

INSPECTION UNDER SECTION 9 OF THE
EDUCATION (SCHOOLS) ACT 1992

Quintin Kynaston School
Marlborough Hill
St. John's Wood
London NW8 0NL

School number: 213/4295
Dates of inspection: 12-19 January 1996

by
Valerie Jenkins
Registered Inspector: T11378
Date: 22nd February 1996

Under OFSTED contract number: 213/S5/00/2400

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We have added the following to assist those unfamiliar with some terms current in 1996

A-level	GCE (General Certificate of Education) Advanced level (taken in year 13)
AVA	Audio visual aids
BTEC	Business and Technology Education Council
DfE	Department for Education (central government)
ESL	English as a Second Language (also known as English as an additional language)
GCSE	General Certificate of Secondary Education (taken in year 11)
GEST	Grants for Education Support and Training (from government)
GNVQ	General National Vocational Qualifications
HMI	Her Majesty's Inspectors of Schools
KS3	Key Stage 3* (years 7 to 9)
KS4	Key Stage 4* (years 10 and 11)
LEA	Local Education Authority (Westminster)
LMS	Local Management of Schools*
NC	National Curriculum* (which includes Attainment Targets)
RSA	Royal Society of Arts
S11	Section 11 of the Local Government Act (funds ESL teachers for Commonwealth children)
SMT	Senior Management Team
TVEI	Technical and Vocational Education Initiative (government grants)

* in the Education Reform Act, 1986

1. Introduction

1. This inspection was carried out under Section 9 of the Education (Schools) Act 1992 to report on the quality of education provided by the school, the educational standards achieved, whether the financial resources made available are managed efficiently and the spiritual, moral, social and cultural development of pupils. The findings of the inspection will contribute to the annual report of Her Majesty's Chief Inspector of Schools to the Secretary of State for Education.

Basic information about the school

1. Name of school	Quintin Kynaston
2. Type of school	Comprehensive all-through
3. Type of control	County
4. Number of pupils on roll	812
5. Age range of pupils	11 to 19
6. Gender of pupils	mixed
7. Name of headteacher	Nicholas Elliott-Kemp
8. School address, post code, telephone numbers	Marlborough Hill, London NW8 0NL 0171-722 8141
9. Name of appropriate authority	Governing body
10. Name of chair of governors	Michael Nisbet
11. Local Authority area in which the school is located	Westminster
12. DfE school number	213/4295
13. Name of registered inspector	Valerie Jenkins
14. Dates of the inspection	12-19 January 1996

2. Intake of pupils and the area served by the school

The school is in an attractive residential area of St. John's Wood in the Lords Ward of Westminster, although few pupils come from the immediate locality. The school buildings are attractive with the benefit of extensive grounds for an inner city school. There are on-site games facilities. The school dates from 1956 and was originally an amalgamation of two boys' schools; girls were admitted in 1976 and now constitute 42% of the roll. The school is of average size for a London comprehensive. The roll has been decreasing in recent years but in 1995 there was an increase in admissions at 11+ but the school remains significantly under-subscribed with, for example, 45 fewer pupils in year 7 than year 11. This has led to serious budgetary difficulties. Pupils come from a wide range of socio-economic and ethnic backgrounds. The largest single group is of English, Scottish, Welsh or Irish descent who make up about one quarter of the roll; the next largest group is the 20% of Bangladeshi origin followed by those of Afro-Caribbean background. However, the most significant feature of the school is its wide diversity. In addition to English, 42 languages are spoken, with Bengali being the most common. Of the 70% of pupils who use English as an additional language, only 15% are said to be fully fluent in English. Pupils' reading ability on entry to the school is significantly below their chronological age. Statements of special educational need are held by 1.3% of the pupils, an average figure for a London school. The proportion of pupils eligible for free school meals is very high.

3. School data and indicators

	Number of pupils in each year group		
	Boys	Girls	Total
Year 7	80	54	134
Year 8	67	53	120
Year 9	69	51	120
Year 10	69	68	137
Year 11	111	68	179
Year 12	58	35	93
Year 13	13	16	29
School total	467	345	812

Number of pupils having statements of special educational need	11
Percentage of pupils eligible for free school meals	63%

Teachers and classes

Full-time equivalent teachers (excluding S11)	50.5
Pupil:teacher ratio (including headteacher)	1:16
Class contact ratio	72%
Average teaching group size	23

Teaching time per week	Hours	Minutes
Key Stage 3	24	0
Key Stage 4	24	0
Post-16	24	0

Pupil attendance (*percentages*)

	LAST ANNUAL REPORT TO PARENTS		THIRD WEEK IN THE TERM BEFORE THE INSPECTION	
	Unauthorised absence	Actual attendance	Authorised absence	Unauthorised absence
Year 7	N/A	90.7	8.6	0.7
Year 8	N/A	92.6	7.0	0.3
Year 9	N/A	84.8	11.5	3.7
Year 10	N/A	85.9	11.6	2.5
Year 11	N/A	87.7	11.8	0.5
Post-16	N/A	91.0	7.2	1.7
Overall		88.8	9.6	1.6

Number of exclusions in the last 12 months

	Fixed period		Permanent		From ethnic minorities	
	1	2	3	4	Boys	Girls
	Boys	Girls	Boys	Girls		
Year 7	40	7	1	0	30	3
Year 8	45	27	3	0	26	20
Year 9	41	11	3	1	28	6
Year 10	49	11	2	0	42	9
Year 11	60	8	1	0	42	0
Year 12	1	3	0	0	0	2
Year 13	0	0	0	0	0	0

Total	314 (Columns 1-4)				208	
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Teacher Assessment (TA)**The school***numbers*

Number of year 9 pupils on roll: 140

Boys: 72

Girls: 68

English			Mathematics			Science			
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Subject level
0	0	0	0	0	0	0	0	0	A - Absent for valid reason
0	0	0	0	0	0	0	0	0	D - NC assessment disappplied
0	0	0	0	0	0	0	0	0	O - Not possible to arrive at 1
1	0	1	0	0	0	0	0	0	W - Working towards Level 1
5	1	6	0	0	0	0	1	1	Level 1
8	4	12	3	2	5	13	6	19	Level 2
12	8	20	18	9	27	32	22	54	Level 3
23	24	47	31	29	60	11	19	30	Level 4
16	14	30	17	23	40	12	12	24	Level 5
5	9	14	2	3	5	3	7	10	Level 6
0	6	6	0	2	2	0	0	0	Level 7
0	0	0	0	0	0	0	0	0	Level 8
0	0	0	0	0	0	0	0	0	Level 9
0	0	0	0	0	0	0	0	0	Level 10
		84%			96%			84%	of pupils gaining L3 or above
		36%			34%			24%	of pupils gaining L5 or above
		4%			1%			0%	of pupils gaining L7 or above

National results*percentages*

English			Mathematics			Science			
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Subject level
0	0	0	0	0	0	0	0	0	A - Absent for valid reason
0	0	0	0	0	0	0	0	0	D - NC assessment disappplied
0	0	0	0	0	0	0	0	0	O - Not possible to arrive at 1
0	0	0	0	0	0	0	0	0	W - Working towards Level 1
1	0	1	0	0	0	0	1	1	Level 1
4	2	3	3	2	2	3	2	2	Level 2
13	6	10	13	11	12	12	11	11	Level 3
27	19	23	24	23	23	26	26	26	Level 4
29	31	30	26	28	27	31	32	31	Level 5
17	27	22	22	24	23	21	22	21	Level 6
6	12	9	10	10	10	7	7	7	Level 7
1	2	1	2	1	1	0	0	0	Level 8
0	0	0	0	0	0	0	0	0	Level 9
0	0	0	0	0	0	0	0	0	Level 10
		95%			96%			96%	of pupils gaining L3 or above
		62%			61%			59%	of pupils gaining L5 or above
		10%			11%			7%	of pupils gaining L7 or above

Standard Attainment Tests (SATs)

The school

Number of year 9 pupils on roll at the time of the SATs: 140

Boys: 72

Girls : 68

English			Mathematics			Science			Subject level
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
9	2	11	13	3	16	14	2	16	A - Absent for valid reason
0	0	0	0	0	0	0	0	0	D - NC assessment disappplied
2	0	2	0	0	0	2	2	4	O - Not possible to arrive at 1
1	0	1	0	0	0	0	0	0	W - Working towards Level 1
4	1	5	1	0	1	0	0	0	Level 1
3	3	6	7	11	18	7	10	17	Level 2
21	10	31	23	20	43	16	20	36	Level 3
25	34	59	16	20	36	20	22	42	Level 4
6	14	20	8	10	18	13	9	22	Level 5
1	4	5	4	2	6	0	2	2	Level 6
0	0	0	0	1	1	0	0	0	Level 7
0	0	0	0	0	0	0	0	0	Level 8
0	0	0	0	0	0	0	0	0	Level 9
0	0	0	0	0	0	0	0	0	Level 10
		82%			74%			73%	of pupils gaining L3 or above
		18%			18%			17%	of pupils gaining L5 or above
		0%			1%			0%	of pupils gaining L7 or above

National Results

percentages

English			Mathematics			Science			Subject level
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
5	5	5	7	7	7	7	7	7	A - Absent for valid reason
0	0	0	0	0	0	0	0	0	D - NC assessment disappplied
0	0	0	0	0	0	0	0	0	O - Not possible to arrive at 1
0	0	0	1	0	0	0	0	0	W - Working towards Level 1
1	0	0	0	0	0	0	0	0	Level 1
3	1	2	2	2	2	2	2	2	Level 2
13	6	9	12	11	12	10	11	10	Level 3
32	24	28	21	21	21	23	26	24	Level 4
31	38	35	23	25	24	30	31	31	Level 5
12	21	16	23	23	23	19	17	18	Level 6
2	4	3	9	9	9	8	6	7	Level 7
0	1	1	2	1	1	0	0	0	Level 8
0	0	0	0	0	0	0	0	0	Level 9
0	0	0	0	0	0	0	0	0	Level 10
		92%			90%			90%	of pupils gaining L3 or above
		55%			57%			56%	of pupils gaining L5 or above
		4%			10%			7%	of pupils gaining L7 or above

GCSE Examination Results

The school

	1994			1995		
	Boys	Girls	Total	Boys	Girls	Total
Number of pupils in year 11†	97	59	156	88	61	149
Entered 5+ GCSEs	73%	80%	76%	74%	77%	76%
Achieving 5+ grades A*-C	12%	24%	17%	14%	21%	17%
Achieving 5+ grades A*-G	54%	63%	57%	61%	62%	62%
Entered for 1+ GCSE	90%	93%	91%	85%	98%	91%
Achieving 1+ grades A*-G	78%	88%	82%	78%	92%	84%
Entered for English, mathematics and science	N/A			68%	67%	68%
Achieving grades A*-C in all three subjects				5%	13%	8%
Achieving grades A*-G in all three subjects				56%	57%	56%

Local and National‡

percentages

	LEA area		England	
	1994	1995	1994	1995
Entered for 5+ GCSEs	83	82	91.5	91.1
Achieving 5+ grades A*-C	26	29	41.2	39.7
Achieving 5+ grades A*-G	73	75	87.8	87.0
Entered for 1+GCSE	93	91	95.9	95.3
Achieving 1+ grade A*-G	88	87	94.0	93.3

Sixth Form Examination Results

AS-level

	1994			1995		
	Boys	Girls	Total	Boys	Girls	Total
Number of pupils aged 17 entered for one or more AS/A-level examinations	-	1	1	2	-	2
Candidates gaining 0-4 points§	-	100%	100%	100%	-	100%
Average score per candidate§	4.0			3.0		

† In January in each of the examination years

‡ All maintained schools in the Westminster LEA area and mixed comprehensives in England

§ Scoring is 5, 4, 3, 2 and 1 for AS grades A-E

A-level

	1994			1995		
	Boys	Girls	Total	Boys	Girls	Total
Number of pupils entered for fewer than 2 A-levels	0	0	0	2	1	3
Average points score§	0	0	0	1.5	10.0	4.3
Number of pupils entered for 2 or more A-levels	9	15	24	15	12	27
Average points score§						
The school	13.1	10.1	11.6	13	14	13.5
LEA area‡			N/A			14.7
England‡			12.8			15.9

GNVQs acquired by Year 12 students

Awarding Body	Level	Vocational Area	Entries	Results		
RSA	2	Media Studies	8	Distinction	1	
				Merit	2	
				Pass	3	
				Four Units	1	
RSA	1	Business studies	4	No passes		
	2			8	Merit	5
					Pass	1
					Five Units	1
					Three Units	1
BTEC	1	Science	3	Pass	1	
	2			5	Three Units	2
					Pass	1
					Five Units	1
					Two Units	1

N.B. These results are not as given in the Head's Form; the school has verified the alterations.

Percentage of year group in:	Year 11	Year 12	Year 13
Higher Education	–	–	58
Further Education /School	78	72	23
Employment	5	3	–
Training	6	4	0
Other	15	20	20

‡ All maintained schools in the Westminster LEA area and mixed comprehensives in England

§ Scoring is 10, 8, 6, 4 and 2 for A level grades A-E

Financial Information

	1994/5	1995/6
	Last full financial year	Current year
INCOME (£)		
Balance brought forward (net)	224,000	147,000
Recurrent income (LMS)	2,176,000	2,050,000
Specific or special purpose grants for curriculum, staff development		
GEST	3,000	9,000
TVEI	15,000	21,000
Other income managed by the school		
interest	7,000	4,000
lettings, funds raised etc.	90,000	92,000
TOTAL	2,513,000	2,323,000
EXPENDITURE (£)		Budget allocation
Teaching staff	1,598,000	1,596,000
Other staff	333,000	330,000
Educational resources	87,000	70,000
Premises costs	285,000	212,000
Curriculum and staff development	18,000	30,000
Other expenditure	90,000	104,000
TOTAL	2,411,000	2,342,000
Total expenditure per pupil (£)	3,063	2,884
Expenditure per pupil on educational resources (£)	110	86

N.B. All statistics have been based on the Head's Form with verification sought and subsequent alterations.

Record of the evidence base of the inspection

4. During the inspection 247 lessons were inspected and all teachers were observed teaching, some several times. Over 165 hours were spent watching lessons. In addition planned discussions took place with groups of pupils from each year group and with small groups of staff. Individual interviews were held with senior and middle managers, members of the support staff and representatives of the governing body. Some 90 parents returned a questionnaire and 8 attended a meeting in the week before the inspection. Assemblies, registration and lunch time and after-school clubs and activities were visited. The work of six pupils from KS3 and KS4 was studied in detail and these pupils later met for an individual talk with an inspector. Extensive school documentation was studied during the week of the inspection and additional papers were supplied later. There were countless other formal and informal conversations with staff and pupils during the week. The school is a welcoming institution and inspectors appreciated the help afforded them so readily by staff and pupils.

2. Main findings and key issues for action

Main findings

5. Quintin Kynaston pupils are a vibrant and diverse group. The school recruits from the full ability range and many pupils are academically ambitious. All benefit from the rich cultural heritages represented in a school which values tolerance and gives support. The effective governing body is working closely with the new Head to bring about change and raise standards.
6. Levels of achievement are affected by the high numbers joining and leaving the school each year. Two thirds of the pupils are bilingual with 15% at the early stages of acquiring fluency in English. About 40% of pupils have joined the school in year 7, in recent years, with significant reading problems, operating about two years below their chronological age. The current year 7 pupils, however, show improved reading ability, as do year 8 after a year in the school.

The school has a number of serious weaknesses which include:

- serious under achievement in years 7-9
- poor results in national tests at 14+
- GCSE results in the 5+ A*-G range in the bottom 10% of the country
- wide variability in teaching and learning between and within most departments
- poor provision for pupils who have English as a second language
- pupils with depressed skills in literacy, numeracy and information technology
- budgetary difficulties and failure to give value for money
- exceptionally high numbers of pupils excluded from school
- attendance below 90% in years 9-11

Standards of achievement

7. The school is not currently enabling its pupils to achieve at a sufficiently high level. Standards are especially low in years 7-9. The school faces key challenges which have not been met with sufficient rigour. The initial assessment of pupils with limited English and subsequent programmes to support them are weak. The school is, however, making progress with its literacy initiatives.
8. In the 1995 national tests taken at 14+ in English, mathematics and science, pupils performed very poorly. Achievement was about half the national average in the teacher-assessed elements but dropped to one third in the externally marked formal tests.
9. At GCSE, results are also poor when compared with national figures. In England as a whole, about 40% of pupils gain 5+ A*-C passes whereas only 17% of Quintin Kynaston pupils have done so in the last two years. The proportion gaining 5+ A*-G passes in 1995 places the school in the bottom 10% in the country although the overall pass rate increased in 1995. The high number of pupils who joined the school during years 10 and 11 is acknowledged. Girls achieve better results than boys, as they do nationally. The school has targeted improvement at GCSE as a priority but the time scale is too modest.
10. Sixth form achievement is much stronger particularly at A-level where the results, from a small cohort, match national figures with a high proportion of top grades. There were excellent results in 1995 in mathematics, art, biology, physics, chemistry and computing and very sound ones in English and history; only economics was very poor. Pupils on full A-level programmes achieved good results, close to the national average. GNVQ results were more variable with about one half of the pupils being successful overall and others gaining passes in individual units. The school needs to examine the numbers who fail to complete their courses.

11. In only one third of lessons seen were pupils working at national levels; this rose to 60% when their ability was taken into account. However, there were wide differences with sound achievement in most sixth form lessons, in 69% in years 10 and 11 but in only 46% in years 7-9. The under achievement in KS3 is a serious problem caused mainly by unsatisfactory teaching.
12. Variability is a key feature of the school. In tests in English taken in year 9 and at GCSE, in both language and literature, results were very poor in comparison with national standards. A-level results were much stronger. Achievement was sound in over half of English lessons seen when pupils' ability was taken into account. In mathematics, year 9 results were very poor and at GCSE pupils achieved well below national averages although A-level results have been excellent. Pupils were underachieving in many mathematics lessons but more so in years 7-9 caused by the slow pace and poor motivation. The pattern in science is similar with sound achievement in the sixth form, below national average in double science at GCSE and very poor in single science where the examination was inappropriate for most pupils, and in year 9 the test results were very low. In technology, achievement was sound to good in textiles but unsatisfactory in all other areas. IT had good A-level results but poor achievement at GNVQ, variable levels in years 10 and 11 and unsatisfactory standards in years 7-9. History A-level results were sound but the integrated humanities results at GCSE did not match national levels; the lessons observed saw most pupils achieving well in relation to their ability. In geography, however, standards in lessons were less secure and there was significant under achievement. Pupils achieve very differently in languages with sound GCSE results in Bengali, but poor or very poor ones in other languages. In class, achievement was sound in Bengali, good in German and unsatisfactory in over half the French and Italian lessons seen. Achievement in art was good at GCSE and excellent at A-level; this is matched by satisfactory standards throughout the school. Physical education results at GCSE have been good although the lessons observed showed more variable achievement with weaker standards in years 7-9, especially in gymnastics. Standards in music are below average but satisfactory in year 7; a stronger emphasis on music rather than performing arts would bring improvement. In drama, examination results have been consistently very good and generally sound achievement was seen in class. Religious education standards are very variable with some better work observed in years 10 and 11; the subject has too little time for pupils to consolidate knowledge.
13. Reading has been prioritised and there are already signs of improvement in year 8. However, the various initiatives lack co-ordination and pupils' attainment needs to be more precisely identified with tighter monitoring of progress. A wider range of reading materials is required both in class and in fiction borrowed from the library. The lack of textbooks for pupils to use in school and at home is affecting achievement. Pupils read aloud quite often and do so reasonably accurately but with limited expression and audibility. Pupils need more planned and structured opportunities to develop their oral skills. They are highly competent in one to one conversation but less skilled in listening attentively to one another. Pupils need to write far more and in a wider range of styles, including imaginative and descriptive pieces. Technical accuracy is poor but handwriting is generally neat. Marking often fails to give pupils a clear account of the quality of their work or how to improve it. Pupils skills in numeracy are poor within mathematics and across the curriculum and IT capability is also weak below the sixth form.

The quality of education

14. Pupils' attitudes to their learning are variable with excellent motivation in A-level classes and mostly sound in GNVQ courses. The GCSE groups in years 10 and 11 are marked by serious responses to work in most subjects but the younger pupils are less well disposed and learning is especially poor in year 8. There is some sound learning in every subject and some good in the majority. The most consistently satisfactory is in art, Bengali, drama, German, history and textiles. There are concerns about significant numbers of lessons in mathematics, science, music, design technology, French and Italian. Pupils work better when the teacher directs all activities to the whole class; the younger ones, in particular, find working independently overly demanding. Self-reliance is a vital skill and needs to be fostered.

15. The teaching also is too variable leaving pupils unduly dependent on which teacher they have. The best practice is in the sixth form and the weakest in years 7-9. Of the teaching seen, 25% was good or very good with the most consistently sound practice in art and history. Good lessons are characterised by clear aims, a brisk pace and a sense of fun and excitement in learning. The weaker lessons proceed slowly, with little rigour and no clear sense of purpose.
16. The school needs to consider the most appropriate teaching methods to meet the needs of the wide ability and language range in each class. At present, there is no language policy to guide teachers new to bilingual, or indeed, monolingual pupils. Support for bilingual pupils is often poor with weak targeting of pupils, inadequate records and uncertain methodology. Such pupils are in the majority and their needs are not being met.

Efficiency

17. The school is in a period of transition with a new Head and largely new governing body. The Head is a strong presence in the school but he, together with senior and middle managers, needs to focus more firmly on monitoring the quality of teaching and learning in order to raise standards. Resources have not been used efficiently in recent years. The school budget is in difficulties because of high staff costs, higher than average expenditure on support staff and, above all, because of the falling roll. A new staffing structure has been produced for implementation in 1996. Expenditure on resources is currently low. These factors combined with the significant under achievement in years 7-11, the high exclusion rates and poor attendance, lead to the judgement that the school does not give value for money.

Pupils' spiritual, moral, social and cultural development

18. Relationships are good, underpinned by a positive commitment to equal opportunities and respect for the different cultures and faiths represented in the school. Pupils' welfare and guidance and the attempts to create a harmonious and tolerant community are strengths of the school. Issues of personal and social significance are explored relevantly through many subjects of the curriculum as well as the social education programme. Some staff are very skilled at dealing with controversial issues in an atmosphere of mutual trust and openness. Assemblies are calm and orderly and, with the religious education programme, provide opportunities to share common values and increase spiritual awareness and understanding. The statutory requirement for daily worship is not yet fully met. Despite recent events in the local community, bullying, vandalism, racism and sexism are not serious problems in the school. Most pupils respond well to the Code of Conduct; exceptions occur when classroom management is weak and in the unsupervised areas.
19. The number of exclusions is extremely high. A wider range of rewards and praise to reinforce the positive behaviour of the majority of pupils and address the unacceptable behaviour of others is required as a matter of urgency.
20. Attendance is of concern in years 9-11. The school has reduced unauthorised absence but a particularly high percentage of authorised absence remains. Irregular attendance by many was seen to have had a marked effect on the quality and quantity of work.
21. Most pupils treat the school environment with respect and the School Council provides a limited but valued opportunity for pupils to exercise social responsibility.
22. The overall positive climate for the social development of pupils must now be matched by improvements in academic achievement.

Key Issues for Action

To address the serious weaknesses identified, the governors, Head and staff should:

- take steps to improve standards of achievement in years 7-9, with a particular focus on year 8
- accelerate the planned programme for improved attainment at GCSE, including strategies to reduce the numbers of pupils not entered for examinations

- agree and implement a whole school approach to teaching bilingual pupils and review the management, deployment and training needs of staff specifically funded to work with these pupils
- ensure all teachers receive regular and accurate data on pupils' levels of attainment to help them plan lessons more effectively and assure progress
- require senior and middle managers to engage in systematic monitoring of the planning, teaching, marking and assessment of pupils' work, including homework, to spread good practice and assure compliance with the full range of National Curriculum subject requirements and with the sound whole school policies already in existence
- review and implement the school's aims
- acknowledge and celebrate achievement
- implement the planned strategies to reduce the budget deficit
- improve attendance
- reduce exclusions

3. Standards and quality

Standards of achievement

23. Standards of achievement are affected by the highly diverse nature of the intake and the significant numbers of pupils joining and leaving the school annually. Last year 160 pupils were enrolled in addition to normal entry at 11+ and leaving at 16+. Over two thirds of the pupils speak English as an additional language with 15% at the early stages of acquiring fluency. Many of these arrive late in their school careers and, although academically ambitious, do not have adequate English to achieve at the national level by 16+. The school's provision for these pupils is poor and many fail to make the progress their ability would indicate. In recent years, pupils joining the school at 11+ have demonstrated reading skills well below their chronological age but in the current year 7 this has improved. Pupils in year 8 have also shown a significant improvement in their reading after a year in the school.
24. In the 1995 national tests taken at 14+ in English, mathematics and science, pupils performed very poorly with achievement about half the national average in the teacher-assessed elements and this dropped to one third in the externally marked formal tests. Improvement in this area is a feature of the current development plan.
25. At GCSE results are also poor when compared with national figures. In England as a whole, about 40% of pupils gain 5+ A*-C passes whereas only 17% of Quintin Kynaston pupils have done so in the last two years. The proportion gaining 5+ A*-G passes places the school in the bottom 10% in the country, although the overall pass rate increased in 1995. This figure of 62% also compares poorly with the LEA average. A key feature of the school is variability between and within departments. Only in drama have results been consistently very good; art was good in 1995 and sound in 1994 and there were also sound results, close to the national average, in Bengali, textiles and physical education. These are all subjects which require less facility in written English. Results in humanities and double science were just below national averages but all others were poor or very poor. It is of concern that results in the core subjects of English and mathematics were poor and in science so variable and that one third of the pupils were not entered for these subjects. Girls achieve better results than boys, as in the rest of the country. The school's targets for improvement at GCSE remain far too modest.
26. Sixth form achievement is much better. The A-level pass rates, from a small cohort, match national figures with a high proportion of top grades. There were excellent results in mathematics, art, biology, physics, chemistry and computing and very sound ones in English and history; only economics was very poor. Pupils on full A-level programmes achieved good results, close to the national average. GNVQ results were more variable with about one half of the pupils being successful overall with

others gaining passes in individual units. The school needs to examine the numbers who fail to complete their courses.

27. During the inspection, in only one third of lessons were pupils reaching national standards. When their ability was taken into account this rose to 60%: 46% at KS3, 69% at KS4 and 93% in the sixth form. At KS3/4 nationally this proportion is 82%. There is thus serious under achievement in the school particularly at KS3 and in the majority of subjects. This correlated closely with teaching which was also weak in this key stage. Pupils were generally achieving sound standards for their ability at both key stages in most art, history, drama, Bengali and German lessons, with isolated examples in most other subjects. However, the wide divergence of achievement between and within departments is indicative of poor curricular oversight.
28. Most of the 90 parents who returned questionnaires were satisfied with the standards achieved by their children, with 40% "moderately" satisfied. The few who attended the parents' meeting felt sixth form work was good but that a greater emphasis on academic standards was needed at KS3/4. Pupils interviewed were uncertain about the standards of their work, referring mainly to its neatness. They were also unsure of their ability in general. Some staff interviewed, acknowledged the under-achievement and senior staff, in particular, welcomed the recent emphasis on attainment and the need to monitor teaching and learning. Some of the less experienced teachers, however, felt achievement was appropriate and that the school was doing as well as could be expected. However, there was a general lack of awareness about levels of achievement in comparison with national standards. Some staff thought that it would be difficult for a very able child to do well, a view echoed by some pupils and governors. The recent change of direction under the new Head's leadership was approved.
29. The HMI report of 1993 referred to pupils' weak oracy and this is now quite impressive in several respects. Pupils speak confidently in both small and larger groups. They talked openly to inspectors in both individual and group interviews and in class. More skilled teachers involved early bilingual pupils in discussion but others tended to allow them and the lower ability pupils to remain silent. Pupils listen well to their teachers when classroom management is sound. They need to be encouraged to build on one another's ideas with teachers using more open-ended questions. In English, geography, German and religious education teachers helped pupils relate their experiences in other countries, their beliefs, or home language, to the topic being taught. Interesting discussions and debates occurred in physical education, in drama and in history particularly at KS4. Pupils need to be introduced to a wider variety of oral activities, including formal presentations, debate and role play in subjects other than drama. They also need encouragement to use specialist subject vocabulary across all curricular areas. Teachers should model appropriate language, check comprehension and extend vocabulary more formally in order to facilitate the learning of the second language learners.
30. Oracy is much stronger than literacy. Pupils, in general, do not write enough; their pieces are often too short and the range of styles limited. The quality and quantity of girls' work is considerably better than that of the boys; this matches their performance at GCSE where they gain more higher grades. The effect of poor attendance was marked by the lack of continuity and limited progress evident in many pupils' books. Analytical and argumentative essays are required in English and history at KS4 and at A-level and these are often well written. English teachers have prepared helpful plans to guide writing. Pupils need to be taught how to organise their work, to develop research and retrieval skills and generally use books more than they do at present. Those on loan from Westminster libraries in the humanities are useful but more direct use of the school library is needed; it is an under used resource. Some departments practise reading around the class; this is rarely done well and teachers do not intervene to demonstrate sound practice nor to urge higher levels of performance. As a consequence, the reading is frequently flat, expressionless and, sometimes, inaudible and the lessons become dull.
31. Pupils generally present their work neatly and the drafting practised in English and humanities subjects helps improve it further in those subjects. Spelling and punctuation are poor with very limited use of the whole school marking policy. Pupils make limited reference to dictionaries or thesauri. Marking fails to give a clear account of the standards achieved or how the pupils could improve.

32. Pupils' numeracy skills are generally depressed both within mathematics and across the curriculum, although a minority display good facility. Most pupils use calculators sensibly. Databases are used in IT, science and geography, particularly at KS4 and spreadsheets in IT. Graphicacy is developed in physical sciences at KS4 and in geography a variety of data handling techniques are used; but in general there is limited interpretation of data. There is some simple use of statistics in technology, geography, RE, history and PE. Pupils show confusion over measurement in technology and the use of units in science. Opportunities to develop number are wasted in music. At A-level pupils display good mathematical skills in science subjects.
33. Pupils' IT capability is poor largely because of limited experience at KS3. At KS4 standards are higher but remain below national norms. A-level standards are good but IT work in the Access course is poor.
34. The school and the governing body acknowledge the need to prioritise academic achievement and, in particular, it should:
- improve the monitoring of teaching and learning to bring about greater consistency and spread good practice
 - improve the quality and quantity of attainment data issued to all staff with regular updating so that work can be planned to meet identified individual needs
 - implement the sensible marking policy, ensuring that pupils are given clearer indications of their attainment and how to improve further
 - monitor by gender, ethnicity and social class the results of all external tests and general work performance; evaluate the outcomes and address any weaknesses identified, particularly the causes of widespread non-entry for GCSE
 - address the issue of limited written output
 - enable pupils to develop research and retrieval skills using a wider range of books than at present

The quality of learning

35. Learning refers both to pupils' attitude to their studies and the range of skills they are acquiring. Most pupils have positive attitudes to their work with good relationships apparent. Learning was sound in 72% of lessons seen, including 22% where it was good and just 1% very good. There are considerable differences across the school, with almost all learning sound or good in the sixth form, and very weak in year 8. There are similar differences between subjects. Those which matched national standards were art, Bengali, German, drama, history, social education and textiles. Learning was unsatisfactory or poor in over a third of lessons in mathematics, music, science, design technology, French, home economics and Italian. A key characteristic of the school is the variety between and within subjects and it is significant that there is some sound learning in every subject and some good in most. Pupils are unduly dependent upon which teacher they have as learning is closely related to skilled teaching.
36. Not all teachers are sure of the appropriate methodology to meet the diverse range of ability and language skills in each class. Most rely on a teacher-led lesson using a single resource. Work is rarely matched to pupils' individual needs and is often undemanding, especially at KS3. This leads to the most able often being unchallenged and the least able, or early bilinguals, often confused. Support teachers are rarely involved in adapting materials to give pupils easier access, nor are a variety of texts at different reading levels or tapes and video much used. Pupils often give excellent support to one another. The lack of a concerted approach to literacy across the curriculum and a planned programme of language enrichment leave pupils disadvantaged in most subjects and presents particular problems in English and history where they find analysis of sources and responses to some literature very demanding.
37. A dilemma for the school is that pupils respond better in teacher-led, tightly structured lessons in which, with skilled practitioners, they can make reasonable progress although over-dependence on the teacher can also result. This was seen in some art, English, history, language and PE lessons where teacher talk dominated. Pupils need to discuss concepts to secure understanding in advance of writing;

this is particularly important for bilingual learners. However, when encouraged to do this, they often find it hard to sustain concentration. Some good practice in group discussions and independent learning was seen in some English, history, drama, art, mathematics and textiles lessons but, within these same subjects, and in others, notably science, pupils took advantage and behaved poorly. A minority of pupils in a number of KS3 classes sought to disrupt; this occurred particularly with new or less skilled teachers and affected standards in some mathematics, English, PE and technology classes. In others, at this stage, the pace was too slow. The challenge is to sustain pace and develop a sense of rigour, together with releasing pupils to think aloud and discuss before they write.

38. The quality of learning in the sixth form is nearly always sound and students are well motivated, especially in A-level groups. They are mostly serious, diligent and committed but here, too, their learning is sometimes too dependent on the teacher, for example in English and mathematics. In mathematics this contrasts with practice in KS3/4. However, some students show an excellent grasp of difficult mathematical and scientific concepts. In humanities subjects, the level of discussion at this stage is often very good.
39. The school now needs to consider more carefully how pupils learn, particularly early bilinguals and produce:
 - a language policy indicating good practice
 - guidelines on effective mixed ability teaching to ensure the most able are challenged and the least able supported
 - a strategy which improves the quality of ESL support teaching; including decisions about whether this is in-class or by withdrawal with a clear rationale for both.

4. Efficiency of the school

40. The budget share per pupil, based on the LEA's allocation formula in 1994/5, was £2503. However, because the roll dropped significantly and a large balance and other income was used, the actual amount spent per pupil during the year was £3063.
41. Staffing accounted for 80% of total expenditure in the last financial year and is projected to rise to over 82% this year, just below the national average, but with a higher than average proportion spent on support staff. Although the proportion spent on teachers is lower than average, the actual amount spent is significantly higher than average in terms of expenditure per pupil with very high average costs. Proportions spent are misleading given that the school chose to use substantial sums from its reserves to balance successive budgets.
42. The ratio of pupils to teachers of 16:1 is close to the national average and to Westminster of 15.5:1 but an increase on that for the school. Teachers teach on average for 72% of the week placing the school in the lowest quartile nationally, the average being 76%. Classes average 23 in KS3/4 and 22 in the sixth form. There is little variation between key stages, but the lowest average group sizes are in years 7 and 10. However, class sizes for core subjects and others taught to full tutor groups are often 29 or 30, although generally lower because of poor attendance.
43. The school has carried forward a substantial balance over the last few years, although this has reduced as a result of expenditure being higher than income, for example by £127,000 in the last financial year and by a projected £170,000 in the current year. If this projection is correct, all reserves will have been used and there will be a deficit of some £19,000 at the end of the financial year compared to a reserve of about £20,000 predicted when the budget was first set. Senior managers appear confident that this will not occur. The current management accepts that there was a failure to address fully the implications of falling rolls on staffing and other areas of expenditure, with the previous governing body rejecting a budget three years ago which involved substantial cuts. However, there have been some redundancies during the last two years.

44. Strategic management of resources is overseen by an active governors' committee informed by the school's resources committee. Detailed minutes are kept of governors' committees with good information provided by the school and extensive papers produced by the Chair. Much financial documentation has been prepared including detailed projections by the Chair of Governors. On appointment in 1994, the Head argued that in general there were not too many teaching staff but that the staffing structure was too expensive. As a result and following consultation with the LEA, there has been agreement of an overdraft of up to £100,000 for the two years after the first deficit. Governors have set plans which will enable the school to move into surplus by 2000. These projections assume a cut of over £200,000 in staffing during the next financial year and a further £75,000 the following year. Staff have been consulted about a new staffing structure moving to a faculty system and a reduction in the number of deputies. This alone will result in savings of about £100,000. Consultation has taken longer than originally expected, which may affect implementation planned from September 1996 with adverse effects on next year's budget. The new school management understands the need for strategic planning and are putting into place structures to ensure this occurs, but have not up to now had the information to implement this. For example, expenditure on support staff is now projected at 10% higher than the original budget, in part because incorrect information was used. They also recognise that resourcing is dependent on pupil numbers and are actively seeking ways of marketing the school. Although expenditure is linked loosely to school priorities, there is no formal link with the development plan. However, the newly appointed Bursar in preparing the new budget for governors' approval, intends giving due regard to the plan. The Head recognises that initiatives such as that on literacy should be costed as well as evaluated.
45. The governors have a range of policies on charging, recruitment, promotion, dismissal and a draft pay policy from summer 1994, which was deferred because of time spent on redundancy procedures. These policies are to be amended and put to governors in summer 1996. The Bursar is currently investigating various inconsistencies in pay policies of the different categories of staff. He indicated that the school complies with the procedures outlined in *Keeping Your Balance* but has no formalised policy document. The guidance included in this joint Ofsted/Audit Commission document should be used to produce one. The governors should set up a register of pecuniary interests and ensure that other areas where action is needed such as on setting limits of authority are acted upon.
46. The last full audit was in July 1993 with a follow up in December 1994 and another pending. Most issues raised were subsequently acted upon. However, on both occasions concerns were raised over the accuracy of the school roll. During the inspection in some option groups, staff appeared unclear of numbers on roll. The high level of pupil mobility requires very careful monitoring. The Bursar appears to be making sound use of monitoring information provided by the LEA and has provided regular information to budget holders. Financial control within departments is less secure, with a number carrying forward deficits. The Bursar is allowing them to spend their allocation for the year regardless of previous deficits and, if he deems it acceptable, they can overspend. Such decisions should only be made on educational grounds. The current position on deficits should be rationalised.
47. About 3.5% of expenditure last year was used for educational resources, projected to reduce to 3% this year. This is allocated through a formula. The opportunity to bid for additional resources has been suspended for this year. Sums actually allocated to departments are often low and some can only purchase basic resources. This year's allocation is lower than governors and senior management would like and they plan to re-establish resourcing to within 10% of the national average per pupil although, given the range of pupils in the school, this is not generous. The amount allocated to curriculum and staff development, £18,000 in the last financial year, £30,000 in this, comes from GEST and TVEI grants. However, there appears to be some misunderstanding amongst staff as to how these grants are used and staff development has been limited.
48. Premises costs have been substantially reduced from 12% to 9% of the budget, almost entirely through a cut in repairs and maintenance for this year. Governors' minutes acknowledge this cannot be sustained and a sum of £50,000 to £70,000 per annum has been agreed to address this. Heating is inefficient with some areas too hot, others relatively cool, with an inability to zone and costs are fairly high. The school has raised additional income through lettings to Westminster Adult Education Institute

and other groups. An agreement with the former to give them additional daytime space will raise an additional £40,000 a year over 10 years. The first payment is to be used to refurbish some science accommodation. Care must be taken to ensure adequate accommodation is available should pupil numbers increase. The provision of substantial department bases assists teachers in their delivery of the curriculum but other accommodation is not always used efficiently.

49. The school is in a period of transition with a new Head and substantially new governing body. Resources have not been used efficiently in recent years with the substantial balance generally used to maintain the *status quo* rather than for planned priorities. Staff are generally deployed effectively, although the length of lessons does not always result in the most efficient use of time. Most staff have positions of responsibility and, thus, fairly generous non-contact time. The length of the taught week is low at 24 hours, with a DfE recommended week of 25 hours at KS4.
50. The school does not provide value for money because substantial balances have been used unwisely; staffing costs are high; non-contact time is also high: KS3 and 4 results are poor, attendance is weak and exclusions are far too numerous. The school now needs to:
 - implement the new staffing policy urgently to reduce the budget deficit rapidly
 - reconsider class-contact ratios
 - relate expenditure to the development plan priorities
 - produce guidelines on financial procedures
 - reduce departmental deficits
 - improve the targeting and accountability of TVEI and GEST expenditure

5. Pupils' personal development and behaviour

Pupils' spiritual, moral, social and cultural development

51. Pupils' personal and social development are strengths of the school. Relationships are good, underpinned by a positive commitment to equal opportunities and respect for the different cultures and faiths represented. The school values the multicultural and international nature of its intake. Pupils are encouraged to explore and express their views. The pastoral programmes contribute with sound teaching in social education which encourages pupils to develop their own personal values and to appreciate the beliefs and practices of others. In English and religious education pupils are taught to question and challenge stereotypes; science makes an appropriate contribution to drugs education. Teachers in history are skilful in relating the past to the present and encouraging pupils' moral education and political awareness. The religious education programme is multi-faith and teaching is based upon developing a mutual respect and understanding of different religious beliefs and faiths. Textiles also has some very imaginative multicultural project work. A number of teachers are skilled at exploring controversial issues related to prejudice, discrimination and sexism.
52. Within social education, religious education, some history, English and drama there is an ethos which values imagination and contemplation. Elsewhere, opportunities are limited and pupils' responses are more concerned with seeking clarification of tasks rather than asking probing questions about the nature of the subject matter.
53. School assemblies are calm and orderly and, with the religious education programmes, are developing explicit opportunities for pupils' spiritual development and understanding. Themes are co-ordinated for upper and lower schools and during the inspection co-operation and conflict and new beginnings were considered. Progress has been made in this area and the planned themes reflect broad Christian and moral concerns of justice, peace, suffering, enlightenment and self knowledge. They are also made relevant to other faiths in the school. In all assemblies there were opportunities for reflection but these were not always taken. The school guidance on collective worship has yet to be fully implemented and there are too few assemblies to meet the statutory requirement. The plans to address daily worship by

extending opportunities into the tutor period need to be implemented and monitored to assure quality and compliance.

54. Toilet facilities and lunch-time arrangements do not encourage good social development. Food is reasonable, but queues are long and space cramped. In this context most pupils are civil and patient but queue jumping is an irritant. The boys' toilets are unacceptable.
55. There are few opportunities for pupils to exercise responsibility. There is not enough praise for good behaviour, work or attendance and pupils commented in interviews that the badly behaved received too much attention. The School Council is valued by pupils as a time when issues important to them can be discussed and improvements made. The involvement of the Head gives meetings status. There is a good range of extra-curricular sporting activities and clubs include, drama, computer, mathematics and photography. Drama productions are highly valued by the school community. Recently the school has made provision using TVEI funding for homework clubs in a number of subjects; these are attended largely by older pupils with some targeted to attend because of under-achievement. Attendance was good at these during the inspection. There are some visits to places of historical and cultural interest, but opportunities are too few; pupils said they would welcome more.
56. Despite recent publicity about violence in the local community there is little evidence of racism, ethnic tension, vandalism or bullying in the school. Most pupils feel safe and secure although a number are concerned about outsiders causing trouble. The lack of perimeter fencing can present problems but senior managers take patrolling the site very seriously and are regularly on duty. Most pupils interviewed said they were happy in the school and would recommend it; this view was echoed by parents but both groups had some reservations about the work ethos. "You have really got to want to learn" was a pupil's view, agreed by others.

Behaviour and discipline

57. There is a strong Code of Conduct which gives clear guidance to governors, staff, pupils, parents and visitors. It is generally consistently applied, but some pupils do not fully understand the boundaries of acceptable behaviour in the relatively informal atmosphere of Quintin Kynaston. Pupils and teachers are on first name terms and the resulting ethos is friendly and sociable. In most instances this works well and most pupils are affable, welcoming and spontaneously helpful to visitors. Older pupils acknowledge that behaviour in the school has improved since the new Head's arrival and in most lessons pupils show respect for people and property. The exceptions to this are in lessons where classroom management is weak or when pupils are expected to work independently or in groups without close supervision. At these times, and in some of the unsupervised areas of the school including narrow corridors and staircases, pupils did not always display self-discipline and acceptable standards of behaviour. There is some variability in behaviour between year groups and year 8 is the least satisfactory.
58. Clear procedures have been established for referring incidents of difficult behaviour and bullying to tutors and heads of year. The range of sanctions is limited, and more clearly graded responses should be written into the school's sanctions before the exclusion stage is reached. Pupils take being on daily report seriously and the class day sheets used in KS3 are a useful *aide memoire* for tutors at the end of each day. Fixed term exclusions are used extensively as a sanction for breaches of the Code of Behaviour and the number of exclusions is exceptionally high, over 300 in 1994/95. Overuse of temporary exclusion as a sanction has diluted its deterrent effect and results in interruptions to learning for a large number of pupils. It is of concern that these figures, amongst the highest in the country, are continuing to increase. The majority are for fighting, violent behaviour and disruption and 79% are of boys, with significant over-representation of pupils of English, Scottish, Welsh or Irish origin and of Caribbean background. Governors are seeking ways of reviewing the Code of Conduct.
59. The majority of parents were satisfied with behaviour although for 56% this was "moderate". Pupils especially at KS3, were concerned about small numbers of disruptive pupils in each class who disturbed their learning.

- The school should develop a wider range of sanctions as alternatives to exclusion to give pupils greater continue in learning.
- School policies should be reviewed to incorporate formal strategies for promoting and reinforcing good behaviour

Attendance

60. There is a clear attendance policy and the school places considerable importance on good attendance in support of standards of achievement. The guidelines for following up absences and contacting parents are generally followed consistently and effectively.
61. Attendance figures are below the national average and less than 90% for the school overall, and for years 9-11 in particular. Unauthorised absence rates have been reducing significantly, but are still higher than the national average, although close to Westminster figures. The school needs to develop strategies for reducing this still further. However, the figure for authorised absence is very high at almost 10% and the school needs to make its expectations about regular attendance clearer to parents. The school is planning to implement a more detailed procedure for analysing patterns of authorised and unauthorised absence and this initiative should be progressed promptly to secure improvements. Particular attention needs to be given to years 9 and 10.
62. Registration procedures generally comply with official requirements. Attendance in individual lessons is monitored and recorded, but these procedures are not always as rigorous as those in formal registration and ways of checking figures more regularly would bring benefits. Pupils indicated in interviews that missing a lessons was fairly easy. An attendance check during the inspection could not be completed because of uncertain class lists and some registers being unavailable.
63. Punctuality is satisfactory at the beginning of the day but is more variable after break and particularly after lunch.
 - The school should take further steps to improve attendance rates throughout the school, including the monitoring of patterns of non attendance.

6. Subjects of the curriculum and other curricular provision

English

64. Pupils performed poorly in national tests at KS3 where only one third achieved the standards of pupils elsewhere in England. Teacher assessment was overly generous in 1995; the department has acknowledged this and taken steps to remedy it for the coming series. At GCSE the percentage of pupils gaining A*-C passes in both language and literature is higher than the school average but very poor against national standards. Almost one third of the cohort gained no GCSE certification. Girls perform twice as well as boys in language. A-level results are sound.
65. In very few lessons observed were pupils operating at national levels although, when their ability was taken into account standards, were appropriate in about two thirds. However, in only a half at KS3, including reading lessons, was this the case. Pupils work harder and achieve more at KS4 and in the sixth form where expectations are higher and the requirements of the syllabi clearer.
66. Pupils are generally confident orally and discuss issues, including controversial ones, in a variety of groupings with ease. The separation of drama makes pupils' skills less apparent to English teachers and ways of rectifying this should be sought. Pupils need also to engage in more formal presentations, including some role play and negotiating activities; none was seen during the inspection. Pupils generally listen well to their teachers and are able to build on others' ideas. More work on language and the differences between speech and writing are needed.
67. The school is seeking to address pupils' depressed literacy skills on entry and a variety of initiatives exist. None is the direct responsibility of the English department. These need to be co-ordinated with clearer guidance on methodology and more accurate records of progress. Detailed diagnosis of pupils' needs is not yet available despite extensive testing. An evaluation of the effectiveness of the SRA schemes is needed. Literacy has improved in year 8. Much of the work seen in reading lessons was mundane; pupils, however, are generally well motivated and enjoy the programmed approach. Little direct teaching of reading skills was observed during the week. Practice in year 7 in the special reading classes was very variable; the pace was often too slow and groups formed on the basis of presumed skill, inaccurate.
68. At KS3 in English lessons, abler pupils need to be introduced to more demanding texts. There are useful recommended reading lists but pupils do not refer to them and often select novels more suitable for KS2. The recently reintroduced Reading Logs contain a variety of suitable tasks but their blanket use will not meet all needs. Pupils respond well in year 9 to demanding plays by Shakespeare and J.B. Priestley. The new NC requirements for the study of pre-20th century literature have yet to be addressed. The range and quality of literature read is better at KS4 and some pupils were able to discuss work on *Othello* in depth. At this key stage, too, they need to engage in more personal reading, including non-fiction. More poetry needs to be taught at both key stages. A-level students work hard at understanding demanding literature but their lack of familiarity with complex, multi-layered language impedes them.
69. Pupils, especially at KS3, do not write enough. They need to use a wider variety of styles and write for audiences other than the teacher. More imaginative writing should be encouraged, including poetry of which there is little. The practice of drafting is well developed but not all pupils move beyond copying work out neatly. They should be encouraged to evaluate their own and others' work. The heavy emphasis on grammatical structures in the SRA scheme needs to be related to pupils' writing. Structured guidance for essay writing currently used successfully in the upper school could be extended to younger classes. At KS4 a number of able pupils write at length and some impressive autobiographical studies and detailed essays on Shakespeare have been produced. When high quality fiction is used as a stimulus, personal writing is better but lower school texts are used less frequently for this. Pupils need to write and edit directly on screen far more. Work is generally presented neatly although the boys are less well organised. Technical accuracy is weak, especially at KS3, and the marking policy is not applied uniformly. In some classes, marking occurs too infrequently. Other

teachers mark in great detail but not all pupils understand the comments. Pupils rarely use dictionaries, thesauri or other reference books.

70. The quality of learning overall was sound in three quarters of the lessons seen but at KS3 it was satisfactory in only half, whereas in all of KS4 and most of the sixth form it was sound or better. Relationships are generally good. Pupils concentrate well and respond appropriately when class management is sound and lessons are largely teacher directed. Outcomes are better when teachers determine the seating arrangements and do not allow pupils to sit with their backs to them. When they are required to engage in group discussion or work independently, especially at KS3, they are often unable to sustain concentration. More opportunities for such work need to be given. New or less skilled teachers find it hard to harness pupils' natural exuberance. At KS4 the work, especially on the more demanding texts, has been planned carefully and assignments structured to give clear and progressive prompts to aid essay writing. The less able and early bilinguals find some texts overtly demanding and some choice at this stage may be helpful for them and could also extend the more able.
71. Teaching was sound or better in two thirds of the lessons seen but significantly better at KS4 where all the teaching was sound and two thirds good. A-level teaching was sound with teachers demonstrating good subject knowledge. At KS3 the better lessons proceeded briskly with good probing questioning. Links with other departments helped bring texts alive. In half of the lessons seen however, at this key stage, the pace was too slow and either teacher talk dominated or the teacher intervened too little in group work or in the selection of reading material. Pupils need tighter targets for the completion of work and, in some classes, more regular feedback on its quality. Some were not able to interpret the rather complex language of the teachers' comments and only the more able were able to indicate how to improve their work. At KS4 there is better practice influenced by the clearer expectations of the GCSE syllabuses. All the A-level lessons seen were sound although pupils' lack of familiarity with complex language led to a more pedestrian approach in terms of textual explanation. Editions with parallel page notes would aid comprehension. Practice within the English element of the GNVQ is less secure and work is not marked sufficiently regularly. ESL records are often inaccurate and the help given by teachers in class was not enhancing learning with no evidence of shared planning or adapted materials. Guidance on teaching method particularly for KS3 classes is needed.
72. The department is hampered by the lack of a school policy on assessment. There is good awareness of appropriate levels at GCSE and this is developing in year 9. Teachers should include clear attainment data in their plans so that they can prepare work to meet individual's identified needs. There are no strategies for enabling pupils to move from Stage 3 to full fluency in English. Staff have detailed information on statemented pupils and those at earlier stages of assessment. There was, however, little evidence that specific learning needs were being addressed.
73. The department is effectively organised and operates consensually. There are regular minuted meetings which discuss key issues. The departmental development plan focuses on issues other than the central concern of raising standards of achievement. The identified targets are organisational rather than pedagogic and lack performance indicators to guide evaluation and costings to assure financial efficiency. The termly review meetings with the head of department and individual teachers are a positive innovation and could be enhanced by more frequent observation of teaching and scrutiny of pupils' books to ensure that policies are being followed. The handbook is helpful on procedures and for its general rationale but would benefit from practical guidance on approaches to teaching various aspects of the subject, such as poetry, the novel or aspects of language. There is a particular need for an agreed successful teaching methodology which enables the pupils of the diverse ability range in each class to be adequately challenged.
74. The budget is reasonable and a good range of fiction exists including texts which celebrate cultural diversity and challenge gender stereotypes. There are limited stocks of pre-20th century literature, other than Shakespeare. There are few poetry collections. It is regrettable that pupils are rarely able to take books home, including set books. Pupils are given access to extensive loans from the Westminster Schools Library collection; those seen in use concentrated on weaker readers and often featured characters significantly younger than the pupils. Teachers need to intervene more in the selection of

novels. The department has produced detailed, helpful reading lists which include both classic novels and the best of modern children's fiction. The library contains a reasonable range of fiction, some of dubious quality, which is borrowed extensively at KS3, but gives less support to A-level.

Mathematics

75. Standards of achievement are poor at KS3 and KS4 with many pupils achieving below national expectations for pupils of the same age in over two thirds of lessons observed. Given the wide range of ability in each class, pupil mobility and variety of language needs, this is not surprising. Of greater concern are standards of achievement taking account of pupils' abilities. In most classes a significant minority underachieve and in a few classes most do so. In only about a third of classes seen at KS3 were most pupils achieving appropriate levels for their ability, and about half at KS4. In general, underachievement results from the very slow pace of work of the majority of pupils. Even when pupils are working at appropriate levels for their abilities many, because of their pace of work, have significant gaps in their knowledge and understanding. In some classes a small number of very able pupils are achieving successfully, reaching high levels by year 11, although results from the last two years suggest that these may not be translated into high GCSE grades. Generally girls are outperforming boys because of more mature attitudes to work, although again this did not lead to better GCSE results last summer with less than a quarter of the grades A and B achieved by girls, and the current A-level groups contain few girls. The weaker confidence of girls at this stage is of concern.
76. In year 7 too little note is taken of primary records and pupils' previous mathematical experiences. Pupils' National Curriculum tests from year 6 should be obtained with a resultant reduction in the induction programme. In many classes in all years standards are affected by the attitude of sizeable minorities who lack motivation and respond poorly to the less teacher directed approach to learning adopted by the department. Standards are also affected by poor attendance by some pupils, withdrawal from lessons for other activities by others, the short lessons, the time often taken to begin teaching and the overall allocation of time to the subject. Most pupils cope with the set tasks but could succeed with more challenging work with better working practices. Some pupils have a very good understanding of mathematics, are confident and articulate and some with limited English display remarkable achievement, but others lack confidence with some feeling the need to resort to home tutors to improve standards. Achievement varies across attainment targets with data handling skills often poorly developed and IT-related skills generally being very poor. A minority display excellent investigative skills and when given the opportunity pupils collaborate well. Mental facility is depressed with few opportunities given to practice.
77. In the sixth form most achieve at an appropriate level for the course they are following and also for their abilities. Excellent results have been achieved in A-levels over the last two years, with all four entered achieving grade A in 1994, and all eight gained grades A-C last year, five with grade A. However, these figures hide very high drop out rates and in year 13 over half those who started the course have dropped it. Standards displayed in a small GCSE resit group are sound. Many pupils in both current groups show an excellent grasp of the subject, some in year 13 being particularly articulate.
78. Results in KS3 tests, although marginally better than those for English and science, were disappointing, with many pupils achieving one level below that given for teacher assessment. The small number achieving level 6 and above is of great concern. Results at GCSE have remained fairly constant with 26% achieving grades A-C in 1994, 23% last summer. Again results are similar to those achieved in English and science, but well below national averages. Pleasingly, in both years, the majority sitting all elements of the examination received a grade. Retiming the aural element of assessment last summer substantially reduced the proportion who were recorded as absent from the examination, nearly a third in 1994. This reduced the proportion of pupils leaving year 11 without a GCSE grade in mathematics from 51% to 32%. However, this is still very high as a result of the large number of non-entries.
79. The quality of learning and teaching was sound or better in less than 60% of lessons observed overall. Both are generally sound post-16 but whilst the quality of learning is better at KS3, teaching is

generally better at KS3. Whilst many pupils are enthusiastic learners, by KS4 this enthusiasm has often waned. The department uses SMILE, a system which should encourage pupils' development as independent learners but some pupils, particularly abler ones, hold negative views about the scheme. The use of a resource-based approach is essential given the wide range of ability and needs within classes, but the quality of provision requires greater rigour. As recognised by the department pupils must be made to work harder. Pupils must mark cards as they are completed and tasks should not be left unfinished. Teachers should not have to spend time at the start of lessons setting work. Most pupils below the sixth form do too little homework.

80. Teachers need to adopt a wider repertoire of teaching strategies. Whilst many pupils welcome the opportunity to work individually, many react with confidence when given the chance to respond to whole class questioning. In general pupils are given too few opportunities to collaborate, although there is some good informal co-operation particularly by those with language needs. In many classes there is a good working atmosphere and relationships are generally sound, but in only a small minority is enjoyment apparent and pupils challenged by the work. In some classes there is too little investigative work; in most too little discussion of mathematics. Often too little teaching takes place with teachers only interacting with those who request help or need controlling. A thorough review of schemes of work should be undertaken giving clearer guidance on the frequency at which the various activities should occur.
81. Sixth form students are generally highly motivated and teachers are responsive to students' needs. However, the approach used for both A-levels and GCSE classes at this stage is very traditional, with limited practical and investigative work, and a concentration on learning routines. Consideration of a more coherent approach to the teaching of mathematics throughout the school is needed.
82. The department has a reasonable policy on assessment, recording and reporting. Records are generally sound, but marking is sometimes fairly basic. Whilst tests are marked, teachers need to check that other work is completed with understanding. To aid this the department has introduced a form of self assessment with pupils completing "I have learnt" statements on each task. This is a good idea but must result in dialogue between pupils and staff if it is to be effective. Provision for GCSE revision, including the need for aural practice, is being reviewed. It must also ensure pupils are prepared for KS3 tests. The time allocated to mathematics is not generous, with too much time lost with fairly short lessons. Double periods are being considered, but mathematics lessons should be spaced through the week. Support for those with special educational needs and language needs is limited, although many of the latter group thrive.
83. Teachers are experienced in using SMILE and have good subject knowledge. Job descriptions should be reviewed. The temporary nature of posts and heavy involvement of staff in other aspects of the school is adversely affecting the department. The handbook contains sound advice but needs reviewing and updating. It contains sound monitoring procedures and gives target dates although the average completion of one or two matrices a term is unacceptable. Responsibility for monitoring years is rightly shared but must include action to improve pupils' performance. Pupils' homework records are also checked but not whether they complete it. The head of department supported by other senior staff must monitor practice more closely by visiting lessons more regularly, sampling books and interviewing pupils.
84. The department has adequate numbers of computers, but greater structured use of spreadsheets, data handling and logo should occur. Pupils make sound use of calculators, but below A-level no use is made of graphical calculators, a resource which cannot be afforded. The departmental allowance is low and allows for the provision of basic resources only.

Science

85. GCSE results are below the national average for double science and very poor in single science. Girls taking the double science course do better than boys but all pupils on the single science course fare badly largely because they are entered inappropriately for an examination intended for abler candidates with a major interest in subjects other than science. The KS3 results in year 9 are also poor with pupils

achieving at a weaker level than in English and mathematics and scores are very low in comparison with pupils elsewhere in the country.

86. The quality of learning is mainly sound or better at KS4 and post-16. Older pupils are gaining an understanding of key scientific concepts and are developing wider skills of scientific enquiry. There is some variability in learning at KS4. Most older pupils show safety and skill in handling scientific materials and equipment. These pupils are able to look for patterns, to co-operate and communicate their findings. They also apply numeracy and mathematical skills in quantitative work with some using IT to present their data and measurements. At KS3, the quality of learning has shortcomings. In some lessons, the quality of teaching is poor and misbehaviour mars the learning in these classes and standards are very poor.
87. The quality of teaching is sound at sixth form level both in GNVQ science classes and at A-level. At KS3 and 4 all classes are taught as mixed ability groups. Teaching is variable but generally sound at KS4 and has more shortcomings at KS3, with some poor teaching seen, with teacher questioning and marking providing insufficient feedback to motivate pupils. The department shows a wide variation in standards of teaching and there is a need to monitor across the department. All KS4 teaching is in mixed ability groups, through a core set of lessons with extension for double science. Better lessons were characterised by clear objectives shared with pupils, command of subject and matching work to pupils' abilities. In these lessons, there was good support for pupils' language needs in the subject. In addition, there was the stimulus of well managed oral work with sound questioning and an expectation of progressively independent writing and support for the skills of scientific study through investigation. The quality of teaching is better at KS4 because of its specific syllabus demands. This teaching places appropriate emphasis on use of formulae, investigation of relationships and mathematical analysis. At KS3, the use and applications of IT need to be more widely and specifically developed.
88. A variety of forms of assessment are used, with end of unit tests, practical and written work. Oral assessment is underdeveloped and pupils need to develop presentation skills. Current assessment methods seek to balance recall, application and problem-solving. Currently recall and application are present but problem-solving is under-represented. In some lessons, pupils are not being given sufficient planned opportunity to think for themselves. There is a need to develop assessment methods further so that they are equally accessible to pupils of all abilities. Consideration should be given to graded test materials and pupils need to be told their current standard of work. There is some reference to the use of foundation, intermediate and higher levels at KS4 but this needs to be more widespread and include KS3 so that pupils have a better understanding of levels through the teaching and marking. Marking across the department is inconsistent, other than where there is KS4 moderation for GCSE.
89. Investigations (Sc 1) are given at both key stages, but at KS3 they require further development and pupils need to be aware of the required progression in the form of simple targets. The use of CASE (Thinking Science) materials is new and will need careful evaluation. At KS4, pupils' investigations are moderated externally and judgements are sound. However, in both key stages there is no self-assessment. The department needs to be more aware of pupils' standards in science on transfer from primary school.
90. A team member has been designated to lead on planning support for pupils with special needs and also the early bilingual learners. The department has greater confidence in meeting the needs of bilingual learners; however, teachers need to be more aware of IEP (individual education plan) targets and the management of pupils with special needs.
91. Generally equipment and materials are adequate. There are class sets of school-produced booklets, but these are not generally available for pupils to take home. Pupils in KS4 have recently been given textbooks to support homework. The department has network links for IT with one computer spur and standalone for each laboratory. It possesses some peripherals for sense and control. Sound use is made of the library especially in the sixth form.
92. There are common approaches to teaching but the lack of job descriptions has inhibited monitoring and appraisal. The department's handbook is under-developed but this is being addressed. The development

plan is sound. There is some curricular liaison with primary schools but this is diffuse and insufficient. The department manages its present budget and equipment well. The accommodation is in poor physical condition and has many obsolete features and equipment. Refurbishment is planned.

Technology

Design technology

93. In comparison with national averages, standards of achievement are at least satisfactory and often good in textiles, but across the technology department as a whole they are satisfactory in less than half of the lessons at KS3, and a third at KS4. When pupils' abilities were taken into account, standards of achievement were satisfactory in approximately half the lessons seen at both key stages. At A-level, in textiles, they are good. GCSE results were poor in most areas this year, but textiles results have been consistently good in A-level although the numbers are small. A small number of pupils take an extra GCSE in textiles in their own time and achieve good results.
94. Achievement in lessons is best where pupils can handle tools and equipment competently and safely and are knowledgeable about processes and techniques. Some pupils understand structures and mechanisms and are able to explain electronic circuits. Others are becoming skilled in graphical techniques and some are beginning to organise and develop their work with the use of plans and evaluations. In lessons where achievement was less than satisfactory, pupils' understanding of technical terms and concepts related to both construction and food was poor, and their ability to research was not well developed. Overall, pupils' level of understanding is superficial particularly in some lessons in construction and food, for instance mechanisms, product analysis and the application of information technology.
95. The quality of learning was sound or better in just over half the lessons seen at KS3, in two thirds of the lessons at KS4 and in all A-level lessons. Where it was good, pupils were involved and motivated and remained on task throughout the lesson; they contributed well and asked thoughtful questions. They were proud of mastering new skills and of achieving successful and worthwhile outcomes. Learning was best where pupils are engaged in active learning which was not wholly dependent on their skills of literacy. In those lessons, pupils had high expectations of themselves and were sometimes quite rigorously self-critical. In lessons where the quality of learning was poor, significant amounts of time were lost and pupils' work was superficial and often incomplete.
96. The quality of teaching was satisfactory or better in less than half the lessons seen at KS3 and just over half the lessons in KS4. It was good in A-level lessons. Achievement is best where teachers have planned carefully the knowledge, skills and understanding that they intend pupils to gain from the lesson, and this information is shared with pupils. Where pupils' experiences are acknowledged and built on, and the activity is interesting and relevant, the achievement is better. In such lessons, demonstrations were used effectively and teachers checked pupils' understanding. In good lessons, different kinds of resources enable pupils to link learning to their everyday lives, and at the end of the lesson the main teaching points are rehearsed. In lessons where teaching was less than satisfactory, teachers were not clear about goals for pupils' learning and the activities were not sufficiently worthwhile. There was too much teacher talk and questions are not well used to check understanding. Some lessons rest too heavily on pupils' facility with language. Time in lessons was not best used where everyone was engaged in the same activity. Across the whole department there was insufficient emphasis on the effects and application of technology.
97. A complex and detailed system is emerging for assessing pupils' work at the end of each project, but this is not well used. Neither is there a clear relationship between the planning, assessments and reports. Pupils' progress through KS3 is slow and there is little continuity between units. There is an intention to address the programmes of study, but little use is made of kits or information technology. Students' cultural backgrounds are particularly well used in A-level work. The department is competently managed. There is sufficient accommodation, but the food technology area is badly planned and constrains activities. In some rooms there is no convenient or available board and in

construction rooms there is no extraction system. Some areas are badly organised and do not present a well ordered environment in which pupils can produce work of a high standard.

Information technology

98. Standards of achievement at A-level are sound and the small numbers of pupils entered get very good results. Other post-16 students have some opportunities to develop basic IT skills.
99. At KS4, standards of achievement are variable. Where standards are sound, pupils are effectively involved with appropriate problem-solving work and make satisfactory progress, for example with data logging investigations. However, in some other lessons seen a significant number of pupils were working below national expectations and their capability. This is partly due to the pupils having little prior IT experience at KS3, but also because some work is not sufficiently matched to pupils needs and constrains achievement. There was no GCSE course in 1995. Previously, in 1994, GCSE results were sound, with results slightly above the national figure for achievement at grades A*-C.
100. Standards of achievement at KS3 are unsatisfactory. In all lessons observed, the majority of pupils showed limited skills, knowledge and understanding of IT and standards are poor against national age expectations. A significant number of pupils, in all classes, are also underachieving. Although, pupils' prior experience is often limited, for example the current years 8 and 9 had no formal IT in their previous years at the school, work is generally pitched at too low a level for the range of pupils, with predominantly basic, abstract, skills acquisition tasks set.
101. The quality of learning was predominantly sound at all key stages. Pupils generally have positive attitudes to their work, persevere with tasks, work well together and where given opportunities for purposeful discussion, some effective peer tutoring occurs. In the minority of lessons at KS3 and 4, where the quality of learning was less satisfactory, a significant number of pupils made no real progress because they were confused by tasks and followed instructions without understanding.
102. The quality of teaching is sound at A-level and in the majority of classes at KS3 and KS4. In sound lessons, tasks are clearly communicated to pupils; teachers check pupils' understanding and ensure participation. Pupils are dealt with sensitively and helpful colour coded, support sheets are provided. Where the quality of teaching is weaker, teacher intervention and the work set is not matched to pupil needs and the aims and purpose of the lesson are not being sufficiently conveyed to pupils. At KS3, in particular, there are few opportunities for pupils to discuss, reflect and evaluate and the expectations of planned work are generally too low.
103. There is currently no assessment scheme in place at KS3, although this is identified as an area to be addressed in the IT development plan. Further attention should be given at KS3 and 4 to on-going assessment, marking and the use of structured homework. The school needs to ensure that pupils achievement in IT is reported annually to parents.
104. The school is at an early stage with the implementation of a KS3 IT course, which has been devised to ensure that all pupils have IT experience. This course covers some database, word processing, spreadsheet and desktop publishing work. Years 7, 8 and 9 are doing the same work because years 8 and 9 did not previously have any formal IT lessons. However, the work is not extended in any way for the older pupils to take into account age and ability. More fully described schemes of work need to be devised to ensure that higher level work is planned. Currently, pupils do not get experience of the controlling, measuring and modelling strand. Therefore work also needs to be developed to ensure that coverage meets the NC entitlement requirements.
105. There is no strategic planning for the delivery of IT within subjects at KS3, and pupils' opportunities to develop and apply their IT across the curriculum are very limited. Departments have largely not yet taken responsibility for applying IT within their subjects and have yet to integrate IT into their schemes of work. Overall, the curriculum time allocated to IT at KS3, is very small, less than 2%, and pupils' experience and standards of achievement are limited as a result.

106. At KS4, 75-80% of pupils currently do no IT other than incidental work through subjects. Again, a strategic delivery plan is required. so that the school is able to meet statutory requirements from September 1996. when all pupils will have an entitlement to IT.
107. Currently, the co-ordinator is covering another post of responsibility. Although there is an development plan which identifies suitable priorities, most will not be implemented until the IT co-ordinator is able to resume his post. He, in collaboration with other staff and senior management, will need to review the existing targets to ensure NC requirements are met.
108. The pupil:computer ratio of 9:1 is in line with national averages. However, the school is not getting value for money from its investment, because although most classrooms have access to computers they are largely unused during lessons and pupils have limited access to them at other times, unless they are supervised. Further focused staff INSET is required to enable staff to use their equipment more effectively. There are two IT cluster rooms but, neither is particularly well resourced. One has ageing PC-186 computers. The other is a small, ordinary classroom, with a cluster of only ten computers and so whole classes cannot be accommodated. Printing is very limited, with all printing across the network sent to a printer in the staff room. The school currently spends very little on curricular IT. A clearer long term strategy will be necessary. The library resources could be better utilised and developed, as this would provide some supervised access for pupils.

History

109. In the lessons observed the majority of pupils were making sound progress in relation to their abilities in all key stages and under achievement was evident in only a minority of lessons. When achievement was sound pupils used and analysed sources of historical information accurately. They described features of a historical period or aspects of an event and linked causes. Some showed an understanding of empathy and asked relevant questions. In most classes oral responses were much better than written ones and this reflects in part the fact that there are a number of pupils for whom English is also a second language and that overall oracy is much better than literacy in the school.
110. In relation to national expectations achievement in history was sound or better in just under half the lessons. This is unsatisfactory. Shortcomings in achievement include the ability to write fluently, some weakness in the application of skills of analysis and interpretation and a weakness in the background knowledge of the period. In some instances this is connected to poor attendance and being new to the school, but in others weak learning skills and, in only a minority of cases, unsatisfactory teaching. The GCSE results for integrated humanities have been disappointing for the past two years with standards just below national expectations and very high numbers not entered. The numbers of pupils not entered is a matter of concern.
111. Only small numbers of pupils are entered for A-level history. Pass rates are sound. The numbers gaining the higher grades is below national averages, but pupils' files show work of a good standard and substantial progress from lower to upper sixth.
112. The quality of learning was satisfactory or better in nearly all the lessons seen. Many pupils are enthusiastic about the subject and well motivated. They respond well to the teaching and demonstrate good listening skills and behaviour. In most classrooms pupils work together well and there are good relationships with staff such that pupils feel confident to ask questions, make observations and request help when they need it. Some have acquired a level of knowledge of historical facts and details which enables them to make informed contributions to discussion. This is most evident at A-level, but there are examples of this lower down the school. Some pupils' progress is hindered by general weaknesses in literacy, but the majority are making at least satisfactory progress and in some cases good. In most classes in KS3 pupils show better standards in knowledge and recall than skills of analysis and evaluation. This reflects in some cases the emphasis in teaching rather than the ability of children.
113. There is some very good teaching in the history department. Overall the quality is better at KS4 and in the sixth form but in most lessons it is sound to good and is improving standards of achievement. When it is good pupils achieve at a high level.

114. A-level teaching is good. There is a well designed modular course. Teaching is premised upon a dialogue which encourages students to think through their historical observations and conclusions, using insights, knowledge and skills gained from previous lessons. The teaching is precise, insightful and conducted at a pace which is challenging. Students in year 12 have covered a considerable amount of the course in the correct depth and have a good volume of written work in their folders.
115. KS4 the teaching seen was sound or very good. Some individual lesson planning was of the highest quality. In the very best teaching the concept of 'cause in history' is effectively taught and pupils are challenged to make links between different events and analyse their significance. Teachers love of subject and narrative skills capture the pupils' imagination. The connections between the past and present are demonstrated effectively and pupils' social and political awareness are encouraged in the way that the NC intended. In the very best lessons teachers use the controversy of the past to learn about dilemmas which face politicians, military rulers and citizens today and so promote moral education and citizenship.
116. KS3 the teaching seen was more variable, but sound in most lessons and very good in some. Most teachers effectively deliver lessons, ensure good behaviour and through either written tasks or class discussion are developing pupils' understanding of the past. In most lessons teaching follows the scheme of work and teachers push the pupils through the materials at a pace which ensures achievement. In the best practice teaching evokes the natural curiosity which many pupils have and encourages them to question and analyse. In these instances achievement is good and in some cases higher than might be expected of pupils of similar ages. There are shortcomings in a minority of lessons and these are connected to the inappropriate match of task to pupils' ability which results in insufficient challenge for the more able and lack of support for the least able. There is an acknowledgement that aspects of teaching in history need to be developed more fully to meet the wide range of ability in the classroom and pupils' special educational needs.
117. Approaches to standardised assessment are developing. Meetings to moderate GCSE coursework and discuss standards are held and all staff contribute. GCSE course work marking is sound, although more attention needs to be given to GCSE classwork. some of which is unmarked. At KS3 marking is conscientiously carried out.
118. The department is well led and managed. Leadership centres on achievement and there are some excellent examples of lesson planning. Meetings are effectively managed and resources are well organised and deployed. There is a helpful departmental handbook and appropriate departmental development plan. Increasing the number of pupils entered for GCSE should be a priority.

Geography

119. Standards of achievement in relation to national expectations are mostly unsatisfactory, with some pupils achieving the national average but many below. GCSE results for integrated humanities in the last two years were just below the national average, with about 30% of pupils gaining A*-C grades. compared to just over 40% nationally. The number of non-entries is a matter for concern. In lessons many pupils were underachieving both in relation to national expectations and in terms of their capabilities. In only one quarter were pupils achieving at appropriate levels given their ability. Achievement in GCSE lessons was variable. Pupils generally have sound knowledge and an understanding of geographical patterns; some pupils for example, were able to give sufficiently detailed oral descriptions of coastal processes, and others could apply their knowledge of urban land use to the interpretation of diagrams. However, many pupils were unable to write answers in sufficient detail to do themselves justice in examination conditions. KS3 pupils used correct geographical vocabulary in spoken and written answers when describing the physical and human features of places, but their explanations of patterns and processes was limited. More able pupils of all ages were given insufficient opportunity to analyse, correlate and evaluate information. The department has made a serious attempt to create different levels of work and achieved some success in making tasks accessible to pupils working at the earlier stages of English and those of lower ability. However, middle and upper ability pupils are given tasks which lack challenge and constrain their achievement.

120. The quality of learning in KS3 was mostly sound and sometimes good. Learning was more variable in KS4 with a number of pupils asking sensible questions and building on existing knowledge, but others lacked motivation and application. Successful learning occurred when pupils co-operated with their teachers and each other, when girls and boys worked well together, and when they applied themselves with concentration. Oral discussion was generally of a higher standard than written work. Learning was less successful when pupils' progress was too dependent on the teacher, and they lost concentration when not directly supervised.
121. The quality of teaching observed was variable throughout, with half the lessons in each key stage judged to be sound and half having some weaknesses in important areas. Sound teaching was underpinned by confident subject knowledge, good classroom organisation, insistence on respectful behaviour and clear objectives for the lessons which were carried through at a good pace. A great deal of energy has been put into making sufficient quantities of well-presented worksheets for KS3 classes, although teachers should beware of over reliance on resources which have a number of limitations. Weaknesses in teaching at both key stages centre on activities with insufficient challenge. The start and end of lessons were structured successfully and supported learning. The department should now focus on developing a wider variety of demanding activities for the main part of the lesson. Monitoring of pupils' progress in lessons is not sufficiently well targeted. Provision for pupils with special educational needs is sound.
122. Assessment, recording and reporting are unsatisfactory and lack of recorded data on pupils' achievement hinders attempts to match pupils to appropriate levels of work. The assessment policy and guidance for marking are weak. Some marking is of a high standard and provides good diagnostic comments to help pupils improve their work. There are new initiatives for ongoing assessment of knowledge and skills in year 8 and sound self-assessment in year 7, but all aspects of assessment and recording must be addressed urgently if achievement is to be raised. Reporting meets statutory requirements.
123. The quality of planning is variable. New geography schemes of work have been planned thoroughly and meet fully with statutory requirements for NC and GCSE. The balance of tasks would benefit from review and activities to support language development should be included. Learning objectives and assessment tasks should be considered at the planning stage, and assessment of pupils' achievements used to inform choice of activities.
124. Management of the small department is effective and teachers benefit from working within a clear framework. Monitoring is informal and should be developed to check the quality of teaching and learning. The draft development plan is weak and needs to make raising achievement central, and to identify resourcing costs. Provision for in-service training is unsatisfactory.
125. Resources for learning are generally sound although there are insufficient textbooks. IT is used appropriately although classroom provision is minimal. Fieldwork opportunities in KS3 are limited by the relatively short lesson times.

Modern languages

Bengali

126. Bengali is offered to year 9 and to KS4. Standards of achievement in GCSE were above the national average: in 1994 GCSE results showed 90% passes (A-E) with 65% A-C grades and in 1995 the results showed 100% passes (A-E) with 68% A-C grades. At KS3, the majority achieve national expectations but at KS4 most achieve national expectations and some beyond. At both key stages pupils generally achieve appropriate levels for their abilities but the most able and competent pupils do not achieve higher levels.
127. Pupils are from a Bengali-speaking background and many have acquired listening and speaking competencies at home and in the community. However, in school they develop reading and writing skills to an appropriate standard to meet the demands of GCSE and the NC. Pupils are able to use the

target language but lack confidence in speaking. Pupils can understand spoken Standard Bengali. Most pupils read Bengali with fluency and accuracy. The majority can write independently in both key stages.

128. The quality of learning observed was sound in both key stages. Pupils showed interest and motivation to learn Bengali. They generally responded appropriately to the tasks set and made average progress in lessons. They are able to communicate in Bengali but they do not use all four language skills, engaging more in reading and writing than in speaking. The majority work as individuals without much active participation. In both key stages opportunities to take an active part in the lesson and to become independent learners were restricted by the tasks.
129. The quality of teaching seen was sound. The teacher has a satisfactory command of the subject, plans lessons carefully and uses Bengali for most aspects and presents a good model of pronunciation. There is insufficient insistence on pupils speaking in Bengali. The tasks concentrate primarily on listening, reading and writing. The teaching shows enthusiasm and relationships between the teacher and pupils are good. Shortcomings include a lack of challenge for the most able pupils, little opportunity for independent learning and tasks not sufficiently matched to pupils' abilities. Books are marked regularly with comments in Bengali but there are few suggestions about how improvement can be made.
130. Schemes of work do not pay sufficient attention to NC programmes of study or match work to pupils' differing levels of ability. The quality and quantity of books, dictionaries, reference materials and other learning resources are not adequate for GCSE or to deliver the NC. There is no provision for IT. Opportunities for professional development in Bengali are also limited. All these have a detrimental effect on teaching and learning at both key stages.

French, German and Italian

131. In the last two years GCSE French A*-C results were poor, well below the national averages. Girls gained higher results than boys. German and Italian results have been very poor, markedly below national averages. The syllabuses followed are examined with a 100% terminal examination, unlike other subjects.
132. About half of the classes seen in KS3 met the national expectation. In relation to pupils' abilities, about half the classes reach appropriate levels and a small number obtain high levels. In some classes pupils with special educational needs achieve similar levels to the majority. In KS4, less than one third of the classes seen were achieving national standards but, in relation to ability, over half the classes were achieving appropriate levels. In German lessons, many pupils achieve high or very high levels for their ability. The best developed skill is listening and understanding the language studied. Where standards are sound or better, pupils understand and respond to spoken French, German or Italian, have a good vocabulary and sentence structure, are confident and can speak the language well for their age. Standards are highest in German, where pupils use the modern language creatively. They use the language spontaneously with each other and the teacher.
133. The quality of learning observed varied too widely. In only half the classes seen was it satisfactory. Where learning was good, pupils behaved well, were motivated and responsive to teachers' use of French, German or Italian. They concentrated well, were confident and interested in languages. They asked for clarification and meanings and inferred meanings of new words. They worked effectively in pairs or groups. They were creative and experimented with language, produced accurate work and were reflective about marking. Several could give and justify opinions. Where learning was unsatisfactory behaviour was poor and impacted on the learning of others. Sometimes pupils were unmotivated and over-dependent on the teacher.
134. Pupils need more opportunity to read the language and to develop independent learning skills including activities which involve them in speaking French, German or Italian with each other. These might include games, surveys, other information exchange and activities suggested in the teachers' resource books characterised by open-ended, imaginative and creative work. They also need more reading and visual stimulus.

135. The teaching seen varied too widely in quality except in German. To improve teaching, teachers need to ensure improved pace, consistent use of the language being taught, clear instructions and explanations, challenging amounts of work matched to the abilities of the pupils and full implementation of the NC. Where teaching was good, teachers spoke in the modern language extensively and helped pupils to do so. They stated lesson aims clearly and gave good examples, practised these chorally and gave clear instructions before individuals, pairs or groups of pupils applied them in creative and imaginative activities. Management of the class was good, and the use of resources. Teachers enhanced confidence and self-esteem through praise focused on achievement and sometimes incorporate pupils' abilities in their heritage languages. Relationships were good. Pupils were given opportunities to correct themselves. Teachers conveyed their enthusiasm for the language taught. Humour was often a feature of good lessons.
136. The department offers a broad range of important world languages, but pupils cannot study two. Teachers are well qualified to teach their languages. There is a shortage of textbooks and dictionaries, but there are plans for an improved supply.
137. The department needs to build on the stronger aspects of its work. Schemes of work should include all aspects of the statutory programme of study. Lesson plans need to be monitored with special reference to pace, challenge, implementation of the programme of study and motivation. Teaching and pupils' work also need to be monitored. The school should consider the languages offered, especially the possibility of a second modern foreign language.

Art

138. Across the key stages, the majority of pupils are achieving appropriate standards of work for their age and ability. When under achievement occurs it is mainly at KS3, where some skills and concepts are not sufficiently developed. In a minority of cases the work is insufficiently challenging for pupils' experience and capability.
139. KS4 pupils follow one of three GCSE examination courses, drawing and painting, graphics or three dimensional studies in which they do ceramics. In 1995 the results were good when 64% achieved A*-C grades compared to a national average of 51% for comprehensive schools. This is an improvement on the 1994 results. Recent A-level results have been very good with all students passing.
140. The work in pupils' folders and on display in the specialist rooms and in other parts of the school shows that many have developed technical and expressive skills across a range of media. Where there is under achievement it is often where pupils make poor representational drawings because of weak observational skills. Their use of the visual elements is generally sound although their understanding of these is less well developed and their use and knowledge of specialist language is generally poor.
141. A few pupils have an emerging knowledge about art movements but their ability to make connections between their work and the work of established artists is underdeveloped. More opportunities to visit galleries and museums would help in this respect. In some cases the work lacks sufficient preparation through the use sketchbooks and research, although generally pupils are able to sustain a piece of work to completion.
142. The quality of learning is almost always sound with a small number of lessons having good features. Pupils are generally keen to continue with work in progress; they understand the routines and conventions of the art rooms: they are able to select tools and materials appropriately; they co-operate well with each other: they generally remain on task, although too many are content to work at a slow pace. They can usually describe how their work has developed although they are less sure about how it will progress. Their weakness is in their ability to make an evaluation and suggest ways in which it can be refined and improved; some lack the confidence to express an opinion about their work. A few pupils show limited interest and are unable to work satisfactorily without the direct supervision of the teacher but overall pupils are enthusiastic and concentrate well. In the best cases, they make progress because they are able to use information well and adapt techniques according to the nature of the work. Teaching is never less than sound and there are examples of good features in a number of lessons. In

the best cases, teachers are inventive in their presentation of a topic and they deal with difficult concepts well. All members of the department have good subject knowledge and are clear in their expectations about pupils' behaviour and response; resources are carefully selected and reference material is generally made available. When teachers are overseeing pupils' work there is appropriate intervention to promote techniques or ideas and often valuable feedback is given to pupils. Explanations and demonstrations are always clear although occasionally they are too long to sustain pupils' full attention and though the activities are described well, the learning objectives are not always made clear to pupils. Pupils are sometimes presented with a series of stages but are left unsure about the possible outcomes. Occasionally teachers are over ambitious in the skills and concepts being advanced in a lesson or series of lessons.

143. The department includes very experienced teachers as well as one who is new to the profession. They are ably supported by a well qualified technician. The head of department is dedicated and reflective, although the review and development procedures should be more structured; some of the management systems need refinement, including the departmental handbook and the development plan. Current planning procedures result in the delivery of appropriate lesson content, although this is not sufficiently co-ordinated and monitored across the department to ensure systematic coverage of the Programmes of Study. The integration of the two Attainment Targets is developing and is currently a topic of discussion. However, it is not sufficiently advanced considering the time that the NC has been in place. Assessment procedures are also developing but more attention to clearly defined criteria, linked to the End of Key Stage Descriptions is required. A comprehensive homework system exists, to which pupils, particularly in KS3, respond well. However, a closer link between the homework topics and classwork needs to be established and GCSE pupils should be required to work on more extensive projects outside of lessons. Sketchbooks need to be introduced in both key stages to facilitate preparatory and research work and to meet the requirements of the NC at KS3.

Drama

144. There has been a significant improvement in GCSE results which now exceed national pass rates. KS4 pupils make consistently satisfactory progress in relation to both national standards and their capabilities. Factors contributing to this success include the high expectations of staff, a well-planned curriculum and targeted extra-curricular support. Girls achieve particularly well. Achievement at KS3 is more variable. Where pupils have a growing repertoire of skills, and the self-control and concentration to apply them to the theatrical challenges presented, outcomes are sound, in line with capabilities and approaching national standards. However, self-consciousness, immaturity and level of fluency in English can impede achievement—particularly where lessons are poorly paced or lack a differentiated approach and boys are particularly affected with unsatisfactory achievement in year 7 in particular.
145. Attitudes to work enhance learning at KS4, particularly in year 11. Here pupils of all abilities show an independent and sensitive approach to tasks, confidently experiment and appraise their individual contribution to the whole. This commitment is complemented by challenging, high-energy teaching which draws out the best from each pupil. At KS3 the quality of teaching and learning is more variable and pupils' levels of engagement similarly erratic. There is a tendency for boys in years 8 and 9 to be particularly reticent in the early stages of lessons. Although most lessons are carefully structured with clear expectations of outcomes, more tasks designed to meet pupils' individual needs are needed to avoid time wasting by those slow to start or quick to finish. Many pupils find small group work demanding. Pupils with learning difficulties make better progress at KS3 than those at the early stages of learning English.
146. The planned curriculum is ambitious and original, placing the understanding of theatre form and genre and consideration of play text at its heart. Teaching materials ensure that equal opportunities issues are tackled and texts are made accessible to pupils with limited fluency in English. Currently the KS4 curriculum offers a clearer programme of work than KS3. Theatre skills need a more clearly structured progressive teaching programme and the whole syllabus would benefit from such an approach. The assessment, recording and reporting processes require review. The language of some proformas for

self-assessment is elaborate and confusing. Teacher assessment of practical work is mainly oral, which is too informal and unsystematic to monitor pupils' progress effectively.

147. The drama department is well-managed. Departmental documentation provides clear systems and procedures and a sound theoretical basis. Regular school productions offer valuable enrichment of the curriculum. The lack of a sixth form course limits achievement. The drama studio is generally in a poor state of repair. The lack of an up to date, operational lighting rig also restricts learning opportunities.

Music

148. Standards in relation to national norms are below average at both key stages and recent GCSE results have been very poor. However, lesson observations of GCSE work during the inspection suggest that a significant improvement is taking place and, while this is unlikely to bring outcomes tip to average national levels immediately, it is certainly a positive development. In order to sustain this improvement and also raise standards at KS3, the department should review its practice of approaching a wide range of musical tasks from a non-musical perspective (e.g. theatre and music, visual art and music, words and music). In the long term this dilutes musical content and sometimes disrupts musical continuity across lessons. Both result in lower standards.
149. Standards in relation to capability are stronger overall. At KS3, standards are generally satisfactory in year 7, where pupils can discuss aspects of music confidently using technical language, and the majority compose with a sense of purpose. In years 8 and 9, outcomes are more variable: some pupils sustain progress and continue to perform and compose well. A significant number, however, rely too much on others to take the lead in practical work or are overly distracted by non-musical issues which slows the pace of achievement. At KS4, about 50% of pupils have a history of supplementary instrumental tuition, which supports their practical work, and outcomes are generally in line with ability. The same is true of most of the other pupils at their own level. Listening and appraising is consistently weaker across the whole group, and is an aspect of provision which the department needs to address.
150. The quality of learning is generally sound in year 7 and tends to become weaker in years 8 and 9. Overall, attitudes to the subject are generally positive, behaviour good, and responses to whole class work sound. Use of personal rehearsal time is more variable. In year 7, and some groups in year 8 and 9 classes, this is used constructively and pupils are able to develop and refine their work successfully. In other year 8 and 9 groups pupils sometimes have difficulty in agreeing ways forward, or concentrate for too long on non-musical aspects of their work. Nearly all pupils, however, respond to teacher support and audiences well, and share their work with confidence. At KS4 the quality of learning is sound overall. Personal rehearsal time is well used and most pupils produce coursework for regular taping. Collaborations between pupils, either as performers or composers are usually successful and enhance outcomes. However, weaker listening and appraising skills tend to slow the rate of progress, as musical problems are solved by trial and error rather than on the basis of understanding the nature of the difficulty. Nevertheless, most pupils persevere well, and manage to find ways forward.
151. Many aspects of teaching are sound, but during about 50% of lessons pupils at KS3 were working directly with non-musical stimuli (especially devising lyrics/written scripts and discussing visual images) which is far too high. In these and some other cases, the pace of musical tasks is too slow and type of task too repetitive. However, aspects of practice which are well developed should provide a sound basis for future change. These are: orderly lessons, good relationships with pupils, clear codes of conduct for practical work, regular encouragement. At KS4, pupils are encouraged to develop individual practical strengths. and have good access to necessary facilities. Coursework is regularly taped. Provision for pupils new to the school at KS4 is well adapted to need.
152. Both teaching and the curriculum upon which it is based need to be adapted to include a wider range of vocal and instrumental work, more listening and appraising from year 8 upwards, a greater range of musical stimuli for composing and more emphasis on individual achievement and development. The present curriculum does not comply with the national requirements. Too many units of work focus on song writing at the expense of breadth and the range of historical and cultural focuses is too narrow.

Curriculum revision needs to be a matter of priority, and should be added to the departmental development plan, alongside the issue of sustaining better achievement at KS4. Assessment strategies need to be developed further to support these changes. At present, feedback to individual pupils at KS3 is not automatic and needs to become so. The departmental practice of making judgements in relation to whole groups can be a valuable part of assessment strategy in music, but should be one of several forms of activity.

153. The department is generally well managed and procedures in place for monitoring instrumental teaching are sound. The school invests generously in this and it is of great benefit to pupils, as observations of KS4 work confirm. The annual departmental capitation is low for the subject. The department is understocked in untuned percussion and has no tuned percussion, which severely restricts the range and type of musical activities open to pupils. The two computers are successfully used by KS4 pupils to produce coursework in line with ability. The school has a tradition of extra-curricular activities (mainly music and drama), appreciated by pupils which reflects strong departmental commitment to the school as a whole.

Physical education

154. Recent GCSE examination results have been good. In 1995, 49% of the pupils achieved A*-C grades compared with a national average of 41%. In the previous year 69% achieved the higher grades, although a much smaller number took the examination. In both years many more boys than girls undertook the course although there is no significant difference in the grades achieved. The arrangements for delivering the course and the quality of teaching have a positive impact on the outcomes. Pupils are doing well in the theoretical aspects and producing sound to good personal projects and some are achieving levels which are high for their abilities. Core physical education time is used effectively to enhance the examination candidates' practical skills. However, some practical work, seen in part of the KS4 core programme shows great variability in achievement, with a low standard in basketball in relation to pupils' age and ability. They are insufficiently familiar with the disciplines and conventions of the game and generally have poor technique and skill in relation to passing, receiving, shooting and marking, as well as in the tactical elements of the game. Pupils involved in trampolining are making sound progress in relation to age and when their short experience in the activity is taken into account.
155. Standards at KS3 are also very variable, with much under achievement because often pupils are not extended sufficiently beyond what they already know and can do. The poor planning and teaching of gymnastics results in low technical ability, with little attention given to quality movements through good body line and tension. Many pupils are unable to execute basic rotational actions, they are unable to hold some fairly simple balances, and their imaginative and creative abilities are not sufficiently developed. Some are naturally agile, with reasonable mobility, but the tasks set are constraining and undemanding. In gymnastics overall, pupils have not developed basic technical language and a sufficiently wide movement vocabulary. Some pupils do better in some aspects of games activities, although generally, they are not extended to their capabilities. Many have underdeveloped skills in passing and receiving the ball, their use of space is poor and many are unsure about basic rules. In both key stages, the lack of generic skills is constraining progress in the specifics of the games. Many have poor technique for their age and demonstrate little understanding about body position and efficient and effective actions.
156. Despite the low standards achieved by many pupils, the quality of learning is sound or better in the majority of lessons. Pupils' attitude is generally good, particularly at KS3, where they are usually co-operative and keen to be active. They are reasonably attentive, they can follow instructions and many can apply the advice provided by the teacher. They are often willing to contribute to question and answer phases. They work reasonably well independently, although the tasks given do not always extend them intellectually or physically. Pupils' attitude is less than sound when the activities are insufficiently demanding and are repeated too many times. In these cases, pupils make little progress. Where the best learning takes place, pupils are keen to practise, they help one another solve problems and can make reasonable evaluations of their own movements, and, some can suggest ways to

improve. Some pupils are keen to develop tasks to produce quality movements, even when faced with a limited range. Where learning has shortcomings, or many shortcomings, KS4 pupils show little interest in the activity and are unable to apply basic skills effectively; some KS3 pupils are unable to work without the direct supervision of the teacher and they become mildly disruptive. Occasionally there is little interest shown in the demonstrations by the teacher, or other pupils, and they are unwilling to apply what has been described.

157. The quality of teaching is variable and although it is mostly sound or better, there were shortcomings in a significant number of lessons seen in KS3. Teachers are generally clear on their demonstrations and explanations but too often they do not work closely with the pupils and instructions are given but not followed through. On too many occasions, no focused intervention is provided to help with technique. Teachers almost always have good class control and relationships are generally positive, although most lessons lack invention and 'spark' to fully motivate and capitalise on pupils' good attitude to learning. Teachers sometimes use questions effectively to monitor understanding and to seek solutions to problems, but this is not widespread and often pupils are presented with solutions. In the best teaching, in some aspects of GCSE theory and some aspects of invasion games, there is a good range of teaching strategies, which are adapted to the changing needs of the pupils. Pupils' experience and level of understanding is recognised and high expectations are in evidence. Across a range of activities, the warm up phase is generally appropriate, although it is rather superficial and it does not always relate to the following activity; pupils' skills and understanding about the principles and practices of health related fitness are not being fully developed. Where teaching has shortcomings, particularly in gymnastics, the planning does not provide pupils with sufficient challenge, and teachers are not clear on the objectives for a series of lessons. Subject knowledge is less secure in this activity area; sometimes correct technique is not well promoted by demonstrations, and basic faults are not rectified. Across all lessons the use of the three strands of the Attainment Target is not sufficiently in evidence.
158. The staffing arrangements are not ideal. They are currently impermanent, with two teachers, including the head of departments, holding temporary positions and the substantive head of department undertaking a pastoral role temporarily. The existing structures of the department have not proved to be sufficiently secure to maintain satisfactory delivery of the curriculum overall. The number and nature of the activities meet the requirements of the NC although the planning arrangements are not sufficiently developed to ensure continuity and progression, and assessment procedures do not address the requirements of the Attainment Target and the End of Key Stage Descriptions. Boys and girls have equal access to all activities but the arrangements for teaching pupils in single or mixed gender groups need to be rationalised. The specialist facilities are adequate but the changing and storage areas are poor and the equipment and resources available to the department are very poor in quality and insufficient in quantity. Extra-curricular provision is not extensive but, where it exists, pupils participate well.

Religious education

159. Standards of achievement in religious education are uneven. In some classes achievement is above national expectations and pupils show insight and understanding of values which underpin beliefs and actions. When given the opportunity they speak passionately about their personal beliefs and are articulate about their concerns. This is equally matched by classes where pupils do not display the necessary skills and concepts to explore religious and social issues. In these lessons responses are shallow and lack the thought which might be expected of pupils of similar ages and aptitudes. With some pupils, weaknesses in literacy inhibit achievement while others lack understanding and motivation. When pupils' abilities are taken into account, standards are still variable. Sound achievement was seen in a number of classes across both key stages. In these lessons pupils were able to make relevant observations about the symbolic meaning of myths and legends in KS3 and draw sound conclusions and express their views with clarity and understanding on a number of controversial and moral issues in KS4. The shortcomings are usually the inability to give reasons or expand upon a viewpoint when questioned by the teacher. To a certain extent this is related to age and achievement and is better in KS4.

160. Pupils' learning skills are better developed at KS4 and a number of pupils display considerable maturity when discussing controversial issues and matters of faith and belief. The pace of work is also better, although positive learning was also found in KS3 where, in a number of lessons, boys and girls worked together productively. In one example pupils were able to construct simple role plays to show the meaning and significance of the Buddhist story of Siddharta. Limited curriculum time means that it is difficult in some classes to consolidate knowledge and build the learning skills and positive attitudes that are necessary for good progress.
161. In a significant proportion of lessons, teaching is good. Lessons are well organised and structured and the materials used are stimulating and relevant to background experiences of children in the school. Individual contributions to RE lessons are valued and pupils are given opportunities to express their opinions and points of view on important social, cultural and religious issues. Teaching is methodical and challenging and in many cases probes pupils' perceptions and encourages deeper understanding. Pupils are required to investigate the deeper meaning and significance of events and to explore values. There are some good opportunities for pupils to encounter the special meaning and spiritual interpretation different faiths give to events and stories. Teaching is better at KS4 which reflects in some instances the maturity of the students and the close relationship between form tutors and tutor groups, but also the relevance of the social issues in the religious studies and social education course. The shortcomings in teaching are the lack of planning for the wide range of ability resulting in some pupils under performing. In some lessons in KS3 the combination of weak learning skills, one period per week and a mismatch of work to ability means that progression is poor. Homework is set regularly.
162. There is insufficient guidance in the new agreed syllabus on assessment and this is a weakness in the department. The burden of marking is great in a largely single person department and much work is unmarked.
163. The multifaith approach to religious education is relevant to the cultural intake of the school and there are good opportunities for pupils to study their own and other religions. The subject contributes effectively to multicultural education. The department is aware that comparative and sociological approaches need to be matched with more teaching influenced by religious studies methodology. More teaching which addresses fundamental questions, the affective element of experience and response to artefacts needs to be planned. There are some examples of this but it needs to be expanded to ensure the curriculum in RE is sufficiently broad.
164. Some aspects of the teaching method observed are helpful to pupils with learning difficulties and pupils at the early stages of English fluency. Teachers carefully frame questions and will check and rephrase instructions if they have not been understood. However, the provisions for pupils with special educational needs requires further development and the subject response to the individual education plans needs more work.
165. In the past RE courses were taught through integrated humanities, but are now being taught independently. This has involved change which the head of department has found difficult to manage. However, progress has been made in developing new courses and new approaches. The new handbook is a good development and will help bring more coherency into the RE curriculum as the provision grows. Development plan targets are appropriate in terms of curriculum content but must include greater time allocation to RE if statutory requirements are to be met and the Agreed Syllabus fully implemented.

7. Factors contributing to these findings

The quality of teaching

166. The quality of teaching is variable. It was sound or better in 73% of the lessons seen, with 23% judged good or very good. There are, again, significant differences between the key stages with 57% considered satisfactory at KS3, 70% at KS4 and 92% in the sixth form. The national figure is 82% at KS3/4. The high proportion of unsatisfactory and poor teaching is a serious weakness. The better practice in GCSE and sixth form classes reflects, in part, the more careful planning of examination courses and the higher expectations of both teachers and pupils.
167. The quality of teaching varies between and within subjects, but some good practice was found in most. More consistently sound practice was observed in art, history, Bengali and German. Subjects with significant weaknesses include French, geography, Italian, mathematics, music and design technology. The quality of teaching in science is very uneven with good practice matched by a significant amount of unsatisfactory and poor teaching. The shortcomings in the teaching of the three core subjects is a matter of concern where a third of the teaching in English and reading lessons at KS3 and almost a half overall in mathematics and science was judged unsatisfactory or poor.
168. In the best lessons seen teachers had good subject knowledge and made full use of the programmes of study to guide their planning. Learning objectives were explained to pupils and regular reviews of progress occurred. In practical lessons, teachers' demonstrations and explanations of techniques made clear the skills to be developed. In these lessons relationships were always positive, expectations high and humour, inventiveness and a sense of fun generated. The pace was brisk and questioning was rigorous and demanding. Good features also included stimulating resources, such as those seen in history and tasks which were accessible to second language learners and matched to those who have special educational needs. The good feedback was significant in these lessons and critical in sustaining pupil motivation.
169. In the weak lessons, expectations were low and learning objectives unclear. In some teacher talk dominated and in others too little actual teaching occurred. Further weaknesses included a lack of planning for the wide range of needs and low level tasks such as copying. In a significant number of classes the needs of bilingual pupils at fluency level 3, who need help and guidance with writing, were not addressed. This problem was exacerbated by poor marking. In only a small number of lessons, however, did poor behaviour affect teaching; this often occurred in group work activities. There is a wide range of ability in each class, but mixed ability grouping is not always accompanied by appropriate teaching.
170. Teachers' plans are checked but very little monitoring of actual teaching occurs. In some instances good plans were not well implemented.

The school needs to monitor teaching with a view to spreading good practice by:

- addressing the weaknesses identified
- focusing attention on planning and assessment firmly linked to the full range of National Curriculum requirements
- matching tasks to pupils' abilities overall particularly early bilinguals, those with special needs and the most able

Assessment recording and reporting

171. A new draft whole school policy has recently been discussed with heads of department but is not yet fully implemented. It contains clear guidance but is incomplete since it is still being discussed and agreed by staff. The school believes that the discussion is valuable since it is focused on measuring pupils' attainment and progress. It should be agreed as a matter of urgency and steps taken to ensure it is implemented.

172. The school has data from a range of diagnostic tests on year 7 pupils, but mathematics results for the current year are awaited from the LEA. It is beginning to use the information to improve the achievement of pupils, for instance by providing a literacy programme and corrective reading opportunities. Recent results show some improvement has already occurred. It is important that the school does not place too much emphasis on the results of diagnostic tests at the expense of developing on-going measures within the school. This is particularly needed for stages of English fluency, many of which are currently inaccurate.
173. There is a marking policy which includes an aim and proposals indicating that teachers have an option about whether or not to adopt it. In practice, many do not and there are significant inconsistencies both within and between subjects. There is also an appendix to the draft assessment policy containing recommendations for a common notation for marking, but this has not yet been implemented. In some departments there is good practice, such as in geography, by some English teachers and in KS4 art and drama where work is marked regularly and very detailed, helpful comments are given to pupils. Across the school, marking is less than satisfactory. Some teachers in several departments have not marked books for considerable periods of time; others are over generous; some mistakes are not corrected, and comments are brief and unhelpful, particularly for the most and least able pupils. Some departments give grades; others give marks and some give neither. As a consequence, some pupils are confused about how to improve their work and have little insight into their strengths and weaknesses.
174. Some subjects are beginning to make good use of pupil self-assessments, for example in drama, design and technology and some aspects of social education, and there is sometimes considerable discussion between some pupils and the teacher in class about ongoing work, particularly at KS4. Some pupils are better able to initiate these discussions and feedback to individuals is uneven. The school should ensure that all pupils receive regular and consistent feedback on their work which will help them to improve their achievement.
175. Most departments are developing strategies for recording assessments of the work of pupils and some of these are detailed and complex. It is not always clear that the estimates of pupils' levels of achievement in relation to the NC are based on continuous assessment. Some teachers have insufficient data in their day-to-day records. Where teachers' plans do not identify knowledge, skills and understanding drawn from the programmes of study, assessments are less secure. Where records of assessments have been passed on to different teachers, for example, information from primary schools, the special needs department or even within a department, they are not well used. Some tutors still believe that year 7 marks a fresh start with no need to study records of prior attainment. It is important that individual teachers use the information in their own planning. Some departments moderate the work of classes taught by different teachers especially in KS4 in preparation for examinations and some have begun to adopt a similar strategy in KS3. The school has identified a good range of appropriate strategies within its draft policy which could address these issues.
176. The school meets the statutory requirements to report to parents on NC subjects and the levels achieved in the core subjects at the end of KS3. Reports are sent to parents regularly each year and are followed by parents' meetings. Reports contain information about courses and have a list of social and personal criteria which are also commented on as is attendance. Overall, the comments from teachers relate more to pupils' attitudes and behaviour and do not always identify sufficiently clearly the knowledge, skills and understanding which pupils have gained as a result of taking the course. Pupils in year 11 were able to talk about their expected grades. These pupils and those in the sixth form also receive a National Record of Achievement when they leave school.
177. The special needs department issues reports to parents each term. A more detailed format has been designed in response to the Code of Practice and these contain a range of helpful comments to parents about their child's progress and motivation. They give less information about attainment. Parents of those children whose home language is not English are not given details of their progress or attainment in learning English.
178. There is an examination entry policy which expects each department to set its own criteria. It also sets a threshold of 85% attendance which is low. The proportion of pupils entered for 5+ GCSEs has

remained stable in recent years at 75% with about 90% entered at least for one subject. On the basis of mock examinations at the end of last term, predicted GCSE grades have been set for individual pupils and borderline pupils have been targeted. This is a useful strategy to improve examination grades. Some departments analyse their examination results by gender but few analyse them by ability or ethnicity or terms in UK education. The school should consider ways in which groups of pupils can be monitored to check their progress. In particular, the reasons for non-entry to GCSE need to be monitored more carefully.

The school now needs to:

- implement and monitor an assessment policy
- ensure all teachers receive up to date information on pupil attainment
- agree and implement the whole school marking policy based on a common agreement about standards
- ensure reports to parents give clear information on pupils' attainment
- analyse performance regularly by gender, ethnicity and class

The Curriculum

Quality and range

179. The academic aspects of the school aim do not currently reflect practice. At present too little of the learning, especially at KS3 is "challenging" and "coherence" is not a strong feature of the school. The Head's statement in the Prospectus that it is a requirement of staff to give pupils "clear, regular feedback" on their work is not occurring, especially at KS3. The theme *High achievement for all* has been introduced more recently. The development plan has goals for 1998 which include improving attainment with an appropriate emphasis on improving basic skills.
180. The governors' curriculum committee meets regularly and takes a strong interest in the school's operations. It has discussed recently the length of the school day and governors extended it, although not yet to the DfE recommended 25 hours at KS4 and has considered appropriate uses for the extra time. There is a clear framework of topics for discussion based on their occurrence in the school year. The minutes indicate discussion but limited action on the recommendations of the previous inspection report. Thus the required monitoring of the National Curriculum and the implementation of the new Orders have not been reported to governors; collaborative teaching has yet to occur and RE is still allocated insufficient time. The Curriculum Review Group of the staff would benefit from clearer terms of reference, membership and reporting dates.
181. The KS3 curriculum meets statutory requirements with appropriate time allocations for all subjects except music and religious education. Two pupils have been temporarily disapplied. The heavy investment in the year 7 reading scheme of 12.5% of the week needs speedy evaluation to ensure it is bringing about much needed improvement for the 40% with depressed reading skills but also that the more able are being appropriately challenged. The measures used to assess the scheme will need to move beyond the planned staff confidence and pupil perceptions. The social education programme enhances learning and is clearly both beneficial and enjoyable. There is no rationale for the additional time given to PE in year 8. The small groups for technology and physical education are very generous and the deployment of 13 staff for literacy equally so. The latter is the only subject which groups pupils by ability although the allocation of pupils is not always accurate. The modern language provision is wide although a rationale for dropping Italian and German and introducing Spanish needs to be made. There is an effective sex education policy which is well taught. At KS3 a number of subjects are not yet addressing the full range of activities indicated in the NC programmes of study and this needs to be addressed rapidly to ensure statutory requirements are being met.
182. At KS4 pupils continue to study all curricular areas on a broadly based "areas of experience" model. There are some key confusions. A high proportion, some 58% of year 10, continue to study single science, a subject intended for the more able wishing to specialise in other areas of the curriculum and

last summer's results show the results of incorrect course advice; this needs urgent resolution. The inclusion of a Life Skills course within an arts block, including PE, precludes pupils from a vital area of experience. RE has too little time. Two thirds of groups have fewer than 20 pupils and this is uneconomic.

183. The arrangements for teaching IT in both key stages are inadequate and require strategic planning to ensure its cross-curricular delivery.
184. There is a broad range of A-level subjects offered for the more able with some taken at a neighbouring school. However, in practice, the numbers qualifying for such courses are small and only 10 operate, with years 12 and 13 combined for art. Given the school's financial difficulties and the numbers who fail to complete courses, it is of concern that only in mathematics and physics are there more than 10 pupils on roll in year 12. This makes the viability of these course questionable.
185. For pupils seeking vocational courses the choice is more restricted and GNVQ programmes are taught only in business education and science, together with an Access course for early bilinguals, some of whom have been in the school for five years. The planned foundation media studies course failed to recruit this year. Some pupils on the vocational courses have no real interest in the focus; this is of concern. The school does not favour GCSE 'repeat' courses and these exist only in English and mathematics; the small numbers again call their viability into question. There is no RE in the sixth form and no programme of cultural or general studies applicable to all.
186. All teachers are expected to set homework and there is a helpful explanation of its purpose in pupils' diaries. The latter are used infrequently, particularly at KS4. Most pupils received homework during the inspection week and those interviewed said they spent about an hour on average each night. Most were happy about having to complete it. Parents, too, were generally satisfied with the homework set. There are plans to require more by 1998 but the times suggested are still rather limited. Homework needs to be used more to extend pupils' knowledge and understanding and, too often, achievement was seen to be limited because books could not be taken home. Pupils interviewed did not in general read widely for pleasure in their own time and many showed immature reading habits. Boys as they reached year 9 and beyond became characteristically resistant to fiction and said they preferred sports or computer magazines. The useful reading lists in the English department need to be used more persuasively and the library to be made more attractive to pupils of all ages; at present it is an expensive, under used resource. Loans indicate extensive borrowing of fiction at KS3, often of poor quality, and mainly non-fiction after that with reduced borrowing in KS4. Sixth formers borrow more widely.
187. The school states its extra-curricular offer as being "exceptional". It is more modest than that but the curriculum is enhanced by drama, music and sporting activities and a limited number of visits and field trips; cultural activities are more limited.

Key issues for the school to address are to:

- ensure schemes of work match the full range of National Curriculum requirements at KS3
- plan materials to meet individual needs and capabilities
- use the length of lessons more skilfully to ensure adequate time is available for written activities in single lessons and that a variety of activities allows pupils to maintain interest throughout double periods
- increase the time for RE
- clarify the science programme at KS4
- improve IT teaching at KS3 and plan for its delivery across the curriculum at both key stages.

Equality of opportunity

188. Equality of opportunity is clearly valued; pupils and staff alike identify it as something that matters to them, which is consistently illustrated by their open, honest and tolerant approach to day to day

interactions. No year group suggested that racism, sexism or bullying was a serious problem within the school and some identified the Code of Conduct as effective in handling any offenders. The newly devised anti-racist policy is being successfully implemented. The school works hard to ensure pupils' safety. The high number of temporary exclusions suggests that a broader range of sanctions is required. The school needs to examine the reasons for the over-representation of certain ethnic groups. While pupils fully understand that they have rights within the school community they are not generally so forthcoming about their responsibilities. During lunch time girls frequently socialise calmly in ethnically mixed groups either in corridors or quiet areas of the school campus, whereas boys, particularly of Bangladeshi origin, tend to be more racially segregated and dominate the playgrounds. This territorial tendency was highlighted by HMI in their 1993 report and seems to have changed little since then.

189. The content of the curriculum is relevant to the cultural intake of the school, but all pupils do not have equal access to it because of a lack of strategic planning to meet their specific learning needs. When the quality of pupils' learning is compared to their ability, there is frequent under-achievement. The school has tried to focus on differentiated approaches to teaching, with the use of external funding, and this has had some impact on departmental policy but not yet in effective classroom practice.
190. Many pupils are highly motivated and seek help eagerly: less confident pupils, however, have limited success. Where there is no seating plan, they frequently place themselves away from the front of the class. Without help these pupils can waste time and produce little work. Although they respond conscientiously to direct questioning, they rarely have the confidence to speak to the whole class. The school needs to examine more carefully the under achievement of boys of Bangladeshi origin.
191. ESL support is thinly spread throughout the school and lacks a clear rationale for its distribution. SEN support, however, is more carefully targeted. The new literacy programme in year 7 and the GNVQ Access course in year 12 may, in due course, have a positive impact on access to the curriculum but they have reduced provision for ESL support in years 8 and 9. The ESL department makes a strong time commitment to pupils with learning difficulties. Many are pupils whom ESL staff have known since their arrival in this country and they have a strong sense of loyalty towards them. However, basic fluency is not an overriding barrier to progress in many cases and their needs should be met by a wider team of professionals, including mainstream teachers and the SEN department.
192. Pupils' learning is much more effective when the support teacher has prior knowledge of what will be covered in the lesson, is a subject specialist and has devised tailor-made teaching materials to meet pupils' language and learning needs. Some good practice was seen in lessons within the science, technology and geography departments but few pupils receiving language support are being given systematic planned work of this kind. Some are not targeted correctly. The in-class support role is imprecise and despite earlier requirements for collaborative working, few instances exist. Interdepartmental liaison is poor and ESL staff have little influence over mainstream teachers' practice. The best practice observed involved informal arrangements. There is resistance to the time commitment required to plan jointly and frequently ESL teachers arrive at lessons without support materials or a plan for developing the language skills of targeted pupils. There is resistance to collaborative working within the department and HMI recommendations have yet to be implemented.
193. There is a lack of clarity about how pupils are to be supported, whether by in-class help or withdrawal and for how long. This, combined with poor and inaccurate records, makes for very serious concern. Pupils speaking little or no English receive insufficient help in their first weeks. When early bilingual pupils are grouped together for focused work, as in withdrawal lessons and literacy programmes, the quality of learning is similarly variable. Motivation is strong in the year 7 literacy group but even here poor concentration slows down the pace of learning. The lack of differentiation in the Access course in year 12 affects learning outcomes. It is of concern that significant numbers of this group have been in the school for five years.
194. The bilingual members of the department offer very useful skills which could be further developed to include much initial assessment of pupils' needs. Not all staff in the department have experience of teaching ESL. There is no induction of new staff and no in-service training programme. Numbers of staff joining and leaving the department are high and uncertainty about their current deployment

remains. Pupils thus receive little continuity' in their learning. Provision for pupils with special educational needs

195. This area is afforded high status within the school. Almost 200 pupils are listed on the school's register as having SEN but their actual needs are not detailed. There is an overall awareness of the importance of recognising and catering for individual special needs but staff do not always have the expertise to cater adequately for them. An intensive literacy programme focuses on raising standards of achievement, although pupils are not always accurately grouped and benefits are variable. Corrective Reading in the form of withdrawal groups for KS3 pupils and as part of the Life Skills option for year 10 pupils is effective and enhances provision.
196. Owing to current staffing difficulties, the Study Centre, catering for pupils with behavioural difficulties and problems of non-attendance, was non-operational during the inspection. Systems of referral need to be refined and specific programmes of work made available for all pupils who attend. Care should be taken to use staff time effectively during closure.
197. The requirements of the Code of Practice are not fully met. The policy needs to be finalised and the register of special needs redrafted into a more workable format. Individual Education Plans (IEPs) are produced for pupils at stage 3 assessment or above. Others are being drafted. Staff do not always use them to inform planning and are not always aware of the individual needs of the pupils. In-service training on the interpretation and use of these plans would be beneficial. Differentiated work is available and this addresses the needs of some pupils. Annual Reviews are correctly conducted and recorded. There is some evidence of pupil and parental participation.
198. Statemented pupils are supported by visiting teachers from the LEA Support Service. Intervention is mainly in class with some withdrawal. The overall quality of work is generally sound. The opportunity for joint planning would enhance provision.
199. Regular review meetings involving a multidisciplinary team are used for evaluating procedures and provision. There is a need to identify the effect of withdrawal from lessons on overall achievement.

Management and administration

200. The school aims are not currently being met nor has the planned evaluation occurred. A central difficulty is a fundamental lack of whole school agreement about what sort of school Quintin Kynaston is or should be. The goal of the development plan *High achievement for all* has overtaken the original aim on recent documentation and there is now a need to clarify what the school values in order to emphasise this academic focus. Parents said in the questionnaire that they were generally satisfied with the school's values although at the parents' meeting the small group present felt that the school does not emphasise that it values academic achievement. Pupils interviewed said they thought that equal opportunities, rights, keeping pupils happy, detentions and teachers were what the school thought important; none mentioned the quality of work. There is a need for a concerted approach by all staff to develop a stronger learning culture which will involve challenging both pupils and some teachers about the quality' of work produced and giving pupils realistic assessments of their attainment and clear guidance about how to improve; the latter has been rightly identified in the development plan.
201. Most members of the governing body have been appointed within the last three years. They are hardworking and committed and their detailed minutes indicate comprehensive debate on all aspects of the school's activities, including academic performance of the school in comparison with LEA and national patterns. They have worked successfully to address the criticisms of governors' involvement made in the 1993 HMI Report. They benefit from an excellent paper outlining their roles and responsibilities and a carefully planned induction programme for new members. They understand the importance of good publicity and are trying to involve parents more in school activities. Some members visit the school and attend lessons on a regular basis. They need now to receive regular monitoring reports on the quality of curriculum delivery and pupils' progress.
202. The Head has a very visible and busy management style and gives strong personal leadership. He has prepared a series of thorough papers on key aspects of the school's operations, including the new

organisational structure and the curriculum. A challenge to be addressed is to ensure that all staff in leadership positions have a better understanding of role and view their major purpose as bringing about improved achievement from pupils and colleagues alike. Currently, the school culture operates on personal basis with some unwillingness to monitor performance of colleagues and evaluate outcomes. This relates to observation of teaching, scrutiny of marking and appraisal through the line management system.

203. The senior management team (SMT) has yet to focus sufficiently on the quality of teaching and pupils' learning. Their role needs clarification so that it does not appear that they carry out a series of tasks without a central unifying function. The current responsibilities are unevenly distributed and expectations are not explicit, most particularly the requirements of the line management system. The senior team is large and the emphasis on pastoral posts heavy, given the existence of year heads. Some functions overlap and this needs to be rationalised. The roles of the Bursar, the deputy heads and governors on the finance committee need to be clarified to ensure there are no confusions about internal management and external oversight. It is important that all staff have up to date job descriptions so that expectations are quite explicit. Departmental management is varied in its effectiveness. The majority of heads of departments have sound subject knowledge but there are some key areas of weakness. Most departments work as teams but collaboration is not a feature of all. Targets in their development plans are very variable in quality and not all relate to the whole school ones. Departmental documentation is too variable in quality. Monitoring is a general weakness both by departmental heads and by senior managers. Too often, it is informal with insufficient attention paid to lesson observation and scrutiny of pupils' books. The annual review meetings are a helpful innovation but need to occur more regularly. Few departmental heads have attended recent and relevant subject courses. Year heads give strong leadership on pastoral issues and are beginning to consider academic progress.
204. There is an extensive recent school development plan with projections until 2001. It gives helpful background information and sets ambitions for 1998 with tasks, responsibilities and dates detailed but not costings. There is already slippage on the 1995/6 targets particularly in checking the quality of what has been achieved and whether intentions have moved into practice. The document is very thorough but its multiplicity of objectives will need very careful monitoring. Its academic, behavioural and attendance targets are too modest. Delaying the quality assurance role of senior managers until 1996/7 should be reconsidered.
205. There are many thoughtful and practical whole school policies but there is a problem about implementation. Staff acknowledge this but fail to perceive the lack of coherence such practice brings to pupils' learning in direct contrast to the school aim. It is acknowledged that a number of policies need to be reviewed and a good new format is proposed. All need to have their status clarified, so that staff realise whether they are for guidance or implementation.
206. The staff welcome the perceived democratic model of decision making and feel properly consulted on key issues. Staff meetings are chaired by middle managers, or their nominees, and votes are taken. The legal accountability of the Head is stated in documentation but that of the governors also needs to be made clear. The Head's role in making explicit his vision for the school and devising structures to facilitate its enactment is difficult when he runs few meetings of the staff. Departmental meetings are held regularly but do not always focus sufficiently on key aspects of the curriculum, such as the new Orders and methodology. It would be helpful if all minutes followed a common format and include action to be taken and by whom. Some of the working groups need clearer terms of reference, membership and reporting dates. The quality of documentation is good. The *Prospectus* and *Annual Report to Parents* are most attractive, written in straightforward terms and the former welcoming in tone. They contain most of the statutory information. The *Staff Handbook* is short and practical. The weekly staff bulletins are thorough and useful although more precise academic information on new pupils rather than social, sometimes subjective, comments would help staff plan for their arrival in class. Tutor group bulletins are also well received. The school runs reasonably well on a day to day basis although more attention needs to be given to ensuring the accuracy of data. The lack of computerised systems exacerbates this.

207. Staff are hardworking and committed. They enjoy working at the school. However, there are inconsistencies about the school's central purpose. The Head enjoys the support of staff and governors and the majority welcome the increased emphasis on attainment. There have been significant moves forward but development needs to be co-ordinated and implemented collectively.

- The school aims need to be reviewed
- A clearly structured programme for monitoring the planning, the teaching and the quality of pupils' work by is needed to be carried out by senior and middle managers
- Job descriptions need to be revised and reissued
- The development plan needs to be simplified with clear costings

Resources and their management

Teaching and non-teaching staff

208. The Head has prepared a paper outlining a new organisational structure based on a realistic assessment of the school's likely future roll and current staffing. Decisions have been made to retain class size at current levels because of pupils' reading and other learning difficulties, to reduce staff allowances and to retain staff in charge of key stages and subjects and, despite the heavy costs of administrative staff, to increase this further. The current anomalies in allowances are addressed. Despite the length of the paper, the preferred option fails to clarify how its implementation will raise standards. It is intended to facilitate cross-curricular work and strengthen line management but the lack of role definitions for 'director', 'co-ordinator' and 'manager' with clear accountabilities need to be included. The single learning support faculty is a positive move in order to redirect this work. The roles of personnel in the student support faculty are insufficiently clear. The school needs to move rapidly to reduce the large number of acting posts. The implementation of change is proceeding very slowly given the school's serious financial difficulties.

209. The current proportion of the budget spent on teachers is about average although average costs are high. Class size is low in some subjects and teachers teach for less time than in other Westminster schools and in England as a whole. During the inspection absence reduced this still further so that of the lessons seen, half had fewer than 20 pupils present, with 20% having fewer than 10, excluding special needs or withdrawal groups. Small groups were particularly prevalent in Bengali, art, technology, physical education and music lessons. There was no evidence that achievement improved in these smaller groups. The SMT has a limited teaching commitment with some members taking few whole classes. This should be addressed.

210. Although there are more women on the staff, the majority of the senior posts, including departmental ones, are held by men whereas women hold more of the welfare and guidance positions. There are more staff in their twenties and early thirties at the school and fewer in their forties than elsewhere in the country although the school has a significant cohort of very experienced teachers, some of whom have spent over 20 years there. The majority of the staff are trained graduates with a small proportion with higher degrees and a few who are untrained. A particular need is for staff to be trained in ESL work.

211. The support staff have a balance of age and experience; their number is generous and resultant expenditure is high. Technicians play an invaluable role in supporting practical subjects although some are generously supplied.

212. The school has rejected the Westminster model for appraisal. The process should have started over four years ago. A staff group has worked on performance review outside the departmental structure as an alternative model. This has just begun and those who volunteered for the process found it supportive and helpful. Some of the proformas are very basic and the use of teachers at the very early stages of their careers, seen as a democratic model by staff, may not bring about necessary improvement. Line management is being developed although it is not being rigorously applied in all departments, particularly the need for the direct, sustained observation of lessons and the scrutiny of pupils' work.

Staff development has been under-resourced and this is a cause of concern given the changes to the NC. Systems for ensuring accountability and equity are at the early stages of development. The expenditure has been narrowly interpreted, with the majority of GEST funding going to support appraisal, which has only just started, differentiation, which has yet to produce results and the literacy initiative. No planned evaluation of this expenditure is available and, given the urgent need for NC planning, this has not given value for money. It is of concern that newly qualified teachers have yet to receive their entitlement to training funded under the GEST programme, owing to the late submission of the bid. Records of expenditure are inadequate with some apparent overlap of GEST and TVEI funding. Many staff believe that there is no training budget and that they could not attend any courses as a consequence. Given the very limited advisory help in the LEA and this presumed veto, teachers' professional development has been neglected.

213. A significant number of staff do not have current job descriptions; this needs to be addressed. Those seen need to make line management requirements clearer.

The school now needs to:

- rationalise the staffing structure speedily
- clarify new roles and responsibilities and incorporate the decisions in job descriptions
- consider class size and the proportion of the week teachers spend in class in order to increase efficiency and equity
- prioritise staff development

Resources for learning

214. Departmental allocations are managed efficiently through a committee which decides amounts using a formula which recognises the School Development Plan priorities. Spending on resources in 1995/6 has been reduced to an average £86 per pupil because of current funding difficulties. This is about 25% below the national average. There are plans to increase this to within 10% of national figures.
215. There are shortages of books and equipment in several departments, which are restricting achievement. These include insufficient numbers of basic textbooks in English, Bengali and humanities, too few resources in mathematics, the need to replace or upgrade information technology equipment and computer software, the lack of percussion instruments in music, poor resources for physical education, no artefacts for religious education, out of date science equipment and poor lighting in drama. Computers are provided in most classrooms, but inefficient management means that they are not used effectively to support learning. Expenditure on curricular IT is very limited; more has been spent on administrative support. The weather station is not functioning.
216. The library is reasonably stocked and has recently been refurbished using TVEI monies and is used effectively by some departments but it does not provide a stimulating environment. Its funding is low. Its book stock is extensively augmented by the use of the Schools Library Service. More IT equipment is needed in the library as well as increased CD ROM provision. The practice of separating Easy Readers and a large section on Relationships should be reconsidered. The recently installed computerised stock control system was not fully operational during the inspection and a list of current loans could not be produced. A list going back two years indicated heavy fiction loans at KS3, but often of poor quality formula series such as *Point Horror* or *Sweet Dreams* and generally immature reading habits in both KS3 and 4. Fiction loans drop dramatically at KS4 and beyond. In the sixth form science, art, pottery, history and business studies dominate loans. It is regrettable that this vital facility does not always open at lunch time. The media resources department also provides curriculum support although there is limited AVA equipment in some areas and few quality materials adapted to meet pupils' needs. Having the main printer in the Staff Room is unhelpful as pupils have no access.
- Plans should be drawn for the updating and additional provision of textbooks and IT equipment.
 - The functions of the library as a centre for learning should be reconsidered.

Accommodation

217. The school was purpose built as a secondary school and its size and layout are more than adequate for its pupil numbers and curriculum. The site is open. and this creates some problems of security and control, but the school is seeking government funding to improve matters. It is fully accessible, but wheelchair access is limited to the ground floor.
218. There is ample space in nearly all subjects and departments have rooms grouped together, which aids the use of resources and allows all teaching to be in specialist rooms. Science accommodation is unsatisfactory, where many of the facilities are outdated and in poor condition, but these are about to be refurbished.
219. The condition of many areas of the school is poor and in need of redecoration, although this is not currently affecting standards of achievement or the quality of learning.
220. Attractive displays of work can be seen in some areas, but the potential for learning through display is not fully exploited.

Pupils' Welfare and Guidance

221. The school places great value on its pastoral system and provides a secure and safe environment within which pupils are well known as individuals to staff. There is a strong year system and staff have developed a good range of strategies for monitoring progress. Form tutors make great effort to help and support pupils, and have in depth knowledge of them as individuals, particularly in terms of their social and personal development. Relationships are generally very good and pupils generally feel well supported although significant numbers interviewed felt they would not tell their tutors if they had a problem. Routines are clearly identified in the pastoral and other handbooks. Useful systems are in place for monitoring the attendance and punctuality of pupils, their homework and the concerns about individual achievement. Sixth formers have contracts. There are also regular reviews of progress, but the usefulness of these is affected by the accuracy and consistency of assessment and record keeping by individual subject teachers. Some good assessment practice by teachers and appropriate monitoring by heads of year and heads of department is beginning to develop. Some teachers are beginning to sample individual pupil and class progress on a more systematic basis. There are, however, still too many inconsistencies among staff. Procedures are not always followed by staff or sufficiently monitored by middle and senior management to ensure they are carried out as a matter of routine. Pupils recognise where there are inconsistencies and often take advantage of them. In interviews, pupils did not feel that pastoral staff took a special interest in their work and most relied on their parents for that.
222. Information from primary schools is variously detailed; some schools provide a great deal of relevant information about individual pupils but others provide very little. This information is used as background knowledge for grouping pupils, but is not effectively used by teachers to influence their planning. Pupils' personal files are poorly organised and do not encourage systematic use by staff. They are used as archives rather than living documents and their focus is on social progress rather than academic.
223. There is a detailed and well worked out social education programme which is competently delivered by tutors and well regarded by pupils. It provides relevant information which supports pupils' health and well-being. It is structured and issues are revisited and well targeted at different stages of the pupils' development. A range of health issues are addressed as well as sex education. Child protection procedures are in place and there is a named person who is known to staff. Social education periods are seen as a valuable part of the curriculum and are increasingly being used to gain an academic overview as well as a social and personal understanding of pupils' development. They are also used to address civil issues such as pupils' rights and responsibilities. Heads of year gain valuable support from a range of outside agencies. particularly the education welfare service.
224. Target setting is increasingly being carried out in social education periods and the school recognises the need to be more precisely focused on individual needs in relation to the academic curriculum. In year 11, borderline pupils have recently been identified on the basis of predicted grades, and are receiving

extra support through the homework club. Pupils compile records of achievement and these provide useful evidence for the future on their academic and other achievements. This record is developed further for those who stay on in the sixth form.

225. There is a sound careers education programme which provides valuable information and experiences to pupils in years 9, 10, 11 and the sixth form. It is complemented by a programme of work experience and some work shadowing for A-level students which provides a valuable opportunity for pupils to understand the world of work. The school, however, lacks information about the destinations of significant numbers of leavers usually provided by the Careers Office. Helpful guidance material concerning different subjects is available for year 9 pupils to help them make choices about appropriate GCSE courses in year 10. The careers service contributes effectively to the work of the school. The impact of some of the work in careers is reduced by many pupils not having a clear enough perception of their strengths and weaknesses in different subject areas.

The school should:

- improve monitoring procedures
- develop pupils' files as sources of current academic information on progress

Links with parents, agencies and other institutions

226. Parents' contributions to the day to day life of the school are limited, although a small group of parents is very active within the governing body and others support the reading programme. There is no Parent Teacher Association although one is planned. A major factor affecting involvement is that few parents live locally.

227. The school keeps in touch with parents through an effective and well received weekly newsletter and by thorough annual reports from the governors. They also receive reports on their children's progress; about half attend such meetings and this proportion is low. Parents indicated high levels of satisfaction with the school in the questionnaire responses although only 90 returned them. A number said they would like to be more involved in the life of the school and to receive more information about the work their children are doing. Some felt that the school had tried to involve parents and the majority felt welcome when visiting. Parents are contacted quickly and effectively if pupils misbehave seriously or if they have attendance problems.

228. Good relationships with local industry and commerce are fostered through the work experience and vocational programmes. Policy and provision for work experience in year 10 are sound and the media studies course in particular benefits from links. There are also effective links with the British Council and higher education institutions.

229. The year 7 intake comes from over 40 primary schools. Liaison with these to build effective curriculum continuity is not well developed but is good for pupils with special needs. Significant gaps in data on prior attainment exists, for example, about half the KS2 SATs results had not been passed on. Even where records exist, these have not been effectively disseminated and pupils were seen to be repeating work done in primary schools, particularly in mathematics and science. The school should use its Primary Partnerships project to build more effective links with primary schools centred on the curriculum.

230. Community involvement in the school is small, and Quintin Kynaston is not a school well rooted in its local community.

The school should:

- continue to encourage greater parental involvement
- develop stronger curriculum links with feeder primary schools
- disseminate data on prior attainment more fully