

INSPECTION REPORT_PRIVATE __

_PRIVATE __
CARLTON-BOLLING COLLEGE
Bradford

LEA area : Bradford

Unique Reference Number : 107413

Headteacher : Mr Simon Willis

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Reporting inspector : Mrs Sylvia Richardson
T11138

Dates of inspection : 23rd to 27th November 1998

Under OFSTED contract number: 700901

Inspection carried out under Section 10 of the College Inspections Act 1996

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INFORMATION ABOUT THE COLLEGE

Type of college : Comprehensive Upper College

Type of control : Local Education Authority

Age range of students : 13-19

Gender of students : Mixed

College address : Undercliffe Lane
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Appropriate authority : Governing Body

Name of chair of governors : Mrs Barbara Sunderland

Date of previous inspection : 9th to 18th December 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Attainment and progress

Teaching

Leadership and management

Staffing

Efficiency___Mr John Brasier, Lay Inspector___Attitudes, behaviour and personal development

Attendance

Support, guidance and students' welfare

Accommodation

Links with parents and the community___Mr John Manning_English

Drama

Literacy_Curriculum and assessment

Resources___Mrs Denise Norman-Dent_Mathematics

Numeracy_Community Education___Mrs Val Blackburn_Science___Miss Jacqueline Watson_Design and Technology

Information Technology___Mr Michael Pennington_Modern European Languages - French and German___Dr Jagat Nagra_Modern Asian Languages - Urdu, Panjabi and Bengali___Mr Gilbert McGinn_History_Sixth form courses___Mrs Kathleen Bonniface_Geography___Mr John Sheffield_Art___Mr David Adams_Music___Mr Barry Simmons OBE_Physical Education___Mr Harold Davies_Religious Education_Students' spiritual, moral, social and cultural development___Miss Gill Biscomb_Special Educational Needs

Equality of opportunity___

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REPORT CONTENTS

MAIN FINDINGS

Paragraphs

1 - 7

What the college does well	1
Where the college has weaknesses	
2	
How the college has improved since the last inspection	3
Standards in subjects	4
Quality of teaching	5
Other aspects of the college	6
The parents' views of the college	7

KEY ISSUES FOR ACTION	8 - 9
INTRODUCTION	10 - 24
Characteristics of the college	10-17
Key indicators	18-24
PART A: ASPECTS OF THE COLLEGE	
Educational standards achieved by pupils at the college	
25 - 52	
Attainment and progress	25-42
Attitudes, behaviour and personal development	43-47
Attendance	48-52
Quality of education provided	53 -
104	
Teaching	53-67
The curriculum and assessment	68-82
Students' spiritual, moral, social and cultural development	
83-88	
Support, guidance and students' welfare	89-95
Partnership with parents and the community	96-104
The management and efficiency of the college	105 -
134	
Leadership and management	105-
117	
Staffing, accommodation and learning resources	118-
125	
The efficiency of the college	126-
134	
PART B: CURRICULUM AREAS AND SUBJECTS	
English, mathematics and science	135 -
166	
Other subjects or courses	167 -
240	
PART C: INSPECTION DATA	
Summary of inspection evidence	241 -
243	

Data and indicators

244

MAIN FINDINGS

1 What the college does well

PRIVATE It fosters good relationships and is culturally harmonious. Pupils' social development is well promoted.

Teaching is generally at least satisfactory, and almost half is good or very good. Students are managed well and their progress is generally at least satisfactory, with a third which is good.

It provides a good range of opportunities for students between the ages of 16 and 19.

- It has very good links with the community.

It has very good leadership and management and is efficiently run.

2 Where the college has weaknesses

PRIVATE Attainment in English, mathematics and science, although improving, is still significantly below national levels.

- Information technology is insufficiently used to promote pupils' learning, especially in Years 10 and 11.
 - The amount of planned teaching time is low.
- Attendance, also improving, is well below average.
- Teachers do not sufficiently use information gained from assessment to raise students' standards of work..

The college has many strengths which outweigh the weaknesses but the weaknesses in attainment and in attendance, which are closely linked to each other, are particularly important. Students who attend well in Year 11 and in the sixth form achieve better examination results than those with a pattern of absence. The governors' action plan will set out how weaknesses identified in this report will be tackled. The action plan will be sent to all parents or guardians of students at the college.

3 How the college has improved since the last inspection

The college has developed as well as can be expected in the relatively short time since the last inspection. Attainment has risen slowly and steadily at the end of Key Stage 4, attendance has improved by five per cent, and students in the sixth form are studying more courses which match their needs. Problems identified in the last report about the curriculum have been solved. Marking and other feedback to students is helpful. They now take significant responsibility in the life of the college. The college's basis for improvement is secure.

4 Standards in subjects

The following table shows standards achieved by 14, 16 and 18 year olds in national tests, GCSE and A/AS-level examinations in 1998:

PRIVATE Performance in: Compared with
all schools Compared with similar schools Key

<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E
<i>very low</i>	E* <u>Key Stage 3 Test Results</u>

_ E* _ D ___ GCSE Examinations _ E _ C ___ A/AS Levels _
 E* _ E ___

In comparison with all schools nationally, results at all levels are well below average, with students' achievements reflecting the delay caused by their low levels of reading, writing, speaking in English and special educational needs. Students have only two terms in the college before taking the tests at the end of Key Stage 3. There have been improvements in 1998, as compared with 1997 and 1996, in GCSE results. GCSE results are rising at a faster rate than the national trend. When viewed against schools with similar levels of adverse circumstances, the college is improving students' attainment over the two and a half years leading to GCSE. A level results have deteriorated; more students are taking courses leading to the General National Vocational Qualification at Foundation, Intermediate and Advanced Level. These results are not shown here.

5 Quality of teaching

_PRIVATE ___ **Overall quality** **Most effective in:** **Least effective in:** Year 9 Good
 mathematics, IT, design technology, art, geography history, music, modern languages
Years 10-11 Good mathematics, geography, physical education,
English science, history, music, modern languages Sixth form Good GNVQ courses,
mathematics, IT, psychology , English English Good
Mathematics Good

Teaching was criticised in the last report for some undemanding work and too much variability in its quality and in teachers' expectations. It is now a strength of the college with 94% which is satisfactory, and 48% of the total good or very good. This compares well with the last inspection report, when 16% of lessons were unsatisfactory - this now down to 6 %.

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

6 Other aspects of the college

_PRIVATE _Aspect_Comment_Behaviour

Satisfactory : there is a high number of fixed term exclusions, mostly of boys, but behaviour in class is generally satisfactory and often good. There are few permanent exclusions and the college goes to great lengths to avoid this. Attendance

Poor : there is very low attendance, in particular in Year 11 and amongst students with special educational needs. This is compounded by the requirement to retain students on roll for long periods of time after they have ceased to attend and by families arranging long holidays overseas. Ethos* Most students respond well in lessons, showing good attitudes to learning; relationships are good and most students take seriously the college's targets for raising attainment. Teachers expect pupils to work well and cooperate. Leadership and management

Very good : the college is planning well for imminent reorganisation. Monitoring and review is

comprehensive, and staff support the vision for improving the college. __Curriculum_Broad and balanced overall. There is rich and varied provision in the sixth form. Careers education is well planned and there are many opportunities for students to attend extra classes and recreational clubs after college. __Students with special educational needs_Good provision, particularly in view of the very large numbers of students with very low attainment on entry, and with far more needs than in most schools. __Spiritual, moral, social & cultural development _Satisfactory overall : there has been considerable improvement in social and cultural development.__Staffing, resources and accommodation_Satisfactory overall, except for resources of computers in information technology . Accommodation is good and there is very good provision of non-teaching staff support.__

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

7 The parents' views of the college

PRIVATE __What most parents like about the college_What some parents are not happy about__They believe that the college supports students well, especially if they have special educational or language learning needs.

They appreciate it that the college phones them if a student is absent without explanation.

- They like the new student newsletter very much.
- They appreciate the after-college classes.

They are pleased that the college has had a good effect on students' behaviour.

_Some parents want more specific information about students' progress.

16% of parents who sent in the pre-inspection questionnaire were concerned about behaviour.

Although a very small number of parents attended the pre-inspection meeting with the registered inspector, about 30% returned a questionnaire, which showed that the considerably majority of parents is generally satisfied with the college. The inspectors agreed with parents about the good quality of support students receive, and that the after-college classes are very beneficial. They are satisfied that reports to parents more than fulfil requirements and that they are more frequent than in many colleges. In the week of the inspection, behaviour was satisfactory around the college and students were generally courteous. In many lessons, behaviour was good and only very occasionally less than satisfactory.

KEY ISSUES FOR ACTION

8 In view of the relatively short time since the last inspection - under two years - governors, headteacher, staff and students need to continue to work together to make progress on the college's main targets, which were drawn from the last inspection report. They should now highlight action in raising attainment throughout the college, especially in English, mathematics and science, giving particular attention to:

attendance by pursuing existing strategies and investigating the reasons for the high

absence rate of students with special educational needs. Ensure that students are fully aware of the adverse impact on their work of poor attendance; (see paragraphs 48 to 52, 90)

literacy, particularly writing, by improving standards of writing across the curriculum, and by using a wider range of strategies and materials to motivate students; (see paragraphs 25, 26, 36, 37)

giving students throughout the college regular access to **Information Technology (IT)** in order to support their learning across the curriculum; (see paragraphs 68, 202, 203)

and using the results of **assessment** to improve decisions on what to do next for each student, to increase the range of teaching methods to meet individual needs; (see paragraphs 64,80)

reviewing the **amount of planned teaching time**, which is currently below the national recommendation, so that students can benefit fully, both from the individual support they receive in the Academic Support sessions, and have more time for subject teaching; (see paragraph 70).

9 In addition to the key issues listed above, the following should be considered for inclusion in the action plan:

- * provision of an opportunity for religious education in Year 13: (see paragraphs 71,108,240)
- * increasing the numbers of students named on the college's register of special educational needs; (see paragraphs 14, 81, 107)
- * increasing the setting of subject-specific targets for individual students and reviewing the impact of such action; (see paragraph 75)
- * addressing the difference between teachers' assessment of students' National Curriculum levels and those which emerge in tests, by providing further training and opportunities to share marking and assessment; (see paragraphs 64, 78, 108, 136)
- * provide regular opportunities for students in Years 12 and 13 to participate in sport and fitness related activities; (see paragraph 232).

INTRODUCTION

Characteristics of the college

10 Carlton-Bolling College is a comprehensive upper school serving a larger than average student population, currently 1260 strong. Students enter the college at the beginning of Year 9, two terms before they take national assessments at the end of Key Stage 3. The local education authority has an admissions procedure in which parents choose three schools from within the metropolitan area. Many of the students who attend Carlton-Bolling College come from families who have not positively chosen the college. There are 321 students in the sixth form, known as the Upper College, and a small number of adults attend courses during the day alongside the college's students. The majority of the students live within walking distance of the college.

11 There is also a separate unit, managed by the college and benefiting from integrated teaching, which serves the needs of pregnant schoolgirls from all the local secondary schools. It provides places for ten to twelve girls, though there are generally fewer than this at any one time. Students attend the unit during pregnancy and in the term following birth; they are on the roll of the college for the duration of their stay in the unit, which also provides creche facilities.

12 In comparison with all the available indicators, Carlton-Bolling's locality is extremely deprived. For example:

the percentage of students eligible for free school meals is almost three times the national average - there are 55 per cent of such students in the college compared with a national average of about 17.5 per cent;

- the percentage of students for whom English is an additional language is very high - over four fifths do not speak English at home; this compares with a national average of 7.8 per cent;
- a significant number of students have arrived in England in the last year;
- there is very high adult male unemployment in the area;
- many students come from overcrowded homes - a significantly higher proportion than the national average live in multiply occupied accommodation;
- there is little tradition of further or higher education in the vast majority of homes.

13 At the time of their entry to the college, all students are tested to ascertain their reading ages, and 95 per cent have reading ages below their actual ages. Furthermore:

74 per cent have reading ages at least two years below their actual ages;

- 32 per cent have reading ages at least four years below their actual ages;
- 30 per cent are eligible for language learning support and of these a significant, if small, number of students have virtually no English on arrival at the college.

14 The college, however, places only a relatively small number of students on the register of special educational needs at Stage 1, and this produces the unusual and rather misleading effect that, despite high levels of special educational need, only 22 students (under 2 per cent) have statements of special educational needs and only 15 per cent have been entered on the register of special educational needs in accordance with the national guidelines.

15 Students are drawn from a small number of major partner middle schools with a very small minority who come from further afield. Approximately 10 per cent of all students enter the college at a later stage than the beginning of Year 9; some have been excluded from other colleges and a small number come from abroad.

16 The college has set itself appropriate priorities and aims in the light of these circumstances, and these have been drawn both from the college's own planning and from scrutiny of the last inspection report. The priorities are to improve :

attainment

- . attendance and punctuality
- . behaviour
- . literacy and numeracy
- . teaching quality.

17 There is a range of school-wide, departmental and individual teacher targets, and students have personal targets which are regularly reviewed.

Key Indicators

18 Attainment at Key Stage 3⁻

_PRIVATE __Number of registered students in final year of Key Stage
3_Year_Boys_Girls_Total__for latest reporting year:_1998_161_163_324__

_PRIVATE __National Curriculum Test Results__English_Mathematics_Science__Number of
students_Boys_55_45_33__at NC Level 5 or_Girls_65_34_21__above_Total_120_79_54__Percentage at
NC_College_37_24_17__Level 5 or above_National_65(60)_60(64)_56(61)__Percentage at
NC_College_13_9_3__Level 6 or above_National_35(28)_36(37)_27(27)__

_PRIVATE __Teacher Assessments__English_Mathematics_Science__Number of
students_Boys_43_50_48__at NC Level 5 or_Girls_63_64_40__above_Total_106_114_88__Percentage at
NC_College_33_37_27__Level 5 or above_National_59(59)_63(63)_61(61)__Percentage at
NC_College_11_19_5__Level 6 or above_National_28(28)_37(37)_29(29)__

19 Attainment at Key Stage 4⁻

_PRIVATE __Number of 15 year olds on roll in January of the
latest_Year_Boys_Girls_Total__reporting year:_1998_155_170_325__

_PRIVATE __GCSE Results__5 or more grades A* to C_5 or more grades A* to G_1 or more
grades A* to G__Number of
students_Boys_21(22)_113(99)_125(111)__achieving_Girls_36(23)_140(116)_155(130)__standard
specified_Total_57(45)_253(215)_280(241)__Percentage
achieving_College_18(14)_78(68)_86(76)__standard specified_National_44.4(
43)_89.6(89)_95.1(94)__

20 Attainment in the Sixth Form⁻

- - Percentages in parentheses refer to the year before the latest reporting year
- - Percentages in parentheses refer to the year before the latest reporting year
- - Figures in parentheses refer to the year before the latest reporting year

_PRIVATE __Number of students aged 16, 17 and 18 who were entered for
_Year_Male_Female_Total__GCE A/AS examinations in the latest reporting
year: _1998_18(25)_33(57)_51(82)___

_PRIVATE __Average A/AS points score _For candidates entered for
2 or more A-levels or equivalent___For candidates entered for fewer than
2 A-levels or equivalent___per
candidate_Male_Female_All_Male_Female_All__College_4.4(4.8)_7.1(9.1)_6.1(7.7)_0_0_0(1.8)___
National_na_na_17.5(17.1)_na_na_2.8(2.7)___

21 Vocational courses

_PRIVATE __Number in final year of approved vocational __Number_% Success Rate
__qualifications and percentage of *such students* who _College_168_60__achieved these
qualifications:_National_(na__

22 Attendance

_PRIVATE __Percentage of half days (sessions)___%__missed through absence for the
latest_Authorised_College_9.7__complete reporting year :_Absence_National comparative
data_8.1___Unauthorised_College_8.9___Absence_National comparative data_1.0___

23 Exclusions

_PRIVATE __Number of exclusions of students (of statutory college age)___Number___during the
previous year :_Fixed period_158___Permanent_6___

24 Quality of teaching

_PRIVATE __Percentage of teaching observed which is :___%___Very good or
better_7___Satisfactory or better_94___Less than satisfactory_6___

PART A: ASPECTS OF THE COLLEGE

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE COLLEGE

Attainment and progress

Attainment

25 Attainment in reading, writing, speaking and listening skills are under-developed in a high proportion of students on entry to the college. There is evidence from reading tests conducted on arrival at the age of 13 that standards continue to be very low indeed. A high percentage of students has a range of literacy or special educational needs, resulting in low attainment in reading and writing. Over three quarters of students have English as an additional language and, whilst this does not necessarily affect the attainment and progress of all of these students, it significantly inhibits many. There are a few students throughout the college whose statements of educational need are for behaviour as well as learning needs and this affects their attainment and progress significantly.

26 Detailed information about the prior educational attainment of the groups of students who came into the college in 1997 and 1998 is very limited and much is out of date. Results in national tests conducted two years previously in their middle schools, as far as they are known to the college, are poor overall, and well below the national average. In tests conducted at the college and moderated by a national agency, the profile of attainment which emerges is heavily skewed to the lower end of the range. The reading ages of students in the current Year 9 have been assessed by nationally recognised reading and spelling tests. More than nine students out of ten have reading ages which are at least two years below their actual age and of these, a third read, at best, at the level of an average nine year old, that is to say, at a level four years or more below their actual age.

27 At the end of Key Stage 3, results in all three core subjects - English, mathematics and science - are well below the national average. In comparison with similar schools, they are also well below the average. There has, however, been some improvement in the proportion of students obtaining five or more GCSE passes at the higher grades of A* to C, rising from six percent in 1993, to seventeen percent in 1996 to eighteen percent in 1998, with a small reduction in this upward movement in 1997. The average points score in the same period has risen from 14.4 points per student to 25.4 points, a faster rate than the national trend. This shows, whilst still being well below the national average, that students make satisfactory and sometimes good progress in the two and a half years between entry and GCSE examinations, where results are roughly in line with similar colleges. As far as students obtaining five or more grades A* to G are concerned, results are very low in comparison with the averages for all comprehensive schools but for schools with a similar intake, results are just below average. The significant number of students for whom GCSE is not seen as a viable option, because of low literacy levels or poor written English, are now entered when ready for the tests for the Certificate of Achievement, and more students are

obtaining this certification. This is an improvement since the last inspection and has reduced the number of students leaving the college at the age of 16 with no accreditation for their work in English. Similar accreditation is now being sought in mathematics and science.

28 The average A/AS level points score of students entered for two or more GCE A Levels was very low in comparison with the national average in 1998 and over the last three years. Results in A level English have deteriorated in the sixth form in the last two years. In Communication Studies, results are better than in English A Level, where students' delay in language acquisition inhibits their success less markedly and their creativity can make up for some of the lack of sophistication in their written language.

29 In English, in 1996, test results at the end of Key Stage 3 were higher than currently, and in 1997, they fell again. The 1998 results have improved, but have not yet pulled back to the level of 1996. In mathematics, results have risen slowly. In science, results have been virtually static at a low level over this three year period. Overall results at the end of Key Stage 3 in English tests were well below what is expected of 14 year olds in comprehensive schools, and well below the expectation of attainment in English in similar schools. In particular, there remains weakness in writing, reflected in results in the tests and in lessons. The level of improvement in 1998 took the proportion of students attaining expected levels to just over half the national average.

30 In mathematics, levels of attainment are generally well below average. There has been an improvement at the end of Key Stage 3, with 17 percent gaining the nationally expected levels in 1997 and 22 percent in 1998. Students in the higher attaining sets are doing some good work in Years 9, 10 and 11, but in the lower groups, work is weak and well below the expected standards. Students are hesitant to talk about their mathematics and they lack the technical vocabulary they need, particularly in Year 9. However, the higher attaining pupils can investigate number sequences and make good use of their knowledge of algebra. They can work at the nationally expected levels in class, with some work which is at good levels - for example when they use quadratic equations to describe differences in sequences. Middle attaining groups work at levels which range from below the national expectation for their age to just above, and they are accurate in calculating percentages and ratios. There is some good work on circumference and the area of circles. Lower attaining students consolidate skills in drawing and interpreting bar charts, skills which are expected of considerably younger students. Number skills are still a weakness for a few students who enter the college after the beginning of Year 9 and have gaps in their knowledge and mathematical experience.

31 At the end of Key Stage 4, in GCSE English language, results have been static for the last three years. English literature results showed steady improvement at both grades A* to C and A* to G. In many cases, poor results are the outcome of interrupted attendance and non-completion of coursework. Girls have scored a little better than boys for the last two years, and in comparison with their results in other subjects, girls are just below average in English language and above it in English literature. Only 83 per cent of students were entered for GCSE examinations in 1998 and only 13 per cent of the cohort obtained grades A* to C, with 37 per cent obtaining A* to C in literature. These are well below the national averages and below those for similar colleges. By the end of Key Stage 4, students still show a lack of confidence in developing their answers at length, whether in speech or in writing and continue to make basic errors in writing, although their attainment represents improvement on earlier work. In the sixth form, presentation skills in English vary but students respond well to questions and talk fluently about their experiences, their views on texts and show that they begin to see their reading in a more developed way.

32 At the end of Key Stage 4 in mathematics GCSE examinations, there has been a slow upward trend over the last three years. Results remain well below the national average, however, and a significant minority of students do not take a GCSE examination at this stage. Boys attain somewhat higher standards than do the girls in mathematics. Results are also adversely affected by time missed in Year 11 through absence. There is no significant difference in levels of attainment for students with special educational needs or English as an additional language. In the sixth form, results in A level mathematics are very weak indeed with under half receiving a pass grade. Students examined in 1998 were admitted into the course with relatively low examination results at the end of Key Stage 4, and this adversely affected results in 1998. Work currently underway in Years 12 and 13, reflecting changes instituted in course admissions, is nearer to course requirements than the 1998 cohort achieved.

33 Work in mathematics in lessons and in books and folders is of a better standard at all ages than recent examination and test results would indicate. Many students are coping confidently and competently with work which is appropriate for their ages. Care is taken in presentation and the explanation of working. Students with special educational needs attain better standards in this aspect of their mathematics when they receive individual support. Attainment in algebra is better than in other aspects of mathematics, even with the lower attaining students.

34 In science, attainment in tests at the end of Key Stage 3 and in GCSE examinations has been low and virtually static for the last three years. Attainment is very low in comparison with the national average by the end of both key stages and low in comparison with similar schools. There is little difference between the performance of boys and girls. In GCSE examinations in 1998, there was a slight improvement on the predicted grades. Although three per cent more students are now entered for GCSE examinations, a relatively high proportion of students (14 per cent) is still not entered; this was an issue at the time of the last inspection to which the science department has addressed itself by introducing the certificate of achievement tests to meet the needs of students for whom GCSE is not a viable option. There are as yet no results on which to report. In the sixth form, the small number of students on A level science programmes, especially relating to physics, means that comparisons of standards against other schools are unreliable. In GNVQ examinations, there has been slow improvement between 1997 and 1998, with a shift in the balance of students' options away from A level and towards GNVQ. Many who choose GNVQ courses produce good coursework, but their results in the tests are much less good, as these are more directly affected by students' ability to write well and at speed.

35 In science lessons, in Key Stage 3, pupils know about the structure of atoms and can relate these to position in a periodic table. They understand the differences between series and parallel circuits. In Key Stage 4, they are able in lessons to show how coils in a wire are related to current induced. However, many cannot recall or explain processes such as fermentation or respiration. In the sixth form, students understand how the deflection of a beam of electrons in a magnetic field is related to the voltage and magnetic flux. Students generally talk about their science well in lessons and show good levels of understanding, but poor language skills impair their progress. For lower attaining students, there is a lack of linkage between scientific concepts and scientific vocabulary. Students with special educational needs lack the impetus towards better progress in subject specific targets and many make slow progress, both in lessons and over time.

36 In literacy lessons, most students can write simple sentences with a fair degree of accuracy. Some of the higher attaining students use paragraphs to good effect. In their written work, many students are hindered by a lack of basic skills which shows up in stilted writing and a

large number of spelling and punctuation errors. They show understanding but do not generally write at length. A few higher attaining students create very well written autobiographies using elegantly structured work. In lessons, for example in geography, students read regularly and most do well, except that they are sometimes inaudible. Only higher attaining students read confidently in French; most have difficulty with pronunciation and there are limited opportunities to read beyond the text book. In art and history, students are given opportunity for reading to research their projects.

37 Writing across the curriculum is poor in most subjects except for higher attaining students in history and geography. Poetry writing on meditation in religious education is lively and evocative. Year 11 students produce accurate work comparing artists. There are frequent examples of students using words that they do not really understand in geography. Little extended writing occurs in science.

38 In most subjects, attainment is satisfactory in fewer than half the lessons seen. It is best in mathematics, Panjabi and in physical education. It is unsatisfactory in the large majority of lessons in art, design technology, history, music and in religious education. In general, attainment is far better in lessons when students can speak about their work, but is impaired by their poor standards of writing. By the end of Key Stage 3, national test results show that standards are well below the national average in all three core subjects (mathematics, science and English). Comparisons with similar schools show that English and science results are low, whilst mathematics results are better but still below average. Such comparisons, however, do not take into account the very large numbers of students in Carlton-Bolling who have English as an additional language.

Progress

39 Progress in English, despite very low attainment in recent tests and examinations, is generally satisfactory. Literary critical skills are still unsophisticated in Key Stage 3, and few students make enough progress in looking beneath the surface for meaning in texts they study. By Key Stage 4 and in the sixth form, however, progress is often good. Where it slows down, this is generally because students find the problems they encounter in their work frustrating, despite help from teachers. Students with English as an additional language struggle with expressing their views in speaking in standard English, although the content of their written work is sound. Progress is better in English literature and drama where students can explore texts. In the sixth form, students listen well and collaborate in their learning. This accounts for the particularly good progress of the girls, which is noticeable in other parts of the college too.

40 Progress in mathematics lessons is always at least satisfactory and students are responding well to a major revision of the mathematics programme in Years 9 to 11, introduced since the last inspection. Progress is sustained as a result of teachers' increased expectations, which show themselves in frequent encouragement to answer fully, with clear explanations and contributions to language development which particularly benefit students with English as an additional language. Progress in the sixth form is also enhanced by increased teacher expectation and by the gradual impact of GNVQ methods, which help students to evaluate their own progress realistically and to take measures in good time to improve. Good liaison between support teachers and mathematics staff assists students to make generally good progress. In students' books where progress is not satisfactory, it is as a result of poor attendance where despite teachers giving extra 'catch-up' time after absence, gaps remain even when the student is well motivated.

41 In science, progress in lessons is mostly satisfactory. The best progress is made in Year 9 and in the sixth form. Higher attaining students in Year 9 are able to make links with previous work and their practical skills develop well - this is the area in which they make most progress. At Key Stage 4, progress is generally satisfactory, although the rate of progress is slow, particularly among the lower attaining students. Most could link previous work to new material on, for example, how rays of light are reflected or how the number of coils on a solenoid relate to the current induced in an electromagnet, and take this thinking forward. Where progress is barely satisfactory or unsatisfactory, pupils are not able to think through the similarities in processes in order to understand and explain, for example the relationship between speed of light and the refraction index of different media. There is some difference between boys and girls' rates of progress with the girls making marginally better progress than boys in lessons. Students with special educational needs have no targets which are specifically related to science and this makes it difficult for staff to ensure that students make enough progress. Students who have English as an additional language make satisfactory or good progress in science.

42 Some aspects of reading, for example matching words heard to the written word, are practised in literacy sessions through a computerised skills programme in Year 9. All students in Year 9 follow this programme, which measures progress through a series of activities of increasing difficulty. Students with English as an additional language find this programme is helpful, and it assists many to make progress in acquiring some more advanced reading skills. Some students make very good progress in both accuracy and speed and all students make some progress in accuracy. Students with special educational needs have additional help which enables them to understand how words are compiled, increase their accuracy in spelling and they practise reading. These students make satisfactory progress at a slower pace.

Art

-Standards are only a little below the national average in all key stages.-By the end of Year 9, students still lack drawing skills.

Design and Technology

-Levels of attainment are below national standards at the end of Key Stages 3 and 4. The guidance on coursework does not give Key Stage 4 students enough structure for them to attain highly. At GCSE, graphics results are better than other areas, but all are below the national average. -Students make satisfactory progress from a low base during Key Stage 3 lessons and they gain skill as well as confidence. However, progress is impaired by low literacy skills and although there is satisfactory progress for some in practical applications of IT, they do not progress fast enough to make up for their low starting points.

Drama

-In drama lessons, in Year 9, students show awareness of characteristics in role and some ability to improvise. Standards have improved at GCSE, although still below average.-In Year 9, students' lack of concentration sometimes inhibits the progress of classes in general. Key Stage 4 students are often slow to get started, but when they do, progress is at least satisfactory.

Geography

-Standards are improving in lessons, although still well below average in test and examination results at both key stages. Higher attaining students are beginning to produce good work in class although this is not yet reflected in GCSE results.-Progress over time is satisfactory and in lessons it is often good. It is consistently so for higher attaining students. Progress for girls in Key Stage 4 is satisfactory or good despite their attainment levels at GCSE being lower.

History

-Levels of attainment are below the national average at the end of Key Stages 3 and 4. Standards are improving in lessons Middle and lower attaining students are hampered by poor literacy in converting their knowledge into good standards of written work.-Progress in the classroom is at a faster rate than indicated by 1998 results, especially for higher attainers. Progress of other students is impaired by weak literacy skills or by inappropriate materials in Key Stage 3 for those with special educational needs.

Information Technology

-Attainment is below average throughout the college and the gap between national averages and performance grows as a result of lack of opportunity for hands-on experience. In the sixth form standards are variable and some students in the GNVQ courses reach satisfactory levels, although standards overall are below average.-In Key Stage 3, progress is sound. During Key Stage 4, skills do not improve as a result of lack of access to IT. In the sixth form, with good teaching students are making brisk progress.

Modern languages - European

- **Community** -In French, standards are well below the national average at the end of both Key Stages 3 and 4. Standards in German are well below. Higher attaining students are reaching average standards. Speaking is particularly undeveloped.

By the end of Year 9, standards in Panjabi are slightly above the national expectation and standards in Bengali and Urdu match national expectation. This performance is confirmed by the end of Key Stage 4, and GCSE results have improved since the last inspection. Attainment in Urdu in the sixth form at A Level is in line with course requirements.-Students make gains in both languages at both key stages. and by the end of Key Stage 4 progress is satisfactory. Students with special educational needs make satisfactory progress overall. All make better progress when tasks are tailored to their needs.

Most make satisfactory or good progress throughout the college, although a small number of boys in Urdu and Panjabi lessons are not making satisfactory progress as a result of poor attitudes to their work.

Music

-Standards are well below average throughout the college but particularly in Year 9. GCSE examination results are below the national average.-Slow progress is made throughout Key Stages 3 and 4, but this is limited due to insufficient development of the subject in lessons.

Physical Education

-Key Stage 4 attainment is in line with national averages for the boys, who attain standards which are much higher than the girls.-Levels of attainment show steady improvement at both key stages, as students work diligently to develop skills. Progress is best when students are expected to evaluate their own work.

Religious Education

-Attainment at the end of Year 9 is below the level of expectation as a result of students' weak literacy skills and retention and recall skills. Attainment is below the national averages by the end of Key Stage 4. In the sixth form, attainment is in line with course requirements.-Good progress in Key Stage 4 and satisfactory in Key Stage 3, and girls make much better progress than boys. Progress is impaired by weak literacy skills, and limited retention of information.

Attitudes, behaviour and personal development

43 Attitudes of students to their work are generally satisfactory. They show good initial powers of concentration, though some flag after this initial effort as a result of the difficulties they regularly encounter with language and literacy. Many enjoy their work and are keen to learn, but some are frustrated by their poor reading and oral skills, finding it difficult to sustain enthusiasm.

44 Behaviour is generally satisfactory and there were very few incidents of unsatisfactory behaviour during the inspection. This is due to the good classroom management skills of teachers and the vigilance of staff around the college, although in a few lessons, a small number of boys who lost interest in their work, were uncooperative. Students are courteous to, and interested in, visitors. They show maturity in speaking with people they do not know. They behave well in and around the college - there is sometimes a little good-natured boisterousness - and they treat the buildings well, with the exception of the toilets where some damage was noted. The college is generally free of litter, an indication of students' sensitivity to their environment. This is an improvement since the last inspection, as is the greater responsibility which students exercise in the life of the college. Elected student representatives now serve on year and college councils, are given training in running democratic organisations and become involved in a wide range of issues important to the student body.

45 The new college rules, developed since the last inspection, came out of class discussions after which representatives negotiated a consensus through the year group and then the college as a whole. The college rules have wide acceptance and are a cornerstone of the new behaviour policy. In Year 11, a group of students has also trained to become peer mediators; they offer a daily service to students who have problems to resolve. The approach is very mature and the service is appreciated by those who use it. The mediators also follow up their cases informally to see how things are working out. Sixth formers elect two presidents who have considerable responsibilities. There are a number of other student initiatives contributing to this more purposeful and open ethos - students run a snack bar and take part in competitions which they organise themselves with staff support. In class, students are generally good at working together productively.

46 These many good and improving features of attitudes and behaviour have also to be seen alongside the high levels of fixed term exclusion, usually for physical aggression. Sixteen percent of parents who answered the pre-inspection questionnaire said that behaviour was not satisfactory, although the few others who attended the pre-inspection meeting felt that the college was generally improving the students' behaviour. Progress is being made, however, as the number of exclusions has declined from four per week in the last academic year to two per week this term. This progress is attributable to a revised cascade of sanctions for poor behaviour, as well as the college's efforts to give students more opportunity to take responsibility. Whenever an incident is unprovoked, it is regarded as a form of bullying and temporary exclusion is sometimes the outcome. This outcome also sometimes applies to less severe incidents, such as name-calling, as the college rules focus on the rights of the individual to freedom from such behaviour.

47 There is virtually no racial harassment or tension within the college, and this is one of the very good features of the ethos staff and students are trying to create. The promotion of inter-cultural harmony is one of the strengths of the college. The relationships between adults and students are particularly good and help the college to thrive, having a very positive effect on students' learning. Relationships between students are normally good, with the exception of the occasionally silly or aggressive behaviour of the same few boys.

Attendance

48 The attendance rate in the 1997 to 1998 school year was very low in comparison with

other schools, and the unauthorised absence rate was well above average. However, attendance has improved from 80.8 per cent at the time of the previous inspection to 85.9 per cent in the current academic year for Years 9 to 11, although this is still well below the national benchmark of 90 per cent. Sixth form attendance is higher than elsewhere in the college, with 87.3 per cent. The poor attendance levels have a detrimental effect on students' progress, especially in Year 11 and amongst students with special educational needs.

49 The figures for Years 9 to 11 are, however, affected by a number of unusual factors, particularly evident in Year 11:

attendance at the Newlands Centre for pregnant schoolgirls which is managed by the college is very low and increases overall Year 11 absence by 0.8 per cent. These students are mostly from other schools, as the centre serves the whole of Bradford. The girls arrive at the centre in the later stages of pregnancy;

- in Year 11, there are nine students on roll who have never attended the college and a further four who have not attended for six months or more, and are believed to have moved away from the area. The requirement to keep these pupils on roll produces the practice of having a 'ghost' register, but these 'ghost' students boost the absence figures by 4.3 per cent in Year 11;
- many families save up for a special extended visit to Pakistan and Bangladesh and find it impossible to go in the college holidays. These trips increase the absence rate in Year 11 by a further 1.9 per cent;
- nationally, most comprehensive schools cater for Years 7 to 11, and Years 7 and 8 are usually the better years for attendance.

50 However, even when the first three factors are taken into account, attendance in Year 11 is still well below the national average.

51 Some students with special educational needs also have exceptionally poor attendance: those in the higher stages of needs identified in the college's register of needs often have absence as high as half of their time in college. The college's staff make sustained efforts to ensure that the parents of these students share their objectives of good attendance, but they meet with only limited response.

52 Unauthorised absence has fallen since the last inspection from 9.5 per cent to 5.25 per cent in the current year. Although this is a substantial improvement, it is still well above the national average of 1.1 per cent. Registration and the recording of late arrivals are carried out efficiently. Lessons start on time throughout the day and there is little late arrival to lessons. Late arrival at the college has a further disadvantageous effect on learning and runs at a quite high rate. In Year 11, it accounts for a significant proportion of absence recorded. Action the college has taken to improve attendance overall includes a range of measures such as 'first day calling' enabling swift contact with parents to alert them about unauthorised absence. Parents who attended the pre-inspection meeting expressed their satisfaction about this action. The range of actions are gradually contributing to the improvements now taking place.

QUALITY OF EDUCATION PROVIDED

Teaching

53 Teaching was satisfactory or better at the time of the last report in only eighty-three per cent of lessons seen; one sixth of the total teaching was unsatisfactory. Teachers' expectations of students were not sufficiently consistent, work set lacked challenge and monitoring was not systematic. This picture has improved substantially in the intervening period. In ninety-four per cent of lessons seen in this inspection, teaching was at least satisfactory, and good or very good in almost half of the lessons. There were a few examples of very good or outstanding teaching which were particularly well matched to the needs of the individual students in the class. These lessons occurred in all key stages. A good example occurred in an A level psychology lesson when Year 13 students were challenged by a variety of lively teaching strategies to make perceptive moral judgements on a research study on obedience and authority. In another A level lesson, in Business Studies, the teaching elicited good understanding and a lively response through brisk questioning, clear structuring of answers on the board to provide a resource for successful discussion work in pairs.

54 Teaching in English is at least satisfactory in 95 per cent of lessons, and good in almost half. Lessons in English for students with special educational needs were mainly satisfactory. In the sixth form, lessons are more often well taught. Good subject knowledge enables teachers to draw references across a range of texts and to stimulate students to further research. Subtle interventions encourage poorly motivated boys and create an expectation of continuing concentration. When teachers work in pairs (partnership teaching), it is very helpful in promoting the interests of students with special educational needs and with English as an additional language. In some lessons with weaknesses, most often in literacy sessions, expectations of students are not high enough. The college places a high priority on the teaching of reading and writing because of the numbers of students who have low levels of attainment. In addition to literacy lessons for Year 9 students, many faculties such as technology, mathematics and science, display key words to support learning in specific subject areas.

55 In mathematics, teaching is always at least satisfactory, and good in the majority of lessons. It is characterised by probing questioning and encouragement for all to participate. Lessons are structured to contribute as often as possible to the general college objective of improvement in literacy and oracy. In mathematics, the use of everyday analogies which enhance understanding is a successful feature.

56 In science, teaching which was criticised at the time of the last inspection, has improved considerably. In nine out of ten lessons, it is now at least satisfactory and there is good teaching in the sixth form and in higher attaining groups. There is good pace and time management, a variety of resources and a good match of reading materials to the needs of Year 9 students with special educational needs in particular. The remaining few unsatisfactory lessons suffered from the effects of too slow pace.

57 In all subjects, teamwork is good, both in individual classrooms between subject teacher and supporting staff and across departments. Liaison between special educational needs and language teams with subject teachers is effective, and the way in which teachers work together supports individual students' progress well.

58 Lessons are generally well planned with good pace. In geography, for example, there is good planning, recently introduced, for meeting individual needs. The lack of match with students' levels of need and prior learning adversely affects the pace of lessons in modern languages. In some subjects, however, such as IT in the sixth form, pace is brisk and expectations of what students can achieve are conveyed effectively. This contributes to the progress students can make, especially in GNVQ courses. The pace in some lessons is best when students are actively participating in practical work. In English, the pace is sometimes too brisk, with the result that students are swept along too fast and only absorb a proportion of what is offered. In history, some of the tasks set are particularly challenging to the higher attaining students but the lack of particular provision for the needs of the remainder creates difficulties for them.

59 Teachers' range of teaching methods has broadened somewhat since the last inspection and in a number of subjects, for example, in geography, more creative activities such as research work are now routinely included in lesson plans. In planning activities in German, for example, progress is ensured when students practice rap rhythms and work together to write their own. However, there is still only limited group work in mathematics, and not enough investigation in many subjects. In information technology, where lessons have weaknesses, these result from insufficient planned range; for example, there is little use of audio visual aids to clarify and to add interest to the lessons. Methods and organisation are best in the sixth form, where course requirements are very clear.

60 Resources are generally well used, but the lack of access to computers means that in only a few subjects at Key Stage 4 do teachers plan to include information technology as one of the tools to promote learning. In geography and history, video and other visual aids add to comprehension, as when a well edited film of Franklin D Roosevelt was used to stimulate sound and lengthy written answers from students of all attainments on 'The New Deal'. On the other hand, in some information technology lessons, in Key Stage 4, the lack of aids means that some lessons lack interest and clarity.

61 In the sixth form, the recently introduced GNVQ courses are well planned and generally well taught. Teachers' subject knowledge stands them in good stead, and they convey their expertise often with enthusiasm.

62 Teachers' subject knowledge is good throughout the college. Expectations of students are generally satisfactory but there are occasions in most subjects when opportunities to extend both the higher attaining students and the average or lower attainers are missed. There is a considerable unexplained discrepancy between students' results in national tests at the end of Key Stage 3, as compared with the outcomes of teacher assessments.

63 Relationships between teachers and students are good and, in most lessons, teachers manage students well. There are a few occasions when the lack of challenge or brisk pace to the lesson results in less good behaviour. Some immature behaviour from a few boys impairs progress, for example in information technology and in Urdu, is not sufficiently well controlled by all teachers. However, in general, students know what is expected of them and they cooperate with teachers to use their time well.

64 Homework is regularly set and marked. Class feedback is often very helpful and written comments in English are particularly purposeful, helping students to understand what they must do

to improve their next piece of work.. In geography, too, work is generally marked thoroughly and matched to students' learning needs. However, teachers do not always use assessment sufficiently consistently to adapt their teaching to meet students' individual needs, especially in pointing out their strengths and weaknesses. In science, the quantity and demand of homework is still insufficient.

65 There is good individual teaching for students with special educational needs, both within class lessons and in individual or small group sessions. Teachers and support assistants know the particular areas with which each student needs help and work is planned to target these needs. In the small group lessons, teachers provide a variety of activities which revise and reinforce learning, for example how vowel sounds change, or the use of capitals for names or to start sentences. They make sure that students know what words mean as well as learning to read them. When students have limited sight, large print worksheets are available. For students in Key Stage 4, confidence is built up through discussion and carefully selected writing tasks which are designed around students' interests, such as football and music.

66 Different types of groupings are used in the college. In some subjects, students who have a similar level of attainment work together, and this is helpful to them. In subjects where this happens, the work is planned and materials are provided at appropriate levels. With good support also available in the classes of students with lower attainment, teaching is satisfactory and often good. Where students with the whole range of attainment are taught together, for example in modern foreign languages and in some literacy lessons in Year 9, the work planned is inappropriate for both the students with special educational needs and the higher attaining pupils. In these lessons, students' learning is limited.

67 All teachers try consistently to offer access to the subject matter to students for whom English is an additional language. This is particularly helpful when they rephrase the teachers' comments, check that key vocabulary is understood and that students are making the right links between new words and ideas. Students for whom English is an additional language are also the focus of the work in lessons of a team of well qualified teachers who are effective in reinforcing new vocabulary and ensuring that students understand the concepts behind new vocabulary and structures. For students who are new to English, more intensive individual sessions are planned which effectively link language learning and subject tuition to bring students to a point when they can understand the work in class and respond to it. Because of the very wide range and number of needs, however, the specialist team is not able to offer individual tuition to those students with higher attainment whose needs emerge at a later stage in the college. Some effective individual work is done, however, in supporting students in the sixth form in preparation for interviews and career choices so that they become fully familiar with procedures, structures and vocabulary. Teachers who work closely with students with English as an additional language operate with considerable sensitivity in class, prepare well in consultation with subject teachers and produce relevant and helpful backup materials which enable students to make good progress more quickly.

The curriculum and assessment

68 The last inspection pointed out inadequacies in curriculum provision both in Year 9 and at Key Stage 4. Most of these have now been put right, with the result that the curriculum is more broad and balanced, and, with the exception of information technology in Key Stage 4, National Curriculum requirements are met. As in the last inspection, religious education in the sixth form

does not fully meet the requirements of the Locally Agreed Syllabus. The college has not yet introduced vocational courses for Key Stage 4 students because staff are awaiting the publication of relevant regulations. The lack of vocational courses which would be particularly relevant for the needs of the students in this age range is still a significant omission from the curriculum.

69 The college has successfully introduced personal and social education for all students in Year 9 and Key Stage 4. The programme for personal and social education (PSE) incorporates a range of useful and relevant topics including health and drugs awareness, consideration of inter-cultural relationships and anti-bullying. Careers education and guidance, which forms a part of the programme, is well planned and the arrangements for work experience placements are very well run, considering the large numbers of students involved. Good curriculum links exist : with English where detailed evaluations of experiences are set as written assignments; with mathematics in the study of personal finance; and with humanities where industrial relations are discussed. Sex education is taught as part of PSE in an appropriately moral context, and in science, as required and the policy is approved by governors.

70 Following the restructuring of the timetable and an increase in lesson time, a period of academic support has been introduced on four days a week at the end of the day. This allows some flexibility for curriculum planning, support for students with English as an additional language about their homework, and for students with special educational needs about their personal organisation and concerns. However, the college still teaches a shorter week than that nationally recommended and has not reviewed the allocation of time to certain subjects to achieve a better balance. In modern languages, for example, the relative lack of time in Year 9 and at Key Stage 4 results in students' progress over time being adversely affected. At Key Stage 4, the college is not meeting the statutory requirement to teach the IT curriculum; geography and history also have a restricted time allocation which is affecting the teaching of the syllabus.

71 The curriculum for the sixth form is rich and varied, but lacks religious education for all. It has breadth in the range of A levels on offer, including law, economics, sociology and psychology and a large programme of GNVQ (General National Vocational Qualifications) courses at all levels. There is a good range of optional courses in the supplementary curriculum, such as general studies, physical education and information technology for A level students. Students also help teachers during academic support time. One year GNVQ students have the chance to go on work experience when places are available and a recent research visit to local companies proved to be very successful.

72 The curriculum at the Newlands Centre is well planned to help students to follow GCSE courses when they return to school and therefore much of it is selected from GCSE syllabuses. Students cover all the National Curriculum subjects and add child care and child development courses. The breadth, balance and relevance is appropriate to students' needs.

73 The planning of the curriculum alongside the aims of the college is reviewed annually and this involves all staff and governors' curriculum committee. Faculties, as a matter of management policy, have independence in structuring their courses and class groupings, and there are regular meetings of heads of faculty and staff with pastoral responsibilities to discuss curriculum matters. An issue which has still not been addressed is the provision of more appropriate materials and teaching approaches in some subjects so that students of differing attainment can benefit fully from lessons. Examples of this lack occur in some literacy lessons when higher attaining students have unchallenging tasks. Links with the middle schools are well developed and sixth formers are well

prepared for further or higher education and for the world of work.

74 Extra-curricular activities are very good for sport, and the art club and IT room are also popular. Theatre visits occur out of college time and these help students to understand better their set books for literature examinations. Visits to Europe and Ireland and the 'alternative curriculum' in the summer term add further to broadening students' experiences of life and society. Opportunities are more limited in music and drama, but the college play planned for next term should provide a welcome boost in this area.

75 Provision for students with special educational needs is at least satisfactory. The college has rightly identified reading as its first priority, having assessed reading levels for all students on arrival in the college. Weekly literacy sessions and a short course in language skills are the main focus, although English lessons and extra support in and outside the classroom are routinely planned to improve reading, writing, speaking and listening. Plans which show the areas of weakness in literacy and numeracy of students with special educational needs are prepared and given to support staff and to subject teachers. In the core subjects of English, mathematics and science, a recent initiative is to identify targets for each student which are particular to the subject. This promises to be an effective development but as yet, most departments do not add their own targets to individual programmes and this limits their value and the progress some students are able to make.

76 Teachers plan their work, largely successfully, with equal access for all students in mind. The introduction of GNVQ courses in the sixth form at all levels - foundation, intermediate and advanced - is an indication of the college's determination to provide courses which are appropriate for all levels of attainment. There are, however, some equal opportunities issues to be solved. The provision for design and technology is affected by the size of the year groups and the facilities; it is adversely affected also by the practice of asking students to choose two aspects of the subject to study in Year 9. In effect, though not in intention, the outcome is that the majority of girls take food technology and textiles and this, combined with culturally-influenced preferences for many, has an effect on GCSE choice a year later. The lack of easy access to IT in Key Stage 4 in particular, and the lack of RE in Year 13 are also important omissions from the provision which affect equality of opportunity.

77 Care is taken to identify those students whose first language is not English and special provision is made in the way of in-class support for about 300 students, as well as more intensive support by withdrawal for those new to English, a significant minority. An information technology club is attended almost exclusively by boys and the college has not provided a parallel opportunity to make the subject more attractive to girls. There is single sex teaching in physical education. In the Newlands Centre, an adapted curriculum provides opportunities for students to undertake courses in child care in addition to National Curriculum subjects, and students are not disadvantaged in general educational terms by their period out of mainstream schooling.

78 The college analyses test and examination results to show where boys and girls differ in each subject. The English, mathematics and science departments do this well, whilst the design and technology and art departments are not making useful analyses; elsewhere data is generally used satisfactorily. Some departments are also able to identify the differing achievements of students from different cultural backgrounds. However, the college has not yet sufficiently researched the reasons why there is such a large discrepancy between teachers' assessment of students' attainment at the end of Key Stage 3 and the outcomes of national tests.

79 The college's assessment policy has been recently updated and forms a good basis upon which faculties plan their own systems. All, with the exception of history in Year 9 and IT in Key Stage 4, are effective. The mathematics policy is very consistently followed by all mathematics teachers and there is good practice in design and technology and modern European languages in Year 9. Heads of faculty generally monitor the assessment work of their teams and discuss them at least annually with the senior staff who oversee their work..

80 Marking is satisfactory, except in science where it lacks detail, and history in Year 9. There is some very good marking of students' work in English where staff know them well and many give them detailed advice and set challenges in the follow-up work. The same is true in mathematics and physical education in Key Stage 4. There is little evidence in most other areas of assessment being used consistently to plan for the next stage of work. More than half the faculties still have not come to terms with using assessment for future planning. In English and mathematics, there is good practice in target setting for students, based on detailed analysis of their previous work and test scores. Many staff in these faculties use the information to plan their work. Students are encouraged to evaluate their own performance orally and in writing. Students with English as an additional language (EAL) are encouraged to review their work in subjects, and where necessary, seek advice from the specialist EAL teaching team in lunchtimes and after college. Assessment of the stage of learning they have reached is systematic and thorough and well-documented. All faculties are made fully aware of the language learning needs of students.

81 The college's systems for identifying and assessing the learning and behavioural needs of some students are sufficient to ensure that provision is made for those with the greatest need. These students are named on the college's register of special educational need (SEN), and they and others are identified for extra assistance. The system for referring students who cause concern but who have not been assessed previously as having special educational needs is less secure. It results in the apparent anomaly of much lower than average attainment on entry but only average numbers of students with special educational needs. Initial identification depends on subject faculties and departments referring concerns to form tutors. Subject and SEN teachers could be more active in this early identification of need and preparation of subject related targets, so that gaps in skills, knowledge and understanding can be filled quickly. Since the last inspection, when some criticism was raised about individual education plans, these have been developed to identify more clearly students' needs and areas for action. Individual education plans are now useful for support teachers and assistants, but remain of limited value for the different subjects because subject specific targets are rarely added to them. Support assistants now keep detailed records of work done and progress made by students with special educational needs.

82 Most of the areas of deficit in curriculum and assessment identified in the last report have been dealt with and important improvements have occurred since the last inspection.

Students' spiritual, moral, social and cultural development

83 Overall provision for students' spiritual, moral, social and cultural development is satisfactory. The college's aims seek to enable students to celebrate and respect cultural diversity and to develop self-awareness and esteem. They do not, however, include moral and spiritual objectives. There is a draft policy for spiritual, moral, social and cultural development, but no coordinated arrangements to ensure the delivery of these aspects of personal development across all

subjects.

84 Provision for students' spiritual development is satisfactory. The daily 'Thought for the Day' provides opportunities for reflection on a range of spiritual topics, for example, creation, religious festivals, the universe, the Millennium and light and darkness. The college provides space for prayer; Muslim girls are able to undertake daily prayer in the college, and arrangements have been made for boys to pray in a nearby mosque. Religious education makes a significant contribution by encouraging students to discuss values and beliefs and reflects on fundamental meanings and questions in life. In English, music, history, art and design technology, students are given satisfactory insights into a range of human responses and emotions which helps to develop spiritual awareness and encourages them to value their own opinions as well as respecting those of others.

85 Teachers, by their own example and expectation that students will behave considerately, set very good standards in the college. The college actively fosters and values such honesty and fairness and has involved students in the preparation of its behaviour code. Students are made aware of the differences between right and wrong and are expected to show respect for each other, property and authority. Students examine and reflect upon moral issues in assemblies and in personal and social education lessons. They have opportunities in religious education, English, geography, history and science to consider issues such as prejudice, racism, bullying, crime and punishment and economic and scientific developments. Overall provision for moral development is satisfactory.

86 Since the last report, the college has improved its provision for social development. The quality of life and daily activities of the college provide a secure environment, with positive relationships founded on mutual respect. The college has introduced a programme of personal and social education, which covers a range of social issues, including citizenship, relationships and respect for other people. Opportunities for students to accept responsibility and show initiative have been significantly extended since the time of the last inspection. Students from all years now have the opportunity to be involved in the life of the college; for example, as members of year councils, the college council, working in the library, paired support between sixth form and lower college students, peer mediation, running societies and taking responsibility for charity fund raising activities. Students gain experience of the world of work and career development through work experience at Key Stage 4 and in the sixth form. An awareness of the needs of less fortunate people is encouraged through charitable fund raising. A considerable amount of money was raised recently for the Bangladesh flood appeal. Visits to places of educational interest, albeit small in number, assist the development of social interaction. The German exchange restarts in 1999 and a visit to France is planned for the summer term 1999. Overall provision for social development is now good.

87 The college has made good progress since the last inspection in its provision for students to gain understanding of the cultural heritage of Great Britain. Year 9 students have been involved in workshops with Opera North; there have been dance workshops and the number of visits to the theatre have increased both at A level and in Year 9. 'Thought for the day' and assemblies enable students to learn about and reflect upon religious festivals, for example, Eid-ul-Fitr and Christmas. A governor has been involved in demonstrating aspects of the traditional woollen trade in Bradford. Cultural issues are covered well in many subjects, particularly in English, history, religious education, geography and design and technology. The English and art departments have worked closely to recognise Bradford's recent anniversary celebration. The music department now

gives students access to a greater range of world music, but extra-curricular activities in this area of the arts are still limited. A satisfactory range of extra-curricular activities enables students to pursue personal interests and to broaden horizons.

88 Since the time of the last inspection, there have been significant improvements in the opportunities for students' spiritual, moral, social and cultural development and progress overall has been satisfactory or good. The improvements have been greatest in social development.

Support, guidance and students' welfare

89 The college's provision of educational and personal support of students is at least satisfactory and there is a coherent approach to pastoral care through the personal and social education programme (PSE). Heads of year and form tutors stay with their students from Years 9 to 11, enabling them to get to know students and their families very well and to monitor academic progress. This is enhanced by purposeful contacts with the middle schools before students arrive in Year 9. Heads of year and their tutor teams take responsibility for evolving strategies to deal with behaviour improvement and are prime movers in chasing up poor attendance and unauthorised absence. These teams talk knowledgeably of their students' academic and personal progress. Whilst systems for support are focused differently in the sixth form, encouraging responsibility and focusing on personal organisation and academic progress, they are no less rigorous or comprehensive. The personal and social development opportunities are still there and there is an independent student life, which supports students progress.

90 The monitoring of attendance has very high priority in the college and improvements have taken place since the last inspection. Measures to get students into college are pursued diligently and energetically. The telephoning of absent students' homes on their first day of absence has just been extended from Year 9 to all parts of the college. In total, the college has fifteen action points in its plans to improve attendance, including putting emphasis on the adverse academic consequences of absence and these actions are beginning to have an effect. Strategies also include a focus on coordinating college efforts better with those of the Education and Social Welfare Department who deploy some staff resources on this question, but there is still scope for enhanced collaboration by the service.

91 Students benefit from comprehensive careers advice from within the college and beyond. The careers education department provides a full advisory service to students and to their parents. Students are encouraged to look very closely at their choice of subjects for GCSE and there is a particularly informative handbook on the demands of each subject. Students with special educational needs or English as an additional language receive additional support from staff in these teaching teams and there is very effective liaison between relevant Heads of Year and support teachers.

92 The maintenance of good behaviour is also a high priority of the college and the senior management team provide strong and effective leadership. Recent changes to the cascade of sanctions and the introduction of initiatives to give students more responsibility, together with a strong staff commitment to the college rules, are producing beneficial effects. Recording of incidents of poor behaviour has been strengthened with recent improvements to provide details of victims and the gender and ethnic origins of all students involved, especially with regard to racist bullying.

93 The designated person responsible for child protection has been well trained, is in regular touch with the appropriate authorities and knows the local procedures thoroughly. Staff in key parts of the college are aware of the need to be alert to signs of abuse, but not all staff are as conversant with the action to take, although all know to whom they should turn in the college. A counselling service is available, and students take advantage of the opportunity to refer to an expert to help them to deal with personal problems and difficulties.

94 Safety inspections are regularly held and defects reported are swiftly rectified. Safety policies are in place and the college has all the features of a safe environment. Lapses noted in one department during the inspection were swiftly remedied. There are sufficient appropriately trained and placed staff with qualifications in first aid.

95 At the time of the last inspection, students' welfare and guidance was seen as a strength. It continues to be so, and improvements in the last two years have further enhanced the effectiveness of the college's provision.

Partnership with parents and the community

96 The information provided for parents about the college and students' progress is good. Reports are informative, provide targets for improvements and are frank and encouraging. The college brochure is well produced and has paragraph headings in four languages so that recipients can ask for specific sections to be translated - the college also offers a translation service. The language in the brochure is complex for those with limited English. There are good newsletters; form tutors are often in contact with parents by phone. There are three open evenings per year for parents to discuss their children's work and these are well attended.

97 Parents are fully involved in annual reviews of statements of special educational needs and care is taken to see that parents' language needs are fully taken into account in letters about these discussions and during the meetings themselves. The special educational needs coordinators have good systems for contacting parents and outside agencies. Parents are informed by letter and personal contact if necessary, when students are to be provided with extra support. They and members of the local education and, where appropriate, medical authorities are invited to the reviews of students which are in line with the recommendations of the Code of Practice for students with special educational needs. Every effort is made to enlist parent support to combat the problem of absenteeism, which is particularly significant for some students with special educational needs in Year 11.

98 Parents, however, do not involve themselves very much in the life of the college. For, instance, every student in Year 9 to 11 has a day planner in which details of homework and other aspects of college life are entered, and this is helpful to students. There is a space for parents to comment, but few trouble to do so. Unsuccessful attempts have been made to start a college supporters' association, such as a 'Friends of the College', and no fundraising events are held. There is little parental involvement in extra-curricular activities although some adults attend classes in the college during the day and in the evenings.

99 About one in four parents returned the pre-inspection questionnaire and they showed high levels of approval of the way they were kept informed of their children's progress. They thought

that the college encouraged more than just the daily lessons and enabled a good standard of work to be achieved. They were generally satisfied with homework set.

100 The college has some very good links with the community. Governors and the headteacher have invested in staff appointments, which are making a significant impact on the liaison between the college, the parents and the local community. The headteacher, accompanied by the college community development officer, has a programme of visiting local mosques and gurdwaras each Friday afternoon to meet with parents and the community and to share information and facilitate dialogue. The college hosts regular community lunches, which are well attended by representatives of local businesses and organisations. From these contacts, curricular links are being developed. The college's links with the community are further enhanced by an annual lunch held for all who have come into contact with the college, critics as well as friends. There is also an annual Moshariah, an entertainment consisting of poetry and music to which the local community is invited.

101 A youth and community worker patrols the college site and local areas to improve student security and promote good relations between the college and its immediate neighbours. The receptionist speaks three languages and assists parents in their contact with the college.

102 The college provides funding to enable meetings with staff from the middle schools to take place and improve the exchange of information necessary for good progression for students. There is a successful and well supported community education programme, and the community uses the college buildings and facilities, for example, for Islamic classes and for sporting activities. GNVQ students participate in a weekly club for the mentally disabled members of the community and host a party at Christmas. The Student Council decides which charities they wish to raise funds for, recently raising funds for the Bangladeshi flood appeal and for Children in Need.

103 The inspectors noted that a small number of parents expressed concerns about their own lack of involvement in the decisions about careers and course choices, but found that the college goes to considerable lengths to keep them informed, sending out three letters to parents of Year 9 students each year, and letters to invite parents to join in interviews in Year 11 about the next stages; few parents take up this opportunity.

104 At the time of the last inspection, it was noted that parents and the community were not responding particularly well to invitations to become involved with the college. As a result of the very considerable efforts of college staff and the lead given by the Headteacher, this is an area of improvement although parental involvement remains hard to obtain.

THE MANAGEMENT AND EFFICIENCY OF THE COLLEGE

Leadership and management

105 At the time of the last inspection, management was judged to be very good. This is still the case. The college benefits from very good leadership; management is effective and efficient. There is a very strong sense of teamwork in senior and middle management, and effective cooperation and collaboration with governors.

106 The headteacher and governors are providing determined and expert leadership for the college and creating an ethos of achievement and pride which is itself a spur to improvement at all levels. The senior team is ably supported by key staff, teaching and non-teaching, who have responded positively and thoughtfully to the challenges presented by the last inspection report in the relatively short time available. The headteacher is well supported in managing the pastoral system; curriculum coordination and development have improved and weaknesses in the curriculum structure, identified at the time of the last inspection, have been remedied. The very large inherited deficit in the college's budget, evident as recently as three years ago, is under control and a surplus has been built up in preparation for the impending reorganisation of the college into an 11 to 19 comprehensive college. However, governors and senior managers have insufficiently highlighted the discrepancy between the outcomes of national tests at the end of Key Stage 3 and the teachers' assessments of attainment.

107 Some of the very significant changes which have been effectively put in place recently relate to:

the strategic view of college development, planned appropriately to meet curriculum, staffing, teaching and student needs;

- the improvement in the welcome given by the college reception, contributing to developing the college into a satisfactory learning environment;
- the generally good provision for the large number of students with special educational needs - although too few are formally identified on the college's register of special educational needs - and for those with language learning needs;
- the reduction of the inherited deficit;
- the establishment of systems to improve attendance, including 'first day calling';
- the establishment of a cycle of departmental and teaching reviews;
- the readiness of many heads of department to initiate and promote more varied teaching methods within their departments.

108 The college has a full complement of governors who, under the purposeful and committed leadership of the chair of governors, fulfil their strategic and statutory duties well. There are two exceptions : there is a breach of the National Curriculum requirements in relation to the provision of information technology in Key Stage 4, highlighted in the last report, and of religious education in Year 13.

109 Governors have a now well-established pattern of meetings which are generally well attended, and these are supported by the efforts of appropriate and effective committees, which, for example, expect to be involved in discussions of the quality of what is going on in the college and to call staff with delegated responsibilities to account to them for standards and procedures. The headteacher provides clear and up-to-date information to governors and most governors are involved in decision making and make significant contributions, for example in the area of

community relations and analysis of the progress of specific subjects. The review of examination results is a good example of where committees play a particular role and question individual departments about their plans for improvement. They also play a significant role in ensuring that the best principles of equality of opportunity apply when making appointments, ensuring that new staff understand the nature of the college and that they are in sympathy with policies on race and gender. There is no overall policy on equality of opportunity, but governors and senior staff operate formal checklists which cover arrangements for appointments, curriculum, special educational needs and community language speakers, and recognise the cultural and religious needs of students. They are also vigilant in ensuring that the question of racism is regularly confronted. Examination results are analysed and monitored by gender and ethnicity to identify areas needing action.

110 Teachers have good opportunities to contribute their own ideas to management and to put them into practice, once agreed, as there is very significant departmental autonomy, which most use well. Resources are generally well deployed to support college and agreed departmental priorities, the most important of which relate to raising attainment. The college has already identified the promotion of standards in literacy as a main priority in this context. As a result, a number of initiatives have been set in motion, such as a literacy session for all students in Year 9, an Academic Support session at the end of each college day except Wednesday, and increased levels of support for students with special educational needs or with English as an additional language, and a college-wide policy on language development. The improvement of standards in reading is central to the broader issue of raising attainment across the curriculum. Writing and numeracy have had less attention as yet. The college development plan, its 'Forward Plan', is comprehensive and clear, is reflected in the planning of departments, is rigorously evaluated and reviewed at regular intervals. There is good evidence of medium and long term planning at senior and middle management levels, although in one area, the planning and provision of information technology hardware and software, planning has not yet been supported by costings and timescales.

111 Since the last inspection, systems which were then in place have been refined and become more established, producing good results. For example, the system of monitoring teaching is fully accepted and viewed as helpful by most teachers. The roles of middle managers have also been refined as a result of the 'Team Reviews' and targets set which are reasonable and well monitored. Departments appreciate their links with senior managers, who contribute to the departments' target-setting and effectiveness. Accountability is understood and middle managers are recognising that they are responsible for leadership in terms of their own subjects. The work of the Newlands Centre is well managed by the teachers in charge. There is a good understanding of the purposes of the Centre and a thorough appreciation of the needs of the students. It provides an appropriate environment with very good provision in the creche. However, despite the intention to involve Newlands staff in the mainstream school, the nature of the intake limits possibilities for integration and consequently the staff are somewhat isolated.

112 Parents are generally supportive of the college. A minority expressed some concern about some aspects of college life, but most felt that the systems were in place to help and support their children. Students are also very supportive of their college, and the older students clearly articulated their views about the way in which the college has steadily improved in the time they have been in it. They understand the difficulties it faces in terms of the needs of many students and feel that it is very supportive.

113 The college has appointed two teachers who share the management and teaching of special

educational needs. They provide clear direction for the task of supporting students with statements of special educational need or who are on the register of needs, which is a major priority for the college. The governor with oversight of the work is supportive and interested. Governors are provided with information about special educational needs, but in view of the significance of this aspect of the life of the college, would benefit from more regular reports on the progress of the work and the initiatives being introduced.

114 The college's special educational needs policy does not match the college's practice and is in need of review. However, evidence from departmental meetings, reports and documentation is that there is regular discussion about the needs of students and about the best types of provision. Decisions about staffing are appropriate and a well planned programme is arranged for support teachers and through support assistant teams, leaders and a senior assistant. This large team is efficiently managed and provides skilful intervention and sound evidence on which to plan for each students' needs. Assessment of the teaching and its effect on students with special educational needs is a senior management responsibility and is carried out through departmental monitoring. This, together with tests for attainment need to be maintained and measures of progress introduced at regular intervals, so that the effects of initiatives such as the subject-related targets for English, mathematics and science, can be evaluated.

115 The team of specialist teachers of English as an additional language is effectively managed, though the impact of their work is limited somewhat by the local authority's policy of retaining management responsibility for this team within the LEA, rather than within the college, and by delivering the bulk of the support during lessons. This results in insufficient focus on providing all students new to English - rather than new to England - with the ability to join in lessons quickly, and understand sufficiently the requirements of the National Curriculum. Nonetheless, the team works with a clear sense of purpose, liaising closely with the faculties to which individual teachers are allocated.

116 The school is welcoming and its clear aims and values are well displayed around the school. Staff support the arrangements for targets, improvements and the increasing sense of direction which is gradually involving pupils more in their own education. Overall, the school has created a good ethos in which teachers have high expectations of students' work and behaviour - teachers expect pupils to work well and cooperate. Most students take seriously the college's targets for raising attainment.

117 Improvements which have occurred since the last inspection are well founded and extended systems for monitoring and review are thorough. The school has good capacity to ensure that improvement continues.

Staffing, accommodation and learning resources

118 The overall match of staffing to the college's needs is good. The number, qualifications and experience of the teaching and support staff generally match the current curriculum needs very closely and almost all teachers are deployed in their specialist areas only. Due to the number of promotions, retirements and roll changes since the last inspection there has been a considerable turnover of teachers resulting in the present good mix in ages, experience and expertise.

119 Systems are in place for all appropriate aspects of staff support. Induction arrangements

for newcomers to the college and to departments are effective. Newly qualified teachers report that they have been given much valuable help and support, both from their immediate colleagues and from members of the senior management team. The college has a well developed system of individual and subject reviews which, although not formally an appraisal system, operate effectively as such and drive the college's efficient use of staff training grants; this is seen as an integral part of the college's staff development programme. The professional development programme for teachers makes a good contribution to the college's effectiveness and is closely linked to the development plan. There are regular meetings between support staff and their line managers which similarly enhance professional standards.

120 The college is very well served by its administrative, technical and caretaking staff, whose care of the visitors to the college, students and college surroundings make an important contribution to the quality of life in the college. Regular meetings are held with a member of the senior management team, and support staff are involved in the college's review system. They are effectively deployed.

121 The large teams of special educational and language support teachers and assistants provide good opportunities for teaching and support of good quality in classrooms and for students assessed as needing individual support. The teams have had good opportunities for staff development through in-service training in and outside the college. The English as an additional language team is regularly offered training, for example on literacy, when they can share good practice with teachers from other schools.

122 Accommodation is good. The college is clean, well decorated and welcoming and many minor improvements have made a disproportionately positive effect on the environment. The college manager and the caretakers achieve very good results through the maintenance and refurbishment programme with relatively small resources. The appearance of the buildings and the quality of work on display enhance the college considerably, and this is an improvement since the last inspection.

123 Resources and equipment are generally good, as they were reported to be at the time of the last inspection. There are, however, some important areas where lack of resources is having a detrimental effect on learning. Major deficiencies occur in information technology. There are too few computers and other peripherals such as CD ROMs. As a result, students have insufficient opportunities to practise the required IT skills and are not receiving their entitlement from the National Curriculum in Key Stage 4. Several resources in design technology are out of date and there is an insufficient range of musical instruments.

124 Text books and other materials, however, are largely satisfactory in most subjects. There is a good supply of relevant and varied materials for students with English as an additional language including magazines and posters. In science and English, the stock of educational videos is well maintained and of good quality. The library is small for the size of the college but is well managed by the librarian who maintains meticulous records of library use. It is generally full of students, particularly at lunchtime. Reference stock is variable in amount and quality with deficiencies in English for A level students and a thin section on music; art history books are appropriate and the range of fiction is very good. Learning resources at the Newlands Centre are adequate but the stock of textbooks is limited and some are out of date.

125 The college invested five years ago in a computerised language skills programme used in

the promotion of reading. Other materials are available or are devised to support students outside the classroom, and books which match both low reading ability and teenage interests are provided. Whilst the current provision within the special needs department is adequate, a wider range of attractive materials would add interest and variety in subjects. The special educational needs department has provided finance to buy materials which are appropriate for each subject, but these were not seen to be widely used during the week of the inspection.

The efficiency of the college

126 In the last inspection, financial planning was described as ‘prudent’ and this prudence has had a beneficial effect. Much of the efforts of governors and senior managers, in particular the headteacher and college manager, have been taken up since the last inspection with ensuring a sound financial planning base for the impending reorganisation in 1999. As a result, the college, despite very low levels of funding, has succeeded in building up a planned carry-forward. There is a limited rolling programme of college refurbishment, carried out extremely cost-effectively, and all planned spending is thoroughly reviewed to ensure that good value for money is achieved. The college’s annual costs per student are just above average for the local education authority, but well below the national average for schools covering this age range. Developments have all been planned within the college development plan and carefully costed.

127 Headteacher, senior management, staff and governors all receive up-to-date financial information from the College Manager, who works closely with the headteacher and chair of the governors’ finance committee on the very difficult problems which result from relatively low levels of funding. Staff are now well informed about the constraints within which the college has to plan for reorganisation.

128 The college manager has succeeded in ensuring that financial procedures are appropriate to the circumstances of the college. The budget is well managed, information is of a high quality and routine controls are clear and well-established. The most recent audit report has been followed up and the necessary improvements made.

129 Administrative staff provide very good support to both teachers and managers. Good use is made of the staff and accommodation available. The college has taken good advantage of grants, including the Standards Fund, to ensure that staff are kept up-to-date with latest developments within their subjects, in accreditation and in new courses and that planned improvements are well supported.

130 Though they are taught library skills, few students use the library in lessons for research. However, it is well used as a place for doing homework and preparing projects by word processing. The careers library is well used, especially by the sixth form.

131 The college staffing policy is fair, and staff teach about the average number of lessons each week. Good use is made of specialist teams within the constraints of LEA policy. Time is also allowed for the strong emphasis on special educational needs and English as an additional language, as well as on student welfare, support and guidance, and on attendance chasing.

132 The coordinators for special educational needs are responsible for the financial management of the work of the department. Much of the allocation is used for staff to support students with the highest level of need and to further the work of subject departments. Whilst the

decisions are appropriate and documentation shows that planning meetings are held, there is insufficient clarity about priorities or about the long-term planning for making spending decisions. As far as the team who support the needs of those learning English is concerned, priorities for spending and for the deployment of staff are made in the first instance outside the college and, although the team leader efficiently manages the significant resource which the team represents, she does not have as much flexibility as is really needed to maximise the impact of the resource, for example on students who reach a plateau in their language development.

133 The college is judged to provide good value for money for the following reasons:

the attainment of students on entry is well below average, and improving students' reading and writing is a significant challenge ;

- students make satisfactory progress which tends to accelerate as they go up the college and, although attainment is low overall, the majority of students are well prepared during their time at the college to cope with the demands of further and higher education and the world of work;
- achievements in the sixth form in GNVQ, although below the national average, indicate improvement;
- staff are well deployed to meet students' needs;
- provision for students with special educational needs is generally satisfactory and they make satisfactory or good progress;
- provision for those with English as an additional language is good, within the constraints of a policy set outside the college;
- there have been some improvements in attendance;
- there have been significant improvements in the quality of teaching and the range of methods in use;
- major spending decisions are cost effective and reflect a careful planning system;
- unit costs are very low and improvements have been achieved without the benefit of average levels of expenditure;
- the college has not yet addressed the question of information technology.

134 There are clearly here many strengths and some weaknesses. It is the inspectors' view that the systems are in place for maintaining the present momentum and they are secure. The college has addressed most issues raised in the last report with great determination.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

135 Apart from the fairly static attainment results, measured against national averages, the generally positive picture of English in the last inspection is being maintained. The large majority of students arrive in college at the age of thirteen with reading ability which is well below average. Although the pattern is slowly improving, teachers still face a major challenge in making up for the deficit by the time students leave. After two terms in Year 9, their national test results show some progress, but they are well below the national average for their age. Compared with similar schools, they are also very low, but comparisons do not take into account the large numbers in Carlton-Bolling who have English as an additional language.

136 The proportion attaining average test levels at the age of 13 in 1998 were an improvement on the previous year, and the rate of improvement was higher than the national trend. However, these results were not as high as the college's results in 1996 and no discernible trend is yet apparent. Teacher assessments have shown a steady rise since 1996, but they are always lower than the test results. This is probably accounted for because students do better in the tests on reading than in speaking and listening, which are teacher assessed.

137 In GCSE, attainment is well below the national average and also well below similar schools. There has been no improvement in the proportion of students gaining levels A* to C, although there has been some in the proportion gaining A* to G, as the numbers entered have risen. Significant progress is being made in attainment in English Literature, where the annual

improvement in the proportion gaining A* to C is over ten per cent, with a similar number of entries to English. Students are much more confident tackling literature studies because they can concentrate on the content rather than on writing from their own experience. In drama, part of the performing arts faculty, results have also improved over the last three years, although still well short of the national average. Entry rates are increasing, but nearly all those attaining A* to C grades are girls.

138 Results at A level are well below the national average, but students have made significant improvements over time, when their reading attainment on entry is taken into account. Around half of those entered gained a pass last year. Those attempting Communications Studies examinations did much better, with three quarters, all girls, achieving a pass grade.

139 In lessons observed and work scrutinised, attainment in Year 9 and in Key Stage 4 is often well below the national expectation. Attainment in reading and in speaking and listening is higher than in writing at all ages. There are particular weaknesses in spelling and sentence construction; some of the latter shows also in speaking where students with English as an additional language have difficulties in expressing their ideas fluently. In the sixth form, although the pattern is similar, writing has improved.

140 Considering the very low base at which students enter the college, by the time they reach the age of sixteen, most of those who attend regularly have made sound progress. A small minority make very good progress and, by the time they reach the age of 18, the progress of many is good.

141 In speaking and listening, many students lack fluency. For some, especially many boys, their progress is hindered by their unwillingness to listen carefully and take turns in class discussion. In literacy lessons in Year 9, where the structure is tightly focused, lower attaining students make better progress with those teachers who are skilful in directing discussions which involve all of them in an ordered manner. In drama in Year 9, some students show that they are able to perform good improvisations and think on their feet when they decide to try. Most of the older students show more power of concentration and the best teaching helps them to improve their skills in speaking and listening. In Year 11, a topical video programme was used to focus the students' attention on media representation. Careful questions supported by reinforcement from the programme gave rise to an interesting debate that involved almost the whole class. Another group had an animated discussion, largely conducted by themselves, evaluating performances of an oral assignment. Though their expression was stilted and their command of standard English was under-developed, their ideas came across clearly. Sixth form students have made a marked advance in their ability to hold discussions on a range of literary and media topics. The enthusiasm and growing awareness in Year 13 of different genres and techniques in writing showed that they had made much improvement since starting the course.

142 Reading skills improve as students get older. Most develop good word recognition skills and they can work out meanings from the context. Their reading is not very fluent, but they understand most of what they read. In Year 9 especially, there is a great deal of enthusiasm for reading and talking about books. By the age of sixteen, improvement is such that they have produced several literature assignments of sound quality, showing their understanding even of complex poetry. Sixth form students still have some difficulties in pronunciation, but their knowledge of texts is generally good.

143 It is in writing that most students have difficulties and where progress is slow. There are

many students who have special educational needs and their progress is helped by the sound teaching they receive in their tightly structured writing lessons. Support staff are instrumental in moving many of them forward. Similar good support is seen for students with English as an additional language. Spelling and writing are poor in Year 9. Some improvement occurs by Year 11, but the best work is seen in students' word processed pieces. These are of greater length and, as well as being more legible, show a more confident range of writing skills.

144 The small number of higher attaining students make good progress in writing. They would make even more if their needs were recognised in the literacy lessons in Year 9, where stimulus for them is generally undemanding. Students with the ability to produce autobiographical writing of outstanding quality are marking time with mundane exercises. At Key Stage 4, writing is best in literature work, but expression is still clumsy at times. This is true also in the sixth form.

145 The faculty has started to track students' progress in a fairly sophisticated way, using data gained from a variety of sources. Students are all carefully monitored against their predicted grades and this is beginning to have an impact on their progress in lessons. Targets set for 1999 are realistic.

146 Attitudes and behaviour are satisfactory, but a significant minority of boys often tends to be lazy and lacks concentration. Their work habits are not well founded and teachers have a hard task to motivate them. Very few boys and girls use the library for research but most can use dictionaries and books of reference. Absence affects progress to a considerable degree.

147 In the last inspection, teaching was at least satisfactory in three quarters of English lessons. It is now good in half the lessons, and at least satisfactory in ninety five per cent, a dramatic improvement. In literacy lessons with lower attaining students, teaching is sound. There are many strengths in the teaching, and all teachers know their subject well. This enables them to provide good examples across a range of ideas to develop students' understanding of vocabulary and styles of writing. Careful questions in the best lessons allow students to think out ideas for themselves, building on their prior knowledge. Subtle interventions give encouragement, even to poorly motivated boys. There were examples of good team teaching in some classes. Curriculum meets National Curriculum requirements. Resources such as video and overhead projectors are effectively used. An aspect less well developed is in providing more stimulating work for higher attaining students in the literacy classes in Year 9. Also, at times, the pace of some lessons does not allow lower attaining students the time to think out meanings of words for themselves and they are given ideas too readily. The very experienced English faculty is very well led and teaching is supported by thorough planning and regular close monitoring of the work in classrooms.

Mathematics

148 Attainment at the end of Key Stage 3, at level 5 or above, and in the proportion of GCSE higher grades A*-C are all well below the national averages. By the end of Key Stage 4, however, there is some improvement over the very low standards on entry. Over the last three years, there has been an upward trend in GCSE results with boys attaining more A* to C grades than girls. Pupils with English as an additional language attain standards in GCSE which are comparable to those of their peers. Pupils with special educational needs are adversely affected by poor attendance and a significant minority of students with special educational needs do not enter for GCSE, successfully completing Certificate of Achievement tests as they are ready.

149 A level students attain low standards in comparison with national averages, and this is in line with their prior attainment. The proportion of students who failed in 1998 to get a pass grade is high due to the number of students who had chosen to embark upon A level courses on the basis of low GCSE grades. The college has now rightly changed its policy on entry to A level courses. Work seen in current A level classes indicates a higher proportion of students are working at a level which is in line with course requirements. The majority of students on the GNVQ courses are able to complete the application of number units within their chosen vocational field. Observations in lessons and scrutiny of students work demonstrate more students working at higher levels than in recent examinations and tests.

150 Profiles of the year groups indicate that a significant number of students enter the college with poor skills and knowledge in some areas of mathematics, number work and non verbal reasoning. As they progress through the college, many students display increasing competence in the National Curriculum areas of measure, shape and space, number and handling data. Higher attaining students handle algebraic techniques competently, for example, in Year 9, students can expand brackets to form quadratic expressions, Year 11 students solve simultaneous equations and some can use quadratics when investigating the differences in sequences. Advanced level students understand the summation of arithmetic and geometric progressions and, in statistics, had satisfactorily completed data sampling survey reports discussing the bias in different means of sampling.

151 All students make at least satisfactory progress from the time they enter the college. Progress in lessons is often good. During their two years studying for GCSE, students who attend regularly make satisfactory, or frequently good progress. Through their work in the application and use of mathematics students are developing the skills of investigation. Helped by individual support and encouragement, sixth form students following the advanced level, the one year GCSE course or the GNVQ application of number units are making satisfactory progress. In spite of efforts by the college, attendance is below the national averages and, in mathematics, this is having an impact on the progress and attainment of some students, especially those who miss longer periods of time in Years 10 and 11, and fail to build upon the knowledge and skills acquired earlier. It is very difficult to replace that learning in a short review when the pupil returns to college, and the pupil has difficulty when needing to apply that knowledge and understanding at a higher level later in the course.

152 Students with special educational needs and those for whom English is an additional language make good progress, a contributory factor being the liaison between mathematics and support teachers, when planning lessons and when monitoring progress. There was a very good example in a Year 9 lesson when students were able to learn the mathematics well through the mathematics teacher's use of key words for the topic. The English as an additional language teacher's provision of vocabulary lists with the meaning and translation of words included in the text book supported students well. Progress for all students was facilitated by the provision of resources suited to their needs.

153 The majority of students have a good, positive attitude to mathematics lessons. High expectations are set by the teachers of students' attention to the task in hand. Lessons are enjoyable and students settle quickly at the start. They expect to work quietly and to contribute by offering answers to questions. They take care with the presentation of work. Most students are prepared to persevere when they encounter a difficulty, consulting the teacher appropriately.

Relationships are good. A minority of students lack self-confidence and are tentative in their approach to problem solving. Many Year 11 students have taken up the opportunities offered by the college to join sessions out of college hours which provide additional support. Attendance has been high at both a ten week mathematics homework club organised in the evenings and a GCSE revision day during the Easter holidays.

154 Teaching was good in the majority of lessons observed. Always at least satisfactory, it is very good in one in ten lessons. All teachers have a secure understanding of the subject and show good awareness of how students learn and make progress. This underpins lesson planning, ensuring that tasks and materials are matched to pupil needs. Relationships with classes are, without exception, good and students respond to the support, frequent encouragement and praise. Clear explanations, with good use of questioning to probe students' knowledge and understanding typify good lessons. In many lessons observed, by directing questions, all students were encouraged to participate. Homework is set regularly and used to consolidate or extend work done in lessons. There are high expectations of the presentation of written work and students are encouraged to use symbolic notation accurately. A feature of the very good lessons is the combination of questioning, which both encourages and extends students' ability to explain their thoughts by answering more fully and develops oracy skills, and the use of key words and everyday analogies which enable students to understand. Marking is consistent with the college's guidance and careful consideration of students' performance in the regular review tests informs curriculum planning. Good teaching is making a significant contribution to students' progress.

155 All aspects of the National Curriculum are taught. The department's scheme of work centres on a commercially published scheme with targets set for the amount of work to be covered over time. These targets are reviewed regularly in department meetings, through discussions by teachers with parallel class sets of students' current attainment and progress. Recently the department has introduced the use of target setting for Year 9 students as a means of involving students in the improvement of their progress and attainment. The department places much importance on raising standards of attainment with an evident focus on evaluation and implementation of effective strategies.

156 Management is good. The development plan is given focus by action planning. Good emphasis is placed on the monitoring and evaluation of teaching and on the analysis of assessment data. The considerable amount of data available is well used. Staff are well qualified and form an effective team, which provides considerable mutual support for the monitoring of the curriculum, lesson planning and student progress. The accommodation provides a good environment for learning; clean, warm and well decorated with satisfactory displays. Appropriate learning resources have been purchased with text books for all students in Years 9 to 11, and good resources for Sixth Form courses. There is efficient use of all resources.

157 Many of the weaknesses identified in the previous inspection have been resolved. Unclear explanations which left students unsure were not seen in this inspection. The pace of lessons is usually brisk and time is used well. New resources and the introduction of setting in Year 9 are enabling more class teaching, and mean that problems need not necessarily be dealt with always at an individual level. The range of teaching strategies was judged to be limited. There is evidence of several different forms of learning to be seen in the department. However, having addressed many of the weaknesses during the five terms since the previous inspection, the department could now draw upon its strengths as a team of experienced specialists to develop and evaluate activities and resources to supplement the texts, for example, which would introduce paired or group work and

develop further oral skills and problem solving.

Science

158 Students arrive at the beginning of Year 9 with well below average attainment and by the end of the year their results in national tests reflect this. In 1996 and 1997, compared to national averages both boys' and girls' attainment is very low as they are below their age group by at least one level in the national tests. The results in 1998 reflect this. In comparison with similar schools, these results are well below the national average.

159 At GCSE, the attainment of students is also well below national averages. The percentage of students attaining A*-C grades in double award science has been very low over the last three years compared to national standards, with boys attaining more of these grades than girls. There was a slight increase between 1996 and 1997 in the percentage of students attaining A*-C grades. The percentage of students attaining A*-C grades has shown a rise over the last three years, with girls' grades rising at a faster rate than those of the boys. Since the last inspection, the proportion of students entered for GCSE examinations is increasing slightly. Similarly there is a small rise in the levels of attainment of students in actual and predicted results in both key stages.

160 In the sixth form, attainment of students in the General National Vocational Qualifications in science is improving, with an eight percentage increase between 1997 and 1998 in the proportion attaining pass level or above; only half the students complete the course each year. Results in the A level science subjects show little trend over the last three years or across the subjects. The number of students taking these subjects is small, particularly in physics and the numbers of A-E grades varies too widely each year to make comparisons reliable.

161 Students' progress is satisfactory or better in Year 9. Average and higher attaining students can make links between previous work on atomic structure to the early grouping of elements and the periodic table today. Students make good use of previously learnt skills of measurement and numeracy to work out foot pressure, for example.

162 Progress is satisfactory in eight out of ten lessons at Key Stage 4. Most students can link previous knowledge to lesson contexts such as when explaining Banquo's ghost using laws of reflection. Where progress is unsatisfactory, students are unable to make the necessary links in understanding or knowledge to explain new work. Examples include providing the necessary link to explain investigation results related to the natural habitat of woodlice or the relationship between the speed of light and the refractive index of a medium. Lower attaining students show only slow progress such as linking the reaction of various metal samples with their position in a reactivity series. Students with special educational needs, particularly those on the register do not have subject specific targets set and make unsatisfactorily slow or very little progress. Students in the sixth form all make at least satisfactory progress. They can link work from the previous key stage to their A level work, such as using Fleming's left rule to explain the behaviour of a beam of electrons in a magnetic field.

163 The behaviour in lessons is generally satisfactory. The concentration, application to work and interest shown by students varies within year groups and attainment levels. The best response is seen with above average attaining students and in the sixth form; below average attaining students often lose interest quickly and cannot sustain concentration during the completion of a

task. Where response is particularly poor, it is characterised by students being set inappropriate activities or using worksheets where the language levels are too difficult. In practical sessions, all students handle apparatus safely and carefully and work collaboratively in groups almost exclusively of the same sex. The standard of written work varies from poor to excellent. It often includes unfinished homework tasks, is badly organised, with poor presentation. However, there are many instance of both boys and girls taking great pride in their work.

164 Teaching is satisfactory or better in nine out of ten lessons, with good teaching seen in over a third of lessons. In a few lessons with higher attaining students and in the sixth form, teaching is very good. Teachers have sound knowledge of the subject and are committed to raising standards. The best teaching is characterised by teachers organising the time well, setting a good pace, with targets for completion of work. This enables students to make good progress by using language in different ways, such as reporting outcomes of experiments or research to the whole class or offering a variety of reading material at different levels. The few unsatisfactory lessons were characterised by poor planning, a slow pace and the reading material not matched to the needs or the understanding of the students.

165 Teachers assess students' work regularly and give rewards for good work. However, the tasks set for homework are not varied enough and do not give the majority of students sufficient challenge. The newly appointed head of faculty leads the large team of teachers and technicians well and has a clear planned vision for future development. All staff have clearly defined roles, specified individual targets reviewed regularly and are committed to raising the achievement of students. The curriculum meets the requirements of the National Curriculum.

166 Since the last inspection, several areas highlighted for improvement have been addressed and are showing some improvement. These include setting realistic entry requirements as a minimum before students embark upon a course, planning schemes for progression, using time efficiently and raising attainment levels. There is now a sound base for further development and improvement, such as devising ways of improving the literacy skills of students by giving them more opportunities to gain confidence in using scientific language; matching work and texts more closely to the needs of all students and setting individual targets related to the subject for all students, but particularly those with special educational needs.

OTHER SUBJECTS OR COURSES

Art

167 Standards at the end of Key Stage 3, although slightly improved since the last inspection, are still below the national average. At the end of Key Stage 4, GCSE results, although improved since 1996, are still below the national average and low in relation to many other subjects in the college. At the end of Key Stage 4, GCSE results have doubled in grades A* to C since 1996 from 8.4 percent to 16.8 per cent of students entered gaining these grades. This is still well below the national average of over 63 percent and is low in comparison with similar schools.

168 Much of this underachievement is due to a very low base of skills in most aspects of the art curriculum on entry. During Year 9, students are beginning to acquire a growing understanding and knowledge of art, including its history, and some students are able to use to good effect the work of a range of artists as a starting point or stimulus. Critical and historical studies have continued to develop and are now integrated into the art curriculum, adding a cultural and spiritual dimension. Where there are weaknesses, only a minority of students demonstrate good use of imagination and technical skills in responding to tasks in various contexts. Students' ability to select appropriate materials and media is under-developed. At Key Stage 4, students' ability to sustain creative ideas in relation to space, shape and composition is limited because they are still acquiring skills, knowledge and understanding of the many elements within art that should have been firmly established. This is seriously affecting the raising of standards at GCSE level.

169 Progress, although sometimes slow in lessons, is satisfactory overall, with many students at both key stages making efforts to increase their knowledge and improve skills. Progress is enhanced by carefully timed individual help and careful planning. Students with special educational needs are well supported, and make satisfactory progress with a match of work to individual needs within projects. Throughout both key stages, students are gaining confidence and increasing their visual awareness.

170 The majority of students have positive attitudes to learning; they are in the main enthusiastic and enjoy their art. Levels of concentration in Year 9 are satisfactory, and good in Years 10 and 11. Students work well together sharing materials, discussing their work and in many cases taking a pride in the presentation. Some students in Year 11 are developing a mature and independent approach.

171 Teaching at Key Stage 3 is at least satisfactory, with the majority being good; this represents a sustained improvement since the last inspection. Aims and objectives are clear, lessons are well planned and organised with carefully used introductions, demonstrating skills, followed by careful questions, some discussion and re-enforcement of project requirements. Tasks are usually demanding and pace is generally good. Teaching styles are varied and effective with a good balance and time given for students to develop and practise skills within a structured framework. Teachers have a good command of specialist knowledge. They use time and resources well and they teach with confidence and enthusiasm in a friendly supportive atmosphere.

172 The art curriculum in Year 9 is broad, covering a wide range of activities, but it does not provide in-depth coverage in the required range of skills in preparation for students' GCSE course. This, followed by a timetable organised in single periods at Key Stage 4, greatly restricts student

development and consolidation of ideas to produce high quality outcomes. There is no overview of the art curriculum to aid continuity and progression and, although assessment is in place and manageable, it is not always shared with students and does not affect future planning. The management of art within the faculty of Art, Design and Technology is effective on a daily basis but links between the two subjects in terms of timetable, curriculum content, options and common elements are not developed. Staff are well qualified, enthusiastic and work well together. The range of displays in art rooms and around the college values students' achievements and is beginning to contribute to creating an appropriate atmosphere for the development of art in the college.

173 The college and art department are beginning to address weaknesses and areas of concern identified in the last inspection. This is especially evident in the quality of teaching, the historical and cultural element of the course and progress over time. With the appointment of the recent additional qualified art teacher and the quality input of a member of the design and technology team, this improvement can be sustained.

Design and Technology

174 Attainment in both key stages is below national averages. Teachers' assessments of students' work at the end of Key Stage 3 in 1998 were well below the national average. By the end of the key stage, students are familiar with the design process and are able to work safely in the specialist workshops. They know about electronic circuits, can recognise components and make a membrane switch. They can name many devices used in homes and in college, such as burglar alarms, which rely upon electronic control systems. Students can use a limited range of tools and can work with a variety of materials to make simple artefacts. Their knowledge about materials and processes is very basic. Both graphical and making skills are weak and presentation is generally poor.

175 GCSE results improved in 1998 but remain well below national averages and below average for similar colleges. Girls' achievement has increased more than that of boys. Entry levels for GCSE are low. About a quarter of the year group was not entered in 1998. Absence from college is a major factor, both in non-entry and in low attainment, because students not only fail to learn but do not complete the mandatory coursework. By the end of Key Stage 4, some students complete a project folder and their work contains some good imaginative ideas, for example a new design for a card to mark a celebration such as Eid or Christmas. Some finished artefacts made of textiles, plastic or wood are of high quality, such as those items made within the theme of children's toys. Such quality is, however, the exception. Weaknesses in drawing, presentation and numeracy skills, added to low levels of literacy, inhibit the achievement of the majority of the students. The quality of research and commentaries to accompany practical work are of a poor standard, and those students who do well in part of the coursework by making a well finished artefact often fail to follow this up with good written work and hence perform poorly in written examinations,

176 Students enter the college in Year 9 with very low levels of literacy, as well as of designing and making skills. Numeracy skills, for example measuring accurately, calculating and understanding units of measurement, are weak. Students spend a large proportion of their time in Year 9 learning the language of technology, and being introduced to a variety of tools and materials at a basic level. They make satisfactory progress, but from a very low baseline, and they begin

their GCSE courses in Year 10 with knowledge, understanding and skills well below the level needed to attain good grades. Throughout Key Stage 4, progress continues to be sound for those who attend the college regularly. Literacy problems continue to inhibit progress and the quality of written responses; the presentation of work is poor. Presentation is much improved by the use of IT and there is some improvement over the key stage in practical skills of designing and making.

177 Students who have special needs or who are learning English as an additional language are well supported by teachers who give all students a great deal of individual help and this helps them to make satisfactory progress. The use of key words is effective in helping students to learn a technical language. Support assistants are well briefed in the subject and their help is valuable in enabling students to have full access to the curriculum, for example working on a one-to-one basis to help a student to construct a switch or to understand a design brief.

178 Responses to design and technology are generally positive and students enjoy designing and making. They can sustain concentration and develop ideas around the projects set for them. In some classes, the immature behaviour of a small number of students, mainly boys, seeking to hold the teacher's attention, disrupts the learning of others. In the majority of lessons, attitudes towards work and behaviour are good. Many students take a pride in their work and they want to do well.

179 Teaching is never less than satisfactory and a third of lessons are good with some very good features. Staff have a depth of subject knowledge in all aspects of technology and lessons are well planned. In the best lessons, the reasons for a design are fully explored, for example, why card manufacturers might use similar designs for cards intended for different occasions. The pace of teaching is brisk to take account of the short time to cover a very wide range of knowledge and skills, for example a short but well structured unit on food and nutrition. Students are given opportunities to be creative and to develop ideas around a theme such as a seascape and to translate ideas into a quality finished product. Teachers are aware of the importance of individual help and encouragement and they give this in outside of lesson time. For example, a number of students are making a sophisticated electronic game as part of their GCSE coursework and have a great deal of individual help from staff to ensure completion.

180 The Key Stage 3 curriculum structure is unsatisfactory because students choose courses at the end of Year 8; this effectively restricts GCSE choices. This is too early to make choices and gender stereotyping plays a part in limiting the experiences of both boys and girls. Reasons for this are due to staffing and timetabling; the college hopes to balance the curriculum when reorganisation of schools changes arrangements for transfer.

181 Resources for design and technology are unsatisfactory. There are no proper drawing boards and instruments, machines are old and unreliable, computer aided design and manufacture cannot be covered effectively because of lack of equipment. Most of the department's computers are very old and have too low a specification for the requirements of the syllabuses. The department is well led and the strong teaching team is supported by excellent technical assistance which makes best use of resources.

182 Since the time of the last inspection there have been a number of changes and improvements, but some weaknesses remain. Aspects of designing and making remain weak. However, the curriculum in Key Stage 3 contains a systems and control unit for all students, as required. GCSE results are still low; girls still do better than boys. Non-attendance is still a factor in poor achievement. Students' response is still good and there is more willingness to work outside lessons. Teaching remains at least satisfactory with some lessons which are good and contain very

good features. The team continues to be strong and well led.

Geography

183 Students in Year 9 are attaining well below average levels. However, higher attaining students can show their knowledge and draw effective conclusions, as in describing the climate of Bradford; their skills, as in drawing accurate bar graphs to illustrate climate statistics, and their understanding in interpreting these graphs. Lower attaining students work hard to command the skills of graph drawing, and describe what they see in simple terms. There is no significant difference between the attainment of boys and girls at this stage.

184 At Key Stage 4, results in 1997 and 1998 are well below the national average, and are low in comparison with similar colleges. In 1997, only 4.7 per cent of students obtained GCSE grades A* to C, compared with the rising national average of 50 per cent. In 1998, the percentage of A* to C grades has risen to 20 per cent. The very low 1997 results were partly attributable to circumstances pertaining in that department relating to difficulties in staffing, and these circumstances have now changed. Girls attained a much lower percentage of passes at Grades A* to C than boys, which is against the national trend where girls attain a higher than average percentage than boys. The gap is very wide, with almost twice the percentage of boys gaining A* to C grades than girls. The gap is reduced, however, in the proportion of students gaining A* to G grades, where there is no significant difference between boys and girls. Relative to performance in other subjects within the college, geography results were low in both in 1997 and 1998, but work in classes currently is much closer to the expected levels in both key stages.

185 The highest attaining students at Key Stage 4 can show their knowledge, understanding and skills in the study of places and themes at different scales, from a detailed study of the problems of Calcutta, to a global consideration of the issues involved in population migration. They are increasingly using a wider range of skills from more extended writing to graphical and numerical skills. The lower attaining students can describe processes in a simpler manner, but can seldom explain them. Their range of skills is much smaller and work may often not be complete. Students with special educational needs are attaining in line with their abilities, where very simple, short descriptions of geographical processes may be achieved, such as describing the effects of a major hurricane. There is no significant difference of attainment between different ethnic groups.

186 Progress in lessons and over time is now generally satisfactory, and some is good. Students with special educational needs are making satisfactory progress. They are helped by the quality of materials being developed currently by the department, and progress is good when helped by quietly effective support of the non-teaching assistants.

187 Attitudes to learning geography in Key Stage 3 are generally good. In a few cases, attitudes are unsatisfactory towards the end of lessons, when their concentration lapses. Most students concentrate well on the task in hand, and the prevailing atmosphere in lessons is one of quiet industry, whether working individually or in groups. Students behave well. In Year 10, where students are taught in ability groups, they concentrate very well and are genuinely involved in the subject. Throughout the key stage, concentration is good; a good example of extended concentration involved students spontaneously asking questions, tracking the route of hurricane Mitch and its effects on people's lives. Behaviour is very good and capacity for personal study and research is sustained well in the higher attaining groups. Relationships amongst all students are

good; they work together purposefully, respecting each others' beliefs, work and interests. This emerged particularly well during a discussion of the reasons why developing countries have a more rapid population growth than developed countries.

188 Teaching is always at least satisfactory and most is good. There is sound subject knowledge and the relatively newly appointed specialists convey a sense of their own enthusiasm for geography. Expectations of students are high, as shown in teachers' use of technical terminology, the skills they expect students to acquire and the extensive content of lessons. Teaching is well planned with clear objectives, reminding students of the context of the lessons and summing up what has been learnt at the end. A wide range of teaching methods is used, including exposition, skilful question and answer, investigation, pair work, reading aloud, and the creative use of video and other visual aids. Students are well managed with unintrusive but clearly expressed expectations of self-discipline. Students' work is helpfully marked. Materials are gradually being assembled to match students' needs. Relationships are good and mutual respect is evident. Resources are well used and time is managed effectively, for example, when a teacher presented the ideas of dense and sparse populations. Teaching takes good account students with special educational needs and individual education plans are well used.

189 There are still some weaknesses in some of the teaching, despite it being satisfactory overall; in Year 9, there is a lack of standardisation in marking, inadequate analysis of attainment. There is still insufficient use of information technology in geography lessons and group work is relatively rare.

190 The geography curriculum meets statutory requirements and is now taught as a separate subject, although the time available in Key Stage 4 is low. There is now equality of access to the geography curriculum and this is a principle within the departmental action plan. New targets have been set, including the introduction of information technology.

191 Since the last inspection, a number of improvements have been made. In the 1996 inspection, Key Stage 3 was judged unsatisfactory, with poor literacy and numeracy, graphicacy and background knowledge. This is now improving, with a number of helpful measures, including an induction booklet to aid students' knowledge and skills. In 1996, teaching was less than satisfactory in one quarter of lessons and in Key Stage 3, most lessons were unsatisfactory. Teaching has now improved greatly, where all lessons are at least satisfactory and the majority are good. The improvements can be sustained because of the employment of specialist geography teachers and timetable reorganisation. In 1996, the proportion of time allocated to Key Stage 3 was below the national recommendation, this has now been addressed and meets students' needs better.

192 At the time of the last inspection, attainment at the end of both key stages was low. This is still the case as the improvement in teaching has not yet had time to translate into higher standards. Also at the time of the last inspection, boys were out-performing girls in geography; this is still true and the gap is a wide one. The issue of using more information technology in geography has not yet been addressed.

History

193 Overall attainment at the end of Key Stage 3 is below the national expectation. The proportion of students achieving Level 5 and above in teacher assessments in 1998 is well below the national expectation. However, in work seen, the picture is a little better. Most students have a

sound knowledge and understanding. Nearly all students make relevant use of evidence to answer simple questions and know the difference between primary and secondary sources. Higher attaining students are beginning to evaluate and analyse sources in reaching their own conclusions, as in their work comparing the views of factory workers and factory owners in the nineteenth century. In their examination of children working in the mines, these students display appropriate skills of extended writing, though such skills are not widespread amongst average attaining students. Most students are beginning to recognise bias and higher attainers are aware that evidence can be unreliable. Many students, however, have an insecure understanding of cause and effect, and find it difficult to make deductions from a number of sources, without appropriate support materials. Overall attainment at the end of Key Stage 4 is below national average. History will be assessed as a separate subject at GCSE for the first time in 1999. It has contributed to the Humanities GCSE where grades A*-C have been consistently well below national averages over the last three years. Girls do better than boys, to a greater extent than that found nationally in 1998. In lessons, most students can use historical evidence effectively and have awareness of cause and effect. However, the capacity to analyse complex causes and to evaluate critically evidence from a variety of sources is under-developed in most students.

194 The overall progress made by the majority of students over both key stages is satisfactory, and in lessons is occasionally good, especially at Key Stage 3. Year 9 students have learned to understand chronology and to make relevant notes in response to simple questions. History skills of identifying source, recognising bias and selecting evidence are now better developed than at the time of the last inspection. However, many students, other than higher attainers, are hampered by their weak literacy skills when they are required to use a number of written sources or to write their responses at any length. Lower attainers and those with special educational needs find these tasks especially difficult if teachers do not provide explanations and materials appropriate to their level. Skills of extended writing and independent investigation are more developed by the end of Key Stage 4, often using suitable resources produced by the department. Students with special educational needs make satisfactory progress at this key stage with the help of well-structured materials. Speaking and discussion skills are, however, less satisfactorily developed across both key stages. This is mainly because of the lack of group work and lively pupil participation.

195 The attitudes of students to work are satisfactory in nearly all lessons throughout the college, and in half is good. Most students listen attentively and concentrate well. Relationships with the teacher and behaviour are nearly always good, an improvement on the situation previously reported. However, students sometimes lose interest and concentration when the aims of the lesson are unclear, brisk organisation is lacking and teachers are not sensitive to all the students' needs. Students usually collaborate well with each other, when given the opportunity, and respect each other's views, though they often find it difficult to express their own. Most students take reasonable pride in their work, though occasionally work is left uncompleted through absence or failure to finish on time. Most can work independently, though they often rely on the teacher or books to find the appropriate words to express themselves in writing. Lower attaining students and those with special educational needs frequently strive hard to succeed.

196 The quality of teaching is predominantly satisfactory throughout the college and is occasionally good. As previously reported, teachers have a sound knowledge, and usually prepare lessons well and have good relationships in class. Expectations of behaviour and work, especially of higher attainers, are appropriately high. There have been improvements since the last inspection. Lessons are less teacher directed and more opportunities are provided for the development of investigation skills at Key Stage 3, especially through the personal study on the

Second World War. A greater variety of teaching resources and strategies are being used, as when Year 11 students watched a well-edited film on Franklin D. Roosevelt as a source to produce sound, extended writing on the New Deal. However, in continuing to produce resources more appropriate to the needs of lower attainers and those with special educational needs, teachers still need to be sensitive to weaknesses in literacy. On the other hand, challenging analytical and evaluative tasks using a variety of sources for higher attainers are undeveloped. Teaching is also unsatisfactory when organisation and timing are weak and there are no clear learning objectives. Homework is set regularly and is purposeful. However, marking, though normally done, is often too cursory and does not give students sufficient feedback on their strengths and weaknesses and on how they can improve their work.

197 Some satisfactory improvements have been made since the last inspection. There is an increased allocation of time at Key Stage 3 so that the allocation meets statutory requirements. History is now in the Key Stage 4 option scheme. There is a study in depth at Key Stage 3 which also provides the opportunity to develop skills of individual research. There are fewer teachers of history and all are specialists, which makes communication and consultation easier. The level of attainment has marginally improved at Key Stage 3. However, some work remains to be done. There are still weaknesses in development and planning: the schemes of work have insufficient detail so that methods, learning activities, skills to be acquired and work at different levels for students of different attainment are not identified; students are not being assessed regularly enough at Key Stage 3 with tasks related to National Curriculum attainment levels; nor are the results centrally moderated and recorded and they are not being used to influence planning, teaching and setting students' targets. The use of information technology is undeveloped as a resource for enquiry work and poor use is made of outside trips to enhance the curriculum.

Information Technology

198 Attainment in information technology (IT) is below average throughout the college. Grades awarded through teacher assessment at the end of Key Stage 3 in 1998 were well below the national average. Many students currently in Year 9 are attaining levels which are close to the average for their age group within the narrow skills area which they are using, which is mainly communication through text processing. Students have yet to cover the full breadth of the IT curriculum. It is not possible to make an overall judgement about levels achieved at the end of Key Stage 4, because there are no IT lessons and no assessment of IT takes place in Key Stage 4. Where there is evidence of students having used computers, the outcomes are well below standards expected at the age of 16. In the sixth form, students following a GNVQ course learn IT as one of their key skills. Standards are variable and some students, particularly in the IT GNVQ (Intermediate) course reach satisfactory levels. Generally, however, skills are below average levels and students, are not independent users of IT and are not yet able to support their independent learning.

199 Students come into Year 9 with variable IT skills but few have reached expected levels of competency. Many have learned how to word process in the middle schools, but without necessarily using the same hardware or software. They spend some weeks in learning how to use the Apple system and in consolidating prior learning. The current cohort is following a newly introduced scheme of work written after consultation with middle schools and planned to cover the Key Stage 3 National Curriculum. They are making sound progress through this and can already use the college's system and the Internet confidently, produce documents, importing images as well

as using a variety of text editing. Students with special educational needs and those learning English as an additional language make sound progress with help from support assistants, teachers and from their peers. During Key Stage 4, because of the poor access to IT, students do not build on skills learned and many forget those they knew. As a result of this, students go into the sixth form and begin GNVQ courses needing to learn or re-learn skills expected of students in Years 8 and 9. With good teaching, students are making good progress towards the level of competency they need to achieve in the sixth form courses.

200 Students enjoy using computers and are well motivated by being able to produce work with a professional finish. They concentrate for long periods, wanting to learn and persevering until they can command the skill. Students are always ready to teach each other what they have learned and they are very supportive of each other. They are trusted to use the computers at lunchtime and they respond well by treating the room and the equipment with respect. Behaviour in the computer room is very good. The lunchtime sessions, when students come to finish work or carry out personal research, are very well attended.

201 Teaching is good in eight out of ten lessons, some of which have very good features. It is never less than satisfactory. Staff have a good knowledge of IT and are using a well planned scheme of work with appropriate support for students in the form of laminated worksheets. The subject is well managed as a discrete area in Key Stage 3. Lessons are nearly always taught at a brisk pace, enabling students to learn the basic skills at a fast rate. Relationships are good and teachers give good individual support to those students who need extra help and encouragement. Assessment of IT in Key Stage 3 is in place and is used to provide an accurate end of key stage grade for students. Teaching is good in the GNVQ courses, the demands of which are well understood by staff. Class management is firm and friendly, giving students a degree of choice within well structured lessons.

202 The college is poorly equipped, having approximately half the number of suitable computers required to match the national average. The IT room is an excellent and well-used resource, but current demands of the Key Stage 3 and GNVQ courses are great and there are not enough machines to match the students' needs. Other demands from Key Stage 4 and from subject teachers cannot be met. Most machines in classrooms are old and in need of upgrading or renewal. There is virtually no cross-curricular use of IT at Key Stage 3. The college plans to use a cross-curricular delivery of IT skills in Key Stage 4. Although there is some good practice in English, mathematics, science and design and technology, this is not being developed more generally, and the National Curriculum requirements for IT are not being met in this key stage. The lack of access to IT is a serious disadvantage to students because using computers allows them to draft and redraft their work in all subjects, to improve presentation and spelling, especially for GCSE projects, to research original sources and to use IT as a learning tool. A further disadvantage to students is that there is no formal assessment of IT skills at the end of Key Stage 4, so many leave college with no record of what they can do.

203 Since the last inspection, there has been no real improvement in attainment for the reasons of access given above. Cross-curricular IT remains weak and is now less consistent than it was reported after the last inspection. Provision has deteriorated and there is less use of IT at Key Stage 4 than implied in the last inspection report, although in Key Stage 3, National Curriculum requirements are fully met. Teaching is now good. Staff training and expertise is satisfactory, where resources permit staff to have access to hardware.

Modern Foreign Languages (French and German)

204 Standards at the end of Key Stage 3 in both French and German are well below average in all skills. In the most recent Key Stage 3 teacher assessments, the college's average standard was more than one level below the national average, and was attained by significantly more girls than boys. Evidence from lessons, work samples and talking with students confirms this picture. Students on the whole do not readily understand instructions or requests in the foreign language, and few have a good knowledge or recall of vocabulary. Speaking is particularly underdeveloped. Typically students can say simple phrases quite accurately but do not apply them with any confidence. The very highest attainers in Year 9 are of average standard nationally, on course for levels 4 and 5 by the end of the key stage. They gain confidence in understanding simple speech and text and apply some rules of structure and form, including simple future and past tense. They do not, however, transfer prior learning freely to new situations, either in speech or in writing.

205 At the end of Key Stage 4, all students enter one modern language examination at GCSE, chosen from French, German, Urdu, Bengali or Panjabi. Results in French have improved steadily since 1996 and at a faster rate than in comparable schools. The proportion of students achieving higher grades A*-C has risen from a quarter to a third. Over the same period, however, results in German have declined very considerably, the proportion of higher grades falling from over four in ten to fewer than one in ten. The boys' performance has declined markedly. In 1998, no boy passed at grades A*-C in either language. Nevertheless, overall, students' performance in modern languages over this time has been better than in their other subjects. Currently at Key Stage 4, standards in French are below average in listening, speaking and reading and well below in writing. Standards in German are well below average in all skills. There are a few higher-attaining students in each class in Year 11 French who are of GCSE A*-C standard. There are proportionally fewer in German. As at Key Stage 3, higher attainers do not use the language freely with the expected accuracy. Few can improvise or paraphrase with any confidence. Despite the progress they make in improving their general standards of literacy, students in Year 11 typically have undeveloped skills and an insecure grasp of language form and structure.

206 Progress is slow over both Key Stages 3 and 4, mainly because students do not have enough lessons in which to consolidate their learning. It is unsatisfactory over Key Stage 3, particularly in German, but most students make some gains in listening at each key stage and by Year 11 overall progress is just satisfactory, despite weaknesses. Where progress in lessons improves, students start to make up some lost ground. This happens when teaching sets appropriately motivating and challenging tasks, and, in German, by Year 10, when students start to build a base of vocabulary and grammar knowledge. Standards of writing, although still well below average, improve a little over Key Stage 4 because the GCSE coursework element enables students to learn from redrafting. Some examples of coursework, for example in publicity leaflets about the area, show higher-attaining students able to write personally and originally within a limited range of structure. By Year 11, boys progress less well than girls. They have little on which to build and their learning is intermittent and piecemeal. Many average and some higher attaining students mark time for too long in Year 10, particularly in French. They are not challenged by either pace or difficulty of task. Speaking and writing are very underdeveloped; speaking, because many students are reluctant to practise, and writing, because many students are not secure in basic literacy skills. Some students with special educational needs make satisfactory progress overall, because they are usually well supported. These students and some higher attainers make good gains when tasks are tailored to their individual needs, but this is rare.

207 The students' response is mixed. Overall attitudes are positive. Girls respond well on the whole, many boys do not. Most girls are interested in achieving, and most students listen and respond according to agreed rules. They work best when they are active, as in practising a rap in Year 10 German, and describing their own house in Year 10 French. Most girls and many boys concentrate well; some boys find this difficult. Behaviour is usually good, although many boys are often merely compliant. There is good collaborative working in pairs and some development of independence in the use of dictionaries and in word-processing. Many students see little relevance in European languages and undervalue them, particularly the importance of structured speaking. Many girls understand better than they are prepared to show in oral work, as they are often somewhat inhibited. Many boys have a poor attitude towards the presentation of written work. Students are very teacher-dependent, some with little control over their use of language, especially in writing.

208 Most teaching is satisfactory or better, but there are significant unsatisfactory features in about a quarter of lessons. Teachers use the spoken language to promote improved progress in listening. They clarify and share objectives. Good management of students, high expectations of behaviour and good relationships are features common to all lessons. Students learn most successfully when, in addition, they enjoy the tasks set and play an active part in them. Teachers help students know how they are progressing by marking their work regularly and using National Curriculum levels accurately. They monitor the completion of homework assiduously. The main feature of the unsatisfactory teaching is low expectation of higher attaining students: not enough is done to stimulate and challenge them in the mixed ability classes. The pace is determined by the pace of learning of average and lower attaining students. Insufficient use is made of information arising from assessment in order to plan activities which cater at appropriate levels for the separate needs of students of both higher and lower attainment.

209 The faculty has stabilised following staff changes. It is organised and resourceful and has a clear view of its priorities. The head of faculty, only recently appointed, has foresight and determination. Team reviews are effective in unifying purpose and practice. Systems for monitoring finance and stock are good. The curriculum is broad and balanced and complies fully with National Curriculum requirements. Its planning and organisation, however, are unsatisfactory. The combined effect of mixed ability classes at both key stages, inadequate planning for individual students' needs and inadequate curriculum time seriously impairs students' progress. Classroom assistants provide helpful support for students with special educational needs but are unable to be fully effective because these students do not yet have subject-specific targets.

210 Response to the previous report has been satisfactory. Schemes of work are much improved, although the application of information technology is limited to word-processing. Staff responsibilities are clearer and more equitably shared. Resources have improved but there is insufficient free reading material and playback machines are still inadequate. Other issues still remain and are now urgent. Allocation of time is still inadequate. The free choice of languages in Key Stage 3 still causes inefficient distribution of students and some inequality of opportunity. All of these factors impair progress. If staffing remains stable and curriculum arrangements improve, the faculty has the capacity to sustain the progress it has made.

Modern Foreign Languages : Bengali, Panjabi and Urdu

211 Students' attainment on arrival at the beginning of Year 9 varies greatly in Bengali, Panjabi and Urdu. There are students who have gained some knowledge in their language by attending supplementary classes at weekends and there are others who are unable to use this facility and are totally beginners.

212 By the end of Year 9, attainment in Bengali and Urdu in the four language skills of listening, speaking, reading and writing match the national expectations and attainment is slightly above the national expectations in Panjabi. The GCSE examinations results in 1998 were above the national averages in Bengali and Panjabi but below the national average in Urdu. The GCSE results in Bengali have improved greatly since the last inspection. The attainment in Urdu in the sixth form is in line with the course requirement. However, the percentage of students achieving pass grades in 1998 in A level examination in Urdu was below the national average. The attainment of girls is significantly higher than boys.

213 The majority of students in Key Stage 3 and 4 and in the Sixth Form are generally making satisfactory or good progress. There is a small number of boys, particularly in some Urdu lessons and in one Year 11 Panjabi, class who are not making satisfactory progress because of their poor attitudes to work. Students with special educational needs make satisfactory progress at both key stages.

214 Most students in Year 9 and Key Stage 4 cope with their oral work and understand when they listen to longer texts using familiar and unfamiliar language. They participate well during question and answer sessions and speak with confidence. For example, in a Year 9 Bengali lesson students were able to answer the teacher's questions about a text in Bengali, showing good understanding. In Year 10 in two Urdu lessons, students identified and noted the main points and were able to give some details. Fluency and pronunciation are good. The majority of students can express their opinions using present, past and future tenses.

215 The reading and writing skills of many students are comparatively less well developed than their speaking and listening. This is largely because they have to deal with a new script. Most students in Year 9 and at Key Stage 4 can read and write simple words and sentences independently while others need the teacher's help. In some lessons good use is made of tape-recorders and computers. For example, in a Year 9 Panjabi class, students enjoyed working on computers and learning to word process simple words and sentences. Those who have mastered the script can read and write longer texts in Years 10 and 11. Higher attaining students are not, however, fully challenged in all three languages. They have not yet developed higher order skills such as problem solving, research and investigation in any of the lessons. The use of dictionary skills is also under developed. Students in the sixth form Urdu class are making good progress. They are developing their understanding of authentic contemporary texts drawn from a variety of sources. For example, in one sixth form Urdu lesson, students understood the text read by the teacher from a book and answered questions correctly.

216 Most students display good attitudes to their learning. In the best lessons, students are calm, well-behaved and settle to their work quickly. They work with enthusiasm, produce good standard of work and show pleasure in their achievement. There are, however, some students, mostly boys who find it difficult to sustain concentration in some Urdu lessons where activities do not always match their abilities. The girls generally concentrate more than the boys. Students with special educational needs also find it hard to concentrate where activities are longer. In the sixth form, attitudes are good.

217 Teaching is good or very good in half of the lessons. It is satisfactory in about one third and unsatisfactory in the remainder of the lessons. In Bengali, the quality of teaching has improved since the last inspection. Some teaching in Urdu is unsatisfactory because of temporary staffing arrangements. Where teaching is unsatisfactory, lessons are not well prepared and effectively taught. Where teaching is good, lessons are well prepared and expectations are high.

218 All teachers are native speakers and have good knowledge of their subjects. Target language is used in all lessons and students are encouraged to do likewise. Students are generally well managed, but in some lessons a minority of boys lose interest and waste time. Students' work is regularly marked in most cases, but the departmental marking policy is not followed consistently. Appropriate and sufficient homework is given and marked. Time and resources available are well used. The resources for Urdu are adequate, although new materials to deal with some of the new topics in the GCSE syllabus are required. Resources for Bengali and Panjabi are inadequate to deal with the demands of the GCSE syllabuses. Teachers have the facility to use overhead projectors, tape-recorders and computers but these items are few in numbers and poor in quality. The library does not stock many suitable books in community languages. Accommodation is good and there are good displays.

219 There has been some improvement since the last inspection. The quality of teaching Bengali has improved and therefore GCSE examination results have been better during the last two years. The quality of written work in all languages is better and the exercise books are now kept neat and tidy in most cases. There is now a marking policy though it is not consistently applied by teachers. Three more tape-recorders have been bought. There is still an imbalance in the numbers in classes, producing some very large classes in Urdu, where progress is impaired.

Music

220 At Key Stage 3, attainment is generally below the national expectation. The overall standard remains below the national expectation, as do recent GCSE results and present Year 11 work. In all years, most students are able to demonstrate only the most elementary technical and expressive skills in performing and composing. Similarly, the ability to listen, use, sing or respond to basic musical vocabulary is under-developed. Nevertheless, there has been a significant increase in the number opting for the subject, so that two groups have had to be formed in Year 10. These include a few students whose work has potential for some higher achievement. Students with special educational needs are supported well by staff and fellow students and they participate fully in group work for which materials and tasks are suitably adapted.

221 Students come to the college with varying experiences and skills. Their progress within basic tasks for each lesson is usually satisfactory. This is demonstrated by the way in which they perform work to each other and how it is received and commented upon by their peers. However, progress during Year 9, and subsequently through the GCSE course, is slow. This is mainly because tasks set tend to repeat the same type of activity and response rather than permit opportunities for students to experiment with, and extend basic skills. In addition, the lack of a wide range of instruments and audio and visual materials impedes progress in creative work, listening skills and discrimination, and the acquisition of a depth of knowledge and understanding of the elements of music.

222 Most students enjoy their music lessons and respond well to high expectations of good behaviour and sensible collaborative work. Relationships are good and, in group work, students help each other, sharing ideas and opinions. Most remain on task and are quite prepared to ask for help when difficulties arise.

223 Teaching is satisfactory at both key stages, representing some improvement since the last inspection. Lessons begin well and targets and activities are clearly defined. Time is managed satisfactorily and the pace is usually good. Expectations are not high enough or consistently appropriate, however, nor are appropriate methods always employed to achieve higher standards. Planning, though generally satisfactory, does not give a wide enough scope for all students to be challenged over the whole range of the subject. Pupils with special educational needs and those learning English as an additional language have equal access to music lessons.

224 The scheme of work now embodies National Curriculum and GCSE requirements. It gives a wider access to a variety of world music. Some clarification is required to ensure continuity and progression through each unit of study. There is no evidence of any use of information technology and singing is very much under-developed. Peripatetic instrument lessons have ceased as a result of financial stringency, apart from a voluntary keyboard club for GCSE students. There is no regular programme of extra-curricular activities, though a joint music/drama production is being planned and workshops have been provided by visiting professional groups.

225 A new assessment scheme, including students' self-assessment, has not yet been fully implemented. This needs monitoring and evaluation to ensure that it identifies levels of achievement which will assist curriculum planning and provide suitable information for reporting, especially at the end of Key Stage 3. In addition, there is a need to develop an audio/video archive of students' work as a record of attainment and progress.

226 Accommodation and storage space is adequate. Classroom instruments, especially pitched percussion, are extremely limited both in range and sufficiency. Opportunities in performing and composing are therefore seriously constrained. There is an urgent need to provide good quality play-back and recording equipment without which very little progress is possible in raising standards in listening and appraising or in making acceptable recordings of students' performances and compositions. The college library is not able to support project or research work such as has been set for homework assignments.

Physical Education

227 The A* to C grade passes in the most recent GCSE physical education examination are below the national average, but a considerable improvement on the previous two years' pass rate. Students arrive from their middle schools with a variety of levels of attainment and experiences but quickly settle in to the work of the subject. The levels of attainment of Key Stage 3 students are now in line with national expectations, with some students achieving levels of performance that exceed this. Students are developing their skills and understanding in a variety of practical contexts and groupings. In games activities, students have an emerging knowledge of rules and conventions and they are developing skills to enable them to compete successfully. In gymnastics, students are able to execute a narrow range of skills but, as yet they are unable to combine them into sequences of quality. Most students arrive at the college with very limited experience of dance. They quickly become involved in this aspect of the subject and good levels of skill are exhibited. Students

explore ideas and engage in the choreography of complex patterns of movement and gesture. Students are now more involved in the planning and evaluation of their work, but this aspect needs developing further.

228 The attainment of Key Stage 4 students has also improved since the last inspection, with attainment now in line with the national expectation. Good levels of skills development are clearly evident in a variety of activities, particularly in soccer, cricket and badminton. Although students with special educational needs receive very little additional help in physical education lessons, they are well integrated, are given much support and encouragement by both the teaching staff and fellow students, and reach a satisfactory level of attainment in relation to their peers. Teams take part in many inter-school competitions and gain much success. A number of students have been selected to represent Bradford and some have gone on to gain county honours.

229 Attainment shows a steady improvement in Key Stages 3 and 4. As a result of the recommendations in the last inspection, the time allocation for physical education in Year 9 has been doubled and students are making the most of this extra allocation of time to improve their performance and understanding in the different activities. Students are prepared to listen carefully to their teachers' instructions, then work diligently at the tasks that have been set. Students make their best progress when time is allowed for them to practise and refine their work. There is clear evidence of students building directly on skills learned from previous lessons, and, in general the best progress is seen when teachers require their students to evaluate their work. Across all year groups, students make good progress and are consolidating their skills, knowledge and understanding. This is particularly the case when teachers allow sufficient time for students to practise and refine their work.

230 Students have a very positive attitude towards physical education, both in their lessons and in extra-curricular activities. Their behaviour is good. Students show themselves able to work productively together in pairs and group work. The quality of relationships among students and between them and their teachers is good, and their response to the tasks set is very positive. In the GCSE groups, students are highly motivated and are keen to develop their skills and extend their understanding. Students with special educational needs and English as an additional language make satisfactory progress.

231 The quality of teaching is at least satisfactory and often it is good. Teachers have good subject knowledge and they provide clear demonstration and explanations. In lessons, aims are made clear, content is appropriate and the relevant resources are well organised. Relationships between teachers and students are sensitive and positive. Teachers show a care and concern for their students, whilst encouraging the best in fair play, co-operation and competitive experiences.

232 The physical education curriculum is broad and balanced and covers the statutory requirements. Following the previous inspection, the time allocation for Year 9 has been doubled, with the consequence that it has been possible to give more time to each module of work and students are able to develop a deeper level of knowledge, understanding and skills. Key Stage 4 students are able to opt for a GCSE course in the subject, which has been taken up by a large and enthusiastic group of students. Students in Years 12 and 13 have only very limited opportunity to take part in physical education during curriculum time and this is unsatisfactory, as it does not provide them with an appropriate opportunity to participate in sport or fitness related activities. The department's development plan has been reviewed and now identifies a range of priorities and indicates appropriate progression within the curriculum provision. New procedures for assessing and recording students' achievements have been introduced and are very effective and in line with

college policy. They would be enhanced by the inclusion of a student self-assessment component. Many teachers give very freely of their time to provide a range of extra-curricular activities, which are enthusiastically taken up by large numbers of students.

233 The indoor accommodation for the subject is good and has a positive impact on the students' attainment. However, the all-weather playing surface and the grass playing area continue to suffer from poor drainage and they are in urgent need of attention. Money for physical education is wisely spent and equipment well looked after. There are enough appropriate text books for the examination groups and the college library has a good, up to date supply of subject related books. Strong leadership, clear direction and a positive ethos characterise the management of the subject. There is comprehensive and high quality documentation, which now includes revised and appropriate schemes of work. The staff who teach physical education work well together and show a very strong commitment to the students. The subject is now in a position to continue to improve and the better teaching is laying more secure foundation for the future of the subject in the college.

Religious Education

234 The overall attainment of students by the end of Key Stage 3 is below the expectation of the Locally Agreed Syllabus. Students' work is generally well presented but weak literacy skills and difficulties in retaining and recording information limit attainment. Students however, particularly the girls, are confident speakers and respond clearly in lessons. Higher attainers show a satisfactory knowledge of the richness and diversity of religions and the beliefs and practices of the religions they have studied, for example, understanding the importance of meditation in Buddhism and the ways in which Christians respond to the teaching of Jesus in their daily lives. A majority of students, however, finds difficulty in understanding the importance and significance of symbolism in religious rituals and worship. There are no observable differences in the level of attainment based on gender but the minority of white students are generally attaining at a lower level than the majority.

235 By the end of Key Stage 4, attainment is below the national expectation. In many classes, girls are attaining at a significantly higher level than boys are. A majority of students display good listening skills and higher attaining students are able to make accurate notes and answer questions well. Girls in particular display satisfactory enquiry and presentation skills. Higher attaining students also have a satisfactory understanding of basic beliefs in Islam and Christianity and knowledge of the lives of Jesus and Muhammad. The attainment of a majority however, as in Key Stage 3, is limited by a combination of weak reading, writing and retention. In some cases, absence and the failure to bring books to lessons also has an adverse effect on the level of attainment. By the end of the A level course, students are attaining at a level in line with course requirements. A level students are good listeners and display satisfactory enquiry skills. They are confident speakers and are able to make good oral presentations. Note taking and essay writing skills are satisfactory, particularly in Year 13. Students have a satisfactory knowledge and understanding of global ethics and philosophical and religious theories connected with the existence of a deity and the nature of religious experience. The department has made progress in developing strategies to improve students' analytical and evaluative skills.

236 GCSE results over the last three years have been significantly below the national average for A*-C grades and in the last two years, well below for overall A*-G grades. However, the

trend in the higher grades is upwards and results in 1998, when all of Year 11 were entered, compared quite favourably with a number of other subjects within the college. A level results over the same period have also been significantly below the national average.

237 Overall attainment during Year 9 is very low and satisfactory progress is made by a majority of students. Higher attainers, however, are generally making good progress in knowledge of the beliefs, rituals and founders of the six main world religions taught in Year 9. Progress at Key Stage 4 is good, particularly, in the case of girls. Many are developing effective enquiry techniques and are able to make satisfactory oral responses and presentations. Good examples were observed where students were preparing for their GCSE individual project. A majority is gaining knowledge of the historical development of Christianity and Islam, and the importance of the Five Pillars, the nature of Jihad and the use of parables in the teaching of Jesus. In some cases, however, students' progress is adversely influenced by difficulties with literacy, retention of information and, in some cases, an inability to sustain concentration and effort. Students at A level are making good progress in knowledge, understanding and in the development of note taking, essay writing and independent learning skills. Students with special educational needs and English as an additional language are making at least satisfactory progress, especially when supported by learning assistants in class.

238 In most lessons, students' attitudes to learning are good or very good. The majority of students is courteous and well behaved. There are positive relationships between students and with teachers. Only in a small number of instances, mainly by boys, are behaviour and attitude to work less than satisfactory. The vast majority of students listen carefully to one another and to teachers and respect and value the opinions of others.

239 All teaching observed was at least satisfactory, with over half good and a small percentage of very good practice. Teachers are well informed and lessons are carefully planned. Resources are well used and attention is given to the needs of all students. Classes are well managed: good behaviour is expected and usually achieved from all students, and those who find work or concentration difficult are supported. Work is challenging and teachers have appropriate expectations. The range of teaching and the learning strategies has widened since the last report. Students are given the opportunity to carry out independent learning tasks and some good examples of group work were observed. The development of students' independent learning skills is now encouraged, for example when students researched and presented aspects of their coursework on the teaching of Jesus, as well as in the sixth form when students made effective oral presentations on evil and suffering and on secular and religious responses to animal rights. The range of writing tasks has widened but there is still over use of short answer tasks, based upon work sheets and questions from the textbook. Work is marked regularly and encouraging comments are given orally and in writing. Too little use is made of comments and target setting. The use of information technology is developing well at sixth form level but is limited in the lower college.

240 The department continues to be well managed and the eight teachers work effectively as a team. As at the time of the last report, religious education is making a significant contribution to students' spiritual, moral, social and cultural development. The scheme of work at both key stages in the lower college meets the requirements of the Agreed Syllabus. Attention has been given to the need to strengthen opportunities for students to explore more widely the richly varied ways in which religions contribute to human experience and an understanding of life. This was a criticism in the last report and it is no longer valid. Provision at sixth form level still does not fully meet the recommendations of the Bradford Agreed Syllabus. No religious education is provided for students

in Year 13 and the amount of time in Year 12 is low. The department is assessing students at the end of Key Stage 3 on the basis of Agreed Syllabus criteria but no portfolio of assessed work is maintained. Improved systems for the recording and use of assessment data are planned but are not currently in use. This work needs to be given high priority if standards are to continue to rise.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

241 The inspection was conducted by a team of fifteen inspectors, including a lay inspector. During the inspection week, they saw a total of 218 lessons and 15 registration sessions. They also saw 4 assemblies. This produced almost 200 hours of observation, over one eighth of the college week. Inspectors also spent over 20 hours in discussions with pupils, and in scrutiny of their work. Inspectors looked at a representative large sample of work from every subject and every age group. A large amount of school documentation was examined both before and during the inspection.

242 Inspectors had informal discussions with all staff, and all full-time staff were seen to teach at least once, and many as much as four or five times. Formal interviews were also held with all staff who have delegated responsibilities, including all heads of subject and most pastoral staff, representatives of the local community including parent governors, representatives of the non-teaching staff, five governors, a local middle school headteacher, representatives of the Education Social Work Service, external GNVQ verifier and other visitors to the school.

243 Seven parents attended a pre-inspection meeting, and a further 347 returned a pre-inspection questionnaire in which they generally supported the work of the school.

244 **DATA AND INDICATORS**

Pupil data

_PRIVATE __Number of students on roll (full-time equivalent)_Number of students with statements of SEN_Number of students on college's register of SEN_Number of full-time students eligible for free college meals__Y9 - Y13_1260_22_143_672__

Teachers and classes

Qualified teachers (Y9 - Y13)

_PRIVATE __Total number of qualified teachers (full-time equivalent) _80__Number of students per qualified teacher_16.0:1__

Education support staff (Y9 - Y13)

_PRIVATE __Total number of education support staff_34__Total aggregate hours worked each week_718__

_PRIVATE __Percentage of time teachers spend in contact with classes:_75%__

_PRIVATE __Average teaching group size:_KS3_23.5__KS4_23.8__

Financial data

_PRIVATE _Financial year: _1997-1998_

_PRIVATE __£__ Total Income_2934407__ Total Expenditure_2899218__ Expenditure per
pupil_2180__ Balance brought forward from previous year_140619__ Balance carried forward to
next year_175808__

PARENTAL SURVEY

_PRIVATE __Number of questionnaires sent out:_1260__Number of questionnaires returned:_347__

Responses (numbers of answers in each category):

_PRIVATE __Strongly agree_Agree_Neither_Disagree_Strongly disagree__I feel the college encourages parents to play an active part in the life of the college_

74_

217_

32_

20_

1__I would find it easy to approach the college with questions or problems to do with my child(ren)_

94_

205_

31_

9_

4__The college handles complaints from parents well_

54_

185_

83_

13_

9__The college gives me a clear understanding of what is taught_

82_

206_

39_

12_

6__The college keeps me well informed about my child(ren)'s progress_

143_

148_

26_

24_

3__The college enables my child(ren) to achieve a good standard of work_

118_

190_

23_

12_

2__The college encourages children to get involved in more than just their daily lessons_

104_

177_

44_

16_

2__I am satisfied with the work that my child(ren) is/are expected to do at home_

112_

190_

25_

13_

4__The college's values and attitudes have a positive effect on my child(ren)_

52_

191_

78_

15_

6__The college achieves high standards of good behaviour_

57_

156_

79_

42_

12__My child(ren) like(s) college

-

135_

150_

36_

12_

11__