

INSPECTION REPORT

KIRK HALLAM COMMUNITY TECHNOLOGY COLLEGE

Ilkeston

LEA area: Derbyshire

Unique reference number: 112947

Principal: Mr A D Shaw

Reporting inspector: Michael Owen
22926

Dates of inspection: 4-7 December 2000

Inspection number: 223965

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Community

Age range of pupils: 11-16

Gender of pupils: Mixed

School address: Godfrey Drive
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Appropriate authority: Governing Body

Name of chair of governors: Mrs J Mallett

Date of previous inspection: 27 November 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kirk Hallam Community Technology College is an average sized comprehensive school catering for 985 boys and girls in the 11-16 age-range. It is a specialist technology college and a beacon school. Its roll has increased in recent years and it is over-subscribed. The proportion of students eligible for free school meals is average. One hundred and sixty students have special needs, which is in line with the national average, and 42 have Statements of Special Educational Needs. The number of students from ethnic minorities is very low. The range of attainment of students entering the school is broadly average and they come from an average range of economic backgrounds.

HOW GOOD THE SCHOOL IS

Kirk Hallam is a good and improving school. As a result of strong and effective leadership both staff and students are committed to hard work, good achievement and high personal standards. The work that students do compares increasingly favourably with national standards. Well-qualified and capable teachers strive to bring the best out of every student. They are keen to maintain their own professional development to further enhance their expertise. While the college's level of funding has been low, it has made the most of its budget and it provides very good value for money.

What the school does well

- The principal's very good leadership has impacted upon leadership at all levels in the college, with the consequence that the college is strongly committed to quality in all its activities.
- Good teaching has created the conditions for good learning by students of all levels of ability. Because of this, standards are improving and are now above the national average at Key Stage 3.
- Very good attitudes and relationships permeate the college and its commitment to learning and caring is shared with a very wide community.
- The college makes excellent use of its limited resources.

What could be improved

- Teaching and learning in modern foreign languages.
- Some aspects of curriculum provision at Key Stage 4: too many students drop a modern language, the sensing and control aspect of the information and communication technology (ICT) curriculum is not quite secure and the time available for mathematics is on the low side.
- The good use of assessment data found at Key Stage 4, where teachers, students and parents are involved in effective target setting, is not so well developed at Key Stage 3.
- Objectives in the college development plans do not have clear enough success criteria that can be measured in terms of their impact on students' attainment and achievement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The college has made good improvement since the last inspection towards the end of 1995. The quality of teaching and learning has improved. Standards have risen in the core areas of English, mathematics and science and subject areas that were weaker, such as mathematics history and art, are now much stronger. Overall the college has exceeded its targets. Links with the Key Stage 2 curriculum and with post-16 education are greatly improved. The college development plan has helped in the raising of standards and achievement at both key stages but its continued lack of success criteria reduces its effectiveness. The governors and senior management continue to monitor closely the impact of low funding. Music facilities have improved but funds for a sports hall have not been forthcoming. The successful bids for technology college and beacon school status have enabled additional resources to be targeted effectively to improve teaching and learning and to raise standards. Provision for ICT is now very impressive. The college has won an award for improvement from the Technology Colleges Trust. Parents consider the college has improved and it is now over-subscribed.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
GCSE examinations	C	C	C	C

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

At the end of Key Stage 3 results in the national tests were average from 1996 to 1999, rising in line with the national trend. But in 2000 they rose above the national average, reflecting the impact of improved staffing, teaching and learning and resources. Results are also above average compared to similar schools. Based on average points scores results in English are well above the national average for all schools; in science and mathematics they are above.

GCSE results have also improved. The trend in improvement has been better than the national trend. In 2000 the proportion of students achieving 5 or more A*-C grades is close to the national average for all maintained schools, achieving 5 or more A*-G grades is above and achieving at least 1 A*-G grade is well above. The proportion achieving A*-C grades in English and mathematics is average and in science above average. Based on schools with a similar proportion of students in receipt of free school meals and on the good achievement at Key Stage 4 in comparison with scores at Key Stage 3, results are satisfactory overall in comparison with similar schools. Boys' and girls' results have been close to the national averages in previous years; in 2000 boys did less well but their results were close to predictions based on prior attainment.

Work seen during the inspection confirms that attainment is in line with or above the expected levels in most subjects, though in modern foreign languages it was unsatisfactory. Standards at Key Stage 4 are rising as they have already done at Key Stage 3. Standards of literacy are above average and speaking and listening skills are good. Standards of numeracy are average and ICT skills are above average. The presentation of work is very good.

The college sets appropriately challenging targets. Students achieve well in relation to the standards they have reached at the end of Key Stage 2. Good teaching has brought about good achievement, so that all students, including those with special needs, make good progress throughout the college.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Students enjoy coming to school and they have a very positive attitude to work. They willingly take part in a good range of activities.
Behaviour, in and out of classrooms	Good. Students are courteous and helpful. They look after college property and the environment well. The rate of exclusions is average.
Personal development and relationships	Very good. Students relate well to others, treating people with respect and working well together. They make the most of the many opportunities the college affords for showing initiative and taking responsibility.
Attendance	Broadly average.

Students are proud of the college and speak warmly about the many opportunities for challenge and fulfillment they are offered. They respond well to the positive values the college promotes and can be trusted to work well in less closely supervised situations, such as when using computers. A small minority of students gives cause for concern because their attendance is poor and their parents do not support the considerable effort made by the college to improve the situation.

TEACHING AND LEARNING

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

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

Teaching was satisfactory or better in 97 per cent of lessons seen during the inspection; it was very good or excellent in 25 per cent. This was an improvement on the last inspection. Unsatisfactory teaching was seen in only three per cent of lessons. Subject judgements in a short inspection are based on a smaller sample, but teaching was good overall at both key stages in the core subjects of English, mathematics and science and in design technology. Teaching is good in nearly all other subjects, meeting the needs of all students, including the most able and those with special needs - although at Key Stage 3 this was not always the case in some large classes. In modern foreign languages, teaching was satisfactory overall, but the teachers' expectations were not high enough.

Most teachers use their expertise well to plan lessons that have clear objectives and challenging tasks. In consequence lessons have a good pace and students are kept busy. Learning is good. Students come prepared to listen well and to get down to work. They understand what they are doing and are able to extend their learning into their own time, working independently and undertaking interesting research using books and other resources, including the Internet.

Teaching of literacy skills is good, with a wide range of provision. Teaching of numeracy is less evident outside mathematics lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The strong emphasis on technology is appropriate to a specialist school. Extracurricular provision is good.
Provision for pupils with special educational needs	Good. Students' needs are assessed effectively and individual education plans are clear and subject specific where necessary. Learning support assistants are well trained. The alternative course at Key Stage 4 is a good provision to meet the needs of some students.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There is a good spiritual element in religious education and in the general ethos of the school. Very good planning for daily collective worship results in almost full compliance with the statutory requirement. Students are taught what is right and wrong and teachers provide good role models. The college provides very good opportunities for social development and there is good cultural provision, particularly in English, drama, art and design, music and religious education.
How well the school cares for its pupils	Good. The college cares a great deal about its students and its community. Child protection procedures are securely in place.

At Key Stage 3 the curriculum is broad and balanced. Concerns at Key Stage 4 are: too many students stop studying a foreign language; there is pressure on time for mathematics; planning to ensure that all students cover the sensing and control aspect of ICT is not quite secure enough to ensure that statutory requirements are met. However, overall provision for ICT is very good. Pastoral support is very good and the college is a safe and happy place. Teachers and tutors monitor students' progress closely. While assessment data is used effectively at Key Stage 4, further development at Key Stage 3 would enhance the support given to students' academic progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The principal and senior management team provide very good leadership. Those in middle management share their sense of purpose and commitment, seeking always the best for the college's community.
How well the governors fulfil their responsibilities	Good. The Governing Body is very committed and supports and challenges the college in its aspirations.
The school's evaluation of its performance	Good. Monitoring and evaluation take place at all levels and are often very effective. However, success criteria are not sufficiently specific to allow the college to measure the effectiveness of developments.
The strategic use of resources	Excellent. By comparison with other schools the college's funding is very low. But what it has is used to maximum advantage to support development priorities and the college provides very good value for money.

Thoughtful, caring and energetic leadership at senior management level permeates all levels of management. Good strategic vision has resulted in the college achieving specialist school status. This has helped to improve resources and, combined with effective management of the teaching and support staff, has contributed to improvements in standards. Regular reviews of performance are conducted and the development plan is ambitious. However, it lacks success criteria that would enable judgements to be made about its impact on teaching and learning and standards. Management of the college budget is excellent and principles of best value are applied appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Students make good progress in school • The teaching is good • The school expects students to work hard and achieve their best • The school helps students become mature and responsible 	<p>A small proportion of parents indicated that</p> <ul style="list-style-type: none"> • They need more information about students' progress • They have some concerns about homework. <p>Other issues raised in the questionnaire and parents' evening involved only one or two parents.</p>

The inspection team agrees with all the points that please parents. With regard to concerns, the amount of information provided by the college is judged to be good; nevertheless the college does recognise that the time available for many parents at consultation evenings is insufficient and steps are being taken to improve this. Homework is set appropriately – as the majority of parents felt.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The principal's very good leadership has impacted upon leadership at all levels in the college, with the consequence that the school is strongly committed to quality in all its activities.

1. The principal's vision and enthusiasm are shared by all the senior management team and have motivated all the staff to work hard to develop the quality of education provided by the college. The principal has been at the helm throughout while the school has grown from a relatively small school to a community college providing education for nearly one thousand students and touching the lives of many more people in its surrounding area. The successful award of technology college and beacon school status reflects a continuous drive for improvement and an entrepreneurial approach to overcoming the constraints of scant resources. The Investors in People award is a mark of the college's commitment to developing the potential of all staff. The senior management team's very good leadership and the effective appointment of new people in the last five years, because of expansion and improved funding, have resulted in the successful deployment of a well qualified teaching force and good support staff. The effects are now being seen in improved teaching and learning and improving standards.

2. The governors provide good support, working effectively through their committees to shape the direction of the college and to hold it to account for its progress. The college has developed good systems of appraisal and performance management of staff, arising out of good monitoring procedures. Heads of faculty have been given time for lesson observations and the skills of evaluating the quality of teaching and learning are developing well. Some particularly effective practice was noted in the mathematics department. Staff are receptive to feedback on their work and are committed to continuous professional development both through the college's self-evaluation procedures and through attendance at in-service training sessions.

3. The college can truly be described as a learning community. The principal has invested considerable time and effort in his own professional development, gaining a nationally recognised management qualification and spending time experiencing and learning from good practice in the business world. Other staff have similarly added to their qualifications. The college has developed effective partnerships with business, support services and other schools. They are a fruitful source of stimulus to professional development and to increasing opportunities that meet the needs of all students.

Good teaching has created the conditions for good learning by students of all levels of ability. Because of this, standards are improving and are now above the national average at Key Stage 3.

4. The quality of teaching observed during the inspection was good, very good or excellent in over two thirds of lessons; it was very good or excellent in a quarter of lessons. Teachers are well qualified and have good subject knowledge and expertise. Learning was also good in both key stages. Students come to lessons with the expectation that they will settle down quickly and concentrate on the work ahead.

5. Learning is well planned to meet the needs of the students – except that sometimes at Key Stage 3 there was not enough done to match work to students' different levels of attainment in the same class. In many lessons the teachers have a useful warm up session, such as a brief reminder of what has been learnt in previous lessons. There is particularly good practice in mathematics, where students are required to begin working through a range of basic revision exercises immediately they arrive in the lesson. Teachers explain clearly the learning objectives of lessons and students understand what they are doing. In very good lessons these objectives are re-visited at the end to ensure that students recognise what they have learnt. For example, in an excellent geography lesson the teacher made clear that students were to consider why a Welsh entrepreneur was building a Japanese restaurant as an example of response to economic change. Towards the end of the lesson the key points were effectively summarised so that everyone consolidated what they had learnt.

6. Activities are organised to make good use of the time available and to keep up a good pace. In a very good Year 9 design and technology lesson, in which students were designing and making hats for specific people and events, the students had to concentrate hard when creating spider diagrams for recording information, because they were told exactly how much time they had to complete them. In an excellent Year 11 religious education lesson planned by the department team, the teacher used a range of very imaginative resources to stimulate thinking about the concepts of heaven and hell. There were extracts from a video, reproductions of paintings by Blake and Bosch, a poem by Shakespeare and music. The variety of stimuli captured the students' interest and the learning was excellent because they were so well engaged and absorbed. Another strength of this lesson was the quality of the teachers' questions. This skill was often seen in other lessons. For example in a lively Year 7 English lesson, the teacher provoked a very good response by her good-humoured and lively questions about the heroic qualities of the poem "Beowulf".

7. The quality of marking and assessment is good. Good learning is evident where students are clearly involved in evaluating the quality of their work alongside the teachers' assessment. The teachers regularly point the way forward, making clear what are the next steps in learning needed to achieve higher standards. This was evident both in the analysis undertaken by the inspection team of work in English, mathematics, science and design technology and also in work seen during lessons. A positive partnership between teachers and learners is a key to the good attitudes shown by students and to their enjoyment of learning. Teachers encourage use of the good library and ICT resources to facilitate the development of students' research skills. They trust students to get on with work at computers with minimum supervision. Teachers often set good homework assignments requiring background research to topics to be taught in future lessons. An example was research into the French Revolution as background to the study of "A Tale of Two Cities" in English. Teachers offer a good range of extra-curricular activities to enhance learning opportunities.

8. In those lessons that were not so good, the teachers' expertise was less secure and expectations of what students could get done in a lesson were not high enough or did not take enough account of the needs of those at different levels of attainment. In consequence, students who in other lessons were well behaved and highly motivated, became bored and restless.

Very good attitudes and relationships permeate the college and its commitment to learning and caring is shared with a very wide community.

9. The quality of relationships in the college is very high and is a major factor in the very good attitudes students display. They enjoy coming to the college and want to improve and do well. The careful presentation of their work reflects the pride they take in doing it well. Teachers know the students and their families very well and the good pastoral support that was noted in the last inspection has remained a strong feature. There is a great deal of respect between teachers and students and this in turn leads to respect between students. Particularly impressive is the way in which students with special needs are supported and encouraged. A group of higher attaining students spoke warmly of the benefit to their own personal development of learning to recognise the unique contribution of every individual to the college community. Students are invariably well behaved and they are courteous and helpful. The many opportunities for service and responsibility enhance their personal development. Good examples are: the help given to younger readers by Year 10 students, the Duke of Edinburgh Award Scheme, junior sports leaders organising events for primary school pupils, outdoor education, the annual horticultural and craft show, music and drama performances such as the lively production of "Bugsy Malone" that was taking place during the inspection, and the Diana, Princess of Wales, awards that took students to a national presentation in London.

10. The college's commitment to its wider community is part of its specialist school ethos and forms part of its work as a beacon school. The effect is that staff of the college work willingly beyond the normal college day and in holiday periods to provide added opportunities for both the college's own students and for those in other schools, including primary schools. Examples are the Easter and Summer Schools and Saturday masterclasses. By working co-operatively with other schools and other agencies, the college provides extra educational opportunities for the whole community, including disadvantaged families. By working to support children of pre-school age and as they grow through Key Stages 1 and 2, the college is doing a good job with its partners to raise standards at all levels.

The college makes excellent use of its limited resources.

11. The previous inspection report drew attention to increased class sizes, increased teaching workloads, reduced learning resources and reduced support for pupils with special needs. In addition, facilities for indoor physical education were judged to be insufficient. Although there has been some alleviation, largely as a result of the college going out to secure additional resources through its successful bid for technology college status, the total income available to the college remains low when compared to national averages. The pupil teacher ratio remains very high, though specific funding has enabled the number of education support staff to be increased – and this has been of particular benefit to students with special needs. The careful use of the improved resources which have accompanied technology college status since 1998 – along with improved teaching and learning – has been followed by a significant improvement in standards in 2000. The evidence of work seen during the inspection confirmed this rising trend.

12. While additional facilities such as a sports hall remain a longed-for prize, the well cared for buildings and environment of the college reflect its careful husbandry of its resources and the good attitudes and behaviour it has engendered in its students. Effective targeting of resources to enhance specialist provision in design technology, science and mathematics is clearly making a difference. Other areas of the curriculum are benefiting from the improved facilities for ICT and good use is made of off-site facilities, for example a member of staff's small-holding, where students on the Key Stage 4 alternative course learn many areas of the curriculum from practical experience. Wise use of non-teaching staff to provide effective support to teaching has been a cost-effective way of supporting teachers coping with large classes. Very good leadership and management of the performance of staff in all areas has ensured that effective work is supported and developed and any areas of ineffectiveness are tackled.

WHAT COULD BE IMPROVED

Teaching and learning in modern foreign languages

13. Standards in modern foreign languages are unsatisfactory. The teachers' own assessments at the end of Key Stage 3 indicate that standards are above national figures. But at the end of Key Stage 4, in the 1999 GCSE examination, the proportion of students gaining A* to C in German is below the national average, and in French well below, with both boys and girls obtaining significantly lower results than they did in their other subjects. The results in 2000 indicate an improvement in French, but this is unlikely to be sufficient to bring results to an average position. Work seen during the inspection at both key stages confirms these unsatisfactory standards, although many students make satisfactory progress in their writing skills.

14. Teaching was observed to be satisfactory overall, but it has significant weaknesses. It often lacks variety, relying too heavily on worksheets, and on an analytical approach that does not help lower attainers to learn well. Planning is often weak in that it does not engage the students in and through the foreign language, which would help them to learn more effectively. Opportunities are missed to allow students to interact in the foreign language, with the result that speaking skills are undeveloped. Some teachers manage students well, but in many lessons, expectations are low, pace is slow, and there is insufficient real challenge, especially for the higher attainers.

Some aspects of curriculum provision at Key Stage 4: too many students drop a modern language, the sensing and control element of ICT is not quite secure and the time available for mathematics is on the low side.

15. The National Curriculum requires all students to follow a broad and balanced curriculum. There are circumstances in which students may be disapplied from the full range of subjects. There has also been some freeing up of the requirement at Key Stage 4 to allow students for whom it is appropriate to undertake vocational courses. But although the college acted in good faith in allowing students a free choice, the outcome in the current Year 10 is that less than one fifth of students is studying a modern foreign language. This means that the breadth and balance of the curriculum is reduced for the majority of students and an important area of the curriculum is being devalued.

16. The provision for ICT is very good in general and statutory requirements are met at Key Stage 3. ICT is very well co-ordinated and there is much good teaching and learning taking place. A new GNVQ course that was started this year at Key Stage 4 is working well. Students have very good skills in communicating and handling information, including use of the Internet. One of the elements of the National Curriculum for ICT involves understanding and using sensing and control equipment. While most students at Key Stage 4 are taught this application in a discrete ICT course, those students taking three separate sciences are not. Although it is anticipated that they will have some experience of sensing and control applications during Key Stage 4, planning is not sufficient to ensure this element is secure and meets statutory requirements.

17. Whereas the time allocation in mathematics in Year 10 is in line with the national average, there is a reduction in teaching time in Year 11, bringing it significantly below the national average. It is good that the college has found extra teaching time before the normal college day commences for students on the borderline of C and D grades. But this only involves 25 students – less than 20 per cent of the year group. The proportion of students achieving A*-C grades has risen from 28% in 1999 to 40% in 2000. However, the majority of students achieved C to F grades in mathematics, whereas in English the majority scored between B and D and in science between C and E. Overall students do worse in mathematics than in the other core subjects they take.

18. There are other factors behind this under-achievement in mathematics largely related to past staffing problems. Clearly improved leadership and management in the department and improved teaching in the last two years are raising standards significantly, so that they are now close to the national average for A*-C grades. However, the college should monitor the time allocation for

mathematics closely, to ensure that this is not a reason for students achieving less well than they should.

The good use of assessment data found at Key Stage 4, where teachers, students and parents are involved in effective target setting, is not so well developed at Key Stage 3.

19. The college has comprehensive data on students' attainment gained from the primary schools, from internal tests and external assessments. Teachers have a view of the potential of students they teach, based on predicted grades. At Key Stage 4 there is a very thorough system to monitor the progress of students. Both parents and students know what their predicted grades are, and teachers and tutors keep them informed through six-weekly reports. Interviews with tutors and heads of year pick up any sign of underachievement and targeted support is provided.

20. At Key Stage 3 the system is less thoroughly developed. There is an understandable reluctance on the part of the college to put unnecessary pressure on younger students, and some justifiable scepticism about some of the data. But in many schools students at Key Stage 3 benefit from having a clearer idea of what their potential is and what they need to do to fulfil it. Teachers too would add to their effectiveness by having a clearer focus on what might be expected from students they teach and, with heads of faculty, they should analyse the extent to which teaching has added value or not to predictions about performance.

Objectives in the college development plans do not have clear enough success criteria that can be measured in terms of their impact on students' attainment and achievement.

21. The college has a very comprehensive development plan that incorporates individual faculty and department plans. The principal organises annual days off-site for key staff from each area of the college to meet and review progress and plan future targets. Thus the majority of the staff are well involved in the process and feel responsible for progressing the objectives. However, what the previous inspection identified as a weakness still remains. The whole college and individual faculty and department targets do not have clear success criteria attached to them. This is surprising because the college knows how specific and measurable these have to be in its technology college development plan.

22. Many of the targets are to do with processes – developments in the curriculum or additional monitoring of teaching. What is missing is what those processes are designed to lead to in terms of improved teaching and learning and standards. If for example, a target is, "Aim to address gender imbalances in the results", what would enable anyone to judge that this had been successful? It would be reasonable to expect that data analysis would show what the historical gap has been in results for boys and girls and predicted grades would give an idea about the potential of the next cohort. A better target would be quite specific about what improvement in standards might be expected as a result of the measures to be introduced.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23 To build on the improvements in standards already achieved the college should:

- (1) Raise expectations and improve the quality of teaching in modern foreign languages by ensuring that all students
 - have frequent, thorough and varied practice in listening and speaking;
 - are required to be actively involved in lessons, so that they learn more effectively, and consolidate their knowledge;
 - are thus helped to gain confidence and increasing linguistic independence.

(Paragraphs 13 and 14)

- (2) Ensure that there is appropriate breadth and balance in the curriculum of all students at Key Stage 4 by
 - only disapplying students from modern foreign languages for appropriate reasons;
 - ensuring that the sensing and control element of ICT is more securely planned for students studying three science subjects;
 - reviewing the time allocation for mathematics to assess its impact on standards.

(Paragraphs 15 to 18)

- (3) Use available data more effectively at Key Stage 3 by
 - ensuring that all teachers have a clear idea of predicted levels for each student;
 - sharing this information with students and parents and making clear what is needed both to meet and to exceed those targets;
 - using value-added analysis to monitor how effective teaching has been.

(Paragraphs 19 and 20)

- (4) Add to the effectiveness of the college development plan by
 - Including specific and measurable success criteria against targets and objectives;
 - Reviewing with appropriate rigour progress against those targets.

(Paragraphs 21 and 22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	20	44	28	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y7– Y11
Number of pupils on the school's roll	985
Number of full-time pupils eligible for free school meals	124

Special educational needs	Y7– Y11
Number of pupils with statements of special educational needs	42
Number of pupils on the school's special educational needs register	160

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	7.9
National comparative data	7.4

Unauthorised absence

	%
School data	0.3
National comparative data	1

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

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	97	96	193

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	71	72	77
	Girls	69	62	56
	Total	140	134	133
Percentage of pupils at NC level 5 or above	School	76 (67)	72 (58)	72 (57)
	National	63 (64)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	43 (30)	49 (30)	38 (23)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	71	78	79
	Girls	74	67	58
	Total	145	145	137
Percentage of pupils at NC level 5 or above	School	76 (66)	75 (69)	72 (60)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	41 (33)	56 (33)	37 (33)
	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	86	82	168

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	26	80	84
	Girls	51	78	81
	Total	77	158	165
Percentage of pupils achieving the standard specified	School	46 (45)	94 (94)	98.2 (97)
	National	49 (46.6)	88.8 (90.9)	95.5 (95.8)

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

GCSE results		GCSE point score
Average point score per pupil	School	37.5 (36)
	National	38.7 (38)

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

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	30
	National	N/a

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	932
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	47	1
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	52.1
Number of pupils per qualified teacher	18.9

FTE means full-time equivalent.

Education support staff: Y7– Y11

Total number of education support staff	19
Total aggregate hours worked per week	457

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	76.1
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Financial information

Financial year	1999-2000
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	£
Total income	2019712
Total expenditure	1998744
Expenditure per pupil	2145
Balance brought forward from previous year	14174
Balance carried forward to next year	6614

Average teaching group size: Y7– Y11

Key Stage 3	28.1
Key Stage 4	22.3

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	895
Number of questionnaires returned	500

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	31	58	9	2	1
My child is making good progress in school.	37	57	3	-	3
Behaviour in the school is good.	27	59	7	1	6
My child gets the right amount of work to do at home.	21	58	15	3	2
The teaching is good.	33	61	2	1	4
I am kept well informed about how my child is getting on.	30	47	16	3	4
I would feel comfortable about approaching the school with questions or a problem.	45	43	7	3	2
The school expects my child to work hard and achieve his or her best.	61	37	2	-	1
The school works closely with parents.	24	53	16	3	5
The school is well led and managed.	40	49	4	1	7
The school is helping my child become mature and responsible.	32	59	5	1	4
The school provides an interesting range of activities outside lessons.	40	47	5	-	7

Other issues raised by parents

Additional issues raised by individual parents concerning individual pupils. Most of the parents who responded that they did not know about an issue, indicated that their child had only recently joined the college.