

INSPECTION REPORT

WYVERN TECHNOLOGY COLLEGE

Eastleigh

LEA area: Hampshire

Unique reference number: 116429

Headteacher: Miss S P Campbell

Reporting inspector: Ms Margaret Jones
5028

Dates of inspection: 3rd – 5th March 2003

Inspection number: 252122

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

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INFORMATION ABOUT THE COLLEGE

Type of college: Comprehensive

College category: Community

Age range of pupils: 11 - 16

Gender of pupils: Mixed

College address: Botley Road
Fair Oak
Eastleigh

Postcode: SO50 7AN

Telephone number: 023 8069 2679

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Appropriate authority: Governing Body

Name of chair of governors: Mr D Stupple

Date of previous inspection: 17/11/1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE COLLEGE

Wyvern Technology College is a large community comprehensive college with 1313 boys and girls aged 11 to 16. Numbers have been rising over recent years as the college has become more successful. The college serves two villages and the suburbs of Eastleigh near to Southampton. Virtually all students have a white British heritage background, although nine students have English as an additional language. No students are at an early stage of learning to speak English. Forty-four students have significant special educational needs; nine of these have statements. Ninety-six other students have less significant learning or behavioural difficulties. This is above the national average. The overall attainment of students on entry to the college is above the national average. Only 3.2 per cent of students are entitled to free school meals. This is well below the national average and does not reflect the backgrounds of all the students. The college operates at the heart of the community and works in close partnership with the local pyramid of schools.

HOW GOOD THE COLLEGE IS

Wyvern is a highly successful and effective college. Excellent leadership and management have established a caring but stimulating ethos that promotes learning by students and continuous professional development for staff. Standards of attainment are well above the national average and students have positive attitudes. Teaching is consistently successful in engaging students' interest, winning their commitment and preparing them well for their examinations. Resources are very well managed and the college provides very good value for money.

What the college does well

- Results are well above average in national tests at age 14 and in GCSE examinations.
- Students achieve very well in Years 10 and 11.
- Teaching is very good, with high expectations of students.
- Leadership and management are excellent at all levels, with rigorous systems of monitoring and evaluation in place.
- Students' attitudes to learning are positive. Relationships are a strength. Students behave very well and respond to teachers with interest and enthusiasm.
- The college provides very effective support for students and monitors their wellbeing and progress carefully.
- Students' social and moral development are very good.
- The curriculum is enriched by a wide range of opportunities, in and out of college, which extends students' experiences well.

What could be improved

- The implementation of plans to provide a wider range of vocational courses to meet the needs of older students.
- Build on the significant improvement in boys' results to narrow the gap between the attainment of boys and girls at GCSE to national levels.

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

HOW THE COLLEGE HAS IMPROVED SINCE ITS LAST INSPECTION

The college was last inspected in November 1997. Improvement since then has been very good. Examination results have risen faster than the national trend; A*-C grades were 47 per cent in 1997 and are now 74 per cent. Boys' performance has improved from 39 per cent A* to C in 1997 to 64 per cent in 2002. The needs of high-attaining students are now being met and the college is achieving a higher-than-average proportion of top grades. As a result of becoming a technology college, resources and facilities have improved significantly. Although the college has explored several options, there is still limited provision for vocational education for older students.

STANDARDS

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

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

Results in the national tests in English, mathematics and science at age 14 are well above national averages. Compared with similar schools and colleges, results are above average for English but slightly below average for mathematics and science. However, this measure is based on the free school meals indicator and the college has moved, this year, into the lowest category of free schools meals eligibility. This category does not accurately reflect the social and economic background of the majority of students. Results are improving in line with the national trend. Students progress at the rate expected, given their above average attainment when they start at the college in Year 7. The standard of work seen in lessons was good.

Results at GCSE are well above the national average. They are above the average for similar schools and colleges. Judged against their test results at age 14, students' GCSE results are well above what is achieved nationally. The percentage of students attaining the highest examination grades of A* and A is above the national average. The college has been awarded two Department for Education and Skills Achievement Awards for the improvement in its results. Girls' results are very high, and boys' are well above average. However, in most subjects, the gap between girls' and boys' results at GCSE is wider than the national difference. Results are improving faster than the national trend. GCSE results in 2002 were best in English and mathematics. Students with special educational needs achieve well in their classes, make very good progress and obtain creditable examination results.

Students' skills in speaking and listening are very good. They read well and take pride in their written work. Standards in numeracy are high. Students apply their literacy and number skills well in different subjects across the curriculum. The college has set appropriately high targets. In 2002, it exceeded its target of 64 per cent of students gaining 5 or more A* to C GCSEs by reaching 74 per cent. The target for 99 per cent of all students to gain at least one GCSE pass was exceeded, with all students achieving this. The college carries out thorough analysis of students' results as required by the Technology Colleges trust. This analysis demonstrates that the college contributes significantly to students' learning achievement. The vast majority attain higher standards than would have been predicted by their earlier test results. The standard of work seen in lessons was high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the college	Very Good. The vast majority of students are highly motivated, eager to learn and work hard. Many students take part in a wide range of extra-curricular activities.
Behaviour, in and out of classrooms	Very good. Students behave very well in class and around the college. They are trustworthy and courteous. Almost all learning takes place in a calm and purposeful atmosphere.
Personal development and relationships	Very good. Students respect each others' contributions in class and support one another. They are considerate and mature. Many take full advantage of the opportunities provided to exercise their initiative and demonstrate responsibility. Relationships are a strength of the college and have a significant positive impact on students' learning.
Attendance	Very good. Attendance is well above average and unauthorised absence is below. Punctuality to college and lessons is very good.

TEACHING AND LEARNING

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

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

Teaching and learning are significant strengths of the college. Half of all lessons observed were either very good or excellent and just over four lessons in every five observed were good or better. Teaching was at least satisfactory in all but one lesson. This is a further improvement on the good teaching that was noted in the last inspection. The teaching of English, mathematics and science is very good. Students start the college with good levels of basic literacy and numeracy skills, and teaching builds very effectively on these.

The main strengths of teaching are the high standards of knowledge teachers have of their subjects, and careful and detailed planning of what the students are going to learn. Learning proceeds at a good pace and students apply themselves well. The quality of marking is very good and students have a very clear understanding of how well they are doing and what they need to do to improve. The college meets the needs of all students well.

OTHER ASPECTS OF THE COLLEGE

Aspect	Comment
The quality and range of the curriculum	Very good. There are many opportunities for students to use ICT throughout the curriculum, especially in subjects like design and technology. There is a very good range of extra-curricular and enrichment activities, particularly in music and physical education. Productive links are made with feeder schools and the wider community. There are, currently, not enough opportunities for students to gain vocational qualifications.

Provision for pupils with special educational needs	Very good. Individual needs are very well identified. Very good support is provided by classroom assistants. The provision to withdraw pupils for extra help contributes to their very good progress in numeracy and literacy.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Social and moral development are strong features. There are many opportunities for students to take responsibility. The statutory requirement for collective worship is not met. Preparation for life in a multicultural society could be improved.
How well the college cares for its pupils	Very effectively. Teachers know the students well. Heads of year and pastoral managers look after the welfare of students very well. There are very good arrangements for keeping students and their parents informed on progress.

The curriculum meets all statutory requirements. Provision for personal, social and careers education and citizenship, both across the curriculum and in separate days devoted to a specific theme, has a positive impact on the personal development of students.

HOW WELL THE COLLEGE IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. Highly effective leadership by the headteacher and those with management responsibility at all levels has created a shared learning ethos and continuously improving academic standards. The senior management team has dealt very well with the headteacher's secondment to help another college.
How well the governors fulfil their responsibilities	Excellent. The governors are highly effective, knowledgeable and supportive of the college. They are very well aware of the college's strengths and areas for development.
The college's evaluation of its performance	Excellent. There are rigorous systems in place to monitor, evaluate and support teaching and learning. Assessment data is used very well to improve performance.
The strategic use of resources	Excellent. The budget and extra funding from technology college status are used well to support learning.

Key strengths are the energy and commitment of the headteacher and senior staff, who have the full confidence and support of a very good team of teaching and support staff. Together they create with students a very successful learning community which is responsive to the views of all its members. The college gives careful consideration to its spending options when purchasing resources and is effective at accessing external sources of funding.

PARENTS' AND CARERS' VIEWS OF THE COLLEGE

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The college is well led and managed. The teaching is good. Students are expected to work hard. Their children are making good progress. The college is helping their children become mature. 	<ul style="list-style-type: none"> The arrangements for homework.

The inspection confirms parents' positive views. There are good arrangements for homework. Students are given a timetable. Homework is set regularly and marked. Tutors, heads of year and senior management team regularly check homework logs, and students' use of logs is assessed in reports.

PART B: COMMENTARY

WHAT THE COLLEGE DOES WELL

Results are well above average in the tests at age 14 and at GCSE

- 1 Taken as a whole, students' attainment when they start at Wyvern is above the national average. The college builds on this, and students go on to attain correspondingly high results in the Year 9 national tests and at GCSE. Results in Year 9 tests are well above the national average and are rising in line with the national trend. GCSE results are rising faster than the national trend. The college achieves more A* and A grades at GCSE than happens nationally.
- 2 By the end of Year 11, attainment in English at GCSE is high. In 2002, 83 per cent achieved grades A* to C in English; 71 per cent achieved those grades in English literature. Over the last four years there has been a rising trend of improvement in English results. Students achieve better in English than in most of their other subjects. Although there is a gap between boys and girls the attainment of boys has risen steadily over recent years. By the end of Year 11, attainment in mathematics is high. In 2002, 75 per cent of students achieved grades A* to C. The performance of girls was particularly high with 83 per cent achieving grades A* to C and 20.1 per cent achieving A* and A grades. Standards in GCSE science are consistently high: 72 per cent of students achieved grades A* to C in 2002. These results are achieved through very good teaching and learning, and excellent leadership creating a positive ethos for improvement.
- 3 Most other subjects, including art, design and technology, French, history, information and communication technology and physical education, achieve GCSE results that are above average. German results were slightly below the national average in 2002. Unusually, geography results in 2002 were below the national average. The college attributes this to a weaker cohort of students. Results in previous years have been good, as was the standard of work observed in geography lessons.

Students achieve very well in Years 10 and 11

- 4 Through Years 7 to 9, by virtue of good teaching and the college's learning ethos, students make the progress that is expected of them. This lays a good foundation and they then go on to make particularly good progress through Years 10 and 11 compared with students in other schools or colleges with similar test results at age 14. The college is in the top quarter nationally for this progress measure. When compared with colleges with a similar small proportion of students eligible for free school meals the college's results are above average.
- 5 Students achieve so well because of the high level of pastoral care, support and monitoring in the college. Students are very well taught. Teachers have good links with feeder schools and build successfully on the work students have already done. A particularly strong feature is the quality of marking and feedback that ensures all students know exactly what they have to do to improve.
- 6 High-attaining students are well taught. They are stretched and challenged, and encouraged to learn independently. This enables most students to achieve the highest grades at GCSE of which they are capable. Students with special educational needs achieve very well. Those with statements of special educational

needs make very good progress in meeting the objectives set at their annual reviews. Others make good progress towards the targets set in their individual action plans. Students with special educational needs have positive attitudes towards work, particularly when in the smaller withdrawal groups. They make very good progress in most subjects, and classroom assistants support them well. Progress slows when course requirements are inappropriate and students fail to see the relevance of the subject material.

Teaching is very good with high expectations of students

- 7 Very good and excellent teaching was seen in most subject areas. The quality of students' learning mirrors the very high quality of teaching they receive and, as a result, students make good progress in Years 7 to 9 and very good progress in Years 10 and 11.
- 8 Teachers build effectively on students' good basic literacy and numeracy skills. They identify and emphasise key vocabulary. There is very good use of structured frameworks to encourage writing in many subject areas. Additional support for students developing basic skills in literacy is available through the use of Progress Units and at the breakfast reading club. Teachers make good use of a wide range of resources; for example, in a mathematics lesson on percentages, the teacher used an excellent display of striking sale posters, which pupils had collected, to illustrate the importance of being able to calculate percentages when purchasing goods. By the end of the lesson students were able to use efficient non-calculator methods to work out prices of goods in 'Bob's Bargain Basement'.
- 9 Teachers have very good knowledge and understanding of their subjects and use this to plan effectively for further progress. They are very clear about what they want students to learn in lessons and they share these learning objectives with students. They use starter activities well to recap previous work, emphasise key learning points and quickly involve students in a brisk start to lessons. For example, at the beginning of a Year 7 German lesson, students had to solve anagrams of the names of sports they had learnt in the previous lesson. Students were very eager to come out to the board, and the teacher used this exercise well to emphasise correct spelling and the connections between spelling and pronunciation.
- 10 Lessons are well structured with teachers planning for a variety of short activities that maintain students' interest and motivation. For example, in a Year 9 geography lesson on the water cycle, students went outside to investigate for themselves the infiltration of water into the college grounds and then settled down well to complete the written task. In a Year 11 English lesson where students were studying poems from other cultures, the teacher facilitated a very good level of discussion, encouraging students to develop their skills of critical analysis and a deeper understanding of ideas. Many students work independently on tasks. For example, in an ICT lesson, all students worked individually on a computer, following clear guidance, to create their own web site for a specific purpose. Students access resources when they need them, especially in science, design and technology, art and design, geography and music. Very effective use is made of ICT in the teaching and learning of most subjects, such as mathematics, science, music, art and design, design and technology, geography, business studies and information and communication technology.
- 11 Students have an excellent understanding of how well they are doing and they are very clear about what they have to do to improve further. This is emphasised by

teachers in lessons and through the very thorough and well-annotated marking of students' work. For example, in a Year 11 history lesson on the Wild West, students were helped to improve their grade C answers to A and A* level answers by adding examples, facts, arguments with supporting evidence and, finally, a summary judgement. Teachers readily use praise in lessons, both to the whole group and to individual students for their own personal achievements. For example, in a drama lesson where students were working on miming the impossible, the teacher used short but powerful expressions such as 'look at that!' and 'I love that!' to motivate and encourage students. The teacher then used questioning effectively to help students assess and evaluate individual performances and extend thinking about the significance of the speed of their actions.

- 12 Where teaching in a lesson lacked relevance to the experiences of students, and insufficient interest was generated by the activities, students drifted off task and the rate of progress slowed.

Leadership and management are excellent at all levels with rigorous systems of monitoring and evaluation in place

- 13 Highly effective leadership by the headteacher and senior management has created a learning environment with high expectations and continuously improving academic standards. The secondment of the headteacher to help another school in difficulty has been used creatively to share responsibility and develop leadership potential in a range of staff and has had a positive impact on the quality of middle management.
- 14 The governors support the college very well and are extremely knowledgeable. Through established links with departments and aspects of college life, they fulfil their monitoring role effectively. They have a clear, shared view of where the college is heading, and a thorough knowledge of its strengths and areas that can be developed further.
- 15 The college's evaluation of its performance is very thorough. A detailed analysis of examination performance is undertaken and this is then used to plan the focus for future work. There are rigorous systems of internal monitoring including lesson observation. Full and useful feedback is given, and effective follow-up action is taken. This is supplemented by external reviews of departments every two years. Performance management has been used effectively to raise the quality of teaching.
- 16 Leadership of special educational needs is purposeful. The learning support assistants are well trained and used very well in the great majority of lessons. The revised Code of Practice is in place and the procedures and principles are very well understood.
- 17 The features that make the leadership in the college very successful are:
- a clear and shared expression of the college's aims and objectives, summarised by the motto "Advance";
 - careful recruitment and deployment of staff, playing to strengths;
 - clear lines of communication and responsibility;
 - a collaborative and inclusive college development plan; no subject or aspect is marginalised;
 - the high quality of care and attention offered to staff and students of the college community by excellent pastoral leaders;
 - very good links with local colleges and the wider community and

- effective use of resources; the college was the first in the area to achieve specialist college status, and extra resources have had a positive impact on learning.

Students' attitudes are positive. Relationships are a strength. Students behave very well and respond to teachers with interest and enthusiasm.

- 18 Students like college and willingly take part in the wide range of opportunities on offer. Students' attitudes to learning are very good. The vast majority are highly motivated, willing to learn and work hard. For example, in a Year 7 music lesson the students were analysing the melody of the "Last Supper" from Jesus Christ Superstar. Their efforts and concentration were extraordinary. They thoroughly enjoyed the lesson and were keen to improve their performance. Similarly, Year 8 students were learning to use techniques used by impressionist painters in art and design. They worked purposefully and swiftly, taking pride and care in their painting. Only a few students find it difficult to concentrate and do not contribute properly to lessons. These are generally dealt with promptly.
- 19 Students' relationships with each other, with their teachers and other adults in the college are very good. They work effectively in pairs and small groups, when organising role-plays in drama or collaborating with their work in subjects such as geography, design and technology, and mathematics. This has a positive impact on their learning.
- 20 Students' behaviour is very good. Almost all learning takes place in a calm and purposeful atmosphere. There is a little unsatisfactory behaviour in a few classes but this is managed well. The students are trustworthy and show respect for each other's and college property. Movement around the college is calm and orderly and the older students look out for the younger ones. There is little bullying and it is quickly addressed. The rate of exclusions is high when compared with similar schools and colleges, but the vast majority of exclusions are for very short periods and the students involved are given good support. The college sets high standards for behaviour to support learning and exclusions are a clear reminder that boundaries have been crossed. Parents agree with this policy and the college is quick to involve them when there are problems.

The college provides very effective support for students and monitors their well-being and progress carefully.

- 21 There are very good arrangements to help students transfer from primary school and settle into secondary education. Heads of year are allocated generous time for pastoral duties and are supported well by senior managers. The Inclusions managers, especially appointed to help children with difficulties, give one-to-one guidance to students where there is a pattern of concern. The college works very well with outside agencies to give extra support. The full-time welfare assistant is readily accessible to the students. Year 10 students are trained to give peer support, and the prefects are attentive to the welfare needs of other students. All these extra initiatives provide a level of care better than is normally seen and the college continually strives for further improvement. Parents are confident to approach the college with their concerns, and the students readily seek help from staff. In these ways the college ensures that the needs of individual students are met; they are happy and confident to get on with their learning.

- 22 The arrangements for monitoring and improving behaviour are very good. The college's code of conduct sets high standards and students know what is expected. The behaviour policy emphasises a positive approach. It is regularly discussed with staff, and parents are kept well informed. Students are praised for good work, noteworthy effort, helpfulness and responsible behaviour. They value the system of rewards. There are effective systems for monitoring and addressing unsatisfactory behaviour. Specific incidents or concerns in class are addressed by the teachers, with support from heads of department.
- 23 The arrangements for monitoring and supporting pupils' academic and personal development are very good. The procedures for reviewing academic performance are better than normally seen. They include one-to-one discussions between students and their tutors to review performance and set targets. Heads of year run after-college clubs to help identified students who are not performing to their full potential. The college systematically seeks ways to praise all students and build their self-esteem.

Students' social and moral development are very good.

- 24 These aspects of the college's provision were identified as strengths in the previous inspection and continue to be very good. Students' social skills are very good. They respond to the many opportunities to take initiative and exercise responsibility, such as the college council, prefect system, charity work and peer-group support. The younger students prepare and lead assemblies and help with routines around the college.
- 25 Students' moral development is very good. Students are polite, thoughtful and helpful and know the difference between right and wrong. They learn to listen, think and consider the consequences of what they do. They respect each others' contributions and support each other. Adults set a good example, in and out of lessons. Moral issues are covered well in many subject areas, such as in an English lesson examining the ethics of war photography and through the use of contemporary case studies in drama lessons.

The curriculum is enriched by a wide range of opportunities, in and out of college, which extends students' experiences well.

- 26 The planning of the curriculum is very thorough and includes activities that stimulate students' imagination. The allocation of time provides an appropriately strong emphasis on English, mathematics and science whilst at the same time meeting well the statutory requirements for other subjects of the National Curriculum. Technology, in particular, has developed well over recent years and has broadened the curriculum with the introduction of subjects such as systems and control in design and technology and the extensive use of ICT.
- 27 There is good ICT provision for all students. They all receive ICT lessons and have many opportunities to develop and apply these skills in a variety of subject contexts. Many use the Internet and computer programs for research and revision, for example in science and for programming computer-aided design and manufacture in design and technology. Most schemes of work identify opportunities for the use of computers.
- 28 There is a good range of opportunities for students with special educational needs. They are integrated well in lessons and there are regular opportunities each week for

students to be withdrawn from lessons for additional help. This results in good gains in their literacy and numeracy skills. There is very effective provision for the gifted and talented; their needs have been identified and schemes of work in many subjects reflect this. There are opportunities to take GCSE mathematics early and take additional subjects to broaden their experience. Coursework clubs and clinics are organised by many subjects to enhance the curriculum offered and support students who require additional help.

- 29 Provision for additional activities, particularly sport and music is a strong feature that widens further the range of opportunities and promotes very well students' enthusiasm for the college. This has a powerful impact on pupils' enthusiasm, contributing significantly to the high standards in music and physical education. There is a wide range of successful sports clubs and teams, and a significant percentage of pupils take part in various musical groups and productions. The college's band has reached the national finals four times in the last eight years. There is a wide range of other after-college clubs for activities such as homework, coursework, science, technology and ICT.

WHAT COULD BE IMPROVED

The implementation of plans to improve provision of vocational education for older students.

- 30 Currently, there are not enough opportunities for students to gain alternative, and sometimes more appropriate, qualifications to the GCSE as preparation for the next stage of their life. Further consideration of GNVQ courses was an issue raised in the previous inspection report.
- 31 The vocational pathways available are limited. A very few students attend the local further education college to follow specific programmes. All Year 11 students are studying for an ICT qualification through either a GNVQ course or a key skills course, but the context of the key skills projects are not always made relevant to the students and do not motivate them and capture their interest. Students have the option of studying GCSE business and communication systems, but real life case studies, visits to local industry and commerce or visitors are not often used. In other areas of the curriculum work-related learning is tackled well. For example, in mathematics lessons, when the focus is on developing basic skills, this is often done in a context relevant to the students using the Skandia financial management project.
- 32 The college does have plans to introduce the Youth Award Scheme in September 2003, and plans are being considered to extend and develop vocational provision between the local cluster of secondary colleges and the local further education college, in line with national proposals for 14-19-year-old students.

Build on the significant improvement in boys' results to narrow the gap between the attainment of boys and girls at GCSE to national levels

- 33 Examination results for 2002 show that boys did very well. Their starting point was lower than the girls' but the girls did outstandingly well. This relative underperformance of boys compared with girls, in some subjects at GCSE, was a key issue in the previous inspection report. Since then the college has initiated a variety of strategies to improve the self-esteem of boys and to improve their examination results relative to those of girls. These strategies have been successful in some years in reducing the gap between performance. However, in 2002, there

was a significant gap between the attainment of boys and girls. Boys achieved 63.9 per cent grades A* to C at GCSE compared with girls' achievement of 84.6 per cent. A difference of 20.7 per cent compared with a national difference of 10.6 per cent.

- 34 The standard of attainment on intake is markedly lower for boys than girls but this gap is virtually closed by age 14. This has not been true in the past and shows improvements are being made. In the 2002 national tests for English, the gap between boys and girls was less than the national difference and boys achieved better than girls in science. The gender difference reasserts itself at GCSE with, in 2002, a marked difference in results occurring in English, history, mathematics, French and science. There are gender imbalances in some groups. In a few of these classes, especially where teaching is not made relevant and interesting, lack of attention and poor behaviour occur. Gender stereotyping is noticeable in the option choice at age 14, with few girls choosing to study physical education and few boys choosing religious education or drama. The current curriculum in Years 10 and 11 is more suited to girls than boys because of the limited range of vocational courses.

WHAT SHOULD THE COLLEGE DO TO IMPROVE FURTHER?

- 35 In order to raise standards even further, the governors, headteacher and teaching staff should:

(1) Implement plans to improve the provision of vocational education for older students by:

- exploring new vocational pathways;
- sharing existing good practice; and
- improving the relevance and vocational context of business and communication systems and GNVQ key skills.

(2) Build on the significant improvement in boys' results to narrow the gap between the attainment of boys and girls at GCSE to national levels by:

- extending the strategies already in place to support the teaching and learning of boys;
- ensuring the pattern of subject options and other choices available encourages positive course selection;
- examining the criteria for setting arrangements and considering gender balance in sets; and
- continuing to enlist the involvement of parents in raising the aspirations of boys.

PART C: COLLEGE DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	10	28	25	14	1	0	0
Percentage	13%	36%	32%	18%	1%	0%	0%

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the college's pupils

Pupils on the college's roll	Y7 – Y11
Number of pupils on the college's roll	1313
Number of full-time pupils known to be eligible for free school meals	42

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	9
Number of pupils on the college's special educational needs register	140

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last college year	No of pupils
Pupils who joined the college other than at the usual time of first admission	10
Pupils who left the college other than at the usual time of leaving	17

Attendance

Authorised absence	Unauthorised absence
%	%

College data	5.9
National comparative data	7.8

College data	0.3
National comparative data	1.2

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

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

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2002	139	125	264

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	111	116	118
	Girls	109	95	96
	Total	220	211	214
Percentage of pupils at NC level 5 or above	College	84 (84)	80 (78)	81(80)
	National	66 (64)	67 (66)	66 (66)
Percentage of pupils at NC level 6 or above	College	46 (59)	58 (52)	47 (46)
	National	32 (31)	45 (43)	33 (34)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	104	116	119
	Girls	102	102	101
	Total	206	218	220
Percentage of pupils at NC level 5 or above	College	78 (74)	83 (82)	83 (72)
	National	67 (65)	70 (68)	67 (64)
Percentage of pupils at NC level 6 or above	College	51 (40)	62 (52)	45 (38)
	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)

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2002	119	104	223

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	76	118	119
	Girls	88	102	103
	Total	164	220	222
Percentage of pupils achieving the standard specified	College	74 (73)	99 (98)	100 (100)
	National	50 (48)	91 (91)	96 (96)

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

GCSE results		GCSE point score
Average point score per pupil	College	50.2
	National	39.8

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

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

Ethnic background of pupils

Exclusions in the last college year

Categories used in the Annual College Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	1290	63	1
White – Irish	3		
White – any other White background	6		
Mixed – White and Black Caribbean	2		
Mixed – White and Black African	0		
Mixed – White and Asian	2		
Mixed – any other mixed background	2		
Asian or Asian British – Indian	2		
Asian or Asian British – Pakistani	0		
Asian or Asian British – Bangladeshi	0		
Asian or Asian British – any other Asian background	0		
Black or Black British – Caribbean	0		
Black or Black British – African	1		
Black or Black British – any other Black background	0		
Chinese	2		
Any other ethnic group	2		
No ethnic group recorded	1	1	

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

Teachers and classes

Financial information

Qualified teachers and classes: Y2002 – Y2003

Total number of qualified teachers (FTE)	79.1
Number of pupils per qualified teacher	16.6

Education support staff: Y2002 – Y2003

Total number of education support staff	24
Total aggregate hours worked per week	601

Deployment of teachers: Y2002 – Y2003

Percentage of time teachers spend in contact with classes	76.7
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Average teaching group size: Y2002 – Y2003

Key Stage 3	24.70
Key Stage 4	20.91

Financial year	2002/3
	£
Total income	3729222
Total expenditure	3688836
Expenditure per pupil	2895
Balance brought forward from previous year	40602
Balance carried forward to next year	80988

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the college during the last two years	16.9
Number of teachers appointed to the college during the last two years	22.63
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3.07
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1313
Number of questionnaires returned	177

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes college.	24	64	10	2	1
My child is making good progress in college.	44	49	6	1	1
Behaviour in the college is good.	21	69	7	0	3
My child gets the right amount of work to do at home.	17	59	20	4	0
The teaching is good.	26	68	3	1	3
I am kept well informed about how my child is getting on.	29	54	14	2	1
I would feel comfortable about approaching the college with questions or a problem.	39	51	7	2	2
The college expects my child to work hard and achieve his or her best.	54	45	1	0	0
The college works closely with parents.	22	58	16	2	2
The college is well led and managed.	49	45	2	0	4

The college is helping my child become mature and responsible.

The college provides an interesting range of activities outside lessons.

36	58	5	0	2
33	56	5	1	4