African heritage	1
Black – other	5
Indian	9
Pakistani	30
Bangladeshi	0
Chinese	2
White	1737
Any other minority ethnic group	6

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	1	1
Black – other	0	0
Indian	0	1
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	29	7
Other minority ethnic groups	0	0

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

Teachers and classes**Qualified teachers and classes: Y7 – Y13**

Total number of qualified teachers (FTE)	106.9
Number of students per qualified teacher	17.3

FTE means full-time equivalent.

Education support staff: Y7– Y13

Total number of education support staff	26
Total aggregate hours worked per week	803

Deployment of teachers: Y7– Y13

Percentage of time teachers spend in contact with classes	76.9
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Average teaching group size: Y7 – Y11

Key Stage 3	27.3
Key Stage 4	22.9

Financial information

Financial year	1999
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	£
Total income	4994898
Total expenditure	5013212
Expenditure per student	2787
Balance brought forward from previous year	368412
Balance carried forward to next year	350098

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1795
Number of questionnaires returned	173

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	49	5	3	0
My child is making good progress in school.	40	47	7	1	5
Behaviour in the school is good.	32	52	7	1	8
My child gets the right amount of work to do at home.	35	45	14	3	3
The teaching is good.	36	51	3	2	8
I am kept well informed about how my child is getting on.	26	44	13	3	13
I would feel comfortable about approaching the school with questions or a problem.	51	39	6	1	2
The school expects my child to work hard and achieve his or her best.	60	36	2	0	2
The school works closely with parents.	25	45	13	3	14
The school is well led and managed.	33	50	3	1	13
The school is helping my child become mature and responsible.	38	44	6	2	9
The school provides an interesting range of activities outside lessons.	30	39	9	2	20

Other issues raised by parents

Parents had a few minor concerns about bullying.

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

ENGLISH

103. In the 1999 National Curriculum tests at age 14 the proportions of students attaining Level 5 and above and Level 6 and above were both well below the national average. Teacher Assessments were broadly consistent with test results. The average National Curriculum points score was well below the national average for all schools and was well below the average for schools with a similar number of students eligible for free school meals. There was no significant difference between boys and girls. Results have fluctuated during recent years. In 1997 results were well below the national average, as they were in 1999, whilst in 1998 they were below it. Results in 2000 were better than those attained in 1999, with a significant increase in the proportion of students attaining Level 6 and above. Results in English in 1999 were below those attained in mathematics and science.
104. In 1999 the proportion of students attaining GCSE grades A* to C in English was well below the national average and the proportion attaining grades A* to G was in line with the national average. In English literature the proportion attaining grades A* to C was below the national average and the proportion attaining grades A* to G was in line with the national average. Results in both subjects were above the school's average for all subjects. Results in both 1998 and 2000 were below those attained in 1999. There has been no clear trend in results, therefore. Students' results in English were better than those they achieved in most other subjects in the school.
105. Results at GCE A-level in 1999 in both English Language and English literature were above the national average. Results in 2000 were below those attained in 1999. Results in 1997 were better than those attained in 1998. There has, therefore, been some fluctuation in results, but even so they have remained either at, or above, the national average.
106. A GCE A-level in media studies was introduced in 1998. Since then, all candidates have achieved a pass and overall results have been consistently in line with, or above, the national average.
107. Evidence gathered during the inspection indicates that the standards that students attain by the ages of 14 and 16 are well below the level expected of students of the same ages nationally. Students in Years 12 and 13 are attaining standards that are above the course expectation. Whilst students' attainment in English by the age of 14 is lower than it is in mathematics, the results reflect students' particularly low literacy skills when entering the school.
108. When students' prior attainment is taken into account, their achievement is satisfactory in Years 7 to 9 and in Years 10 to 11 and it is good in Years 12 to 13. Students with special educational needs make similar progress to other students. However there is a significant proportion of students whose rate of attendance is well below the national average and this impacts adversely on the progress they make and their achievement, particularly in Years 10 to 11.
109. At all levels in the school higher attaining students are confident speakers, who use a good range of vocabulary and can express themselves persuasively. In Year 11, for example, a group participated in a 'hotseating' based upon "Of Mice and Men", in which they displayed a good capacity to question each other closely. Oral work of a high quality was seen in Years 12 and 13, for example a Year 13 class engaged in a rigorous discussion on socio-linguistics, displaying a very good technical vocabulary and the capacity to evaluate the validity of research findings. However, the speaking and listening skills of the majority of students in Years 7 to 11 are below national expectations. Students express themselves briefly, with restricted vocabulary and often failing to distinguish between formal and informal language. Middle and lower attainers, including those with special educational needs, lack the ability to evaluate the quality of their communication, though higher attainers are able to do so by making reference to National Curriculum level descriptors. Students increase their social confidence by taking part in drama lessons, where they have the opportunity to explore new social roles.

110. By the age of 14 students read plays and novels that are appropriate for their age group. Higher attainers read aloud with good expression and pace, as was seen, for example, when a group of Year 7 students read extracts from "Ant's Pants". By the age of 16 and 19 students go on to read more complex and demanding texts. At the age of 16 higher attainers display a good understanding of how social issues can be presented in fiction, as was seen for example, in essays comparing the presentation of suffering in "Animal Farm" and "Oliver Twist". Students in Years 12 to 13 go on to develop a good understanding of a wide range literature from Mills and Boon to Shakespeare. However, middle and lower attaining students tend only to understand the gist of what they read and when they read aloud are often hesitant and lacking in expression. Lower attainers often need help to establish meaning.
111. By the age of 14 higher attainers are able to write in a variety of different styles, including narrative, description and reportage. By the age of 16 they go on to increase their range to include, for example, good quality work on media topics. By 18, students develop the capacity to produce well-structured work, to argue a case with clarity and logic and to draw upon supporting evidence. High quality, well-researched work was seen on the life and career of Seamus Heaney and very good analytic work was seen on stylistic features of "Wuthering Heights". However, the work of many students in Years 7 to 11 is marred by inaccurate spelling, punctuation and grammar. Lower attainers write in simple, repetitive sentences and do not understand how to adapt their style to the subject.
112. Students' skills in using information and communication technology are below the level that is expected nationally and this impacts adversely on the development of learning skills.
113. The quality of teaching and learning is satisfactory in Years 7 to 11 and good in Years 12 to 13. Examples of excellent, good and unsatisfactory teaching were also seen. When teaching is most effective, teachers display very good knowledge of the subject and the requirements of the courses being taught. This leads students to conduct their discussions at a high level, employ the correct terms and to challenge ideas they encounter. This was seen in a Year 12 lesson on Shakespeare and in a Year 13 lesson on how language might be adapted for the purpose of writing for particular magazines. Teaching is also effective when lesson plans take into account the prior attainment of students, variety is introduced and the purpose of the lesson is shared with students. This was seen in a Year 8 lesson in which students gave talks on Frankenstein. Their attainment was further enhanced by the teacher having explained to students how they might assess their own, and other students', performance by using National Curriculum level descriptors. Most teachers exercise effective discipline and this provides a secure environment for learning to take place. Additionally, most students behave well and work together co-operatively, as was seen in a Year 8 drama lesson when students improvised a play around the theme of a space ship landing. Teaching is less effective when the prior attainment of the students is not sufficiently taken into account, when support staff are not deployed to full advantage, when the teacher's method is inappropriate to achieve the objectives of the lesson and when there is insufficient variety to sustain students' involvement and interest. Marking is mostly good and indicates to students what they need to do to improve.
114. Leadership of the department is good. In particular, assessment data is effectively used. The department has made an imaginative response to meeting the needs of gifted students by introducing a "fast-track" additional GCE A-level for students who display special promise in Year 12.
115. The quality of teaching and learning are similar to what they were at the time of the previous inspection. There is now a higher proportion of teaching that is good or better. The subject has made satisfactory progress since the previous inspection report.
116. Standards of literacy in Years 12 to 13 are good. Most students have developed good basic skills and can produce extended writing based upon careful background reading. By way of contrast, however, standards of literacy in Years 7 to 11 are below the national expectation. This is in part accounted for by many students entering the school with very low scores in verbal reasoning. The school has taken action to combat the situation by introducing a literacy intervention programme in

Year 7 and this has been successful in raising students' attainment in reading. Good practice has also been seen elsewhere. In history, for example, students read aloud in class and then discuss and analyse what they have read. English provides good opportunities for students to read a good selection of plays and novels. Across the whole curriculum, however, many opportunities for teaching and improving standards of literacy are lost. In general, there is too great a dependence upon worksheets in providing material for students to read. There are few opportunities in class for students to study text and tasks, which require students to undertake private reading or research, are set infrequently. The curriculum is not used as a vehicle to provide opportunities for students to develop their skills in writing for different audiences. Only a limited number of subjects, such as English, history and geography provide opportunities for extended writing. The work of many middle and lower attaining students is marred by poor spelling, punctuation and grammar. However, teachers across the whole curriculum are not systematically addressing these weaknesses.

MATHEMATICS

117. In the 1999 National Curriculum tests at age 14 the proportions of students attaining Level 5 and above and level 6 and above were close to the national average. The average National Curriculum points score in 1999 was broadly in line with the national average for all schools. This was higher than the teacher assessment where the proportions reaching Level 5 and above were below the national average. When compared with schools with a similar number of students eligible for free school meals, the National Curriculum average points score was well above average. The attainment of girls was broadly in line with that of boys and the results in mathematics were well above those in English and above those in science. There was a slight downward trend in 2000, but the department has recognised this and there are strategies in place to improve teaching and learning. In the year 2000 results, there was no significant difference between the teacher assessment and test results.
118. In the 1999 GCSE examinations, the proportion of students achieving grades A* to C was below the national average. However, the proportion of students achieving grades A* to G was broadly in line with the national average. The average point score for GCSE was below the national average. There has been an improvement in results over the past three years in line with the national trend. There was no significant difference between the attainment of girls and boys. Students attain results in mathematics significantly better than the other subjects they studied. There was a significant improvement in results in 2000 and there is an improving trend.
119. Results attained in mathematics at GCE A-level in 1999 were above the national average. The proportion of students achieving A or B grades was well above average. There was a significant improvement in Year 2000. All students who were entered for further mathematics gained A grades and over three fifths of students entered for GCE A-level mathematics achieved A or B grades.
120. Students achieve well in Years 7 to 9; satisfactorily in Years 10 to 11 and very well in Years 12 to 13. However there is a significant proportion of students whose rate of attendance is well below the national average and this impacts adversely on the progress they make and their achievement, particularly in Years 10 to 11. Students with special educational achieve in line with other students.
121. Evidence gathered during the inspection indicates that the standards that students attain at age 14 are below the level expected of 14 year olds nationally. When investigating problems, middle attaining students use their understanding of powers of numbers effectively to predict outcomes. They recognise patterns in numbers and search for a solution. The students recognise that they can solve complex problems by breaking them down into small steps. Lower attaining students work out fractions of amounts and the higher attainers extend their understanding of number by applying all four number bonds to negative numbers. Students calculate the perimeter and areas of circles and progress to calculating the areas of compound shapes and sectors. Although the low attaining students understand how to calculate the mean of a simple distribution, they have a weaker understanding of the mode and median.
122. Evidence gathered during the inspection indicates that the standards that students are achieving at age 16 are below the level expected of students of the same age nationally. In completing

coursework, lower attaining students identify and obtain the necessary information to solve the problems, whilst although middle attainers develop the problems well, their explanations are weak. High attainers are beginning to develop good skills in investigations by carrying out substantial problems. When solving simultaneous equations, middle attaining students understand that they need to either add or subtract equations in order to eliminate one of the variables. They are developing good techniques by substituting solutions back into the equations. High attaining students see good work when calculating degrees of accuracy. In shape, space and measures, students acquire a range of skills. The low attaining students calculating areas of compound shapes using right-angled triangles whilst high attainers use Pythagoras theorem effectively to solve problems in two dimensions. They understand how to calculate the probability of combined events but a proportion of low attaining students have difficulty in calculating all the averages.

123. Evidence gathered during the inspection indicates that students in Years 12 and 13 are now achieving standards that are above course expectations. In mechanics, they have good recall of equations of motion in Year 12. In Year 13, the effective questioning by their teacher deepens their understanding and techniques in solving problems involving moments. They can apply moments of a force about a point. Their understanding of hypothesis testing in statistics is very good. They understand and use correctly the procedures for carrying out a statistical test using the concept of the null hypothesis and an alternative hypothesis. In pure mathematics, students write complex numbers in De Moivre's form and solve associated problems. They demonstrate good skills in expressing rational fractions as partial fractions (including those with quadratic denominators).
124. Overall, students' achievement in mathematics is good in Years 7 to 9 and satisfactory in Years 10 to 11. In GCE A-level examinations, students' achievement is good. Students concentrate well in lessons and their behaviour is very good. This has a positive effect on both their achievement and attainment.
125. The overall quality of teaching is good in Year 7 to 9 and in Years 10 to 11 resulting in good learning. It is very good in Years 12 and 13 resulting in very good learning. In lessons and work seen during the inspection, teaching was good and there were a few examples of very good and excellent teaching. Teaching is never less than satisfactory.
126. There are many good features of the teaching and teachers demonstrate a good knowledge and understanding of mathematics in Years 7 to 11. It is very good in Years 12 to 13. This is illustrated by very clear explanation of tasks and the confident and appropriate use of mathematical terms. This promotes respect by the students. The very good relationships between students and teachers promote an eagerness to learn. The teaching of basic literacy and numeracy skills is good but there is insufficient use of ICT. There are good displays around the classrooms of key words and these are introduced in lessons. The majority of students spell mathematical terms correctly. Teachers plan lessons well. There are clear learning objectives and effective structure to the lesson. Teachers generally set a brisk pace that motivates students and sustains their concentration. There is good effort and concentration by students and a good pace of working and amount of work achieved in lessons. This has a positive effect on their acquisition and consolidation of skills and understanding. Teachers generally assess students' understanding effectively, but they do occasionally miss opportunities to assess students' understanding by questions and answers. Teachers' expectations are high, for example, in investigations, students tackle difficult problems, which challenge them to use their knowledge of powers of numbers. On other lessons, teachers expect students to use the correct mathematical terminology correctly. Teaching methods are generally good. Teachers use an effective combination of explanation, discussion, and individual work. There are good introductory and plenary sessions that consolidate understanding. The management of students is very good and as a result students' behaviour is very good enabling them to make the best progress. They listen attentively to their teachers and are polite and courteous. The very good relationship between teachers and students promotes a good working atmosphere in the classroom. Consequently, students are keen to progress and they make gains in understanding and experiencing new mathematics. Teachers work well with educational support assistants to ensure that students with special educational needs make effective progress. Teachers plan homework well so that it consolidates and extends learning. Marking is thorough and teachers write constructive comments that help students to see where they have made mistakes.

127. The subject is very well managed and the quality of leadership is very good. The staff work very well together and the whole department places a high emphasis on raising achievement in mathematics. They are a dedicated and committed team. There is a very good action plan that reflects the schools' priorities for raising achievement. However, although the department uses graphic calculators effectively in Years 12 and 13, there is insufficient use of information and communication technology in other years. The department does not have sufficient computer equipment to support learning and enhance the students' skills in mathematics.
128. The department has made good progress since the previous inspection. Students' standards of achievement in Years 7 to 9 have improved and standards of achievement in Years 10 to 11 have also improved. Higher proportions of students are entered for GCSE. There has been a significant improvement in achievement in GCE A-level results. The quality of teaching and learning has improved. This is the effect of better planning and management of students.
129. Levels of numeracy across the curriculum are below the standard expected. A new numeracy co-ordinator has been appointed recently but as yet there is no whole-school strategy in place for improving standards by developing and co-ordinating numeracy across the whole school. Students demonstrate sound skills in numeracy in science. They do simple measuring and handle simple calculations. In Years 7 to 9, they have the opportunity to develop their skills in data handling and algebra. Basic graphic work is of a poor quality. In Years 10 and 11, standards are a little better and students carry out simple calculations of resistance, current and voltage. In business education, high and middle attaining students draw graphs of product output and show profit/ loss break-even points. They use basic calculations to obtain net profit. Numeracy is not yet developed in geography. They have a basic competency in using graphs and charts and understand the need to label axes and use appropriate scales when drawing graphs. There is no evidence of examples of the application of numeracy in history. However, the department acknowledges the role of the subject in developing numeracy in statistical topics. In physical education, students in years 10 to 13 use graphs of different types and present information well, especially when using information and communication technology to support their work.

SCIENCE

130. In the 1999 National Curriculum tests at age 14 the proportion of students attaining Level 5 and above was well below the national average and the proportion attaining Level 6 and above was below the national average. The average National Curriculum points score in 1999 was below the national average for all schools but was average when compared with schools with a similar number of students eligible for free school meals. The attainment of girls was slightly higher than the boys. The results in science were better than those attained in English but not as good as those attained in mathematics. In 2000, results show an improvement over the 1999 results. Over the past four years results in national tests have remained constantly below the national average.
131. In the 1999 GCSE examinations, the proportion of students achieving grades A* to C in the double award, combined science, was close to the national average as was the proportion of students achieving grades A* to G. In the single science award, the proportion of students achieving GCSE grades A* to C was far below the national average although the proportion of students achieving grades A* to G was below the national average. The average GCSE point score overall for science was below the national average. However, in double award, combined science, the average attainment of students was close to the national average, although only half of the year group was entered for the double award. Girls attained higher than boys. Students attain results in science significantly better than most other subjects in the school. In 2000, the average point score has increased, and the proportion of students achieving GCSE grades A* to C has significantly improved on the previous year. Over previous years the attainment has remained broadly constant.
132. In Years 12 and 13, biology, chemistry and physics are all popular options at GCE A-level. In 1999, and again in 2000, there has been an even spread of grades over the full range in all three subjects. The percentage gaining pass grades in 1999 was broadly in line with the national averages.

133. In the work seen during the inspection the standards that students attain at ages 14 and 16 are below the level expected nationally for students of the same ages. By the age of 14 the majority of students studying life processes have a basic knowledge of the human senses but only a small number have a depth of knowledge. Higher attaining students have a good knowledge and understanding of the relationship between predators and prey. Middle and lower attaining students struggle with the concept and students with special educational needs require support from the teacher. In a Year 9 lesson on the structure and function of the eye, most students could accurately label the different parts of the eye but only the higher attainers were able to understand how each part functioned. Many students find it difficult to recall topics they have studied earlier. Students often find it difficult to give precise spoken and written answers to questions. Most students are more successful in investigative activities than they are in tests and examinations.
134. Similarly, by the age of 16, most students have a vague knowledge of the nature of wave energy, but a significant number are unclear about terms such as frequency and wavelength, or know examples of transverse waves. Higher attaining students, in particular, have knowledge that is well below the requirements for the higher grades at GCSE. However, in a Year 11 lesson on exothermic and endothermic reactions, most students understand the concept in terms of heat exchange and managed the investigation well. In a Year 10 class, middle attaining students had a basic knowledge and understanding of metals and non-metals.
135. In Years 12 and 13, the standards that students are attaining are in line with course expectations. The level of knowledge and depth of understanding of the detail, needed for biology, chemistry and physics GCE A-level, reflects the range of grades gained in examinations.
136. The achievement of the majority of students in Years 7 to 9 and in Years 10 to 11 is satisfactory and it is good in Years 12 to 13. The progress of students with special educational needs is only satisfactory where support assistance has been effective. There is a significant proportion of students whose rate of attendance is well below the national average and this impacts adversely on the progress they make and their achievement, particularly in Years 10 to 11 for those students who study for the single science award.
137. Standards of literacy in science are weak. Most students in Years 7 to 11, make a complete record of their work, but a significant number have difficulty expressing observations with appropriate maturity and clarity. Standards of numeracy are developed to an extent, although many students do not appreciate reliable measurement, and have difficulty with simple calculations. Students with special educational needs attain levels in line with their targets when appropriate support is provided.
138. The quality of teaching and the learning that it promotes is satisfactory in Years 7 to 9 and in Years 10 to 11 and it is good in Years 12 to 13. All teachers have good subject knowledge. As a result, many students learn well and gain a basic knowledge and depth of understanding required. In a Year 9 lesson, for example, the teacher had a good knowledge of the structure and function of the eye and gave a clear explanation how each part functioned. A varied programme of teaching methods is used, which includes considerable experimental work. For example, in a Year 8 lesson on the relationship of Predators and Prey, the content as well presented using a range of different strategies. Students' attitudes to science are good. Students are diligent and complete work as required and are keen to do well for their teachers. They show satisfactory motivation in class, and the majority sustain their interest throughout the lesson. Response to teachers' questions can be variable, with some students lacking the confidence to participate or offer answers to questions. Students are aware of the need for safety, and show respect for teachers and others. Good relationships are established in groups when they collaborate on experimental investigations. Information and communication technology is not used sufficiently to enhance the learning. Planning is satisfactory, and based on good schemes of work, but work is not always closely matched to the needs of all students in the group. Students of higher attainment are not challenged enough, and lower attaining students find difficulty with making progress on basic concepts. Opportunities for assessment in class are not exploited as much as would be possible with more effective question and answer techniques being used. Marking of students' work is regular, but is

not sufficiently informative for them to know their level of attainment, or for them to set targets for improvement.

139. The recently promoted head of department has clear aims and goals and is committed to improving standards of attainment. A range of experienced and newly qualified staff share a commitment to raising standards. Good schemes of work have been established. Homework is promoted through department policies. Assessment data is recorded by individual teachers, and is beginning to be used to set targets and oversee achievement and progress of students. Use of information and communication technology, is not sufficiently planned or implemented through the curriculum, partly due to a lack of hardware resources.
140. The department has made satisfactory progress since the last inspection report. Standards in Years 7 to 11 have remained below national average but are now beginning to rise. Students in Years 12 to 13 gain a full range of grades at GCE A-level. Attitudes to learning continue to be good. Teaching remains satisfactory. The department, which has a new head, is now poised to develop a strong team approach, committed to improving standards of attainment.

ART AND DESIGN

141. The proportion of students achieving grades A* to C in the GCSE examination in 1999 was below the national average. The proportion of students achieving grades A* to G was below the national average. The attainment of girls has been consistently higher than that of the boys. In 1999, students' results were significantly worse in art compared to their results in most other subjects in the school. However, in the past two years, standards have risen significantly in examinations and in the quality and variety of work produced. Results in GCE A-level are well above the national average.
142. Teacher Assessments in 1999 show that by the age of 14, the attainment of students in art and design is in line with the national expectation.
143. Students enter school in Year 7 with limited skills in art and design. During the first three years in school most students achieve well although the achievement of students with special educational needs is only satisfactory because they tend to rush the work and hand in untidy drawings without annotations. Evidence gathered during the inspection indicates that the standards that students attain at the age of 14 are at the level expected of students of the same age nationally. By age of 14, students have developed good observational skills and draw well what they see. They understand about choosing pencils carefully to show tone, shadow and texture and their drawings are well detailed. Many students' drawings of animals and birds are very good and they draw fur and feathers very competently. Painting skills are more variable, but most students understand about mixing paint and using the correct brush for particular effects. Students know that art began in primitive times and can paint in the style of the Lascaux cave painters, using muted colours and appropriate shapes for creatures. They know that real artists apply paint in different ways and can emulate their styles. Students in Year 9, for example, are studying Paul Cezanne. They research carefully and examine his landscape paintings to discover how and where his blocks of colour were placed. They are less sure about where and when the painter lived. Students' work in on display includes some interesting clay gargoyle heads, but they have relatively few opportunities to work in three-dimensions. Students use sketchbooks mainly for homework. Higher-attaining students present tidy and well-detailed drawings, but often, the lower-attaining students including those with special educational needs, rush the work and hand in untidy drawings without annotations.
144. Evidence gathered during the inspection indicates that the standards that students are now attaining at the age of 16 are above the level expected of students of the same age nationally. The improvement in standards is a result of the good quality teaching that students now receive. Students achieve well in Years 10 to 11 although the achievement of students with special educational needs is satisfactory, this is because theory work is not always well matched to the needs of these students. By the age of 16, students show ability to gather and use ideas and materials, good technical ability in a range of media, originality and imagination when working and skill in analysing the work of artists. Students add on to the knowledge gained during the first three

years in school and make particularly good progress in painting. A recent 'Drawathon' raised funds for the art and design department to introduce oil painting that has revitalised lessons and motivated many students, particularly boys. Students understand about how to use the new materials, apply paint confidently and experiment with effects. Many students critically appraise their work and have clear ideas of how to develop it. They maintain liveliness in their work, even after experimenting with different media on the same theme. Sketchbooks are developing satisfactorily, but only the higher-attaining students really use them widely and written work is generally thin. Very few students use information technology to help them when researching aspects of art or in the creation of screen art.

145. Students in years 12 and 13 are attaining standards that are well above course expectations and their achievement overall is good. The number of students gaining A and B grades in GCE A-level examinations has risen steadily over the past four years and shows a dramatic rise in the most recent examinations. Standards are extremely high in painting. By the time they are 18, students understand about originality of approach, value of research and confidence in development. They have good technical ability and very good analytical skills. Most of the work is done on an impressively large scale. Figurative drawing and portraiture are strong. Most students use their sketchbooks to record what interests them, their experiments and annotations and writings about the artists who have influenced their styles. Students speak clearly about the direction their work will take and many hope to go on to study art in further education after they leave school.
146. Students enjoy art and design and their work is lively and imaginative. Standards in art and design have risen significantly over the past two years in all year groups. Most students have very good attitudes to the subject. They appear cheerful and settle to work quickly, many without being told to do so. Students listen to instruction and enjoy watching demonstrations. During lessons, they concentrate well and many of them, especially the lower-attaining students, try very hard. Behaviour is generally very good and is best in examination groups. Students show very good commitment to their examination work and respect for adults. Many students thank teachers for helping them. A few of the younger students try the patience of the teachers at times, but they are amenable and accept discipline. Students get on well together. They often have to share table space, materials and artefacts, but they wait turns patiently. Many are generous in pointing out good work by others on display. Students show responsibility by getting out their own equipment and preparing their workspaces and the older ones have to store their own work and equipment. During the inspection, many students showed pride in their achievement by bringing work for approval, and their self-esteem was raised by the praise given.
147. The quality of teaching and the learning that it promotes is good in all year groups. A great strength in teaching is the effective one to one dialogues which teachers have with students and students during lessons. Students appreciate help and advice and most of them act upon it. The support in lessons for those students with special educational needs is purposeful although theory work is not always well matched to the needs of these students. As the work is made interesting, students remain on task and have plenty of time for their own work. The discipline policy is used fairly. Teachers know their subject well and pass on good craft skills and their enthusiasm to the students. Teaching is best from the fully qualified teachers, but all the department staff work hard to follow the scheme of work and ensure students are not disadvantaged. Demonstrations help students to learn how to, for example, observe and record, use tools and mix and apply paint. Basic art and design skills are well taught in drawing, painting, printing and creating three-dimensional items. Teaching of other basic skills is not strong in the department. Students gain literacy skills when searching for information and writing up their notes, but students with special educational needs often find this difficult, as they cannot always understand the specialist terminology. Students are helped to gain in spatial awareness when they, for example, work on drawing things in perspective and when creating objects in the round. The use of information and communication technology is weak, as the department has only just received their first computer and computer-aided art has not yet featured in many lessons. Planning and lesson preparations are good. The scheme of work is progressive and there are some good extension tasks within modules of work to stretch the topics and give students chances to handle different media. Teachers expect students and students to try hard and produce their best. They do not accept substandard work and all work is appraised, marked and graded clearly. Constructive comments tell students where

improvements should be made. Homework usually matches the lesson content and greatly extends students' learning.

148. The quality of leadership and management is good. The new head of the department has been in post for little over two years and has already succeeded in raising standards of work in all year groups, especially in drawing and painting and his enthusiasm and expertise has lifted the morale of the department staff. Students' cultural education is greatly enhanced by the modules of work, which relate to art and architecture of other times, cultures and religions. There is no systematic and regular monitoring of teaching in order to share good practice within the department.
149. The department has made a good response to the criticisms in the last inspection report. The quality of teaching is now good overall and students' attitudes to the subject are now very good. Standards and basic art and design skills are higher. GCSE grades at A* to C are better and show a rising trend. GCE A-level results are very high and are now well above national averages. In addition to the responses to the inspection report, there have been significant improvements.

DESIGN AND TECHNOLOGY

150. The proportion of students achieving grades A* to C in the GCSE examinations in 1999 was well below the national average. The proportion of students achieving GCSE grades A* to G was in line with the national average. There was no significant difference between boys and girls. Students' results in design and technology were not significantly different from those obtained in most other subjects. GCSE results in 2000 show a significant improvement and reflect a rising trend. In 1999 GCE A-level results were above the national average. Boys attain better results than girls.
151. Teacher Assessments in 1999 for students aged 14, were well below national expectations although more recent results show improvement and confirm the judgement about work seen during the inspection.
152. In the work seen during the inspection, students' standards of attainment at the age of 14 are below the level expected for students of the same age nationally, however, their achievement is satisfactory given their prior attainment. However, there are a significant number of students whose well below average attendance adversely affects their achievement. Students' practical skills are well developed and the quality of practical projects is good. The use of focussed practical tasks, for example in the mechanical toy project develops within students a secure grasp of basic tools and processes. They have a satisfactory knowledge of a wide range of topics and experience work with electronics. Design skills, evaluation and analysis are underdeveloped due to some extent by the structured nature of the Year 7 to 9 course and the concentration upon the development of practical skills. This is evident in all material areas, especially food technology where the outcome is often only tenuously linked to the initial brief. Where thorough analysis has not occurred, students' fail to understand the relevance of the activity and are unable to justify or evaluate the product against identified criteria.
153. In the work seen during the inspection, the students' standard of attainment at the age of 16 is well below those expected for students of the same age nationally. However, they achieve well given their prior attainment in all years. However, there are a significant number of students whose well below average attendance adversely affects their achievement. As with attainment at age 14 practical skills are well developed. Students' show confidence in using a range of materials and processes and their work is often accurate and well finished. Some particularly good work is evident in textiles where students are designing and making garments using a range of techniques and processes. Analysis and evaluation is often subjective and lacks the rigour needed to achieve high levels of attainment. Design specifications and subsequent analysis is not being used effectively as the basis for performance criteria within projects, this is particularly evident within the design development stage of projects and often leads to superficial design activity. Both low attaining and high attaining students follow this pattern but the impact upon attainment is greater for higher attaining students as it precludes them from achieving the highest GCSE grades.

154. In the work seen during the inspection, the students' standard of attainment at the age of 18 is above the course expectation. Students have a good insight into the design process and know and understand the impact of designers on their work. Practical coursework continues to be above the level expected and students display good attention to detail.
155. The quality of teaching and the learning that it promotes in Years 7 to 9 is satisfactory. Students benefit from knowledgeable teachers who demonstrate enthusiasm and interest throughout. Lessons are generally well planned and the pace of lessons is usually brisk. A good range of activities captures the interest and involvement of students of all levels of attainment and students with special educational needs progress at a rate, which matches those of other students. However, work is not always matched to the needs of the students and higher attaining students are not extended or fully challenged. The use of ICT within design and technology is a positive development. The introduction of Computer Aided Design and the use of a food technology Compact Disc are good examples of how ICT can be used to enhance teaching and learning. The carousel system used to deliver the National Curriculum Programmes of Study in Years 7 to 9 does not ensure sufficient planned progression to take into account prior learning between the units; this leads to a lack of challenge for higher attaining students. Homework is effective in Years 7 to 9 and is set consistently across the faculty. Homework is carefully monitored and recorded and is used to reinforce learning. In September 2000 a new assessment scheme was introduced across the faculty. This system is being consistently applied and students have a good understanding of what it means and how it relates to National Curriculum levels. However, constructive feedback is not being used consistently to set targets and raise performance.
156. The quality of teaching and the learning that it promotes in Years 10 to 11 is good. This was evident in lessons for example in textiles, resistant materials and food technology where students were actively engaged in activities, the pace of lessons was brisk and clear teaching and learning objectives were met. Teachers are enthusiastic and work hard to ensure that students maximise their achievement. A good example of this is the number of additional classes that are run outside of the school day to enable students to continue working on their coursework projects. These are well attended by enthusiastic students. The standard of marking is satisfactory although teachers inconsistently apply it across the faculty. Where assessment is effective, realistic grades and targets for improvement are shared with students on a regular basis. Where it is least effective, it does not set targets or provide feedback on how to improve. There is no formal monitoring of performance and whilst it occurs with some teachers it is generally unsatisfactory. Analysis of examination performance is carried out within the faculty but it is not being used to inform future curriculum planning.
157. In the small number of lessons observed the quality of teaching and the learning that it promotes was satisfactory in Years 12 to 13. Students are sufficiently challenged and the work shows progression from Year 11. The new A/S course in Year 12 is well planned and students are provided with a good range of opportunities to develop their designing and making capability. The individual nature of much of the teaching in years 12 to 13 means that individuals can be rigorously extended and challenged.
158. The quality of leadership and management of design and technology is good. There is a clear view of what constitutes good provision for education in design and technology and teachers work together to achieve common goals. The team meets regularly and there is a positive working relationship within the faculty. The faculty is beginning to use self-evaluation as a tool for improvement and the performance in the 2000 GCSE's suggests that developments that have been implemented are beginning to have a positive impact on standards.
159. The faculty has made satisfactory progress since the last inspection. Standards of attainment are improving and the quality of teaching in Years 10 to 11 is now good.

GEOGRAPHY

160. The proportion of students achieving grades A* to C in the GCSE examinations in 1999 was well below the national average. The proportion of students achieving grades A* to G in the GCSE

examinations in 1999 was close to the national average. Boys achieved better results than girls. Students' results in geography are similar to those they achieve in most other subjects. GCSE results for 2000 show an improvement. In the 1999 GCE A-level examinations the results in geography were below the national average; however, 2000 results show a significant improvement upon the 1999 results.

161. Students, at 14 and 16 years of age, attain standards, which are below national expectations; however, they achieve well given their prior attainment in all years. However, there are a significant number of students whose well below average attendance adversely affects their achievement.
162. In work seen during the inspection students' standards of attainment at the age of 14 are below the level expected for students of the same age nationally. This is confirmed by Teacher Assessments, although over the last two years there is a trend which shows gradual improvements as more students reach Level 5 than previously. Students name rich and poor countries; they contrast the living conditions in the United States of America and Bangladesh and locate them accurately on a world map. Many students are able to locate other third world countries like Kenya and Nigeria. They successfully draw spider diagrams using words and short phrases. This activity contrasts the more economically developed countries with the less economically developed countries of the world. These diagrams enhance their notes compensating for low literacy skills. Many students demonstrate knowledge of simple plate tectonics; high attaining students understand the tectonic reasons for the occurrence of earthquakes. Oral presentations of work show that the majority of students have a good understanding of simple plate tectonics; the effects produced when plates move against one another and the consequences for those living in the immediate area. However, literacy levels constrain their ability to write effectively about the subject. From a low base on entry, all students, including those with special educational needs achieve well in the basic skills of map work the use of titles, keys and scales and knowledge of earthquakes and the contrasts between rich and poor countries.
163. In work seen during the inspection students' standards of attainment at the age of 16 are below the level expected for students of the same age nationally; this is confirmed by the recent examination results. Students have a secure knowledge of the Amazonian rainforests, for example, the different layers of the forest. They know the importance of retention of the tropical rain forests for both cultural and environmental reasons and the reasons for the clearance of large tracts of the rain forest in Brazil. As a result of fieldwork most students show good knowledge of the Castleton area in the Peak District. Students, with special educational needs, analyse the data they collect on their field trip and make a simple housing and traffic analysis. High attaining students use fieldwork measurements in order to draw a good footpath transect. Most students test hypotheses through the analysis of data collected, for example, using data collected they decide if Castleton is a honey pot location and whether it suffers a range of problems associated with tourism. They use a range of graphs and charts to collate information in order to analyse the data. Students do this successfully, however, low-level literacy skills constrain the written evaluations and this work does not fully represent students' understanding. However, students continue to achieve well in relation to their prior attainment as they build on the basic geographical skills learned in Years 7 to 9.
164. In Years 12 and 13, in work seen during the inspection, students' standards are broadly in line with course expectations. Students successfully compare the advantages of high street shopping with the newly developed retail parks considering such aspects as safety, parking, location and clientele. They understand that urban sprawl is no longer a viable option in the development of towns and cities in the future, as there is a limit to which a town or city can be economically and socially sustained. High attaining students appreciate how changing family lifestyles impact upon all housing development and as a consequence planners have to plan to meet these needs. Students debate such planning issues. They develop their understanding of vulcanicity when studying natural hazards and the human and economic problems resulting from earthquakes and volcanic activity. Students in Years 12 achieve well especially as they link a range of human, economic and political factors. They analyse data and cogently argue their points in order to make successful conclusions.

165. The quality of teaching and the learning that it promotes is good in all year groups. Students benefit from knowledgeable and enthusiastic teachers who plan lessons that are carefully structured to meet the needs of students; they make the aims of lessons clear so that students know what is to be done and what is expected of them. Teachers usually challenge, probe and demand high standards of students' work and behaviour. Teaching methods are usually satisfactory; however, at times, students are not sufficiently involved in their learning, for example, when Year 7 students learn about contour lines; as a consequence students copy work without understanding. However, in Year 10 students use a group activity to debate China's one child policy. Curriculum and long term planning are good but often in lessons there is an insufficient range of tasks and activities in order to meet the need of the students within the group. As a consequence of good relationships, geographical knowledge and successful on going assessment all students, including those with special educational needs, make good progress in their learning in all Year groups. Teachers make good use of the time during a lesson. Students sustain their concentration over the one-hour duration; they put a lot of effort into their learning. Their efforts ensure the development of geographical skill in Years 7 to 9 and in Years 10 to 11 students start to develop evaluative skills, for instance, evaluating data from fieldwork in Castleton. A strength of teaching in Years 12 to 13 is the emphasis placed on the development of investigative, analytical and evaluative skills. Small groups of students, with special educational needs, are taught by teachers with both specialist subject and special needs understanding ensuring these students make good progress. There is a range of marking; the best is thorough with detailed comments encouraging students to do better; however, a minority of the marking seen is minimal. Students listen and contribute well to questions and answers, which enhances their understanding of the issues. Many older students from Year 9 onwards make successful oral presentations.
166. The quality of leadership and management of geography is good. There is a clear view of what constitutes good provision in geography and how this contributes to the school's aims. Teachers work very well as a team and they are strongly committed to raise standards of attainment. Students make use of information and communication technology; however, this aspect is insufficiently developed at the present; the availability of machines constrains the investigation and enquiry elements of the curriculum. Literacy and number are insufficiently developed in order to raise standards of students' attainment. There is no systematic and regular monitoring of teaching in order to share good practice within the department.
167. The department has responded well to the last report and consequently many changes and improvements have taken place. Many of the issues have been addressed and some have been maintained. The department has made good progress since the previous Inspection. The whole curriculum has been reviewed by the department, which has improved progression and continuity. There have been substantial improvements in the 2000 GCSE results. Teachers have worked hard together as a team. Teaching and learning are now good throughout the school; standards have started to improve.

HISTORY

168. The proportion of students achieving grades A* to C in the GCSE examinations in 1999 was well below the national average whilst the proportion achieving grades A* to G was below average. Boys achieved better results than girls, which is opposite to the national picture. Students did less well in history than they did in the other subjects that they studied. The results in 1999 were, however, better than those achieved in 1998, and that improving trend continued impressively in 2000. Although national comparisons are not available at the time of writing, the school's history results show that the proportion of students achieving grades A* to C in 2000 increased by more than one third compared with 1999. In the 1999 GCE A-level examinations the proportion of students achieving grades A to E was above the national average. That was a significant improvement on the results in 1998. The rising trend continued in 2000, with a notable increase in the number of higher grades achieved. Girls achieved better results than boys.
169. In work seen during the inspection, students' standards of attainment at the age of 14 are below the level expected for students of the same age nationally. However, when the level of their attainment on entry to the school is taken into account, their achievement is good. They acquire a secure knowledge of the main events and people of the periods studied and display this well orally in class. For instance, they show understanding of the causes of change and its effect on people's lives, as in the introductory lesson on the Industrial Revolution when their answers to the questions put by their teacher demonstrated good grasp of the pressures that led to major demographic changes during the 18th century. Students of higher attainment go on to display this understanding in both short and extended written answers, but those of lower prior attainment fail to identify evidence that is sufficiently relevant and detailed to sustain a reasoned argument in a piece of extended writing. Their writing, consequently, describes and narrates rather than analyses and explains reasons for actions and events.
170. The proportion of students who choose to continue with the study of history to the age of 16 is well above the national figure. Their work shows their standards of attainment to be below those expected for students of the same age nationally, but, comparison with their prior attainment establishes that they are making good progress and achieving well. The students continue to build up good knowledge and understanding of the topics studied as they show when responding to teacher questions in class and in short written answers to questions based on sources of historical information. For example, students of all levels of attainment understood why the government introduced the Defence of the Realm Act in the first month of World War 1, and used this to identify which parts of a letter from a soldier serving at Ypres would be censored. Higher attainers use their knowledge to evaluate, in longer pieces of writing, more complex issues such as the relative significance of long and short term causes of the War, whilst students who are less successful produce more descriptive answers about the events themselves.
171. In years 12 and 13 students achieve very well and the standards of their oral and written work are above those course expectations. Students deal successfully with complex, and often contentious issues. They build upon their extensive and thorough work folders so that their discussions in class are informed and lively, as in the lesson when small groups discussed the foreign policy of Canning in Britain in the 1820s. These well developed skills of enquiry and analysis are also evident in essays, so that questions such as that which called for an explanation of British success in the Napoleonic Wars are well researched, carefully planned and clearly argued.
172. The quality of teaching and the learning that it promotes is good in Years 7 to 9. Students benefit from knowledgeable and enthusiastic teachers who plan lessons that are carefully structured to meet the needs of students of all levels of attainment. Teachers make the aims of lessons clear so that students know what is to be done and what is expected of them, and a good range of activities captures their interest and involvement. Students with special educational needs make sound progress. They are provided with differentiated materials to help them access challenging topics and other adults, when available in class, are well informed about the work being covered so that their contribution effectively supports the students. The subject's focus on raising standards of literacy involves the prominent display of key words and historical terms in all specialist rooms; the wider use of strategies to guide the construction of students' written answers should help to

strengthen that focus. For instance, the framework provided in one lesson, to assist groups in creating a storyboard to illustrate the lives of ordinary working people in 19th century Leeds, helped students to plan a more effective presentation. Teachers mark students' work regularly but the frequency of longer, more analytical comments in work books, aimed at informing them how to improve, is limited.

173. The quality of teaching and the learning that it promotes in Years 10 to 11 continues to be good. This was evident, for example, in a lesson on the reasons for a change of tactics by the Americans in the war in Vietnam. The teacher had high expectations of the work rate of students, the resources used were well matched to students' needs, and the task set was made very clear. The students were helped to improve their observational and interpretative skills by searching questions about the difficulties facing US soldiers, set in advance of viewing a video clip about 'search and destroy' tactics. There is a good emphasis on developing examination technique by means of making mark schemes available and discussing the likely grades of sample answers, although this approach is not yet fully embedded in the practice of all teachers. The marking of students' work is good, with frequent use of full comments that analyse the strengths and weaknesses of the work and offer good advice on how to improve.
174. Teaching and learning in Years 12 and 13 are very good. A clear emphasis upon the further development of analytical and discursive skills is well illustrated by the lesson in which groups of students together 'brainstormed' and planned an effective answer to a past examination question. The focus on the mark scheme provided helped them to make their informed discussion of the subject matter relate closely to the content and techniques necessary for examination success. Such lessons also explain the evident interest students have in the subject and the enjoyment they derive from it; these positive attitudes to the subject are further enhanced by a very full programme of relevant field study visits that involves each year group in the school.
175. The quality of leadership and management of history is very good. There is a clear view of what constitutes good provision for education in history and how this contributes to the school's aims for high standards. For example, the head of department, although only recently appointed, produced a most informative analysis of the 2000 examination results that clearly identifies priorities for current and future teaching and learning. Teachers of the subject share his view and they work very well as a team. There is a common commitment, for instance, to procedures that monitor the development made by students. The analysis of student's prior attainment, the setting of clear targets that the students know and embrace, and teachers who constantly evaluate the impact on students' progress of teaching and learning strategies play a significant part in the good standards achieved by the students.
176. The department has made good progress since the previous inspection. Standards of students' attainment have improved in Years 7 to 9, and there is a rising trend in examination grades achieved in both GCSE and GCE A-level examinations. The quality of teaching has improved significantly.

INFORMATION AND COMMUNICATION TECHNOLOGY

177. Information and communication technology (ICT) is in a major period of transition. The school has made a major investment in a new computer network and is extending its current provision and reorganising staff and resources to more effectively manage and deliver ICT through the whole curriculum.
178. Currently students are not entered for external examinations at either Year 11 or Year 13. In September 2000 an ICT Key Skills course was introduced into Year 10 for all students. This is a positive development that will lead to a national qualification for most students and will be a key component in the school's strategy for delivering the National Curriculum Programmes of Study for ICT in Years 10 to 11. In Year 7 all students follow an intervention programme designed to significantly raise the students' entry level skills in ICT. In Years 7 to 9 the school has designed a scheme for ensuring the delivery of the National Curriculum Programmes of Study, and a co-ordinator for these years has been appointed.

179. Teacher Assessments in 1999 for students aged 14, were well below national expectations although more recent results show improvement. There is insufficient ICT work available to enable a judgement about the standard of work being produced by students at the age of 14 because most students only started their ICT studies in September 2000.
180. In the work seen during the inspection, overall standards of attainment in Year 10 are below the standard expected nationally for students of the same age. Students' demonstrate a growing confidence in task and file management on the new network and have a basic competence in text processing. This is clearly evident in the Year 10 Key Skills student work, where text editing and layout skills have been applied. The application of computer modelling and control are not evident.
181. The school is failing to meet the statutory requirement of teaching the Year 10 and 11 National Curriculum Programmes of Study in ICT. Whilst the use of ICT is carefully detailed across a range of subjects and a Key Stage 4 ICT co-ordinator has been appointed, few students are given the opportunity to develop and build upon their existing knowledge, skills and understanding. This is largely due to the lack of computers throughout the school; the ratio of computers to students is 30:1, which is more than four times below the national average. The school has made a very positive investment in a new network infrastructure but the lack of computers within subjects is a major hurdle to improving performance and meeting statutory requirements. A computer based recording system is a very positive development that will help the school to track student progress and report on performance. In Years 10 to 11, the lack of computers currently prevents the school from fully meeting the requirements of the National Curriculum.
182. ICT is well used by students in years 12 to 13. Students following GNVQ courses make good use of ICT to produce coursework units. The Internet is well used for research and students are beginning to use e-mail facilities for communicating with external contacts. The somewhat limited range of software and Compact Discs currently available on the network restricts opportunities for the use of ICT in GCE A-level subjects across the school. However, the school has a wide range of additional software tools that will be added to the network and is seeking to support individual departments by purchasing stand alone systems that will form a catalyst for subject based development. A good example of this is the purchasing of a digital camera, computer and colour printer to allow for digital imaging and editing to occur within art and design.
183. From the limited evidence available, the quality of teaching and the learning that it promotes is good in Year 7. Students follow a programme of supported self study booklets that enable them to work at their own pace and develop according to their own ability. The booklets represent an enormous amount of effort from ICT staff and provide an extension for higher attaining students. However, the level of language is high and prevents access for the lower attaining students, particularly those with poor literacy skills. The quality of teaching in Year 10 is good. Lessons are characteristically well planned with clear learning objectives. Students are supported by a study booklet that is both supportive and challenging and provides clear progression through the various units. Teaching strategies are appropriate and students with special educational needs are well supported by both the teacher and learning support assistants. The pace of lessons is brisk and students are kept on task. Students are well managed, behaviour is always good and high expectations are the norm.
184. Student attitudes towards the subject are very good. Students enjoy working with computers and are often motivated by them. The quality of presentation and the contribution to developing literacy skills using such tools as Grammar and Spell checkers, supports lower attaining students. Behaviour in lessons is always good and students are keen to spend additional time using the ICT resources. Lunchtime computer clubs are heavily supported by students and useful strategies such as boy and girl only sessions help to ensure equality of opportunity.
185. The quality of leadership and management of ICT is now very good. There is clear provision for the development of ICT for the future. The school recognises the need for further investment in computer facilities. The school is in the process of developing an Intranet that will provide a focus for teaching and learning. The new management structure for ICT is helping to deliver, monitor and develop ICT throughout the school.

186. The school recognises the many deficiencies in its provision. Because of the reorganisation of accommodation, the school's plans for the development of ICT are only now being implemented. Unsatisfactory progress has been made since the previous inspection. However, strategies are in place to ensure that statutory programmes will be met and the school has made a significant step towards developing an effective ICT provision that will enable the school to progress. Teaching staff are progressing through the New Opportunities Fund ICT training and the ICT team at the school are providing support and training opportunities to develop capability and enable their strategies to fully impact upon the quality of teaching and learning for all students.

MODERN FOREIGN LANGUAGES

187. The proportion of students achieving grades A* to C in the GCSE examinations in 1999 was well below the national average in both French and German. The proportion of students achieving grades A* to G was in line with the national average. Results in German were below those for most other subjects in the school whilst those for French were not significantly different from most other subjects. Provisional results for the year 2000 show an encouraging rise in the level of A* to C results. In the 1999 GCE A-level examinations, results in French, Spanish and German were in line with the national average. The trend towards improving results continued at this level also in 2000. A number of students also studied languages as part of their general studies course and there were two entries at advanced supplementary (A/S) level that were both successful.
188. Teacher Assessments in 1999 for students aged 14, were well below national expectations although results in these tests have also improved steadily.
189. Evidence gathered during the inspection indicates that the standards that students attain at age 14, and at age 16, are well below that expected nationally of students of the same age. Currently, students in Years 12 and 13 are attaining standards in line with course expectations. Girls' attainment is higher than boys, much more so than found nationally, but inspection evidence suggests that the gap is closing especially in Years 7 to 9. For those students who attend school on a regular basis their achievement is satisfactory overall in Years 7 to 9. In Years 10 to 11, the well below average attendance of some students and the unsatisfactory quality of some teaching are significant factors and impact adversely on the achievement of students. Students' achievement in Years 12 to 13 is satisfactory. There are no significant differences in attainment across the four aspects of the subject. Students with special educational needs achieve appropriate standards in relation to their prior attainment and their overall achievement is satisfactory in Years 7 to 11. Although there is limited in-class support for them, the work is fairly basic and meets their needs well in most lessons. Because of deficiencies in teaching, higher attaining students do not always achieve the standards of which they are capable. Attainment is rising, especially in Years 7 to 9.
190. By age 14, students answer questions in a basic way about such topics as the countries of Europe, types of films, their likes and dislikes, descriptions of people, places in towns and types of transport. In general students listen carefully to the teacher, to audio tapes and to other students when they are talking. There is a minority of students who find concentration difficult and do not listen carefully. Students have sufficient opportunities to practice speaking. Most are quite confident speakers and try hard with pronunciation. By the age of 14, higher attaining students carry out short conversations with two or three exchanges. Few carry out longer conversations using a range of tenses and showing ability to use and adapt their language to fit different circumstances. Students develop their reading skills mainly by reading textbooks and worksheets to find the answers to questions. Although these are generally adequate, they present limited opportunities for higher attaining students to extend their reading skills into longer texts. In their written work, a small majority of students write short paragraphs of three or four sentences, with reasonable accuracy, by age 14. Although there are some examples of students being able to write longer paragraphs with a range of tenses and good use of grammar and punctuation, about their holidays for example, this is not general.
191. By age 16, students extend these topics as part of their examination preparation and add others such as jobs done at home, going on holiday and booking accommodation, staying with a family

abroad and shopping for clothes. Many students improve their concentration and listening skills in this period. Because a high proportion of the unsatisfactory teaching occurs with Years 10 and 11, students in these classes are not encouraged to extend their skills or to use and vary the language previously taught. This is especially so for higher attaining students who do not have sufficiently challenging work to allow them to improve their standards.

192. Students in Years 12 and 13 attain standards in line with course expectations. They are generally confident speakers who discuss at length such topics as healthy living with a satisfactory range of vocabulary, pronunciation and accuracy. They read authentic texts from magazines and newspapers with confidence and understand articles about the dangers of smoking, for example. They write accounts in English of the books they have studied and explain the actions and the motives of the main characters. They produce some good examples of extended writing on such subjects as their family life and relationships within it and about the area where they live. Higher attaining students write with good spelling, punctuation and grammar, but this is not a strong feature overall at this level.
193. The quality of teaching and the learning that it promotes in Years 7 to 9 is satisfactory. The quality of teaching in Years 10 to 11 is unsatisfactory with half of the lessons observed being unsatisfactory. At the same time, however, there is also good and very good teaching in Years 10 to 11. Teaching in Years 12 to 13 is satisfactory. Where teaching is unsatisfactory it is mainly because the lessons lack pace and challenge at a suitable level for the students. This was clearly seen, for example, in a Year 11 French lesson where students spent 60 minutes revising what it was clear they already knew. Half of the lesson was spent doing worksheets which were mainly of the "supply the correct word" variety which presented little challenge to move them on to new work. This is especially so for some higher attaining students because there was little work seen that was tailored to challenge them at a higher level. Where teaching is unsatisfactory neither teacher nor students make good use of the language being taught and both resort to English too often for the language teaching to be effective. Where teaching is good and very good, lessons move at a brisk pace and are planned carefully to provide variety and challenge. In these lessons the teacher has high expectations of students' responses. They are not allowed to make single word responses in either written or spoken work. There is a good range of teaching methods in use to maintain pace and interest. These include imaginative use of the overhead projector and skilled use of question and answer, to make students think about the language, as well as listening and writing tasks. Teachers make little use of information and communication technology to enable students to improve their work. Students' books are marked and corrected and teachers provide useful comments to help students improve. Homework is set regularly. Students behave well in class and show good attitudes to work. This is the case even when teaching is boring and lacks challenge or interest. There are very good relationships between students and with their teachers.
194. The subject makes a satisfactory contribution to students' moral, social and cultural development. There are trips to France and Germany, and the school has close contacts with a school in Paris and in Herten in Germany. There are good assessment procedures in place. These provide consistent data for tracking students' attainment and progress as well as for setting targets to raise standards. There is a very good scheme of work and handbook in place and these provide a good basis for lesson planning and give some useful teaching hints. The relatively new head of department has shown good leadership in identifying areas of weakness that need development and in setting realistic priorities for development. The department is well managed and administered. Literacy and number are insufficiently developed in order to raise standards of students' attainment. There is no systematic and regular monitoring of teaching in order to share good practice within the department.
195. The subject has made unsatisfactory progress since the last inspection. Standards are similar to those found at the time of the last inspection and teaching is at present unsatisfactory in Years 10 to 11.

LATIN

196. A number of younger, higher attaining students study Latin. During the inspection it was possible to observe only one lesson. The teaching in this lesson was excellent. Students were working very hard and with great enthusiasm at some highly challenging grammatical concepts. The teacher has excellent subject knowledge and her very good teaching methods lead to strong gains in achievement and progress. The subject also makes a very strong contribution to students' literacy development.

MUSIC

197. In 1999 the proportion of students achieving A* to C grades in music at GCSE was below the national average, but the proportion of students achieving A* to G grades was above the national average with all students gaining a grade. Students' results were not significantly different from those obtained in other subjects. In 2000 however, the proportions of students achieving A* to C grades and A* to G grades were above the national average. There were too few candidates at GCE A-level to make statistical national comparisons reliable.
198. Teacher assessments in 1999 for attainment at age 14 show that the majority of students were far below the national expectation. The current years assessments were graded using a school based system and not National Curriculum criteria and so are unreliable with which to make statistical comparison.
199. In work seen during the inspection, students' standards of attainment at the age of 14 are well below those expected nationally. This represents a satisfactory level of achievement given their levels of attainment in music when they join the school. Students work mostly on a variety of instruments but do not have access to appropriate information communication technology and by the age of 14, the higher attainers can play both melody and add chords. The majority of students can sing in unison but are unable to add harmony parts. In composition their use and understanding of chords and improvisation are under-developed. This was clearly demonstrated in work on the "Spooks" and "Scary Music", seen during the inspection and the majority of students were observed to listen to music and used a limited vocabulary in discussion. There is no significant difference in the standards achieved by boys and girls.
200. In work seen during the inspection, students' standards of attainment at the age of 16 are in-line with those expected nationally. They use information communication technology to record, refine and modify their ideas. Compositions are completed in a variety of styles and for different instruments. The students perform confidently on their chosen instruments and they use descriptive and technical vocabulary in their appraisals and analysis. However, there are only 10 students in Year 11 and five in Year 10 who are taking music within the curriculum.
201. In work seen during the inspection, the students' standards of attainment in Years 12 and 13 are in line with course expectations; however, this is based upon only seven students in Year 12 and five in Year 13. They use extensive range of language in their analysis of the works being studied and also to describe their ideas. Their set work analysis goes beyond description of harmonic analysis to be able to describe techniques of composition whilst placing the music in its' social and historical contexts. All perform confidently on their chosen instruments, individually and in ensembles.
202. Instrumental lessons are delivered by visiting peripatetic teachers, whose work enhances the experiences of a number of students.
203. Teaching and the quality of learning that it promotes are satisfactory in all years. Teachers have appropriate subject knowledge and this leads to confident teaching. For example, this led, in a Year 11 lesson, to students being encouraged to take responsibility for their own learning. In years 10 to 11 and in Years 12 to 13 there is satisfactory teaching of the basic skills but it is unsatisfactory in Years 7 to 9. This was seen in a Year 9 lesson where students were unable to use appropriate techniques on keyboards. An insistence on the correct technique, and use of appropriate vocabulary, for example, were always observed in lessons in Years 10 to 11 and in Years 12 to 13. Teachers have appropriate expectations of the students they are teaching and through this, create

a positive environment for them to learn. In a Year 7 class, this enabled the students to perform confidently whilst the rest of the class listened and then made appropriate comments to help them improve. Work seen during the inspection shows that students are following a restricted curriculum that is not giving them a full access to the National Curriculum in respect of an appropriate use of information communication technology in Years 7 to 9. Also, the work that students have completed is not consistently or rigorously marked, so that they do not have guidance as to how to improve. Teachers do not make specific provision for those students with special education needs and there is no planning to address the widespread differences in attainment of students throughout the Years 7 to 9. In both Years 10 to 11 and in Years 12 to 13, these areas are appropriately addressed which has a positive impact on students' achievement.

204. The department is at present under temporary management due to the retirement of the previous head of department. There is however, satisfactory leadership and management being provided for the department. There are comprehensive schemes of work. There is no standardised assessment system at present in Years 7 to 9 and this has resulted in the recent teacher assessment of students' levels of attainment at age 14 being inaccurate and not in-line with national criteria. Due to the temporary nature of the appointment, linked with the problems of a split site, teaching is not being effectively monitored at present. The accommodation for music at present is good, with sufficient large teaching rooms at both sites, supported by additional practice rooms and storage. There is an unsatisfactory range of resources available with no access to appropriate information and communication technology. There are good opportunities for students to enrich their experiences through extra-curricular opportunities.
205. The department has made satisfactory progress since the time of the last inspection and now has satisfactory capacity for improvement. Standards of achievement in Years 10 to 11 and in Years 12 to 13 are at least in line with national expectations and are on occasion above those expected. The criticism of the accommodation has been dealt with and it is now good and the staffing provision, which was said to be unsatisfactory, is now appropriate.

PHYSICAL EDUCATION

206. GCSE was taken for the first time in 2000, but national comparisons were not available at the time of the inspection. The proportion of students gaining A* to C was very high, and all students who entered the examination gained at least grade G. Girls achieved better results than boys, and all students achieved better results in physical education than they did in their other subjects. In the 1999 GCE A-level examinations the results in physical education were below the national average, and in 2000, they fell to well below average.
207. Teacher Assessments in 1999 for students aged 14, were in line with the national expectation.
208. In the work seen during the inspection, students' attainment in physical activities at ages 14, 16 and in Years 12 and 13 is in line with the levels expected nationally, with a significant number of high attaining students achieving above average standards in games. For those students who attend school on a regular basis, this represents a good level of achievement, given the students' prior attainment. However, there are a significant number of students whose well below average attendance adversely affects their achievement.
209. By the time they have reached the age of 14, most students attain standards in line with the level expected in games, and some students are performing at a higher level. This is well illustrated by the Year 9 boys' football team, which won the Doncaster Schools' Football League and Cup Competitions, and the Year 8 girls' rounders team, which is the Doncaster Schools' Champion. Most students, including those with special educational needs, show competence in a range of games skills, which they develop, effectively, in the context of strategic play. Girls and boys make equally good progress in games, although there is some underachievement in cricket and netball. Standards in gymnastics are at the level expected and are well illustrated by Year 7 girls, who showed good control and body tension as they performed partner balances. Good work takes place in dance, and boys and girls of all levels of attainment gained success in composing and performing a group dance based on effort quality. All students expressed themselves well through explosive

actions, but the girls showed particular sensitivity and skill in producing a light quality in their movement. Planning and performing skills are developing satisfactorily in most lessons, but students' skills of evaluation are under developed. There are limited opportunities for students to observe, analyse and comment on performance against specific criteria. The majority of students have a sound understanding of the effects of exercise on the body, and they know how to warm up before strenuous activity.

210. By the age of 16 the improvement in games continues, particularly in students' abilities to apply their knowledge, skills and understanding of rules and tactics, effectively, in volleyball and basketball. Students have a sound knowledge and understanding of the components of fitness. They devise and perform their own training programmes, successfully, linking them to a chosen sport, and use specialist equipment safely and responsibly. High attainers on the GCSE course produce work of good quality on this topic, using their ICT skills. Above average standards are attained in GCSE practical work, particularly in basketball and badminton. Over 30 Year 11 students regularly attend their own weekly 'grade booster' extra-curricular club, where standards of performance are generally high. Girls and boys achieve very well in the 'fast track' GCSE groups, where high attaining students, particularly girls, show an above average knowledge and understanding of theoretical aspects; for example, in the prevention of injury in sport, which they can apply, effectively, to their practical experience. GCSE written coursework indicates a wide range of attainment, but, overall, most students, including some with special educational needs, have a satisfactory knowledge and understanding of the theoretical aspects of the subject.
211. The work of students studying for GCE A/S and A-level indicates a sound grasp of the theoretical aspects, such as anatomy and physiology, in particular the systems of the body, and how they adapt to the demands of exercise. In a discussion on leadership, as an element in their psychology of sport coursework, students show a mature understanding of the qualities that make a good sports leader.
212. High standards are achieved in extra-curricular sport, and over a third of the school population participates regularly in the extensive programme of special events, clubs, inter-form and inter-school fixtures. School teams in basketball, football, hockey, rounders, cross-country and athletics have a very good record of success in district competitions. Year 10 boys are the current Doncaster Schools' Basketball League and Cup Champions and the Year 11 boys' basketball team reached the last eight schools in the English Schools' Basketball Championships. The Year 9 and the Year 10 girls' athletics teams are currently the Doncaster Schools' Athletics Champions. Individual students gain representative honours at County, regional and, sometimes, national level. The school currently has thirty-one students representing Yorkshire and South Yorkshire in seven different sports, including a member of the England Basketball Development Squad, and four members of the England Rounders Squad. This year, students from Danum won four gold medals at the Disabled Sports Association Games in Blackpool.
213. The quality of teaching and the learning that it promotes is good in Years 7 to 9, and very good in Years 10 to 11 and 12 to 13. Teachers work very hard in Years 10 to 11 to overcome the impact that the well below average attendance of some students has on the standards that these students achieve. Very good relationships between staff and students create a supportive learning environment, and enthusiastic teaching stimulates learning at a brisk pace. Management of students and organisation of lessons is very good, and this contributes significantly to the students' good behaviour in lessons. Students have very good attitudes to physical education, evident in the high level of participation, and their support of extra-curricular activities. They respond well to the good-humoured encouragement of the teachers. Most lessons are carefully planned to meet the needs of students of all levels of attainment. Well-designed tasks build on students' previous experience, and give opportunities for them to improve new skills through practice. Students with special educational needs are well integrated, and progress at a rate, which matches that of other students in the groups. This was well illustrated in a volleyball lesson, where a student with co-ordination problems worked with an able-bodied partner and made a good contribution to a small group game. The potential for high attaining students to progress is demonstrated very well in most lessons through extension tasks, and the extra-curricular programme. The innovative 'fast track'

GCSE groups in Years 10 to 11 are proving to be successful learning experiences for the students, and more girls are opting to take examination courses.

214. When teaching is most effective, teachers display very good subject knowledge and have high expectations of their students. This leads to very good learning; particularly evident in Years 10 to 11, where probing questions make students think carefully, and they are challenged both physically and intellectually. This was well illustrated in a badminton lesson, where students were engaged in critically appraising each other's work, with the result that their depth of learning was extended, and discernible progress took place during the lesson. The strongest teaching also enables students to take some responsibility for their own learning, such as in a gymnastics lesson, where students were encouraged to make their own decisions about what to perform and how to solve the problem of linking movements together, thus helping them to become independent learners. On the rare occasion when teaching is less than satisfactory there were weaknesses in the organisation; the strategies used in the lesson were not effective in promoting learning, and students made insufficient progress. A strong feature of many lessons is the care with which students' literacy skills are developed. The use of key words is excellent, and there are many examples of students explaining, describing and discussing their work to good effect in lessons. However, opportunities for students to evaluate their own and others' work are often missed in Years 7 to 9. Teachers mark students' written work regularly, but the frequency of longer more analytical comments on their work, aimed at informing them how to improve, is limited.
215. The quality of leadership and management is outstanding. There is a clear view of what constitutes good provision for physical education, and how this contributes to the school's aims for high standards. Teachers of the subject share that view and work together, effectively, forming a strong team. They create an ethos that promotes an expectation of high standards.
216. There has been very good improvement since the last inspection, stemming principally, from the appointment of the new head of department in 1997. An innovative approach has been adopted; for example, the identification of high attainers in the subject, both in lessons and the formation of 'fast track' groups for GCSE. The extra-curricular programme has been extended to involve more students of all levels of attainment. The SPORTSMARK was awarded in 1998. Although the accommodation has many good features, an area for development is the provision of a designated classroom resource base for examination work, which will help to raise standards further. There is, also, insufficient accommodation for indoor games at the Upper School. The good practice in implementing the school's literacy policy should be extended to provide more opportunities for numeracy and ICT in lessons.
217. The department has made very good progress since the previous inspection. Standards of attainment have improved with very good results in the first GCSE examinations. Despite the dip in GCE A-level results last year, the work of the present students shows a marked improvement. The quality of teaching and learning has improved significantly, with a high proportion of good and very good teaching.

RELIGIOUS EDUCATION

218. All students currently study religious education up to the age of 16, and take the short GCSE examination. Currently, there is also a full GCSE course in Year 11. Students took no public examinations in religious education up to and including 1999. In 2000, the school's first GCSE students sat their examinations in religious education, and the whole year group was entered for one of the new short courses in the subject. Only one of the fourteen students obtained grades A* to C in the full GCSE examination. Some 18 per cent of the whole year group attained A* to C grades in the short course, and 75 per cent gained A* to G grades. The girls performed significantly better than the boys. Well below average attendance on the part of a significant minority of students meant that they were unable to build on their previous learning, and this limited the progress they could make and the standards they attained.
219. In work seen during the inspection, the students' standards of attainment at the age of 14 are below the level expected for students of the same age nationally in the Doncaster Agreed Syllabus.

Though they build up a solid knowledge base and can describe the main features of world religions they have studied, their weak writing skills hinder them whenever they come to record what they know, or to express their opinions on paper. However, most students talk about the major festivals in Christianity and Sikhism, and can retell significant stories: such as how Buddha received enlightenment. By the age of 14, they wrestle with difficult concepts, such as the idea of Christian salvation, and use key words, like 'redemption', well.

220. By the age of 16, standards overall are below the level expected of students of the same age nationally. A significant minority of students is performing at the national expectation, working on individual research projects, and using ICT and the Internet to further their investigations. Higher attaining students integrate their research on care for the environment with the teachings of world faiths: for example, asking what the Torah has to say about the rights of animals, or the Christian view of the effects of deforestation in Canada. Students of average attainment discuss punishment and its place in society, learning and using terms such as 'retribution', 'deterrence', 'reform' and 'vindication'. Lower attaining students use diagrams and graphics from computers to express their views, but all students discuss issues among themselves and relate moral problems to their own, everyday lives and beliefs. All students use the knowledge they gain to increase their understanding of the relationship between what followers of the various faiths believe, and how they live their lives.
221. Students in Years 12 and 13 are now studying a new GCE A-level course, being run for the first time in the school, but there is not enough evidence to make a judgement on standards, as the students have been studying for only half a term, and have not yet written their first essay. Year 13 students study world religions for half a term under a carousel arrangement as part of their general studies course, and standards are as expected for their age, given a course like this.
222. Most students achieve well in their work in religious education in years 7 to 9, and standards rise as they move through the three years, starting from a low baseline. Students with special educational needs make satisfactory progress in some lessons, but overall their progress is unsatisfactory. Work is not always tailored to their needs, and they are presented either with difficult reading material and tasks that they cannot understand, or they are given so much choice that they opt for low level tasks such as colouring. Students' achievement in Years 10 to 11 is satisfactory for the majority of students. However, for the significant minority whose attendance is sporadic, their achievement is unsatisfactory and often poor because their learning can never build consistently on what has gone before. Students in the full GCSE course make good progress, and their ICT work shows that they have made very good progress in using the technology, writing with complex sentences, and making strong links between belief and practice. For students in Years 12 and 13, following the general studies course, achievement is satisfactory, some of them starting from a very low baseline, with little previous knowledge of world religions. The four GCE A-level students are making satisfactory progress thus far.
223. Students, including those with special educational needs, are positive about their work in religious education. They are keen to share their views, and show high levels of trust when they quote examples of moral dilemmas from their own lives. Even when they hold strong views, they are interested in alternatives that their teachers suggest: for example, in a Year 10 lesson, where the students insisted that the philosophy of 'An eye for an eye' was correct and fair, they were fascinated when their teacher quoted Gandhi's saying 'An eye for an eye leaves the whole world blind', and repeated it to each other as they worked out the implications of the statement. Students in all year groups ask questions and show curiosity about some of the ultimate questions in life: Year 9 students were interested to talk about the ending of life, and speculated on what might happen after death.
224. The quality of teaching and the learning that it promotes is good in Years 7 to 9 and satisfactory in all other years. The strengths of the teaching are in the way teachers manage their students, and in their own specialist knowledge of their subject, which enables them to respond fully to the students' questions. As a result of this, the students' interest and concentration levels are good. The difference between the satisfactory lessons and those that are better than that lies mainly in the way lessons are structured. In the good lessons, clear learning objectives are shared with the students, and make it clear to them what they should know, understand or be able to do by the end

of the lesson. When teachers return to their objective during the lesson, to see whether the class has achieved it, the students redouble their efforts. In good lessons, teachers match the tasks they set to the needs of the students and use a variety of strategies to explore and record ideas: diagrams, written work, charts and lists as well as research and some independent writing, though this last is more common in Years 10 to 11 than in Years 7 to 9. In a very good lesson in Year 9, one student summed up the pleasure he felt in learning in religious education lessons: 'She makes sure you know it and doesn't spend too long on things.' The other students at the table nodded in agreement. In Years 12 and 13, teachers provide students with plenty of handouts, and suggest reading, providing books, newspaper cuttings and articles to stimulate interest. Though teachers mark books conscientiously and in line with the school's policy, they do not always tell the students what they have to do to improve, nor do they isolate what features of the task the students have done well, so that marking is not yet playing its full part as a teaching tool.

225. The head of department provides good leadership and has built up the department over the past four years, following the last inspection. All aspects of the department's work show significant improvement since the time of the last report. Documentation is comprehensive and thorough. The curriculum is now good, and fully meets the requirements of the Doncaster Agreed Syllabus – even to the extent of planning for minor modifications to meet the new syllabus, which has only just been passed. All teachers in the department work hard, with a common purpose to improve provision and to raise standards. There has been some monitoring of teaching, in order to ensure coverage, and monitoring of marking, to ensure that books are marked up to date. Assessment is built into the curriculum at the end of topics. The subject makes a very good contribution to the students' spiritual, moral, social and cultural development. The rate of improvement since the last inspection has been good, and the department's capacity for further improvement is also judged as good.

VOCATIONAL COURSES (including economics, business studies and government and politics)

226. The school provides GCSE business studies and Part 1 of the General National Vocational Qualification (GNVQ) for students aged 14 to 16. At GCE A-level there are courses in business, economics and government and politics. GNVQ courses are provided in business, health and social care and in leisure and tourism for students aged 16 to 18 years.
227. The proportion of students achieving grades A* to C in the 1999 GCSE business studies examination was well below the national average, but was in-line with the national average at grades A* to G. Students' results in business studies were not significantly different to their achievement in most other subjects and there has been a progressive improvement in results over recent years. Results in the 1999 GCE A-level business were well above the national average with the majority of students achieving high grades. Boys achieved higher than girls and results in 2000 show further improvement. In the 1999 GCE A-level economics examination, results were above the national average with almost half of the students gaining the higher level grades. Though the results are an improvement on the previous year, the results in 2000 show a fall with boys achieving significantly lower than girls did. Results in the 1999 GCE A-level government and politics course were well above the national average with two-thirds of the students achieving grade A or B. In GNVQ all students achieved the award which is well above the national average, with about one-third gaining merit level. There has been progressive improvement in GNVQ results to 1999.
228. In work seen during the inspection, students' standards of attainment in business at the age of 16 are below the level expected of students of the same age nationally although their achievement in relation to their prior achievement is satisfactory. In GCE A-level business studies and A-level government and politics attainment is above that expected nationally whilst in A-level economics and in GNVQ attainment is in-line with the national expectation. Students achieve well in Years 12 to 13.
229. Students aged 14 to 16 acquire knowledge of a range of business terms and make comparisons about the merits of sole traders and business partnerships. They use computers competently in GCSE coursework, with gifted and talented students writing detailed explanations about issues such as the marketing qualities of retail businesses. Some students in Year 10 however, are confused about business organisation and this results in a lack of clarity in their written work. In

GCE A-level business students write well-structured essays when assessing the ethical standards of companies. Students gain knowledge of stock control policies such as 'Just in Time' and make assessment of the impact on business life, but occasionally insufficient use is made of examples to illustrate written work. In GCE A-level economics students gain knowledge of a range of topics studied. They understand about the different types of inflation but for the minority of students there is insufficient explanation about 'hyper-inflation'. Most acquire numeracy skills such as in drawing and explaining demand and supply graphs and interpreting data. In government and politics students gain knowledge of different political systems and to assess the fairness of the British system of 'first past the post' is elected, but there is insufficient development in oral answers. Students aged 16 to 18 in the GNVQ courses show competence in self-organisation of their work. They know about the practical applications of topics such as in advanced health and social care when they measure the effect of physical activity on heart rate and breathing. In advanced business most understand how companies market cars, but lower attaining students show weakness in the evaluation of assignments. On intermediate level courses students are competent in preparing action plans and use number and computers well to develop answers.

230. The quality of teaching and the learning that it promotes in Years 10 to 11 is good. The aims of lessons are shared with students and planning incorporates consolidation of prior learning that enables teachers to assess their understanding of work covered in earlier lessons. Progress was very effective in a lesson on finance when students were given well prepared resources and time controls for completing tasks. This led to sustained concentration and high achievement in the lesson. Learning was unsatisfactory however, for students with special educational needs when the writing tasks were too difficult resulting in work being copied from others. Teaching and learning in Years 12 to 13 on the respective vocational courses is good. In GCE A-level business, economics and government and politics teachers are well qualified and this impacts strongly, on the high standards that are seen in lessons. Teachers' questioning and explanations are a strong feature of many lessons at GCE A-level, such as in an economics lesson on inflation when discussion was broadened to include students knowledge about the impact of political unrest in The Middle East on rising oil prices and inflation. On some occasions however, learning is not fully effective when teachers do not engage students in discussion with the result that some are passively involved in the lesson. Gifted and talented students in GCE A-level government and politics however, do engage well orally to express ideas about electoral systems in different countries and make good progress. Teachers are well qualified in the assessment practices for GNVQ courses and the guidance given to students ensures that good progress is made. Lessons are well planned and have a good balance between theoretical and the practical aspects of learning. In health and social care very good use of resources is made to progress learning on topics such as a healthy diet and physical changes to body functions following exercise, whilst in GNVQ business students are well trained to develop self-reliance in researching assignments. Occasionally teaching is less effective when lesson planning does not ensure the needs of students following different vocational areas is met, with the result that many students make insufficient progress. Also lesson planning does not make sufficient use of summary sessions in order to consolidate learning and enable teachers to assess progress.
231. The curriculum in Years 12 to 13 is broad and well related to the work environment and this has a significant impact on the quality of learning. Assessment practices are good, particularly in GNVQ where students are well informed about the quality of their work with targets set for improvement. This is less effective in Years 10 to 11 where the content of work is insufficiently evaluated. The subjects make a good contribution to students' moral and social understanding but less so in the spiritual and cultural aspects. The quality of leadership and management of business studies and GNVQ is very good with full support given to supporting colleagues and preparing learning resources. The suited accommodation is well maintained. Development planning is satisfactory but the success criteria are vague and priorities are not identified.
232. This area of the school has made good progress since the last inspection. Since the last inspection standards of attainment have improved in GCSE and GCE A-level business, economics, government and politics, and in GNVQ. The quality of teaching has improved in GNVQ and maintained as good in the GCE A-level courses. The attitude of student's in Years 10 to 11 to their

work has improved, as have the resources for learning. Links with outside agencies, particularly the business community has been further developed and makes a very good contribution to learning.

THE SIXTH FORM

233. The school has a large sixth form of nearly 400 students with slightly more boys than girls. The majority of students enter Year 12 after successfully completing their 11 to 16 education at Danum School, but nearly half of the students who enter the school at the age of 16 are drawn from other schools in the area. The school has an open-entry policy. This has a significant impact on the range of courses available and on the standards achieved at 18.
234. There is a wide range of academic and vocational courses available for students in Years 12 and 13. There are 26 GCE A-level subjects and three GNVQ vocational areas, namely business, health and social care and leisure and tourism that are organised and taught in the school. This are complemented by four GCE AS-level courses in psychology, computer-aided design, ancient history and sociology taught at Doncaster College with the opportunity to proceed to GCE A-level in 2001/2. The links with Doncaster College are well established and students are able to follow a NVQ course in business administration and RSA typing and computer courses. In addition students have access to the careers education programme and support from the careers service in Doncaster. The 'enrichment' programme provides opportunities for students to broaden their experience through games, community links, leisure studies and work experience. General studies is compulsory for all two-year students but the absence for provision for one-year students is a weakness by reducing opportunity and breadth of experience.
235. In the 1999 GCE A-level examination the average point score of candidates entered for 2 or more subjects was well above the national average. Results over the last three years shows a rising trend and the results in 2000 show a further improvement on the 1999 results. GNVQ results in 1999 were well above the national average for satisfactory completion of the award.
236. The sixth form experience is enhanced by links with educational, business and the local community. The regular visits to universities, such as Hull and Sheffield enables students to gain awareness of higher education opportunities and very high entry rate in 1999 is testimony to the success of this policy. The close links with Doncaster College not only supports the 16 to 18 curriculum but also is chosen by many students as the route to further and higher education. The school has established on-going links for work experience exchange with students in France, Holland and Germany, and is currently establishing links in Co.Wexford, Eire. Business links are well established with local employers supporting initiatives such as Young Enterprise and these make a significant contribution to learning.
237. Students in Years 12 and 13 are given opportunity to show initiative and to accept responsibility. The 'sixth form' council enables students to express the views on school issues and to make collective approaches to the school management team. Many students actively participate in the 'mentoring' scheme with Year 8 students and this has a beneficial affect in promoting positive attitudes among the younger students.
238. There is a wide range of extra-curricular opportunities and social aspects such as theatre visits, the London residential course and ski trips contribute to the life in the sixth form and to the high morale that prevails.
239. The accommodation for students in Years 12 and 13 is very good with adequate facilities for learning and for recreation.