

INSPECTION REPORT

SACKVILLE COMMUNITY COLLEGE

East Grinstead

LEA area: West Sussex

Unique reference number: 126089

Headteacher: Mrs M Robson

Reporting inspector: Susan Chamberlain
07661

Dates of inspection: 26th February – 1st March 2001

Inspection number: 188902

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the college. Under the School Inspections Act 1996, the college must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE COLLEGE

Type of college:	Comprehensive
College category:	Community
Age range of students:	11 to 18
Gender of students:	Mixed
Name of Headteacher	Mrs M Robson
College address:	Sackville Community College Lewes Road East Grinstead West Sussex
Postcode:	RH19 3TY
Telephone number:	01342 410140
Fax number:	01342 315544
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Margaret Collins
Date of previous inspection:	29 April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Susan Chamberlain	Registered inspector
Cathy Stormonth	Lay inspector
Geoffrey Hunter	Team inspector
Terry Chipp	Team inspector
Bill Robson	Team inspector
Roger Parry	Team inspector

The inspection contractor was:

Penta International Ltd

Upperton House
The Avenue
Eastbourne
BN21 3YB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the college	
How good the college is	
What the college does well	
What could be improved	
How the college has improved since its last inspection	
Standards	
Students' attitudes and values	
Teaching and learning	
Other aspects of the college	
How well the college is led and managed	
Parents' and carers' views of the college	
PART B: COMMENTARY	
WHAT THE COLLEGE DOES WELL	11
The college has well above average results in GCSE/GNVQ and A Level. Art, media studies, English literature, drama and design and technology considerably enrich the experience of students. International links are very good. The college provides very good support for students with statements of special educational needs.	
WHAT COULD BE IMPROVED	14
Accommodation for physical education is unsatisfactory and affects standards adversely A common approach to some aspects of literacy is required across the curriculum Communication with parents and others is currently rendered difficult by an inefficient telephone system Procedures and facilities in the dining room are inadequate to ensure the development of social skills and good eating habits	
WHAT SHOULD THE COLLEGE DO TO IMPROVE FURTHER?	15
PART C: COLLEGE DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE COLLEGE

Sackville Community College is a co-educational, comprehensive for students aged 11-18. The number on roll is currently 1461, 110 less than in 1996. Students are from the full range of ability but the majority are of average or above average attainment. The number of students with special educational needs is 172, which is less than at the last inspection and as a proportion is well below the national average. The number with statements (27) is similar to the number at the last inspection. Of the 19 students with English as an additional language (EAL) only 2 are at an early stage of English. There are 54 students who claim free school meals and some who could claim but do not. The college is in the process of transition with several changes in personnel at senior and middle management levels. It has recently gained an International School award.

HOW GOOD THE COLLEGE IS

This is a good college with many very good features. It has impressive examination results at GCSE/GNVQ and A Level. Leadership is strong. Teaching is good with an increased use of different strategies. Students have good attitudes and behave well. They respond positively to the many opportunities to fulfil their potential. The college provides good value for money.

What the college does well

- The college has well above average results in GCSE/GNVQ and A Level. Very effective faculty reviews by senior managers contribute well to the maintenance of such high standards.
- Art, media studies, English literature, drama and design and technology considerably enrich the experience of students.
- International links are very good.
- The college provides very good support for students with statements of special educational needs.

What could be improved

- Accommodation for physical education is unsatisfactory and affects standards adversely.
- A common approach to some aspects of literacy is required across the curriculum.
- Communication with parents and others is currently rendered difficult by an inefficient telephone system.
- Procedures and facilities in the dining room are inadequate to ensure the development of social skills and good eating habits.

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

HOW THE COLLEGE HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in 1996 the college has made good improvement. Teaching has improved. Teachers use a wider range of strategies, including more interesting classroom activities and more information technology (ICT). The college has more computer hardware and software and students can easily access the Internet. ICT is now included in schemes of work in subjects across the curriculum for example, in English and science. The management structure has improved and the style is more consultative. Examination results have improved at Key Stage 4 and in the sixth form. The daily collective act of worship still does not meet statutory requirements nor does the provision of religious education in the sixth form.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
GCSE examinations	A	A	A	C
A-levels/AS-levels	D	B	A	n/a

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In statutory tests at the age of fourteen, students' results for 2000 are well above average in English, mathematics and science. Girls outperform boys in English but are similar in mathematics and science. Although the trend for improvement over time is below the national trend, this occurs because results are already high and improvement consequently more difficult.

In the year 2000, the proportion of students who gained 5 A* - C grades in GCSE is well above the national average. The proportions who gained 5 A* - G grades or at least 1 A* - G grade are also well above national averages. The average point scores for students, whether male or female, have been consistently high over the last four years and are well above average overall. Although in published figures, which compare Sackville with schools with similar levels of eligibility for free school meals, results at both key stages are below average, the inspection team take the view that the principal is correct in her view that such figures do not represent the true picture and that average is a more accurate judgement. The college's results compare very favourably with other schools in the county.

Point scores at 'A' level have improved significantly and are now very high when compared with all schools.

Standards of work seen during the inspection are above expectations at ages fourteen and sixteen and well above expectations in the sixth form. Students' achievements are good at all stages. Students with special educational needs make good progress. Other groups of students such as those gifted or talented and for those for whom English is an additional language achieve well. The college sets sensible targets that take into account the prior attainment of students.

Standards are highest in English at Key Stage 3, in Art, English literature, drama, geography, media studies, German and food technology in Key Stage 4 and in Art, sociology, biology, mathematics and sport studies in the sixth form. As standards are high across the curriculum, including GNVQ courses, modern foreign language and humanities, to suggest that standards are low in areas where scores are sometimes less impressive would misrepresent reality which is often affected by the either large or small number of students entered or the prior attainment of students who choose certain options. These factors can significantly influence the examination results.

STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the college	Attitudes are good overall; they are best in Key Stage 3 and the sixth form. Students are eager to learn, highly motivated and respond well to good teaching.
Behaviour, in and out of classrooms	Behaviour is good overall both inside and outside classrooms. When it is less than satisfactory, it is attributable to a small minority of students who can make a significant impact on some lessons. Behaviour in the small dining room is too boisterous on occasions.
Personal development and relationships	Relationships are good both between students and between adults and students. Students have many opportunities to use their initiative and take responsibility.
Attendance	Attendance is satisfactory overall. Unexplained absence is below average whilst explained absence is average. Students' punctuality is good.

TEACHING AND LEARNING

Teaching of students:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	GOOD	GOOD	VERY GOOD

Overall teaching is good and has improved since the previous inspection; it is satisfactory or better in about 97 per cent of lessons. Teaching was good or better in two thirds of the lessons seen. This proportion rose to three-quarters in Key Stage 3 and dropped to just over half in Key Stage 4. There were two unsatisfactory lessons. The highest quality of teaching occurred in the sixth form where over nine-tenths of lessons were good or better. Teachers involve students in far more classroom activities including information technology (ICT) than at the last inspection. Teachers questioning techniques are particularly strong and indicate very perceptive qualities. In geography teachers asked very focussed questions on the causes of the ice age and students had to find the answers by watching a video. In history students learned by identifying important points with highlighters. Students learning matched teaching and they too indicated good use of questioning for example in information technology where they inundated the teacher with questions that hastened learning. In design and technology, students with special educational needs made progress when offered similar but carefully modified tasks, which were not immediately identified as simpler, than those of many of the class. The teaching of literacy is satisfactory, however a common approach to some aspects for example, the correction of spelling and the concentration on subject specific words is often neglected. There is little focus on the National Numeracy Strategy as yet but this is planned. The best lessons seen were in English in Key Stage 3, and in art and English literature in Key Stage 4.

OTHER ASPECTS OF THE COLLEGE

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities is good in Key Stage 3 and in Key Stage 4 and very good in the sixth form particularly in the arts and design. The provision for a daily collective act of worship and religious education in the sixth form does not meet statutory requirements. Extra curricular activities, including choirs, orchestras, sporting activities and clubs for drama and art, are of a high standard and involve students in local, county, national and international events on a regular basis.
Provision for students with special educational needs	Students with special educational needs are provided for very well. They are given clear targets and are supported by very effective teaching.
Provision for students with English as an additional language	Most students at the college who have English as an additional language are fluent at English and well integrated. The occasional student, who is not, is looked after well and makes good progress.
Provision for students' personal, including spiritual, moral, social and cultural development	The provision for spiritual development is satisfactory overall; the arts are contributing well to this. The provision for moral, social and cultural development is good. Students' personal development is catered for by a strong "personal and social education programme".
How well the college cares for its students	The college gives a high priority to a good range of procedures and practices to safeguard the well being of students. This provides a secure learning environment. The arrangements for child protection are good. Assessment procedures are advanced; students have individual computerised profiles that track their progress most effectively.

HOW WELL THE COLLEGE IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Strong leadership has been maintained since the new principal was appointed. Key staff are well suited to their roles and are making a positive contribution to the college. The new senior team promises to be an effective force for improvement.
How well the governors fulfil their responsibilities	Governors are well informed and fulfil their statutory duties effectively.
The college's evaluation of its performance	The college has clearly identified review systems that ensure high standards are maintained
The strategic use of resources	All have a very good grasp on finance and always seek best value. The college has a clean bill of health in this respect and holds a large contingency for a new sports' hall.

Accommodation is adequate except for physical education. Resources are satisfactory. The staffing position is good as are the arrangements for the induction of new teachers. Most teachers teach within their specialism.

PARENTS' AND CARERS' VIEWS OF THE COLLEGE

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy college.• Their children are making good progress.• The teaching is good.• Their children are expected to work hard.• The college is well led and managed.• The college is helping their children to be mature and responsible.	The college needs to work more closely with parents. Parents would like more information on how their children are progressing. They would like amounts of homework given to be consistent.

Inspectors agree with the positive comments of parents. They also agree that communication at all levels could be strengthened. The amount of homework set is appropriate but some teachers do not adhere to the homework timetable.

PART B: COMMENTARY

WHAT THE COLLEGE DOES WELL

The college has well above average results in GCSE/GNVQ and A Level. Very effective faculty reviews by senior managers contribute well to the maintenance of such high standards.

1. In statutory tests at the end of Key Stage 3 results are consistently well above average overall and average point scores at GCSE/GNVQ follow the same pattern. When compared with colleges whose intakes are similar (have similar numbers of students claiming free school meals), standards are average. In the sixth form 'A' level average point scores have improved significantly and are now very high (21 +) in comparison with all colleges. In the lessons seen, standards were above average in Key Stages 3 and 4 and well above average in the sixth form.

2. Students have high standards in English at all key stages. They are particularly successful in English literature where they have a very good understanding of the plot and characters in the novels they read. By sixteen many make a personal response to poems. They understand the poet's use of imagery and literary devices. The standards achieved in mathematics have been consistently well above national averages for fourteen year olds and for sixteen year olds. In the sixth form A Level results are also good in relation to national figures. Students of all abilities make good progress throughout their time at the college. Students achieve very good results in science at age fourteen compared with all students nationally. At GCSE level their results are also well above average for those taking double science and are very high (over 95% at grades A* to C) for those more able students who take physics, chemistry and biology as separate subjects. Results at GCE A Level are good in all three sciences when compared with students across the country. These good and very good results reflect the fact that all students make good progress at all stages.

3. Standards are high in all aspects of the curriculum. Inspectors saw some excellent work by students in design and technology, students indicating a real enthusiasm and care for their projects. Work was of a high standard in GNVQ courses, Certificate of Achievement courses, Science Plus and all 'A' level courses. Across the humanities, the arts and modern foreign languages, standards are also high.

4. Contributing well to high standards is the college's system for monitoring and evaluating teaching and learning. This is achieved by effectively reviewing the work of faculties on a rolling programme. Senior managers carry out an absorbing and detailed process, which includes observation of lessons, professional debate and verbal and written comment. Each review has a useful focus, which is decided by the Board of Studies. The recent focus for the above reviews was "differentiation and pace", senior staff looking to see how teachers cater for different groups of students and at how well the lessons progress. After each observation the reviewer and the teacher discuss the content and from this interesting ideas about teaching and learning are generated. Reports on faculties are of a high standard. Once a review is finished the very useful and informative findings are fed back to the whole faculty and from this appropriate targets for improvement are identified. The process is just beginning to involve the head of faculty, who now monitors those he or she line manages.

Art, media studies, English literature, drama and design and technology considerably enrich the experience of students.

5. Arts, media studies, English Literature and drama considerably enrich the quality of the students' education. The enthusiasm of many teachers is rewarded by students' willingness to work well beyond the expectations of the timetable. This is further enhanced by work in design and technology.

6. In art students are taught to appreciate the visual and tactile qualities of materials which results in some very impressive work in GCSE and A Level. One Year 13 research book of ideas for mosaic showed exceptional attention to detail and was presented with a richness of textures using a variety of techniques that achieved a precious and valued object in itself. Much of the work in Key Stage 4 and the sixth form shows a personal involvement and commitment of time and effort, which goes well beyond the subject timetable. GCSE results are well above the national average. The teachers in the department have a visible enthusiasm for the subject and high expectations of students' commitment.

7. In drama, the dramatic conventions are thoroughly taught in Key Stage 3 giving a firm foundation for the development of more personal responses in Key Stage 4 and the sixth form. GCSE students show confidence and composure in working from scripted plays and developed improvisations. Good use of space, carefully studied body language and vocal characterisation are all strong features at this level. One group of girls showed exceptional sensitivity to changes in body language and tones of voice in their portrayal of the shifting relationships of a group of friends. The teacher's perceptive analysis of the students' performances and very well targeted questions helped students to refine their work further.

8. In media studies students making short films are taught to be thorough in their scripting and storyboard planning, requiring high levels of co-operation. The films they make show a very good understanding and analysis of their chosen genre with a very effective use of camera angles and special effects. Students show a confident use of the various technologies involved, including video and sound editing and colour enhancement to create strong dramatic effects.

9. In design and technology increasing use is made of very up-to-date computerised equipment to aid teaching and of computer-controlled machinery to introduce an industrial aspect to students' learning. Teams of students of both genders have successfully designed and constructed vehicles that reached the finals of a petrol economy 'Green Car' competition.

International links are very good.

10. International links are a very strong and distinctive feature of this college led by the late ex-Principal, and continued by his successor. Since the previous inspection the college has further developed its links with countries in different parts of the world. They benefit teachers' professional development, broaden students' experiences, and enrich the curriculum.

11. In 1999 the governors' enterprising decision to support an application for an International School Award, through the Central Bureau for Educational Visits and Exchanges, brought together in an action plan a number of initiatives. As a result, confidence increased in the use of French and German through a scheme arranged with a local language technology college and an international airline when students used the facilities of the airline's language training school. An emphasis was put on the use of modern foreign languages in a commercial environment. Sixth form language students participate annually in work experience programmes in France and Germany. Languages are further improved on ski trips by both staff and students. Information and communication technology (ICT) is

used effectively to link with other countries and obtain information in a number of subjects. A Year 8-tutor group developed a link with a school in Tanzania through the exchange of letters. Students gained considerable knowledge about the differences in lifestyles in both countries. In 2000 a group of students enjoyed immense increase in their knowledge of traditional life and culture when they visited South Africa. Two sixth form students were selected in a national competition to work in a scheme based in Botswana for two weeks for developing future business and social leaders.

12. Last year, a number of teachers from different areas of the college were supported through a government scheme to provide professional development in other countries. Other examples of the wide range of links were when three English teachers visited South Africa, two science teachers and a technology teacher visited Australia to learn about how ICT is used in Melbourne schools, and two teachers saw how provision is made for students with special educational needs in Atlanta, Georgia. All these teachers used their experiences to develop the curriculum and practices in the college. For example, the English department produced a resource pack for GCSE teachers, *Poems from other Cultures and Traditions*, including a video showing poetry being taught to South African classes. Staff awareness of the richness that global links make to teaching and learning is raised through such opportunities. Currently there are plans to visit other parts of the world this year. For example, a group of senior students is to visit Namibia, live under their own resources and contribute to a project in that country. They are required to raise funds towards the cost of this expedition.

13. In 2000 the Central Bureau evaluated the extent to which the college had met the aims of its action plan for international work, and it was successful in gaining an International School Award.

The college provides very good support for students with statements of special educational needs.

14. All students with special educational needs make good progress. However, the college provides particularly well for those who have the greatest difficulty in learning. As a result, these students make very good progress with literacy and study skills, or are helped to overcome their emotional or behaviour difficulties.

15. Learning support teachers teach very effective lessons to individuals or small groups of students. They know these students' needs very well. They have high expectations of what students can achieve and devise interesting activities to help them to learn, based on accurate assessment of their needs and difficulties. Relationships between teachers and students are excellent, based on mutual respect and enabling students to build confidence in their own abilities. For example, in one lesson a student with speech and language difficulties developed a better understanding of new vocabulary because she had sufficient confidence to share her thoughts with the teacher and explore different meanings of words. Teachers' management of small groups of students with behaviour difficulties is excellent. A group of boys with behaviour difficulties understood more clearly when they were likely to lose their temper because the teacher helped them express their ideas and emotions orally, in writing and through drawings.

16. The progress of students with statements of special needs is helped further by the clear targets that teachers write for them in their individual education plans. Students are aware of these targets and review their progress towards them regularly with teachers and parents. The plans ensure that teachers focus on the students' needs in withdrawal lessons and learning support assistants also use them effectively when they support students in

mainstream lessons. These procedures are very well managed to ensure that all students receive the help and support to which they are entitled.

WHAT COULD BE IMPROVED

Accommodation for physical education is unsatisfactory and affects standards adversely.

17. The physical education department provides a high standard of teaching with some very high achievements by students in Key Stage 4 and the sixth form. Despite major efforts made by the governors to implement the building of a new sports' hall, to date there are insufficient indoor facilities to accommodate all groups during periods of bad weather and in periods where one gymnasium is used for examinations. This can adversely affect the standards attained by the larger groups that occur predominately in Key Stage 3.

A common approach to some aspects of literacy is required across the curriculum.

18. Students' standards of literacy are good overall. Most students read with understanding and can write neatly and at length by age fourteen. However, some have difficulties with spelling and punctuation. They make slow progress with their skills and different subjects do not use a common approach to improving literacy. Some departments, notably design and technology, display keywords in classrooms and use them effectively in lessons. English and history teachers use writing frames to help students to structure their work. However, opportunities are missed to help students to improve their reading and spelling of keywords. For example, several students spelled "hierarchy" and conurbation wrongly in geography because the teacher did not highlight the correct spelling. Teachers do not use a common system for correcting students' written work and students seldom learn spellings, even when teachers correct them.

19. Some lower attaining students are withdrawn from one lesson a fortnight to help develop their literacy skills in Year 7. This is not enough to allow them to make progress, and there are insufficient links between this course and the English department's pilot literacy course for Year 7 students. Departments have identified targets for improving their provision for literacy and their developments now require better co-ordination to allow students to make progress.

Communication with parents and others is currently rendered difficult by an inefficient telephone system.

20. The telephone answer system does not work properly and does not always allow messages to be recorded so that the college can respond effectively to any immediate issues that parents and others might need to raise. Parents find this frustrating and when they want to talk to staff about important and confidential matters there are no other immediate communication channels available to deal with those issues especially when they are urgent. Parents find that they have to either write a letter or make an appointment and feel that this is most unacceptable when they want to impart news and information quickly.

Procedures and facilities in the dining room are inadequate to ensure the development of social skills and good eating habits.

21. The dining room is small for a college of this size and conditions are crowded especially at the beginning of such a short lunch break. Students find they are standing in line for long periods to get their food. This proves frustrating and by the time they reach the

serving hatch they show impatience and often collect their food in a rushed and disorderly manner. Students were seen grabbing sandwiches and drinks in a boisterous and sometimes discourteous way.

22. Students eat their food very quickly and are very noisy often calling out and not using the expected social skills. The procedures and levels of supervision were inadequate to exert the needed level of control that would ensure that lunchtime arrangements in the dining room were satisfactory and orderly.

WHAT SHOULD THE COLLEGE DO TO IMPROVE FURTHER?

23. In order to improve the college, governors, senior staff and staff of the college need to take the following action:

Raise standards in physical education at Key Stage 3 by seeking improved accommodation in poor weather and when the hall is needed for examinations.

A common approach to some aspects of literacy is required across the curriculum by:

- Taking advantage of all opportunities to help students improve the reading and spelling of key words.
- Developing a common system for correcting students' written work.
- Insisting that students learn spelling that the teacher has corrected.

Improve communication with parents and others which is currently rendered difficult by an inefficient telephone system by:

- Removing the totally inadequate system.
- Ensuring that any further system allows personal interchange where possible.
- When after college hours, ensuring that the voice mail system works and that all calls are reacted to.

Improve procedures and facilities to ensure the development of social skills and good eating habits by:

- Introducing more tills and serving areas.
- Extending the number of supervisory staff.
- Staggering the number of students in the hall at any one time.

PART C: COLLEGE DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and students	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	36	36	24	3	1	0

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

Information about the college's students

Students on the college's roll	Y7 – Y11	Sixth form
Number of students on the college's roll	1461	270
Number of full-time students eligible for free college meals	54	Incl

Special educational needs	Y7 – Y11	Sixth form
Number of students with statements of special educational needs	27	
Number of students on the college's special educational needs register	172	2

English as an additional language	No of students
Number of students with English as an additional language	19

Student mobility in the last college year	No of students
Students who joined the college other than at the usual time of first admission	48
Students who left the college other than at the usual time of leaving	50

Attendance

Authorised absence

	%
College data	6.0
National comparative data	7.8

Unauthorised absence

	%
College data	0.6
National comparative data	1.0

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

Attainment at the end of Key Stage 3

Number of registered students in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	100	119	219

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	73	82	76
	Girls	96	88	82
	Total	169	170	158
Percentage of students at NC level 5 or above	College	78 (79)	80 (78)	72 (71)
	National	63 (63)	65 (62)	59 (55)
Percentage of students at NC level 6 or above	College	39 (44)	59 (52)	37 (39)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	79	81	67
	Girls	93	96	83
	Total	172	177	150
Percentage of students at NC level 5 or above	College	81 (82)	82 (81)	70 (78)
	National	64 (64)	66 (64)	62 (60)
Percentage of students at NC level 6 or above	College	38 (44)	56 (54)	39 (48)
	National	31 (31)	39 (37)	29 (28)

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

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	2000	122	112	234

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	72	111	116
	Girls	82	112	112
	Total	154	223	228
Percentage of students achieving the standard specified	College	66 (65)	95 (98)	97 (98)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

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

GCSE results		GCSE point score
Average point score per student	College	44 (40)
	National	38.4 (38.0)

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

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	College	0
	National	N/A

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	2000	45	65	110

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
College	21.4	22.9	22.3 (17.7)	3.3	3.1	3.2 (2.3)
National	17.7	18.6	18.2 (17.9)	2.6	2.9	2.7 (2.8)

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

Vocational qualifications	Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	College	0
	National	73.2

International Bacculaureate		Number	% success rate
Number entered for the International Bacculaureate Diploma and the percentage of those students who achieved all they studied	College	0	N/A
	National		76.5

Ethnic background of students

	No of students
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	1
Bangladeshi	2
Chinese	3
White	1452
Any other minority ethnic group	

Exclusions in the last college year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	49	3
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	84.7
Number of students per qualified teacher	17.5

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	26
Total aggregate hours worked per week	582

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	78
---	----

Average teaching group size: Y7 – Y13

Key Stage 3	21
Key Stage 4	18

Financial information

Financial year	2000
----------------	------

	£
Total income	3,556,528
Total expenditure	3,496,506
Expenditure per student	2,394
Balance brought forward from previous year	26,822
Balance carried forward to next year	86,844

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1461
Number of questionnaires returned	363

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes college.	30	61	8	1	0
My child is making good progress in college.	32	60	5	0	3
Behaviour in the college is good.	16	63	10	2	9
My child gets the right amount of work to do at home.	13	64	18	2	3
The teaching is good.	16	72	5	0	7
I am kept well informed about how my child is getting on.	16	55	24	3	2
I would feel comfortable about approaching the college with questions or a problem.	34	51	9	3	3
The college expects my child to work hard and achieve his or her best.	45	48	4	0	3
The college works closely with parents.	14	52	25	4	5
The college is well led and managed.	24	59	4	1	12
The college is helping my child become mature and responsible.	24	63	7	1	5
The college provides an interesting range of activities outside lessons.	18	57	14	3	8