

OAKWOOD TECHNOLOGY COLLEGE

Rotherham

LEA area: Rotherham

Unique reference number: 106949

Headteacher: Mrs J Charters

Reporting inspector: Mr Brian Rowe
1695

Dates of inspection: 02 – 04 December 2002

Inspection number: 249126

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 to 16
Gender of pupils:	Mixed
School address:	Moorgate Road Rotherham Yorkshire
Postcode:	S60 2 UH
Telephone number:	01709 512222
Fax number:	01709 512244
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sue Tupholme
Date of previous inspection:	25 September 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
1695	Brian Rowe	Registered inspector
14214	Jill Smith	Lay inspector
30596	Jack Brown	Team inspector
20119	Tony Bell	Team inspector
11044	Jean Hedge	Team inspector

The inspection contractor was:

TWA INSPECTIONS LTD
102 Bath Road
Cheltenham
GL53 7JX

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oakwood Technology College is a mixed secondary school for students aged 11 - 16 years, situated in Rotherham, South Yorkshire. The majority of the students live in the immediate area. The college is currently at full capacity and is regularly over-subscribed. The children live in an area that has a very wide range of economic, cultural and social backgrounds. Overall, unemployment in the area is above average. There are 1047 students on roll, making it an average-sized secondary school. The proportion of boys (529) is similar to girls (518), but varies between years. About 20 per cent of the students come from minority ethnic groups, a very much higher proportion than average, but few of them are at the early stages of learning the English language. There are two refugees, but no students from a traveller background. About 17 per cent of students receive free school meals, which is slightly more than the national average. Students' attainment on entry is below the national average, but there is a wide spread of ability in each year group. About 16 per cent of the students have been identified as having special educational needs, of whom 2 per cent have been assessed to have a high level of learning difficulty. These proportions are broadly average when compared to other secondary schools. Twenty students have Statements for Special Educational Needs; this is close to the national average.

HOW GOOD THE SCHOOL IS

The college is highly effective and does well for its students so that by the end of Year 11 they achieve above the national average and very well in comparison with students in similar schools. Effective teaching and very good relationships support students' learning. Parents and students are rightly pleased about what the college offers them. The college is led and managed very well by the governors and headteacher, but systematic monitoring of how well the college is doing in all aspects of its work is an area for development. The college gives good value for money.

What the school does well
<ul style="list-style-type: none">• Effective and well-organised teaching has led to good improvements in the quality of students' work and in their test and examination results.• Intelligent and sensitive leadership has created a positive ethos in college where staff are determined to improve the quality of education and students want to learn.• A high level of care and consideration for every student ensures they all are fully involved in college life and develop well as mature and responsible young people.• A carefully thought-out and varied curriculum programme offers relevant and worthwhile courses for students of all abilities to follow.

What could be improved
<ul style="list-style-type: none">• Maintaining a regular and rigorous check on all aspects of college life.
<i>The areas for improvement will form the basis of the governors' action plan.</i>

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The college has accomplished very good improvements since the last inspection in September 1995. Virtually all the recommendations identified in the previous inspection report have been successfully addressed, although the college still does not meet statutory requirements to provide a daily act of collective worship. The college has also made significant improvements in many other important areas. These include raising students' attainment by the end of Year 11, improving the quality of teaching and learning, providing a more varied and relevant curriculum and implementing systems to assess students' progress and set them targets to achieve. The college has also been successful in achieving Technology College status, the Investors in People Award, two Achievement awards for raising students' attainment and the Sportsmark Award. A number of major building projects have also been completed.

STANDARDS

The table shows the standards achieved by 16-year-olds based on GCSE examination results.

	compared with				Key	
Performance in:	all schools			similar schools	well above average	A
	2000	2001	2002	2002	above average	B
					average	C
GCSE examinations	C	B	B	A	below average	D
					well below average	E

Students enter the college with overall standards that are below average. The college does well for its students and by the time they leave at 16 they achieve above the national average and well above in comparison with students in similar schools. The results of both the national tests taken at the end of Year 9 and GCSE examinations have improved greatly since the last inspection. The most recent 2002 GCSE results are the best the college has ever achieved. The college has been very successful in meeting its examination targets during the last two years. A high proportion of students are entered for examinations and virtually all gain some success. During the last few years, girls have out-performed boys, but to a lesser extent than national trends. The best results have been in physical education, information and communication technology (ICT), French and German. By the age of 14, students' results in national tests are close to the national average and above average when compared to similar schools; students achieve well and make good progress in Years 7 to 11. These results are reflected in the work seen in lessons. Standards in science are not quite as high as in English and mathematics. Literacy and numeracy skills are generally above average, but not sufficiently well used in all subjects. Students with special educational needs and those who speak English as an additional language achieve well in the courses they follow. The students' use of computers and other aspects of technology in subjects is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Students have very positive attitudes to college and enjoy taking part in the wide range of experiences and opportunities available.
Behaviour, in and out of classrooms	Behaviour is good during lessons and at other times. The number of exclusions is similar to other schools.
Personal development and relationships	The college provides a harmonious community in which students mature into confident young people. They relish responsibility and are willing to engage in discussion and share their ideas. Very good relationships are a significant strength and students are very respectful of each other's values and beliefs.
Attendance	Attendance is consistently above the national average in all years. Most of the students arrive promptly and time-keeping during the day is good.

Students value the support they get from their teachers. They appreciate the importance of achieving well and work hard in lessons.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is good and has improved since the last inspection. There were no unsatisfactory lessons seen during the inspection and there was evidence of some very good teaching in most departments. There are no general weaknesses in the teaching and specific strengths include the teachers' management of students, the use made of assessment to set targets and the efforts made to involve all students in the lessons. Teachers build on students' willingness to work and their enjoyment of learning. Students' learning is strongly promoted through the teachers' subject knowledge, their planning, organisation and the very good relationships that exist throughout the college. Most teachers have high expectations and set the students suitably demanding challenges. As a result of knowing each student very well and a determination that every pupil will reach his or her full potential, teachers are mostly successful in matching the work to meet the needs of students. In a small minority of lessons, planning was not sufficiently detailed and teachers did not involve all students. In these lessons, work was not well matched to the individual needs of the students, consequently the interest of students was not capitalised upon for them to take initiative and develop their own ideas. Teachers provide students with individual support when necessary and make good use of systematic assessment to ensure a good rate of progress is maintained, both in lessons and throughout the units of work. Students with special educational need and those for whom English is an additional language make good progress due to effective teaching. The promotion of students' literacy and numeracy skills in all subjects was not always evident, although most students used computers confidently in lessons. Homework is used well to consolidate and develop students' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The wide and varied range of curriculum experiences caters very well for the needs of all students. The college has made an effective start in implementing citizenship, but the national Key Stage 3 strategies for literacy and numeracy across the curriculum are not developed enough. A very good programme helps Year 7 students to settle into the college. Extra-curricular opportunities are very good.
Provision for pupils with special educational needs	Students make good progress as a result of good teaching and support. Effective use of assessment identifies individual needs and helps produce individual learning plans.
Provision for pupils with English as an additional language	Students who use English as an additional language make good progress and are fully involved in all aspects of college life. The college is characterised by a high level of mutual tolerance and understanding.
Provision for pupils' personal, spiritual, moral, social and cultural development	The college's positive ethos and very supportive relationships combine to promote students' personal development very well. Opportunities for students to develop their appreciation of the richness and variety of multicultural Britain are very good.
How well the school cares for its pupils	Students are cared for very well and arrangements for child protection are very good. Assessment arrangements are very good and used effectively to track students' progress and raise standards.

The college provides a calm and safe environment for students to learn. Parents have positive views about the college and what it does for the students.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	Leadership and management are very good overall. The headteacher, who is well supported by senior staff and governors,

headteacher and other key staff	provides outstanding leadership and gives a clear direction for the college. Most aspects of the college are very well managed, but there is not a great enough consistency of management across departments.
How well the governors fulfil their responsibilities	The governing body is very well informed about college issues. Governors fully understand their responsibility and contribute well to the college's strategic development. They do not fully meet statutory requirements for providing a daily act of collective worship.
The school's evaluation of its performance	The college has established some good review and monitoring procedures that help to identify both its strengths and weaknesses and provide information about future developments. However, these procedures are not sufficiently rigorous to ensure policies are implemented consistently across all departments.
The strategic use of resources	The college applies good principles of best value. It makes very good use of a number of specific grants. Financial planning and control systems are very good.

The college makes excellent use of computer technology to track students' progress and attendance and communicate information between members of staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The college sent out 1047 questionnaires of which 141 (13 per cent) were returned. Eight parents attended a meeting prior to the inspection to express their views about the college.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Students enjoy college. Students make good progress. The teaching is good. They feel comfortable in approaching the college with problems. The college has high expectations of what students should achieve. Students become more mature and responsible. 	<ul style="list-style-type: none"> The amount of homework. Providing more information about their children's progress. The college working more closely with parents.

The inspection team agrees with the positive views expressed by parents. They do not agree with the views concerning homework and the information provided about children's progress. In both these aspects they found the provision to be good. The college works hard to involve parents in their children's education.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Effective and well-organised teaching has led to good improvements in the quality of students' work and in their test and examination results.

- 1 Students enter college at the age of 11 with levels of attainment that are below those expected for their age nationally. They make good progress and their attainment is considerably extended during Years 7 to 9, so that by the age of 14 a high proportion of students achieve the higher Levels 6 – 7 in the national tests. During the last four years, students' attainment in the core subjects of English, mathematics and science has been just above the national average by the end of Year 9. Results, when compared to similar schools,¹ are above average. Also, during this period, the college improved its performance at a much better rate than national trends of improvement. Standards in science, however, are not quite as high as in English and mathematics. Over the last three years, boys have outperformed girls, contrary to the national trend.
- 2 Students' overall attainment by the age of 16 has been above the national average for the last two years. Prior to that, attainment was close to the national average. The most recent 2002 results were the best ever achieved by the college. Over the last five years, the college has improved the GCSE results at a greater rate than the national trend. In recognition of this, the college has been awarded two prestigious Achievement Awards. The college has been successful in gaining success both with the number of students achieving the higher A*-C grades and also with the high proportion of those entered for an examination and gaining A*-G grades. The large proportion of students gaining success in GCSE examinations and other accredited courses is a testament to the high level of commitment shown by the college to ensure that all students are valued and well provided for their specific need. For example, students with special educational needs and those, who speak English as an additional language, make good progress due to the additional support they are given. Many subjects gained credible examination success, but results have been especially noteworthy in information and communication technology (ICT), French, German and physical education.
- 3 By the time students leave college, most have made good progress and achieved examination success at a much higher level than could have been expected from their attainment at the age of 11 years. The college adds considerable value to their rate of progress and examination success. There are many reasons why the college is successful in raising standards and much is centred on the effective and well-organised teaching and the high level of commitment shown to each individual student. Overall, the quality of teaching and learning is good throughout the college and has improved since the previous inspection. There were no unsatisfactory lessons seen during the inspection and some very good teaching was evident in many departments. There are no general weaknesses in the teaching and specific strengths include the teachers' management of students, the use made of assessment to set targets and the efforts made to involve all students fully in the lessons.
- 4 Within this context of good teaching there are still aspects that can be improved. The inspectors feel that a more systematic review of teaching, learning and curriculum developments by senior staff and subject co-ordinators would improve teaching even further. In a small minority of lessons, planning was not sufficiently detailed and teachers did not involve all students to take the initiative and develop a deeper understanding of

¹ Schools with more than 13, and up to 21, per cent of pupils entitled to free school meals.

the topic. In these lessons, work was not well matched to the individual needs of the students. Consequently, the interest of students was not capitalised upon for them to take initiative and develop their own ideas. Teachers provide students with individual support when necessary and make good use of systematic assessment to ensure a good rate of progress is maintained, both in lessons and throughout the units of work. Students with special educational need and those for whom English is an additional language make good progress because of effective teaching.

- 5 The promotion of students' literacy and numeracy skills across all subjects was not always evident in lessons, although most students used computers confidently in lessons. Teachers help them develop study skills and prepare them well to gain success in public tests and examinations. They effectively build on the students' positive attitudes to the college to develop an enjoyment of learning. Consequently, there is a culture in which most students embrace learning positively. They have a desire to improve and gain academic success, although there are a few, who are disaffected and reject learning. Students of all abilities regularly come to college willing to work. Students' learning and achievement are very strongly promoted through the teachers' high level of subject expertise and enthusiasm for teaching. Teachers often present interesting material, such as that seen in a Year 11 computer studies lesson when students were completing tasks to help develop their understanding of how to use ICT to make a presentation. Most teachers have high expectations and set the students' suitable challenges. This was evident in an ambitious and very effective Year 8 physical education lesson when students assessed the quality of gymnastic sequences, shared their evaluations with each other and then used this information to improve the quality of their work. Very good relationships between the students and teachers in the classroom create a positive learning environment where students learn effectively and with enjoyment. This was seen in a successful Year 8 drama lesson when students had to establish differences between character and caricatures.
- 6 Teachers provide students with individual support when it is necessary. A good example of this was seen in a Year 9 design and technology lesson, where the teacher recognised that some British Asian students would miss the next lesson because of forthcoming Eid celebrations and ensured they had sufficient work to maintain their progress. Most teachers make good use of systematic assessment to ensure a good rate of progress is maintained, both in lessons and throughout the units of work. They use assessment information to set realistic, but challenging, targets for students to achieve. Homework is used well to consolidate students' learning and develop enquiry skills.
- 7 Teachers assess students' progress through regular testing and the marking of class and homework, however, the marking of work is too variable. It is not sufficiently diagnostic and does not always inform students about how to improve their understanding of the topic. In some books, substantial amounts of work have not been marked and students are left not knowing how well they have done.
- 8 Teachers know the students very well. They provide a high level of care and a determination to raise academic standards. They are hard-working and teach a varied and relevant curriculum to meet the needs of individual students. The college day is longer than for most secondary schools and the governors have deliberately kept class sizes small. These factors, together with the good use made of assessment and good quality of teaching, contribute to the continuing rise in academic standards and examination success.

Intelligent and sensitive leadership has created a positive ethos in college where staff are determined to improve the quality of education and students want to learn.

- 9 One of the main strengths of the college is the quality of leadership shown by the headteacher and governors. The headteacher demonstrates outstanding leadership. She has a clear vision for the future of the college and is determined to ensure a continual improvement to the quality of education by providing a very high level of personal care and commitment to both staff and students. The college has a clear set of aims and objectives that are expressed in the mission statement. It is very successful in implementing its aims to ensure the educational and personal progress of all its students.
- 10 Through intelligent and sensitive leadership the headteacher has established a special ethos in the college where staff and students feel highly valued. The most significant features of this leadership, which ensures the college is continually improving, are:
- the headteacher leads by example, is highly visible around the college and readily approachable to staff and students;
 - the staff feel valued and so work hard, accept change and show commitment to the college;
 - the students feel they are well cared for and treated with respect and so come to college regularly, work hard in lessons and show loyalty to the college;
 - an open and supportive management style and excellent use of computer technology ensures good communication between staff;
 - the financial planning cycle is closely linked to college development planning;
 - the college deploys resources very well to create small class sizes and allow teachers time to carry out their administrative and management roles;
 - a very good range of curriculum innovations ensures that students follow a highly relevant curriculum;
 - the school works to involve the parents in the education of their children through regular consultations.
- 11 The staff work well as a team and relationships between staff and students are very positive. This in turn has created a culture where learning is valued by students and relatively few of them are disaffected with their education. Virtually all students, including the highest attaining, those for whom English is an additional language and those with learning difficulties, strive to achieve their full potential. One person alone – the headteacher - cannot provide the necessary support for teachers to promote consistent improvements. In this respect, the college is well served by a hard-working and cohesive senior management team. Since the last inspection, there have been very good improvements in many important aspects of college life. The college is aware of any weaknesses that have to be addressed and has been courageous with many of its innovations to overcome them.
- 12 The management structure is effective and the college has established clear roles within the senior and middle managers. The college is making excellent use of computer technology to store information and improve communication amongst staff. As a result, communication and access to information are very good. The work of academic and pastoral managers is supported through an appropriate structure of meetings. The college takes rapid action to intervene if any student does not perform to the expected standard. The subject co-ordinators are effective and have ensured good improvements have taken place. For most teachers this is an exciting and innovative college to work in. Many demands are placed upon them, but they know they will be well supported by colleagues and the headteacher. The college has been successful in gaining Technology status, an Investors in People Award and two Achievement awards for raising academic performance.
- 13 The governors are fully aware of their responsibilities to meet statutory requirements and for the overall performance of the college. With the exception of not fully complying with

the requirement to provide a daily act of collective worship, the governors fulfil their statutory obligations. The governing body has a strategic view of the college's development due to very good communication and involvement in college life. Governors are confident with regard to fulfilling their role. They are committed to the college's improvement and work hard in a well-organised committee structure to ensure continuous development. They are very well informed about the college's successes and areas for development. The governors do not have an action plan to ensure their own development and effectiveness.

- 14 The finance officer, governors and senior staff maintain close monitoring of finances and make informed decisions based on accurate budget information. The college has been highly successful at gaining additional funding in recent years. Both senior managers and governors are clear about the cost of future developments and the identified targets in the development plan. However, the plan does not include clear criteria for measuring the success of policies and the deployment of resources, so it is more difficult for governors to measure if value for money has been achieved. The college applies best value principles to purchases very effectively.
- 15 The quality of the college's development planning and its systems for monitoring has improved since the last inspection. However, the current systems for the review and monitoring of all aspects of work in the college are underdeveloped and this issue is discussed later in this report. The thorough college development plan has been written after a process of review, involving the staff and the governors. The plan identifies appropriate targets based on detailed review procedures. The planning includes the results of staff appraisals and their training needs. The college is in a good position to sustain the current high standards and continue to improve.

A high level of care and consideration for every student ensures they all are fully involved in college life and develop well as mature and responsible young people.

- 16 All members of staff share a wholehearted commitment to students' welfare and the standard of care they provide is high. This college has a friendly and supportive atmosphere that helps students to maintain a very positive attitude towards each other and to their work. Relationships between students and with adults are very good and, as a result, students are fully involved in college life and develop well as mature and responsible young people.
- 17 The college is strongly committed to the provision of equal opportunities and social inclusion. Incoming Year 7 students are very well prepared for their move to secondary education and they receive both a warm welcome and a carefully considered curriculum. Students come from a wide range of social and cultural backgrounds and each individual has an equal opportunity to be fully involved in college life. Around one fifth of the students speak English as an additional language and teachers attach great value to their diverse cultural backgrounds. The college is very successful in recognising and promoting respect for the cultural and religious customs of students and this is reflected in a high level of mutual tolerance and understanding. For example, the inspection took place during Ramadan and comprehensive arrangements were made to meet the religious and physical needs of students who were fasting.
- 18 The college has a systematic and rigorous approach for identifying and supporting students with a wide range of needs, either emotional or educational. Teachers plan work carefully and there are very effective systems for tracking the standards of students' work and their progress. The college analyses examination and test results by gender and ethnicity and uses the data obtained very effectively. For example, some separate classes for boys and girls have been introduced for modern foreign languages and for

information and communication technology. This has resulted in higher standards for these subjects and improved examination results. Although girls' examination results are still better than boys', the difference between the two has narrowed in recent years.

- 19 The level of fixed-period and permanent exclusions is similar to the national average. The college has recently invested in providing additional support for students, who do not behave or respond positively. Instead of excluding them from attending college they are taught in a student support centre. Attendance is consistently above the national average in all years. This is due to the robust systems to improve attendance and monitor trends through good use of computer technology. It is also due to the students being treated as individuals with respect, being provided with a relevant curriculum and in turn wanting to attend.

A carefully thought-out and varied curriculum programme offers relevant and worthwhile courses for students of all abilities to follow.

- 20 The college provides a very good and well-planned curriculum that allows students of all abilities and backgrounds to develop their individual aptitudes and interests. Very good links with primary schools enable young students to enter the college with confidence. This confidence is increased through the Year 7 Foundation Course, where students are taught several subjects by their form teacher in their own class base. Consequently, teachers get to know their students very well and adapt the lessons to ensure that all students are engaged in learning and can make good progress. Students with special educational needs are given particularly good support and guidance at this stage. Effective use is made of assessment to identify individual needs and produce individual learning plans. Students are then more able to cope with the greater demands placed upon them by being in a secondary school. Students of all abilities make a lively and confident start to the secondary phase of their education. Both students and parents commented positively about this very good curriculum initiative.
- 21 The examination option choices and breadth of courses in Years 10 and 11 enable students to follow courses that take their interests and aspirations fully into account. The curriculum in Years 10 and 11 is well thought-out and designed to keep all students attending college, interested, motivated and positively engaged in worthwhile study. An imaginative approach to curriculum planning enables more able students to achieve a GCSE in a modern language, French, German or Urdu, at the end of Year 10 and complete a second language GCSE at the end of Year 11. A recent initiative has provided a base for students, who are either doing 'catch-up work' or working on a restricted curriculum, where they can concentrate on fewer GCSEs so they are more likely to succeed in passing them. A number of students in Year 11 have individualised timetables to provide them with a curriculum that meets their needs fully.
- 22 High-attaining students have the option of studying all three sciences, physics, chemistry and biology, whilst those with less academic interests are offered a more work-related curriculum. All students undertake well-organised courses in personal and social education, along with an examination course in citizenship. There is a wide range of well-attended extra-curricular activities and this resulted in the college being awarded, and maintaining, the Sportsmark Award. These complement a broad curriculum that allows students to benefit from opportunities to appreciate the richness of their own cultural traditions and those of others. Students make informed choices based on good support and guidance from their teachers.
- 23 Information and communication technology is used effectively for research and presentation of students' work in most subject areas, but further development is required to enhance teaching and learning across the curriculum. The implementation of the

national Key Stage 3 strategy is at an early stage of development and is not sufficiently co-ordinated or monitored across the curriculum. As a result, the emphasis on developing literacy and numeracy skills is variable across the curriculum. The college has made an effective start in implementing citizenship. Students with English as an additional language respond to the good support given and are well integrated into college life. A very small number of students at the early stages of learning English receive very good teaching and curriculum support.

- 24 The curriculum at Oakwood makes a notable contribution to the positive ethos of the college, the concern to fully engage all students, and the continual raising of standards and examination success.

WHAT COULD BE IMPROVED

Maintaining a regular and rigorous check on all aspects of college life.

- 25 The systems for monitoring the quality of education are good overall and have improved since the last inspection. Senior staff have a good understanding of the strengths in the college and the areas that need to be improved. The college follows the requirements to appraise staff and identify their training needs through the performance management initiative. The college has recently changed the roles and deployment of some senior staff to provide them with time to meet formally with each subject co-ordinator once every two weeks. This provides a potentially robust structure in which to support the work in departments and monitor the quality of teaching and learning and the success of curriculum implementation. However, the current structure does not rigorously review all aspects of the work in departments or develop the role of the co-ordinators to conduct their own self-evaluations.
- 26 The subject co-ordinators and heads of year are effective and lead their departments well. However, there is no scheduled programme in place for senior staff and subject and pastoral leaders to conduct regular and rigorous monitoring of the quality of teaching and learning in the departments in order to share any effective classroom practice. As there is no programme for review and monitoring in place, it is not clear when the various aspects of the college's provision will be reviewed. Consequently, the role of the subject co-ordinators is not fully developed and senior managers do not always ensure that decisions made for future action are followed through to their completion across all subjects. There is little systematic monitoring of subjects on an on-going basis with subject co-ordinators being required to report formally on the progress made. Consequently, practice and effectiveness vary widely both between and within subject departments. The governors, headteacher and senior managers have not delegated sufficient responsibility to subject co-ordinators to monitor the work in their areas and accept accountability for the standards achieved and, as a result, there is room to develop the college further as a self-evaluating institution.
- 27 The role of the senior staff responsible for review and monitoring of departments does not include a regular audit of issues such as the effectiveness of lesson planning, implementation of the literacy and numeracy strategies, the use of ICT across subjects, teaching of citizenship and the students' personal development in all areas of the curriculum.
- 28 The role of the subject co-ordinators is not sufficiently developed to ensure they have the skills and time to complete regular checks on the quality of teaching and learning within their departments. Consequently, there is insufficient monitoring of the use made of learning objectives and plenary sessions, the effectiveness of marking, use made of homework, the quality of presentation of students' work, assessment arrangements and

strategies for teaching and learning. The co-ordinators are not formally required to review and account for the progress made towards implementing the targets identified in their development plans on a termly or annual basis.

WHAT SHOULD THE COLLEGE DO TO IMPROVE FURTHER?

In order to further improve the standards of education, the governors, headteacher and staff should:

- 1 Improve systems to maintain a regular and rigorous check on all aspects of college life by:
 - Devising a planned annual programme to review and monitor all aspects of college life systematically and regularly, to ensure consistency between departments and year groups, sharing the existing good practice and celebrating success.
 - Ensuring that the above programme for review and monitoring clearly identifies when the aspects of the college's provision will be reviewed.
 - Ensuring that this programme for review and monitoring includes a regular audit of issues such as lesson planning, literacy, numeracy, the use of ICT, citizenship and students' personal development in all areas of the curriculum.
 - Strengthening the role of the co-ordinators so that they have the skills and time to complete regular checks on the quality of teaching and learning, including the use made of learning objectives, quality of the marking, use made of homework, presentation of students' work, assessment arrangements and strategies for teaching and learning.
 - Asking co-ordinators to review and account for the progress made towards implementing the targets identified in their development plans on a termly basis.
 - Using the existing management structure to develop future review and monitoring arrangements.

(paragraphs 25 – 28)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE COLLEGE

Governors may consider including the following less important issues in their action plan.

- Devising an action plan to ensure their own development and effectiveness.
- Setting clear criteria for measuring the success of their own policies and the deployment of resources.

(paragraphs 13 - 14)

PART C: COLLEGE DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	20	5	0	0	0
Percentage	3	31	53	13	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11
Number of pupils on the school's roll	1047
Number of full-time pupils known to be eligible for free school meals	178

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	20
Number of pupils on the school's special educational needs register	166

English as an additional language	No of pupils
Number of pupils with English as an additional language	206

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	6.8
National comparative data	8.1

Unauthorised absence

	%
School data	1.6
National comparative data	1.1

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	2002	98	113	211

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	61	68	73
	Girls	75	70	66
	Total	136	138	139
Percentage of pupils at NC level 5 or above	School	64 (75)	65 (66)	66 (60)
	National	66 (64)	67 (66)	66 (66)
Percentage of pupils at NC level 6 or above	School	24 (40)	42 (43)	27 (32)
	National	32 (32)	45 (43)	33 (34)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	48	74	77
	Girls	68	74	73
	Total	116	148	150
Percentage of pupils at NC level 5 or above	School	55 (74)	70 (71)	71 (63)
	National	67 (65)	70 (68)	67 (64)
Percentage of pupils at NC level 6 or above	School	17 (38)	42 (46)	34 (28)
	National	32 (31)	44 (42)	34 (33)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 4 for the latest reporting year	2002	98	109	207

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	54	96	98
	Girls	57	101	106
	Total	111	197	204
Percentage of pupils achieving the standard specified	School	54 (51)	95 (92)	99 (98)
	National	51.2 (49.8)	88.9 (86.6)	96.0 (95.7)

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

GCSE results		GCSE point score
Average point score per pupil	School	44.5 (43.6)
	National	39.8 (39.1)

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

Ethnic background of pupils

Exclusions in the last school year

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
805	41	2
0	0	0
6	0	0
0	0	0
0	0	0
0	0	0
0	0	0
5	0	0
193	9	0
0	0	0
0	0	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
35	0	0

The table refers to pupils of compulsory school age. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	63.5
Number of pupils per qualified teacher	15.1

Education support staff: Y7 – Y11

Total number of education support staff	27
Total aggregate hours worked per week	799

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	72.5
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Average teaching group size: Y7 – Y11

Key Stage 3	22.8
Key Stage 4	18.1

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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	£
Total income	3,310,985
Total expenditure	3,293,413
Expenditure per pupil	3,098
Balance brought forward from previous year	68,215
Balance carried forward to next year	85,787

Recruitment of teachers

Number of teachers who left the school during the last two years	15.8
Number of teachers appointed to the school during the last two years	17
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

13%

Number of questionnaires sent out

1047

Number of questionnaires returned

141

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	51	6	1	1
My child is making good progress in school.	38	59	1	1	1
Behaviour in the school is good.	29	49	11	3	8
My child gets the right amount of work to do at home.	29	48	16	3	4
The teaching is good.	32	59	4	1	4
I am kept well informed about how my child is getting on.	31	48	16	4	1
I would feel comfortable about approaching the school with questions or a problem.	47	40	8	4	1
The school expects my child to work hard and achieve his or her best.	47	48	2	1	2
The school works closely with parents.	29	46	19	4	2
The school is well led and managed.	27	54	6	2	11
The school is helping my child become mature and responsible.	35	54	6	1	4
The school provides an interesting range of activities outside lessons.	35	46	7	1	11

Other issues raised by parents:

- At times, specific lessons occurring on the same day of week could be lost because of field-trips, staff training etc.