

INSPECTION REPORT

SWAVESEY VILLAGE COLLEGE

Swavesey, Cambridge

LEA area: Cambridge

Unique reference number: 110863

Headteacher: Mr Patrick Talbott

Reporting inspector: Ross Maden
2793

Dates of inspection: 23rd – 25th April 2002

Inspection number: 193113

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Community

Age range of pupils: 11 to 16

Gender of pupils: Mixed

School address: Gibraltar Lane
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Cambridge

Postcode: CB4 5RS

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Appropriate authority: The Governing Body

Name of chair of governors: Mr E. Coe

Date of previous inspection: 17 March 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Swavesey Village College is a comprehensive school educating boys and girls in the age range of 11-16. There are 998 pupils in the college, which is about the same size as other secondary schools nationally. The proportion of pupils eligible for free school meals is less than two per cent, which is well below with the national average. There are 11 pupils for whom English is an additional language which, though lower than the national average, reflects the make-up of the local catchment area. None of these pupils is at the early stage of learning English. The percentage of pupils on the college's special educational needs register is below the national average. The percentage of these pupils with statements of special educational need is broadly in line with the national average. The attainment on entry to the college is above national averages. The college serves children from Swavesey and surrounding villages. The catchment area the college serves contains a percentage of adults with higher education, which is above the national average as is the percentage of children living in high social class households. The college continues to be increasingly popular with parents and in several year groups the school is over-subscribed.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the college is very good. The college achieves well above average standards in National Curriculum tests at the end of Year 9 and in GCSE results at the end of Year 11. Pupils are keen to learn and behaviour in lessons and around the college is very good. Attendance is very good. Teaching is consistently very good across all year groups. There is a very high quality of leadership and management within the college and the college has made very good progress since its last inspection. The college provides very good value for money.

What the school does well

- The standards achieved by pupils in national testing at the end of Year 9 and in GCSE examinations at the end of Year 11 are well above the national average.
- Teaching across all subjects is of a very high standard.
- Relationships between pupils are very good. Pupils have very positive attitudes towards their studies and show maturity and confidence in their keenness to take responsibility within lessons
- Leadership and management of the college are very good.
- Pupils achieve very high standards in the expressive arts subjects of art and design, drama and music.
- Pupils have very good opportunities to enrich their curriculum studies through extra-curricular activities and a well-developed work experience course.

What could be improved

- Ensuring that the college's aspirations for providing information to parents are commensurate with parents' aspirations.
- Ensuring that all pupils have specific academic targets for raising their performance and that they know what is required to reach these targets.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the college was last inspected in March 1997 very good improvements have been made. The number of pupils has increased significantly from 822 to 998 and is set to increase even further as result of changes to the catchment area. In 1996, 67 per cent of pupils gained five GCSE grades A*-C and this increased to 72 per cent in 2001. Attendance has continued to be above the national average. There have been no permanent exclusions

for 17 years. In tackling the key issues identified in the last inspection report the governors have made good progress. Good progress has been made in raising standards in information and communication technology (ICT). Middle managers are taking greater responsibility for monitoring the work of their departments. The curriculum in Key Stage 4 now meets the needs of all pupils. Statutory requirements have been effectively tackled with the exception of providing pupils with a daily act of collective worship. The quality of teaching has significantly improved since the last inspection. The school is well equipped for further improvement.

STANDARDS

The table shows the standards achieved at the end of Year 11 based on average point scores in GCSE examinations.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
GCSE examinations	A	A	A	C	well above average A above average B average C below average D well below average E

Pupils' results in national tests at age fourteen in the Year 2001 were well above the national average in English, mathematics and science. Boys perform as well as girls, which is against the national pattern. The trend in the college's results in English, mathematics and science is above the national trend. When compared with pupils in schools with similar backgrounds, pupils in the college achieve results which are in line for the proportion of pupils reaching level 5 and above. The proportion of pupils reaching the higher levels of 6 and above is well above for mathematics, above for science and in line for English when compared to pupils in similar schools.

In the most recent GCSE examinations the proportion of pupils gaining five or more A*-C grades and five or more A*-G grades was well above the national average. The proportion of pupils gaining one or more A*-G grades at 100 per cent was very high. When compared with pupils in schools with similar backgrounds the proportion of pupils gaining five or more A*-C grades is above average and the proportion gaining five or more A*-G grades is close to the average. Analysis of the results for individual subjects in 2001 indicates that there were outstanding results in art and design, music, religious education and drama. Pupils achieved particularly good results in double award science, design and technology, English, English literature, geography, German, child development and mathematics. Both boys' and girls' results are well above the national average. The trend in pupils' average points score over the past five years was broadly in line with the national trend.

Pupils' achievements are very good. In the work seen pupils were achieving very high standards in English, mathematics, science, art and design, music and drama. In all other subjects pupils were achieving high standards. Standards of literacy are good overall. Pupils are competent readers. Writing skills are good and pupils have good speaking and listening skills. Standards in numeracy are good. Standards in ICT are good in Years 7 to 11 and are improving.

Standards in mathematics are well above the national average and pupils achieve well in both National Curriculum tests and GCSE. In science standards are very high and pupils achieve well in all years, in relation to their starting points at the beginning of Year 7. Boys do particularly well in science at GCSE in comparison with boys nationally. Pupils with special educational needs are making very good progress.

In 2001 the school exceeded the targets set for the proportion of pupils achieving five or more GCSE grades A*-C, one A*-G and for the average GCSE points score.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to learning. They show a keen interest in their lessons and are enthusiastic in their involvement in the tasks set.
Behaviour, in and out of classrooms	Very good. Most pupils are exceedingly well-behaved. The small minority of pupils who offer challenging behaviour are well managed by teachers. Pupils are aware that bullying, sexism and racism are not tolerated within the college and that staff act swiftly and effectively in dealing with these issues on the very rare occasions when they arise.
Personal development and relationships	Very good. Relationships between pupils are very good. They are very supportive of each other when working in groups. Pupils are keen to take responsibility both within lessons and around the school.
Attendance	Very good. Pupils are punctual in arriving to lessons.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11
Quality of teaching	Very good	Very good

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

The quality of teaching and learning is very good in Years 7 to 11 and has improved significantly since the time of the last inspection. In Years 7 to 11 the quality of teaching and learning is very good in English, science, drama, music and art and design. In all other subjects the quality of teaching is good. No lessons were judged to be unsatisfactory or poor.

A particular strength of teaching is the very high expectations which teachers have of pupils. The management of pupils' behaviour is very good and allied to very good quality of planning for lessons ensures that the work set matches the needs of all pupils. Pupils' pace of working in lessons is very good. Most pupils show a keen interest in learning and concentrate well in lessons. Teachers use a very good range of teaching methods to involve pupils in their learning. Pupils are rarely passive in lessons and they are not over-reliant on their teachers. Pupils willingly accept responsibility for their learning. The level of challenge meets the needs of pupils and results in pupils making very good gains in their learning. The teaching of pupils with special educational needs is good.

The college's strategies for teaching literacy are satisfactory. Many teachers have key words displayed in their classrooms but during the inspection few teachers made use of this resource. A whole school co-ordinator is not yet in place and across the curriculum a whole school literacy policy is not clearly evident in day-to-day teaching. The teaching of numeracy is satisfactory. Numeracy skills are taught well in the mathematics department but not

consolidated in a consistent way across other departments. The college is already tackling these issues.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The college provides a well-balanced curriculum for pupils in all years. The college meets all the statutory National Curriculum requirements. The wide range of extra-curricular opportunities extends and enriches the curriculum and is well supported by pupils.
Provision for pupils with special educational needs	Good. Pupils benefit from high quality support in the classroom and when withdrawn for additional help.
Provision for pupils with English as an additional language	No pupils are at the early stages of English language development. Pupils for whom English is an additional language receive no additional support since their progress matches that of other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for moral and social development is very strong and evidenced by the mutual respect shown between pupils and teachers. There is a satisfactory provision for pupils' spiritual and cultural development.
How well the school cares for its pupils	The procedures for child protection and ensuring pupils' welfare are very good. There are very good procedures for monitoring and improving attendance and behaviour. Monitoring of pupils' academic performance is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The college benefits from the energetic and enthusiastic leadership provided by a dedicated headteacher. In this task he is well-supported by his senior and middle managers.
How well the governors fulfil their responsibilities	Very good. The governing body fulfils its responsibilities effectively, with the exception of ensuring that college provides a daily act of collective worship for pupils. Individual governors are knowledgeable about the work of the college and collectively they provide good leadership and support its work.
The school's evaluation of its performance	Good. The headteacher is very knowledgeable about the strengths and weaknesses of the college. He and his senior staff undertake detailed monitoring and evaluation of teaching and learning. Although the school is successful there is no complacency and there is a desire to raise standards even higher.
The strategic use of resources	Good. The limited resources available to the college are effectively used to promote high standards. The principles of best value have been effectively used to ensure that non-teaching staff now effectively undertake many tasks traditionally managed by teachers. The college has a very high pupil teacher ratio resulting in several classes of over 30 pupils, particularly in Year 9 because this year group is heavily over-subscribed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The college expects children to work hard • The college is well led and managed • The college is helping their child to become mature • Their child is making good progress • Good teaching 	<ul style="list-style-type: none"> • To be better informed of their child's progress • The college working more closely with parents • The amount of homework set

Most parents are very supportive of the work of the college. Inspectors agree with parents on the issues, which please parents most. Inspectors judge that the amount of homework set is appropriate for pupils of these ages. Inspectors judge that there are opportunities to improve the quality of information provided for parents on their child's progress and for ensuring that the college's aspirations for providing information is commensurate with parents' views. Inspectors judge that there are sufficient opportunities for the college to work closely with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards achieved in National Curriculum tests and GCSE results

1. Pupils' attainment on entry is above the national average. Over recent years the average attainment level on entry has increased year-on-year. The college attracts many higher attaining pupils, but in addition the number of pupils with statements of special educational needs is in line with national averages.

2. Pupils' results in National Curriculum tests at the end of Year 9 in the year 2001 were well above the national average in English, mathematics and science. When compared with pupils in schools with similar backgrounds in 2001, pupils in the college achieved results at Level 5 and above which are in line with the performance of these schools. The proportion of pupils reaching the higher levels of Level 6 and above in 2001 was well above the national average for English, mathematics and science. When compared to pupils in schools with similar backgrounds, pupils in the college achieved results at Level 6 and above which were in line for English, above in science and well above in mathematics. The trend in the school's average National Curriculum points for all three subjects between 1997 and 2001 was above the national trend. The performance of boys over the last three years exceeded the national average for English, mathematics and science by exactly the same rate that girls exceeded their national averages. There is no evidence in Years 7 to 9 to indicate that boys are underachieving, which is not the picture nationally.

3. In the 2001 GCSE examinations the proportion of pupils gaining five or more A*-C grades was well above the national average, as it has been for the last three years. The proportion of pupils gaining five or more A*-G grades in 2001 was well above the national average and the proportion gaining one or more A*-G grades was 100 per cent which was very high. Over the period from 1997–2001 the proportion gaining five or more GCSE grades A*-C, five A*-G and one A*-G was well above the national average. The trend in the college's average points score for the same period was in line with the national trend. When compared to similar schools the proportion of pupils gaining five or more GCSE grades A*-C was above the average. For those gaining five or more grades A*-G in 2001 it was in line and the proportion gaining one A*-G grade was very high. When the results for these pupils are compared with the prior attainment from their National Curriculum test results at the end of Year 9 the proportion of pupils gaining five GCSE grades A*-C was well above the results gained by pupils in similar schools. This indicates that pupils are making very good progress in Years 10 and 11. Boys' results were well above the national average for boys over the last five years as were the results for girls. The gap between boys' results and those of girls is much narrower than is usually found. This trend in results is the opposite of what is happening nationally and is a result of the effective efforts made by the college to tackle boys' underachievement.

4. Analysis of the results for individual subjects in 2001 indicates that there were outstanding results in art and design, music, religious education and drama. Pupils achieved particularly good results in double award science, design and technology, English and English literature, geography, German, child development and mathematics.

5. Pupils enter the college with standards above the national average. By the end of Year 9 pupils have reached standards that are well above the national average and therefore pupils have made good progress in Years 7 to 9. In Years 10 and 11 pupils sustain good progress as standards reached by pupils by the age of 16 are well above the national average. In the

work seen, by the end of Year 9 pupils have reached very high standards in most subjects as they do by the end of Year 11.

6. The progress made by pupils with special educational needs is good. Their good progress is reflected in the proportion of pupils leaving the college with one or more GCSE grades A*-G, which is well above the average when compared with similar schools.

7. The college exceeded the agreed targets set in 2001 for the proportion of pupils gaining five or more A*-C GCSE grades, one or more A*-G grades and average point score. The targets set for 2002 are ambitious and challenging.

Standards of teaching

8. Teaching and learning are very good overall. Improvements in teaching and learning since the last inspection have been very good. At the time of the last inspection 26 per cent of lessons were judged to be very good or better and this has now improved to 42 per cent. Of the 66 lessons observed during the inspection nearly four out of every five lessons were judged to be good or better and no lessons were judged to be unsatisfactory.

9. The very good teaching is having a clear impact on the quality of learning throughout the college and overall pupils are making very good gains in skills, knowledge and understanding. When teaching is very good and the level of challenge is high, pupils' responses are good.

10. A particular strength of teaching is the very good knowledge and understanding that teachers have of their subjects. In the best lessons the enthusiasm that teachers have for their subjects is reflected in the very high levels of interest shown by pupils. The very good quality of planning ensures that there is a good pace to lessons and that pupils work hard during lessons.

11. Most teachers share the aims of the lessons with pupils and at the end of lessons many teachers test pupils' understanding to judge whether the lesson's aims have been met. The management of pupils' behaviour in lessons is very good and teachers are consistent in applying the college's behaviour policy. Teachers' expectations are very high in all years. In most lessons pupils at all levels of ability are fully stretched and this ensures that pupils make very good gains in acquiring skills and knowledge.

12. Teachers use a good range of teaching methods. The variety of teaching methods sustains pupils' interest and concentration in the hour-long lessons. A particular strength is the number of opportunities teachers provide for pupils to develop their independent learning skills. Most pupils respond positively to these opportunities and consequently they are not over-reliant on their teachers. Most subjects are making limited use of ICT to support their teaching. Not all teachers are confident about using ICT and some have yet to complete appropriate training.

13. A feature of most lessons is the constructive, purposeful relationship between teachers and their pupils. The good use of praise by teachers enables pupils to feel secure and confident enough to answer and ask questions.

14. Teachers mark pupils' work carefully and accurately but not all teachers are using marking to indicate to pupils what they need to do to improve their work. The college has a lot of data from external testing of pupils' attainment that is being used very well to monitor pupils' progress. The weakness is that the targets are not yet shared with pupils in all year

groups and pupils do not always know what they need to do to improve their skills, knowledge and understanding.

15. Several parents raised concerns about the homework set. The inspectors' judgement is that the setting of homework is good. During the inspection week appropriate homework tasks were set. Pupils felt that the amount of homework set was appropriate.

16. The quality of teaching in English is very good. Teachers successfully convey their enthusiasm for English to their pupils, of whom they have very high expectations. Lessons are carefully planned to provide a balanced range of activities which interest and challenge all pupils. While standards of literacy are high the college does not have a whole school policy for promoting literacy nor is there a designated member of staff to co-ordinate literacy strategies though the college is tackling this issue.

17. The overall quality of teaching in mathematics is good and in almost half of lessons very good. Teachers have a thorough command of their subject and their understanding results in well planned lessons. They have very good relationships with their pupils and high expectations in terms of behaviour and work. As a result of the good teaching standards in mathematics are well above the national average and pupils achieve well in both National Curriculum tests and GCSE.

18. Teaching in science is very good throughout the age range. Teachers have a very good knowledge of their subject and convey their enthusiasm for science to pupils, so that pupils not only learn well, but enjoy learning. Lessons are characterised by careful planning so that they contain a suitable range of activities that involve pupils in active learning. Teachers' expectations of work and behaviour are high and pupils respond confidently, work at a good pace and maintain concentration. Relationships between teachers and pupils are very good. Teachers are encouraging and supportive and boost pupils' confidence. Pupils make very good progress in science because of the clearly focused and structured lively teaching.

Relationships and attitudes

19. In two-thirds of lessons observed inspectors judged that attitudes and behaviour of pupils were excellent or very good and in over four lessons out of every five pupils' attitudes and behaviour were good.

20. Pupils are pleased with almost all of their experiences in the college. They regard it as a friendly, all-inclusive community where they receive sincere help and support and are encouraged to make their best effort. Pupils have very positive attitudes towards their studies. They are conscientious, keen to do well and take pride in their work. They participate well in the various activities of the college.

21. Behaviour is very good in and out of lessons. During the inspection week scarcely any unsatisfactory behaviour was observed and on the rare occasion when pupils offered challenging behaviour this was effectively managed by teachers. Pupils' conduct is orderly and contributes very much to the atmosphere of calm that prevails.

22. It is a feature of the college that its commitment to inclusion has resulted in not one pupil being permanently excluded for 17 years. The number of fixed-term exclusions has risen and is a reflection of the high standards that the college demands of its pupils. Few pupils have difficulty in exercising self-discipline.

23. The college, parents and pupils confirm that very few incidents of bullying occur and are always dealt with promptly and effectively. Relationships between pupils are very good. They work and play together very well, are tolerant and listen with interest to the contributions of their peers.

24. Pupils make very good progress with their personal development. They accept responsibility well when given the opportunity to do so. All Year 11 pupils take responsibility as prefects and many pupils show a serious commitment to raising funds for charities. They become more mature and responsible by learning decision-making skills, how to manage their time, how to work constructively with others and evaluate their own strengths and weaknesses.

25. There is very high level of co-operation between pupils in lessons. In a Year 8 English lesson pupils demonstrated a very positive attitude in a lesson on 'Macbeth'. In a Year 7 English lesson pupils worked enthusiastically in pairs and groups supporting one another extremely well so that pupils felt unthreatened. In a Year 7 mathematics lesson pupils showed very good behaviour and very positive attitudes to work. They were consistently on task and showed respect for their peers when they were either asking or answering questions. In a Year 10 science lesson pupils' attitudes were excellent because pupils were interested in the work set. In a Year 8 science lesson the good teacher- pupil relationship encouraged pupils to work hard and challenged pupils to think for themselves. The majority of pupils in this lesson demonstrated good enquiring skills and were willing to answer the teacher's questions.

Leadership and management

26. The headteacher has provided the college with dedicated and energetic leadership in his 17 years at Swavesey. He has announced his retirement but there is no complacency in continuing to find ways to raise standards even further. The headteacher has a detailed knowledge of the strengths and weaknesses of the college based on a systematic monitoring and evaluation of the work of the college. In appointing staff he is determined to appoint the best teachers and is willing to re-advertise posts until appropriate staff apply. This is a brave and correct decision and the college has resisted the temptation to fill all vacancies immediately. The headteacher is committed to social inclusion and works tirelessly to ensure that all pupils receive the best level of education that the college can provide. His philosophy is based on a high respect for pupils and in turn pupils trust and respect the headteacher. Members of the leadership team provide good quality support for the headteacher. They each have clearly defined roles and responsibilities which they undertake effectively and efficiently.

27. The college is well served by its governing body. Governors are knowledgeable and supportive of the college's efforts to raise standards. They provide good leadership and are appreciative of the hard work of staff in providing a high quality education for pupils.

28. There is a high quality of leadership and management from middle managers. Heads of department provide good leadership for their teams, as do heads of year. A strength of the college is the lack of division between teaching and non-teaching staff. There is a genuine commitment by all adults employed by the college to provide the highest quality of education for pupils.

Standards in the expressive arts subjects of art and design, drama and music

29. One of the strengths of the college is the performance by pupils in GCSE examination in the expressive arts subjects. In 2001, 92 per cent pupils gained GCSE grades A*-C in art and design; 94 per cent in drama and 100 per cent in music. For all three subjects these results were well above the national averages.

30. The quality of teaching and learning in all three subjects was at least very good and occasionally excellent in all lessons observed. In all three subjects teachers have very high expectations. A further common feature is the enthusiasm that teachers have for their subjects and how pupils are infected with this enthusiasm. There is genuine mutual respect between teachers and pupils. In a Year 11 drama lesson pupils' attitudes were serious and the atmosphere very workmanlike. Pupils exhibited a real rigour in the evaluations of their work showing a very good detailed knowledge of dramatic techniques. In a Year 10 music lesson all pupils were totally engrossed in their work exhibiting a maturity and confidence with a desire to improve their performances. In a Year 10 art and design lesson its strength was the 'buzz' in the lesson where all the conversation by pupils was work-related and how they provided constructive comments on each other's work.

31. A further strength of all three departments is how pupils take responsibility for improving their work. Pupils are not dependent on their teachers to raise standards. Pupils want to improve their standards and use their teachers to seek critical guidance and constructive advice.

Opportunities to enrich curriculum studies

32. The college provides a very good range of extra-curricular opportunities. Many pupils take advantage of these opportunities. For example, over 140 pupils receive individual music tuition and 150 pupils take part in the orchestra, jazz bands and choirs. On a regular basis up to 40 pupils take part in the theatre club. The college provides termly concerts when over 100 pupils take part. A particular feature of these activities is the high number of boys who take part. The college provides many opportunities for pupils to represent the school and their district in different team sports such as hockey, soccer, cricket, basketball and netball. The college has a national reputation in trampolining and other sports such as squash, badminton and tennis are also popular with pupils.

33. For those pupils who do not have the opportunity to represent the school there is a comprehensive range of inter-form sporting activities at lunchtimes.

34. Apart from involvement in expressive arts and sporting activities over 40 pupils take advantage of the opportunities for involvement in the Duke of Edinburgh Award scheme. Many pupils take part in community courses such as GCSE dance and baby-sitting qualifications. During the school holidays there are regular community sports programmes run by the resident sports development officer. Within science the curriculum is enriched by the use of science challenge days and pupils have the opportunity to take part in the 'Young Engineers Club'.

35. The modern foreign language department provides opportunities for exchange visits with German and French schools, which are valued and appreciated by pupils. In addition the college provides many other opportunities for pupils to experience residential activities.

36. Pupils receive good quality careers education and all pupils have two weeks work experience in Year 10. All the evidence indicates that pupils value this experience and that work experience acts as a powerful motivator for pupils to gain good GCSE qualifications.

WHAT COULD BE IMPROVED

Providing information for parents

37. The college more than meets the statutory requirements for reporting pupils' progress to parents in providing both interim and full year reports. The quality of reports is satisfactory. Reports are good at identifying pupils' attitudes and efforts but weak at indicating what pupils can do. Some subjects, especially mathematics, provide good quality information relating pupils' performance to national standards. Not all subjects are using National Curriculum levels in Years 7 to 9.

38. Student diaries are also an effective mechanism for providing communication between college and home on a daily basis. However, over a third of the parents who responded to the parental questionnaire indicated that they did not feel they were kept well informed of their child's progress. There is a perception by some parents that recent changes to the traditional parents' evenings, restricting their access to subject teachers in Years 7 and 8, have not improved the quality of information.

39. The changes made by the college were based on a sound review of existing practice. Many parents had complained that it was impossible to meet with all their children's subject teachers. As the school is expanding in size it was recognized that this problem would get worse not better.

40. The introduction of interim reports does identify early problems and in such circumstances parents are invited to come into college or parents are put in contact with the appropriate teacher.

41. The governing body has made a commitment to survey parent opinion regarding pupil monitoring and parental consultation. In the light of the inspection findings it is important that this survey is conducted at the earliest possible date.

Setting targets for pupils

42. The college has made improvements in the use of assessment data for monitoring pupils' performance since the last inspection. The role of form tutors in monitoring pupils' performance has been strengthened. The emphasis in setting targets has concentrated on behaviour and attitudinal targets at the expense of attainment targets. In discussion with pupils few could identify what they needed to do to improve their work apart from 'trying harder' or 'concentrating better'. The assessment of pupils' work to National Curriculum levels in Years 7 to 9 is not consistently used by all teachers. Few pupils in Years 10 and 11 were aware of what they needed to do improve their potential GCSE grades. There is some good practice but it is not consistent across the school in identifying what specific tasks pupils have to do to improve their work. A similar feature is noticeable in the marking of pupils' work. Teachers mark pupils' work consistently and accurately but there is wide variation in the practice of teachers identifying clearly to pupils what they need to do to achieve the highest marks.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. In order to raise standards even higher the governors, headteacher and staff should:

- (1) Ensure that the college's aspirations for providing information to parents is commensurate with parents' aspirations by:
- Implementing the commitment made by the governing body to survey parent opinion regarding pupil monitoring and parental consultation at the earliest possible date;
 - Ensuring that there is a consistent approach by all subjects in reports in indicating to parents what pupils can do;
 - Ensuring a consistent approach in all subject reports in the use of National Curriculum levels.

(Paragraphs: 37-40)

- (2) Ensure that all pupils have specific academic targets for raising their academic performance and that they know what is required to reach these targets by:
- Extending the target setting system to identify specific attainment targets for all pupils and identify the necessary strategies for pupils to reach these targets;
 - Ensuring that all teachers are consistent when marking pupils' work and in identifying what pupils need to do to improve their work.
 - Ensuring that all subjects have a consistent approach to the use of National Curriculum levels in Years 7 to 9.

(Paragraph: 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	26	24	14	0	0	0
Percentage	3	39.4	36.4	21.2	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11
Number of pupils on the school's roll	998
Number of full-time pupils known to be eligible for free school meals	16

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	28
Number of pupils on the school's special educational needs register	77

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	6.7

Unauthorised absence

	%
School data	0.1

National comparative data	8.1
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National comparative data	1.1
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3 (Year 9)

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2001	92	92	184

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	66	74	78
	Girls	86	80	80
	Total	152	154	158
Percentage of pupils at NC level 5 or above	School	83 (88)	84 (83)	86 (82)
	National	64 (63)	66 (65)	66 (59)
Percentage of pupils at NC level 6 or above	School	45 (50)	67 (63)	55 (44)
	National	31 (28)	43 (42)	34 (30)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	76	71	74
	Girls	87	78	80
	Total	163	149	154
Percentage of pupils at NC level 5 or above	School	89 (90)	81 (79)	84 (87)
	National	65 (64)	68 (66)	64 (62)
Percentage of pupils at NC level 6 or above	School	39 (56)	58 (66)	49 (50)
	National	31 (31)	42 (39)	33 (29)

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

Attainment at the end of Key Stage 4 (Year 11)

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2001	96	84	180

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	69	92	96
	Girls	61	82	85
	Total	130	174	181
Percentage of pupils achieving the standard specified	School	72 (63)	97 (93)	100 (99)
	National	48 (47)	91 (91)	96 (96)

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

GCSE results		GCSE point score
Average point score	School	48.2

per pupil	National	39.0
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Figures in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	7
Pakistani	2
Bangladeshi	0
Chinese	3
White	905
Any other minority ethnic group	78

Exclusions in the last school 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	12	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	50
Number of pupils per qualified teacher	19.9

Education support staff: Y7 – Y11

Total number of education support staff	30
Total aggregate hours worked per week	663

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	77.6
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Average teaching group size: Y7 – Y11

Key Stage 3	27.1
Key Stage 4	23.4

FTE means full-time equivalent.

Financial information

Financial year	2000 /2001
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	£
Total income	2 373 625
Total expenditure	2 327 708
Expenditure per pupil	2 452
Balance brought forward from previous year	71 068
Balance carried forward to next year	116 985

Recruitment of teachers

Number of teachers who left the school during the last two years	13.0
Number of teachers appointed to the school during the last two years	13.9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	995
Number of questionnaires returned	253

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	29	57	11	2	1
My child is making good progress in school.	36	57	4	2	1
Behaviour in the school is good.	20	60	11	4	6
My child gets the right amount of work to do at home.	15	55	21	6	2
The teaching is good.	19	71	6	1	4
I am kept well informed about how my child is getting on.	19	47	25	10	0
I would feel comfortable about approaching the school with questions or a problem.	40	50	9	2	0
The school expects my child to work hard and achieve his or her best.	41	52	4	0	3
The school works closely with parents.	15	49	26	6	3
The school is well led and managed.	34	53	3	2	8
The school is helping my child become mature and responsible.	24	63	5	1	7
The school provides an interesting range of activities outside lessons.	16	55	12	2	14