

Addendum to the report

An error was made in the report that was originally published. On the final page, the grade for 'The quality of the school's links with the community' is now 2 (very good) rather than 3 (good).

INSPECTION REPORT

CASTERTON COMMUNITY COLLEGE

Stamford

LEA area: Rutland

Unique reference number: 120289

Headteacher: Mr R Bird

Lead inspector: W Keast

Dates of inspection: 3rd – 6th November 2003

Inspection number: 258593

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:	Foundation
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
Number on roll:	792
School address:	Ryhall Road Great Casterton Stamford
Postcode:	PE9 4AT
Telephone number:	01780 762168
Fax number:	01780 766628
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Ainsworth
Date of previous inspection:	19 th January 1998

CHARACTERISTICS OF THE SCHOOL

Casterton is a Foundation community college for pupils aged 11 to 16. With 792 on roll, it is smaller than most secondary schools. It provides day care facilities for young children, and adult education during the day and in the evening. The college has a large rural catchment in Rutland and also serves the town of Stamford, in Lincolnshire, from which it draws a third of its intake. Stamford operates a selective system. The large size of the catchment area has a major influence on how the college organises its day. In general, boys outnumber girls, and the balance between boys and girls can be very erratic. The number of pupils who arrive or leave the college, at times other than at the beginning or end of a year is above average, partly as a result of the intake from RAF families, but this does not have a major impact on achievement. The school has Investor in People status, has gained Careermark recognition and recently been awarded Sportsmark.

Pupils are almost entirely of white British origin and no pupil with English as an additional language is at an early stage of learning English. Pupils' attainment on entry is average and, overall, their backgrounds are neither advantaged nor dis-advantaged although there are small areas of rural deprivation. The current number (52) of pupils with identified special educational needs is broadly average; 13 have statements of need. The most common identified needs of these pupils are specific learning needs (dyslexia), moderate learning difficulties, and social, emotional and behavioural difficulties. There is a lower than average take-up of free school meals.

The college is currently involved in a major building programme. Work is in progress to replace accommodation for science and to adapt existing buildings for the expressive arts.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1522	W Keast	Lead inspector	
19798	J O'Keefe	Lay inspector	
32278	D Roberts	Team inspector	English
1503	T Browne	Team inspector	Mathematics
3242	M Newman	Team inspector	Science
2495	B Munden	Team inspector	Information and communication technology Design and technology
30749	H Boyle	Team inspector	Art
10817	G Rayner	Team inspector	Geography, history
10575	B Stephens	Team inspector	Modern foreign languages
20767	J Royle	Team inspector	Music
30800	B Colley	Team inspector	Citizenship, physical education
31372	R Hardwick	Team inspector	Special educational needs Religious education
31682	A-M Storey	Team inspector	

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Casterton Community College is an effective college providing good value for money. Pupils reach above average standards and these are rising faster than the national trend. Teaching and learning are good. Pupils achieve well from average attainment levels on entry to the school. The leadership of the principal is very good and leadership and management of other key staff are good. The college has very good links with its local community.

The school's main strengths are:

- Above average examination results, reflecting good achievement by the pupils.
- Pupils learning well as the result of good teaching.
- A good learning ethos in which pupils behave well and have good attitudes to learning.
- The good care that it takes of its pupils and the very good support and guidance it provides.
- Links with its local community and the provision it makes for the community are very good.
- The good leadership and management which are driving the college forward.

Improvement since the last inspection has been good. A significant improvement in accommodation has been achieved. Standards have risen and strengths have been maintained. Most issues raised in the previous report have been successfully resolved, particularly sharing good teaching practice and more rigorous monitoring and evaluation of pupils' work and classroom practice. Curriculum developments have widened learning opportunities. The college chose not to totally re-organise its timetable in response to the last inspection's concerns so that curriculum time remains below that recommended nationally. Religious education has twice as much time in Years 10 and 11 but this is still too little.

STANDARDS ACHIEVED

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with:	all schools			similar schools
	2001	2002	2003	2003
	C	B	B	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 9.*

Pupils achieve well. Test results at the end of Year 9, in 2003, were above the national average and above average for similar schools. Results in science were strongest, being well above average, and were weakest in English where they were average. Significantly more pupils reached the higher National Curriculum levels in mathematics and science than in English. Current standards are above average and are particularly high in science. All pupils are achieving well. GCSE results are improving and, in 2003, a well above average proportion of pupils gained five or more grades A* to C. This group of pupils achieved much better than did pupils nationally and in similar schools. Current standards are above average and are particularly high in science and art. In no subject are standards below average. All pupils are achieving well. Standards are not as high as they should be in statutory religious education because there is not enough time to cover the requirements of the Agreed Syllabus.

Pupils' personal qualities, including their social, moral, spiritual and cultural development are good. Pupils clearly enjoy coming to the college and as a result attendance levels are high. Most pupils work hard and behave well. A small minority, however, have less positive attitudes and this adversely affects both their behaviour and progress.

QUALITY OF EDUCATION

The college provides a good quality of education.

Teaching is consistently good across the college. Teachers use their subject knowledge and understanding of examination requirements to focus lessons on helping pupils to learn. Pupils find lessons are fun. The variety of activities help lessons move at a brisk pace and, because these capture their interest, pupils work hard and learn well. Marking clearly tells pupils how well their work relates to National Curriculum levels or examination grades. Teachers' comments give clear guidance as to how pupils can improve their work. Occasionally, work was less challenging and some teachers had difficulty managing the poorer behaviour which results. On these occasions, pupils did not learn as much as they could and teaching was unsatisfactory.

In Years 10 and 11, the learning opportunities provided by the curriculum meet pupils' needs well. The extra-curricular opportunities, in session 4, are accessible to all pupils and provide good support and enrichment to the taught curriculum. Curriculum time is below the national recommendation but, overall, this has had little impact on achievement as a whole. However, the balance of time has affected religious education in Years 10 and 11, and the 35 minute period is too short to get the best outcomes in art, drama and music in Years 7 to 9. Pupils are particularly well supported and guided following from regular and careful monitoring of their behaviour and progress. Provision for the local community is very effective and the links here are very strong.

LEADERSHIP AND MANAGEMENT

Leadership and management in the college are **good**, with the leadership of the principal being very good. Despite considerable and important strengths in financial and business matters, the governance of the college must be deemed unsatisfactory as governors have not ensured that statutory requirements in collective worship and religious education in Years 10 and 11 are met. The central leadership team is a coherent group and shares a common sense of direction with staff at all levels in the college. Good monitoring procedures lead to good work to promote and develop teaching. Finances are well managed and the college applies the principles of best value well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school. They say their children like school and that settling in arrangements are very good. They think their children are well taught, by teachers who expect children to work hard, and make good progress. They say the school is approachable and, although they are less sure about behaviour, their children are not bullied. One in five does not feel the school seeks their views. Pupils agree with their parents comments on teaching and teachers and they think it is a good college to be at. Half the pupils do not believe they behave well and say that there is bullying. In discussion during the inspection the great majority of pupils did not, however, see bullying as an issue, being convinced any reported incident would be effectively dealt with.

IMPROVEMENTS NEEDED

The most important things the college should do to improve are:

- In the curriculum, provide an appropriate balance of time between subjects, increase the teaching unit beyond 35 minutes and increase the overall teaching time to the national recommendation.
- Tackle the inconsistencies in practice across the college; of work which challenges pupils, the use of formative marking, and the use of the college's behaviour management systems.

and, to meet statutory requirements:

- A daily act of collective worship for all pupils.
- Sufficient time in years 10 and 11 to meet the requirements of the agreed syllabus in religious education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Results in national examinations are **above average**. Standards in Years 9 and 11 are above average and pupils in these years are achieving well. Pupils' language and literacy skills are satisfactory and their competences in mathematics and ICT are good. Pupils with special educational needs and the gifted and talented achieve well.

Main strengths and weaknesses

- Above average results in the national test at the end of Year 9 in 2003.
- Above average GCSE results in 2003 when comparing the average total point score.
- Significantly above average results in English, mathematics and science but below average in drama and German in 2002.
- Current standards are above average, particularly so in science, and in art in Years 10 and 11.
- Overall, all pupils are achieving well, although achievement is not high enough in statutory religious education in Years 10 and 11.

Commentary

Standards in national tests at the end of Year 9 – average point scores in 2003

Standards in:	School results	National results
English	33.1 (33.7)	n/a (33)
mathematics	36.5 (35.6)	n/a (35)
science	36.0 (34.8)	n/a (33)

There were 155 pupils in the year group. Figures in brackets are for the previous year

1. Results in the national testing at the end of Year 9 were above the national average and above the average for similar schools. Results in science were strongest, being well above the national and similar schools averages. Mathematics results were above both averages. In English, results were average but below those of similar schools. A higher proportion of pupils achieved the higher levels in science and mathematics, than in English. The college met the targets it had set in science and mathematics but did not quite meet that in English. On average over the three years to 2002 there is little difference between the performance of boys and girls. The trend in results over recent years is broadly in line with the national trend. National analysis suggests that these pupils achieved as well as those in similar schools.

2. Overall, the standards seen in Year 9 were above average. In English and mathematics standards were above average and, in science, well above. Overall, pupils of all abilities are achieving well as they progress from the standards they had reached when they joined the school. Their achievement is very good in science where good teaching combines with very consistent and well-managed procedures. Standards in art, ICT and history were also above average. Pupils are achieving well in these subjects, and in physical education, drama and design and technology where their attainment on entry was lower. In no subject were standards below average or were pupils underachieving. Pupils with special educational needs and gifted and talented pupils generally achieve well.

Standards in GCSE/GNVQ examinations at the end of Year 11 in 2003

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	64 (63)	n/a (50)
Percentage of pupils gaining 5 or more A*-G grades	96 (97)	n/a (91)
Percentage of pupils gaining 1 or more A*-G grades	96 (99)	n/a (96)
Average point score per pupil (best eight subjects)	37.3 (38.9)	n/a (n/a)

There were 153 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

3. In 2003, a well above average proportion of pupils gained 5 or more grades A* to C, and 5 or more grades A* to G. These proportions were also well above similar schools' averages. The proportion who gained at least one pass was average but there were quite justifiable reasons why these pupils were not successful. Some were no longer at the school. The average point score per pupil in their best 8 subjects was above national and similar schools' averages. The college exceeded its 5 or more grades A*-C target. As yet, there are no national subject comparators but English, mathematics and science have maintained the high results of the previous year. In German, in 2002, a significantly below average number of those entered gained a grade A* to C grade. However, the college entered three times as many of its pupils as other schools, and, as a year group, these pupils' results were above average. German results in 2003 were higher. On average, over the three years to 2002, there has been little difference between the performance of boys and girls. Both are similarly above the national averages. The college's results over recent years have been rising more rapidly than results nationally. National analysis suggests that these pupils achieved much better than did pupils nationally and in similar schools.

4. The standards seen in Year 11 were above average, overall. They were highest in science and art and were above average in English, mathematics, drama, history, citizenship and physical education. Standards were average in all other subjects. Pupils are achieving well as they build on their attainment at the beginning of the year. This is largely as a result of the consistently good teaching they experience. Pupils underachieve in statutory religious education because they have insufficient time to fulfil the requirements of the Agreed Syllabus. Pupils with special educational needs and gifted and talented pupils continue to achieve well.

Pupils' attitudes, values and other personal qualities

Pupils clearly enjoy coming to the college and as a result attendance levels are high. Most pupils work hard and behave well. A small minority, however, have less positive attitudes and this adversely affects both their behaviour and progress. Pupils' personal development is **good**.

Main strengths and weaknesses

- Well above average attendance levels and very good punctuality at the college maximises time and opportunity to learn.
- Good attitudes in lessons overall, although a small minority of pupils have more negative attitudes and are not always managed well.
- Good behaviour seen around the college and overall in classrooms supports learning.
- Pupils respond well to opportunities to take responsibility.
- Bullying, when it occurs, is dealt with effectively.
- Moral and cultural guidance is good and social development is fostered well but too little is still done to promote spiritual development.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.5
National data	n/a (7.8)	National data	n/a (1.2)

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

5. Attendance levels at the college are well above those found nationally and, due to staff's vigilance in following up absences, these figures are improving further. Pupils arrive punctually in the mornings and lessons start on time. Most pupils have good attitudes to college, their work and others. A small minority of them however, are less enthusiastic and attempt to disrupt lessons, often when not managed or motivated well by teachers. Pupils behave well in lessons and around the college.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	772	121	3
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	1	0	0
Black or Black British – African	2	0	0
Any other ethnic group	2	1	1
No ethnic group recorded	12	0	0

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

6. There was a high number of exclusions in the year before the inspection. These were almost all fixed term exclusions and the number is now declining. The use of this sanction is an effective part of the behavioural management programme at the college. Most pupils treat each other and staff with courtesy and respect. Pupils are confident that should an incident of bullying occur, it would be dealt with promptly and effectively. Many pupils have responsibilities around the college, for instance in the corridors at break times or as helpers in the library. They take these roles seriously and respond to them in a mature way.

7. Pupils' social development is very good. Pupils work together effectively when they are given the chance to do so. The broad range of extra-curricular activities and extension work makes a very good contribution to their social development. Older pupils' involvement in a paired-reading scheme has been recognised by a Diana Princess of Wales award. Cultural and moral development are both good. Pupils are made aware of our multi-cultural society through visits to major cities and teaching on world religion. Visits and exchanges give pupils an insight into our artistic and European heritage whilst citizenship lessons and productions in music and drama give pupils an appreciation of their own culture. The college council gives a good insight into civic responsibilities and makes a positive impact on pupils' understanding of how communities resolve problems. Pupils treat each other and the college environment with respect. Teachers are very good role models and teach pupils to distinguish right from wrong.

8. Spiritual development is satisfactory but under-developed. Assemblies give good opportunities for pupils to consider moral issues and to reflect satisfactorily in a spiritual dimension. Tutor time does not include a collective act of worship although, occasionally, there is time for reflection and moral issues, such as bullying, are discussed. Although there is a scheme of work for spiritual, moral, social and cultural education, planning for its delivery across subjects is inconsistent.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

This is **good**. Teaching is consistently good and leads to good learning. The curriculum satisfactorily meets the needs of younger pupils and it meets the needs of older pupils, well. These learning opportunities are well supported by a good extra-curricular programme. Pupils are well cared for, and supported and guided very well. The college works well with parents and has very good links with its community.

Teaching and learning

Good teaching throughout the school leads to good learning. Lessons are well-planned, teachers have good subject knowledge and assessment is used effectively to raise standards. Most lessons are very well constructed, which enables pupils to learn effectively. Relationships are generally positive. Very occasionally teaching is unsatisfactory because of lack of pace or poor behaviour management. Teachers' marking and assessment of pupils' work is good and the way they use this information is generally consistent across subjects.

Main strengths and weaknesses

- Good teaching in all years, in nearly all subjects leads to good learning and achievement.
- Teachers' enthusiasm, good subject knowledge and understanding of national curriculum criteria and examination requirements.
- Very good planning and tight structuring of most lessons into manageable sections enables pupils to consolidate their learning and acquire knowledge very effectively.
- The brisk pace and momentum of many lessons result in pupils being fully involved in activities and on task for extended periods, but in a few lessons there is a lack of pace, which results in pupils not concentrating on their work and wasting time.
- The good management of pupils allows the majority of lessons to proceed without disruption.
- Very good tracking of pupils' attainment and progress, and good analysis of their oral and written contributions in lessons, inform target-setting for individuals and the whole class.
- Marking in class and in pupils' books gives pupils a clear indication of what they need to do to improve.

Commentary

Summary of teaching observed during the inspection in 107 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (1%)	24 (22%)	54 (51%)	25 (23%)	3 (3%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

9. Within the overall good teaching in subjects there were some differences. Teaching in design and technology, geography, German, citizenship in Years 7 to 9, and religious education in Years 10 and 11 was satisfactory.

10. Clear strengths of teaching are teachers' enthusiasm and their good subject knowledge and their understanding of the examination requirements. As a result, they give clear explanations of new ideas, easily re-phrasing their explanations if pupils find difficulty in understanding. Work is planned which is clearly focused on future examination success. This helps pupils to learn well and to maximise their achievement.

11. In most lessons, teachers plan the work into smaller units, often each with a different activity. In the best lessons, these activities are timed, there is a sense of urgency and the lesson moves at a brisk pace. This engages pupils' interest so that they concentrate, work hard and learn and achieve well. In their response to the pupil questionnaire, many wrote that they enjoyed 'lessons which were fun'.

12. In nearly all lessons, pupils were well managed. The atmosphere was calm and orderly, pupils quickly settled to their work, made the fullest use of the time available and achieved well. However, there are a minority of pupils who, if they are not well-managed, cause behavioural problems and adversely affect the learning and achievement of others. In a small number of lessons there was some disruption, due either to work which did not challenge or a failure to implement the school's clear behaviour management policy.

13. The National Key Stage 3 Strategy has recently been implemented in English, mathematics, science and several other subjects. Although practice is not yet completely consistent, the strategy is already effecting an improvement in standards. Many lessons have the common structure of a focused starter activity, to get pupils quickly into the lesson, a main learning activity and a plenary session in which the learning outcomes of the lesson are identified and reinforced. It is common practice in the school to share with pupils what the teacher expects that they will learn during the lesson. This helps pupils to recognise that they are learning and to identify where they may still have problems. As a result they achieve well.

14. Pupils' work is well marked, and clearly related to National Curriculum levels or examination grades. This gives pupils a clear idea of the level at which they are currently working. Teachers provide good written guidance, in the form of annotations to work, which helps pupils to understand and know what they must do to raise the standard of their work. Within this good picture there is some inconsistency in practice, both within and between subjects, which has not been identified through close monitoring. Good records are kept, at subject and whole school level, so that individual progress can be identified and monitored. In this way, teachers are able to respond more easily to the needs of individuals and help them to improve.

15. Pupils work well together, in pairs or small groups, for example in lessons in science, physical education and English. In drama, pupils are not always initially willing to work in mixed gender groups, but the teachers work successfully to overcome this reticence rapidly. The higher-attaining pupils are helped to achieve well by the high expectations teachers have for them and the challenge within the work they are given, for example, in investigatory work in science, or discussion and debate in English. The lower-attaining pupils and those with special educational needs also achieve well because they are well supported. Learning support assistants work closely and well with the class teacher.

The curriculum

The college provides a **satisfactory** range of curricular opportunities overall. The range is **good** in Years 10 and 11. These are supported and enhanced by the **good** range of additional opportunities made available during session 4. There are sufficient qualified and experienced teachers to teach the curriculum with, overall, **satisfactory** accommodation and learning resources.

Main strengths and weaknesses

- The curriculum in Years 10 and 11 provides a broad range of opportunities to meet the learning needs of all pupils well.
- The curriculum is supported and enriched by a good range of additional opportunities made accessible to all pupils.
- Pupils achieve well despite the taught time being below the national recommendation. However, the 35 minute period is too short for some subjects and the college does not meet the requirements of the Agreed Syllabus for religious education in Years 10 and 11.
- The library is an excellent learning resource.
- Newer buildings provide good teaching areas although the quality of the teaching provision for science and drama is currently unsatisfactory.

Commentary

16. The learning opportunities in Years 7 to 9 meet national requirements. They are extended by the inclusion of drama but the weekly 35 minutes given for this subject restricts the value which can be gained. Pupils with special educational needs and lower-attaining pupils are supported well by learning support assistants, through literacy booster classes and small withdrawal groups for additional literacy work. Higher-attaining pupils are challenged well by the teaching in most subjects.

17. In Years 10 and 11, the learning needs of pupils are met well by the range of options available to them. Higher-attaining pupils are able to study for examination in citizenship, lower-attaining pupils continue to be well supported in lessons. An alternative curriculum, offered in co-operation with the local college of further education, provides effectively for a small number of potentially disaffected pupils.

18. The programme for pupils' personal and social education (PSE) is good and meets statutory requirements. The separate strands of citizenship, guidance and the tutorial programme link together well. The college has maintained its late-bussing arrangements to provide all pupils with access, three days a week, to a good range of additional activities. The college runs the typical programme of clubs and group activities; physical educational opportunities are particularly strong. Additionally, the college offers master classes for the higher-attaining pupils, opportunities to study additional accredited courses in history, ICT, Spanish and the Junior Sports Leader Award. Good art and drama extension work, homework and subject support are available on a regular basis. These opportunities are good and support and extend pupils' learning well.

19. The college, as at the time of the last inspection, does not provide the nationally recommended time for teaching. Overall, this has not detracted from the results that pupils gain or their achievement. However, it has had a more localised impact. The teaching period of 35 minutes is too short a unit of time to develop pupils' learning and experience fully, particularly in art, music, drama. Although increased since the last inspection, too little time is given to the teaching of religious education in Years 10 and 11, for the requirements of the Agreed Syllabus to be met. This is the most obvious outcome of the continuing need to share out the available teaching time to reflect college priorities and subject need. Planning is well advanced to resolve both the curriculum time and the period length for September 2004.

20. The college has sufficient teachers to meet the demands of the curriculum it offers. Financial constraints limit the number of additional support assistants and technician help that can be provided. Teaching bases in the newer buildings are good and the provision of specialist rooms is satisfactory. The accommodation for science and drama is unsatisfactory. The science problem will be resolved when the current building programme is completed and the drama problem will be resolved in the subsequent re-modelling. The ICT provision has improved and there are good machines available for pupil use. Despite this, the college does not have enough facilities to ensure that all subjects can have easy access to computers, when needed, to teach all their planned activities. Although small, the library is an excellent learning facility and is extremely well managed.

Care, guidance and support

The college takes **good** care of its pupils. Staff know pupils well and **very good** personal support is provided for them. The college both listens to and values the pupils' views.

Main strengths

- Good relationships between staff and pupils.
- Very good personal support provided for pupils.
- Good systems for health and safety, child protection and general welfare.
- The induction of primary pupils into the college and the transfer from the college are managed well.
- Pupils have good opportunities to express their views.

Commentary

21. Pupils are very satisfied with the effective induction arrangements provided for them. They say they feel safe in the college and that there is always someone they can talk to if they need advice or support. As a result they settle quickly and easily into the college's routines. Good arrangements are in place for ensuring health and safety of all, with all required safety checks and risk assessments undertaken.

22. As a result of the good relationships that exist between pupils and staff, pupils receive very good personal support from the college. The pastoral team are caring, committed and strive to meet each pupil's personal needs. Information is carefully shared between them, enabling appropriate support, praise and advice to be given where needed. Welfare systems are well-organised and the college nurse is available on a regular basis for older pupils to see for confidential advice or information.

23. The very effective monitoring of pupils' progress ensures that they all know, not only their currently achievement levels, but also what are their targets for further improvement. Within the special needs area, record keeping and the analysis of information against which progress and success can be evaluated is meticulous. Pupils have an opportunity to contribute to their own annual reports by listing their achievements and areas requiring more effort. The college council is well-organised and gives pupils an effective opportunity to have their say about the college and its work.

24. The careers education programme is good and it ensures that pupils are given clear and unbiased advice about educational opportunities beyond the age of 16.

Partnership with parents, other schools and the community

The college has fostered **good** links with parents who are appreciative of the care and education that it provides for their children. Provision for the local community is very effective and the links here are very strong. There are **satisfactory** links with other schools and colleges.

Main strengths and weaknesses

- Parents are happy with the work of the college and they support pupils' learning well.
- The quality of the information that the college provides to parents is good.
- Good business links are being forged.
- Very good provision for community education.
- Links with the local college of further education are good but curriculum links with primary schools are limited.

Commentary

25. Parents are happy with the care and education their children receive at the college. They are kept well informed on both general matters and how well their children are progressing, through regular newsletters, information and consultation meetings, and annual reports. The college works hard to include parents' views through conducting regular surveys. Parents support their children's learning well through contributions to pupils' planners and by their attendance at any meetings held by the college. Parental attendance at special educational needs reviews is very good and their views are given full account. Parents give good support to the successful fund raising efforts of the parents' association.

26. The college has established very effective links with the local community and meets its needs very well. A good range of well-organised schemes are provided, on site, for a wide spectrum of the local community. For instance, the very young in the childcare centre, the elderly through lunch clubs and courses, as well as a wide range of adult learning opportunities for all. In excess of 900 local people use the college premises each week, mostly taking part in adult education classes and sporting activities both during the day and in the evenings. This provision is managed well by the principal and his programme managers. Through these programmes other useful links have been forged with local businesses and the Royal Air Force which support and contribute to pupils' education.

27. Although the college liaises well with its feeder primary schools with regard to transfer and induction arrangements for new pupils, curriculum links with them are currently under-developed. Good links have been established with further education colleges which support the opportunities for learning in Years 10 and 11 and ensure that pupils have the widest possible choice for the next stage of their education.

LEADERSHIP AND MANAGEMENT

The principal provides **very good** leadership within the college, well supported by the **good** leadership of others in key positions. Management at all levels is effective. Despite important and considerable strengths, the governance of the college must be deemed **unsatisfactory** in that governors have not ensured that all statutory requirements are met.

Main strengths and weaknesses

- The principal has a clear vision and strong commitment to the college.
- There is good leadership and management from the central leadership team and other staff with key responsibilities.
- Governors have a strong commitment to the college and have made valuable contributions to its improvement, but do not ensure that it meets all of its statutory responsibilities.
- Financial management is efficient.

Commentary

28. The principal is dedicated to the college, as an institution striving to continuously improve its ability to help all to attain their full potential, and provides very good leadership. A keen awareness of the very specific nature of the college has guided a discriminating approach when considering suggested improvements and a determination only to accept those which are genuinely believed to serve the interests of its pupils. While this has resulted in the curriculum organisation being little changed since the last inspection, it has not prevented the college from widening the curriculum, introducing some innovative ideas in such areas as reviewing the work of faculties, or from making rapid progress towards meeting recently introduced statutory requirements for citizenship. The recently achieved Enterprise Pathfinder School status shows curriculum development continues effectively. The college has succeeded in providing good overall improvement since the last inspection and good achievement for the college's pupils.

29. The principal's vision and commitment to well-considered improvement are fully shared by the central leadership team. This is a coherent group, with well-defined roles and a good balance of long standing service to the college and fresh perspectives from newly appointed members. Senior managers succeed well in maintaining good professional relationships and a common sense of direction with staff at all levels in the college by maximising the advantage of being a relatively small establishment and doing it in a way that is not over-bureaucratic. Leadership of year groups and subject areas is generally good, with some notable strengths in English, science, physical education, citizenship and special needs.

30. The chair of governors has a good understanding of the college and a good working relationship with the principal. Governors have a strong commitment to the college. They do not have formal links with subject areas and their understanding of curricular issues is not strong, but they do seek to improve their knowledge by structured visits. They have considerable insight in financial and business matters which has been of great value to the college in guiding careful financial management and securing improvements to the college environment. However, governance is unsatisfactory because it has not ensured that the college meets its statutory obligations to provide religious education in Years 10 and 11 to meet the requirements of the Agreed Syllabus and a daily act of collective worship for all pupils.

31. Management is good overall. The managerial structure gives members of the central leadership team clear responsibility for specified aspects, for example curriculum development, which they oversee for all subject areas. Although this means that they do not have line management responsibilities for particular faculties, the system works well by providing clear and responsive communication between the different levels of management, in a way that responds to the needs and advantages of a college that is smaller than most secondary establishments.

32. The college has worked hard and effectively to improve systems for analysing the performance of pupils and using the information to plan courses and improve achievement. It has also significantly improved the regularity and quality of monitoring and evaluation of teaching and learning, including an innovative introduction of whole-faculty reviews. In both areas, members of the central leadership team, heads of year and most subject leaders, play a full role. There are very good induction processes for new staff. In-service training away from the college is severely constrained by financial considerations. However, the college manages to partially overcome this by having an innovative approach to the in-service training that it provides on-site, for example it's developing of good teaching practice.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	2550213
Total expenditure	2575624
Expenditure per pupil	3260

Balances (£)	
Balance from previous year	124560
Balance carried forward to the next	99149

33. Although the college operates under financial constraints resulting in part from an earlier decision to self-finance a building project, its finances are well managed. Available resources are clearly focused on planned developments and the college applies the principles of best value well.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 and 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

	Year 9	Year 11
Standards	Above average	Above average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Very good
Management	Very good
Progress since the previous inspection	Good

Main strengths and weaknesses

- Teachers have good subject knowledge and plan their work very well.
- The good teaching leads to good learning and achievement.
- The subject is very well led and managed.
- Pupils do not have the opportunity to use information and communication technology on a regular and systematic basis.

Commentary

Examination results

34. Results in the end of Year 9 testing, in 2003, were in line with the national average but below average for similar schools. In 2002, GCSE English language results were significantly above the national average. Literature results were broadly in line with the national average. In 2003, language results were lower, but literature results improved. Girls' attainment was higher than boys', but the differences were broadly in line with the national pattern.

Standards and achievement

35. Pupils' attainment in English, on entry to the college, is average so their results at GCSE represent good progress and achievement. Standards in reading, writing, speaking and listening are above average. Pupils contribute to lessons well, reading aloud readily and speaking with confidence. In a Year 9 lesson, for example, pupils of a range of abilities co-operated impressively to plan lively and well-constructed television news broadcasts. Pupils of all abilities are achieving well throughout the college.

Teaching and learning

36. Teachers organise the work so that pupils can learn through a variety of stimulating tasks. For example, Year 7 pupils gained insight into Shakespeare's 'Twelfth Night' through a card game that required them to describe a principal character so that other pupils could identify the person concerned. As a result of brisk and enthusiastic teaching, pupils' attitudes and behaviour are good; they participate well in lessons and learn well. Pupils with special educational needs make good progress, partly because of the way teachers plan their work and partly because of the good teamwork between teachers and the teaching assistants. Teaching assistants are particularly good at judging when to step back and encourage the pupils to work independently.

37. The best teaching gives pupils the opportunity to assume responsibility for aspects of their own learning. They respond to this with commitment. A good feature of the GCSE course is the wide range of demanding literature that pupils encounter. Pupils produce sensitive written work in response to authors such as Charles Dickens, Jane Austen and Seamus Heaney. Work in English makes a significant contribution to the pupils' spiritual, moral, social and cultural development. For example, by studying poetry from other cultures, pupils gain insight into the views and perspectives of people in the wider world. Although pupils, on occasions, use ICT to good effect, this is not a regular part of every pupil's experience in English. Teachers assess pupils' work accurately and make it totally clear to them how they can improve their standards.

Leadership and management

38. The head of department has been in post just over a year. She has a very clear vision of how the subject should develop and how pupils' work in English can improve. Planning is very good with sensible priorities, such as improving the results of the most able pupils at age 14. In terms of teaching, she is a very good role model. She is well supported by a good team committed to raising standards. The head of department scrutinises samples of pupils' work regularly and the quality of teaching in the subject is monitored appropriately. However, more regular, informal observation by teachers of each other's lessons would enable the most successful ideas and practices to be shared more easily and rapidly. Since the last inspection, the quality of teaching has improved, as has the standard of marking.

Language and literacy across the curriculum

39. Overall, the standard of literacy in the college is average. There are good arrangements for helping those pupils who, on entry to the college, have problems with literacy. Literacy is further developed through the subjects of the curriculum. In some lessons, teachers take every opportunity to develop pupils' skills in this respect. In history, for example, pupils undertake extended writing tasks and have good opportunities to discuss topics. Similarly, good analytical discussions about how performance can be improved take place in dance and gymnastics. However, there are lessons in which important opportunities to develop literacy are missed. This inconsistency in classroom practice reduces the impact of the college's arrangements. The college library/resource centre is an excellent facility. An expert and enthusiastic librarian ensures that this area makes a substantial and vibrant contribution to the development of literacy.

Modern foreign languages

Provision in modern foreign languages is **satisfactory**.

The main focus was on French and German, but an extra-curricular Spanish lesson was also seen. In this lesson, teaching, learning and achievement were good and standards were well above average for a beginners' course leading to GCSE in two years. Pupils' pronunciation was good and they had good reading and listening comprehension skills. Standards in writing were average.

	Year 9	Year 11
Standards	Average	Average
Achievement	Satisfactory	Good in French, satisfactory in German
Teaching and learning	Satisfactory	Good in French, satisfactory in German

Leadership	Satisfactory
Management	Satisfactory
Progress since the previous inspection	Satisfactory

Main strengths and weaknesses

- Good achievement, by older pupils in French, because the teaching is good.
- The wide variety of activities and teaching approaches and the very effective use of the foreign language in the good lessons.
- A very good programme of exchanges and visits to France and Germany.
- Very good teaching and learning in GCSE Spanish.
- The poor achievement of boys in GCSE.
- A lack of monitoring of teaching and of the marking of pupils' books, results in inconsistencies in teaching and learning and prevents the spread of the best practice.

Commentary

Examination results

40. The results of teacher assessments, at the end of Year 9 in 2003, were well above those reported nationally but these assessments were over-generous. In 2002, GCSE results in the French were below average with boys' attainment being significantly below that of the girls. Results in German were well below average. However, because the college enters three times as many of its pupils as schools do nationally, it is not just more able linguists who are entered, which presents the college's results in an unfavourable light. There was no significant difference between the performance of boys and girls. In 2003, French results remained at broadly the same level while those in German improved. Boys' results were significantly lower than girls', in both French and German. At the end of Year 9, a number of pupils who drop French or German is offered the opportunity to take a GCSE, early. A high proportion of these early entries gains a grade A to C.

Standards and achievement

41. Standards in both French and German, in Years 9 and 11, are broadly average although pupils in Years 7 to 9 have gaps in their basic knowledge of grammar and some areas of vocabulary in French. In relation to their below average attainment in the language when they come to the college, pupils make steady progress and their achievement is satisfactory. Current standards in GCSE French are higher than previous results indicate and achievement is good because the teaching is better than it has been in the recent past.

Teaching and learning

42. Overall, teaching in both languages is satisfactory. However, the variation in quality is wide and, in German, is dependent on the teacher. The teaching was good when the teacher used the foreign language for most of the teaching because this helped pupils to develop their listening and speaking skills. In the best lessons the teacher had planned a variety of activities which were taught at a brisk pace. These caught pupils' interest and they worked hard, concentrating and learning well. For example, in a Year 8 German lesson pupils were very actively involved learning a large number of new vocabulary items. Occasionally, in both languages, teaching was too slow, too much of the lesson was in English and the tasks did not provide enough challenge for the pupils. As a result, pupils lost interest, began to create behavioural problems and made too little progress.

Leadership and management

43. Departmental documentation is good and provides good guidance on teaching. A very good programme of visits and exchanges to France and Germany helps pupils to learn and use the language in context, as well as making a positive contribution to their personal development. Well-developed systems of assessment help monitor pupils' attainment and track their progress. There has been too little formal monitoring to identify and tackle the inconsistencies in teaching and the marking of pupils' books. The examples of good practice have not been sufficiently shared. Progress since the last report has been satisfactory.

MATHEMATICS

Provision in mathematics is **good**.

	Year 9	Year 11
Standards	Above average	Above average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since previous inspection	Good

Main strengths and weaknesses

- Pupils achieve well because of good teaching and high expectations.
- Pupils work hard in response to the positive ethos in the faculty.
- The use of assessment, target-setting and record-keeping contribute to good progress.
- Good leadership of an experienced team has helped to raise standards.
- Weaknesses in schemes of work lead to some inconsistencies in teaching and learning.

Commentary

Examination results

44. The results of the Year 9 tests, in 2003, were above average and above the average for similar schools. Examination results were above average in 2002. The pattern of results was similar in 2003. A strength at GCSE is the small numbers of lower grades, although in recent years few also have gained the highest grades. There is little difference between the performance of boys and girls. Results have improved over the last 5 years.

Standards and achievement

45. Pupils achieve well across all areas of number, algebra, geometry and data handling. Work is of a good standard in relation to pupils' abilities. Strong features are careful presentation and accuracy, reflecting the rigorous teaching of mathematical methods, for example when Year 11 pupils applied trigonometry to find lengths of sides in triangles. Pupils carry out investigations effectively, so for example, Year 8 pupils explored a pattern of numbers and worked out rules expressed in algebra. Pupils are less confident generally when explaining their ideas and using mathematical vocabulary. However, teachers' high expectations ensure the lower-attaining pupils cover and succeed in the full range of mathematics, resulting in good achievement overall.

Teaching and learning

46. The teachers have considerable experience and expertise, and this is a main factor behind the good teaching. Lessons are characterised by a brisk pace, purposeful activities, and firm management of behaviour but with much help and support for pupils. This positive ethos ensures that pupils concentrate and try hard, and they take both classwork and homework seriously. The start of lessons is often a strong feature, as in one very good lesson when the lower-attaining pupils enthusiastically matched algebraic statements on cards, having substituted a number from a big sponge dice. In this and other lessons, learning support assistants provided good help to pupils with special educational needs. Teachers mark work regularly, clearly indicating the level of the work and providing comments about how to improve. Pupils know their targets and have regular tests that feed into records of their progress. However, teaching does not involve pupils enough in paired or whole-class discussion about ideas, or giving responses to questions that have other than one-word answers. Although there is good use of calculators and some appropriate work with computers, the use of ICT is yet to be fully planned. The mathematics scheme of work is at an early stage of compilation, especially in terms of drawing on the best of the national guidance for Years 7 to 9.

Leadership and management

47. The leadership of the faculty is good and a stable team of teachers has been established. High expectations have been set for the raising of standards, reflected in the most recent results. Good organisation of regular assessments and records, careful timetable decisions and the stimulating mathematical environment all illustrate the good management. Appropriately the leadership has focused on improving teaching and achievement, and now aims to sort out the schemes of work, embedding careful use of ICT, and exploring enterprise ideas. Given the rising standards, overall provision has improved since the last inspection.

Mathematics across the curriculum

48. Pupils competency in mathematics is good and they make effective use of their good mathematical skills in other subjects. In science, pupils achieve well in the graphical component of their coursework, for example in using lines of best fit and in physics work they draw accurate distance-time graphs. In geography, pupils translate census information into graphical form in order to interpret it, and this enhances their geographical achievement. In design technology, pupils are accurate in measuring and using scales, but this activity is not recorded in the faculty scheme of work. Although there is some effective teaching of such skills in other subjects, the college does not have a consistent approach to numeracy, which is an area for development related to schemes of work.

SCIENCE

Provision in science is **very good**.

	Year 9	Year 11
Standards	Well above average	Well above average
Achievement	Very good	Very good
Teaching and learning	Very good	Very good

Leadership	Very good
Management	Very good
Improvement since the previous inspection	Very good

Main strengths

- Standards are well above average both in Year 9 and GCSE.
- Good teaching, combined with consistent methodology and very good record keeping, leads to very good achievement at all levels of attainment.
- Investigative skills are strongly developed from Year 7 to Year 11.
- Very good leadership and management contribute to the very good achievement.

Commentary

Examination results

49. Test results for Year 9 in 2003 were well above the national average and well above the average for similar schools. GCSE results for 2002 were well above the national average, particularly for investigative course work. Results were well above average for both higher-attaining pupils and for those with special educational needs. Boys and girls performed equally well and both performed better in science than in the other subjects they studied.

Standards and achievement

50. The standards seen were very good in all areas of science, particularly in investigations which are a strong feature in all years. Work in literacy and numeracy is strong and pupils show above average competence, for example drawing lines of best fit and recognising anomalous results in Year 8. Year 10 and 11 work included accurate, balanced equations and a high standard of numerical work in forces and electricity. Where pupils had the opportunity, they showed standards in ICT that were also strong, for example the spreadsheet work in Year 7. Their work showed a good depth of information on homework research projects on neurotransmitters, plant hormones and drugs. The high standards of work were evident across the sets, with middle sets working above national expectations and a good standard in lower-attaining sets. Pupils' very good achievement was supported by their good attitudes to work, and the good relationships that exist contribute to high standards of personal and social development, including very good co-operative laboratory work.

Teaching and learning

51. Teachers' knowledge and understanding of the subject are good. Planning, expectations and pace are good and this is necessary when topics are taught in a rotation of short units. Pupils' learning is helped by the completely specialist teaching after the first half of Year 7. Coursework permeates the teaching, from the beginning of Year 7, aided by the thinking skills promoted by a national project, and this leads to very good development of learning skills by Year 11. The independent work allows higher-attaining pupils to show what they can do. The good teaching was found in all sets. It included logical and well-structured teaching of osmosis and imaginative work on cloning in higher-attaining sets, the concentration on transformers in lower-attaining sets, and challenging work on forces and good progress on chemical energy, in average sets. The lesson structure introduced by the Key Stage 3 strategy was applied throughout, with pacy starter activities, followed on by active group work and a chance to sum up in the final plenary. Assessment overall is good. A very good system of frequent module tests, from Year 7 to Year 11, provides very good information to pupils on their current achievement and largely compensates for minor differences between teachers in the effectiveness of marking.

Leadership and management

52. The department is very well led so that planning is strongly focussed on raising achievement. Standards have improved since the last inspection. Curriculum developments and new schemes of work have helped raise achievement. The very well devised and managed system of tests and the very good record keeping give teachers very rapid feedback and maintain a rigorous check on each pupil. This system, together with the good teaching, results in pupils' very good achievement. New staff have been well integrated. The accommodation is unsatisfactory but the new science block currently being built will change this, particularly in allowing an extension of the ICT work. Resources are satisfactory and good use is being made of the library. Support staff make great efforts to resource the department safely but their work is made more difficult by some understaffing. Overall, very high standards have been maintained or raised, so that improvement since the last inspection is very good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

	Year 9	Year 11
Standards	Above average	Average
Achievement	Good	Satisfactory
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since the previous inspection	Good

Main strengths and weaknesses

- Good programmes of work in Years 7 to 9 develop pupils' confidence and their competence in computer use.
- Increased resources and improved accommodation help pupils to learn well.
- Pupils achieve well in Years 7 to 9 because of the good teaching and learning.
- Standards reached by the end of Year 9.
- A lack of systematic monitoring and coordination of the use of ICT in other subjects.
- Insufficient opportunities for the majority of pupils in Years 10 and 11, to have in-depth and progressive experiences in use of computers for different purposes.

Commentary

Examination results

53. In 2003, teacher assessments at the end of Year 9 were above those reported nationally. Standards achieved in the ICT GCSE short course, last examined in 2001, were good.

Standards and achievement

54. In Years 7 to 9, skills are developing progressively and all pupils are achieving well. Well-planned programmes of work enable pupils to develop their word processing skills, use spreadsheets, databases and graphics programmes. They carry out research using the Internet and other sources, are introduced to the use of computers for measurement and control, and have a good introduction to presentation programmes including web page design. Pupils are keen to engage in the tasks set and, because they are well taught, show good levels of confidence in accessing and using a good range of computer programmes. Pupils apply their knowledge and skills, and often produce creative solutions, to the set tasks. Pupils with special educational needs make good progress because they enjoy the subject and feel supported in their learning when using computers. Higher-attaining pupils often produce very good coursework. Pupils in Years 10 and 11 have good opportunity, in the short modules of work, to develop and apply their computer skills but the limited time restricts the depth to which they can go. Their achievement is satisfactory. Standards in the new applied GCSE course are average. Pupils, working through a commercial 'on line' course, use their acquired knowledge and skills very effectively in responding to the set tasks and in producing good coursework. The most able, and committed computer users make very good progress and produce very well reasoned and presented assignments.

Teaching and learning

55. In the best lessons, learning opportunities are well structured, teachers use a good range of teaching methods and their expertise is used effectively in giving both whole-class demonstrations and individual pupil support. Teachers have suitably high expectations of behaviour, to which pupils respond well, and lesson time is fully used to maximise learning. All pupils show good concentration and a commitment to their work. Pupils with special educational need progress well and achieve as well as other pupils because of the support they receive. Homework is used effectively to support class work and promote learning. Marking and assessment of work are thorough and, by clearly identifying what they can do, help pupils to improve their work.

Leadership and management

56. Leadership is good resulting in planning which is well-documented and clearly providing good access to both the national curriculum and examination requirements. The taught ICT courses are well-managed. However, there is insufficient coordination, monitoring and support for the use of ICT in other subjects. Accommodation and resources have been improved considerably by the development of the computer rooms, and facilities within the library. Resources are in line with the national average. Overall, improvement since the last inspection is satisfactory.

Information and communication technology across the curriculum

57. Pupils develop good generic ICT skills in Years 7 to 9. They are confident and competent in using a range of computer skills to carry out research from different sources, and in presenting their work well by using word processing and desktop publishing techniques. Pupils use their skills to enhance the presentation of their work in many subjects. When given the opportunity, they quickly apply their skills to use subject specific programmes. The majority of subjects have computer related activities planned into their programmes of work and these cover the required opportunities to use graphics programmes, computer aided design and manufacture, collecting and handling data, and modelling. However, difficulties in gaining ready access to computers means that there is no guarantee that all pupils will have the planned experiences in Years 10 and 11.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

	Year 9	Year 11
Standards	Average	Average
Achievement	Satisfactory	Satisfactory
Teaching and learning	Satisfactory	Satisfactory

Leadership	Satisfactory
Management	Satisfactory
Progress since the previous inspection	Satisfactory

Main strengths and weaknesses

- Marking helps pupils effectively to know how well they are doing and what to do to improve.
- Teachers over estimate pupils' standards at the end of year 9.
- Good fieldwork contributes well to research skills and understanding of topics.
- Teaching styles do not always succeed in engaging all pupils and teachers are not assertive enough in encouraging effort and pace when this happens.

Commentary

Examination results

58. Teacher assessments of standards at the end of Year 9, in 2003, were well above those reported nationally. The evidence from current work indicates that these significantly overestimated standards. GCSE results were average in 2002 and those in 2003 were very similar.

Standards and achievement

59. Pupils enter Year 7 with average overall standards. By Year 9, most show appropriate understanding of physical and human relationships when considering, for example, what attracts visitors to ski resorts and the consequences of the growth of the holiday trade in these areas. Achievement by pupils of different attainment levels is similar, although those with special needs do well in the lessons in which they benefit from effective additional help given by learning support assistants. Those who choose to study the subject in Years 10 and 11 achieve satisfactorily as they reach predicted levels when, for example, investigating land use in cities. There is no undue gender variation. Girls often produce better researched and presented GCSE coursework, while many boys show greater analytical and decision-taking proficiency.

Teaching and learning

60. In many lessons the comprehensive planning provides a range of activities to help pupils learn. For example, the use of paired discussion is effective in helping pupils to improve their geographical understanding and their skills in speaking and listening. In the single-period lessons, pupils do not always fully consolidate their achievement when they may have to move on before they are ready or when the teacher has not carefully checked how well tasks have been carried out. Marking is used effectively to help pupils by giving them a good awareness of how well they are doing and what they need to do to improve. This is often reinforced in lessons when teachers discuss and explain the marks that have been given. Good opportunities to carry out fieldwork effectively help pupils to improve their research skills and increase their understanding of what has been taught in the classroom. When used, computers enhance achievement by significantly improving motivation and enhancing the quality of research and presentation. Although the attitudes of pupils are generally satisfactory, teaching styles do not always succeed in engaging all. On these occasions, interest, effort and pace of work decline and teachers are not assertive enough in encouraging improvement.

Leadership and management

61. Competent leadership and management have led to satisfactory performance. Appropriate monitoring and evaluation of teaching and learning take place. There has been satisfactory improvement since the last inspection, with better assessment but lower GCSE results.

History

Provision in history is **good**.

	Year 9	Year 11
Standards	Above average	Above average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since the previous inspection	Good

Main strengths and weaknesses

- Pupils achieve well in all years.
- The GCSE course is a very popular option, attracting a much higher proportion of pupils than in most schools and leading to good achievement, particularly at the highest grades.
- Teaching succeeds well in involving pupils in contributing to their own achievement.
- Although there is some overestimation of year 9 standards, assessment information and marking are used well to help pupils to improve.
- More systematic planning for citizenship and spiritual, moral, social and cultural development would ensure better that opportunities are always fully made use of.

Commentary

Examination results

62. Teacher assessments of standards at the end of Year 9, in 2003, were well above those reported nationally. In 2002 GCSE results were average. Those for 2003 show an improvement in A* to C grades, particularly in the proportion gaining grades A*/A. These results more closely reflect the current standards in Year 11.

Standards and achievement

63. Pupils enter the college with average standards and subsequently achieve well. In Year 9, for example, they show good understanding, of the development of the British Empire and slavery, when reaching conclusions about social and economic developments in eighteenth and nineteenth century Britain. The evidence from current work is that there is some overestimation in teacher assessments at the end of Year 9. A much higher proportion of pupils takes GCSE history than in most schools. Their achievement is good, even when results are close to average, because there is a larger proportion of lower-attaining pupils following the course than is usually the case. Pupils of different levels of attainment generally achieve equally well. Those with special educational needs do particularly well in the lessons in which they benefit from the very effective individual help given by learning support assistants.

Teaching and learning

64. Teaching that is often brisk, lively and enthusiastic, has a positive effect on the attitudes and achievement of pupils, who work with interest and effort. In many lessons, teachers encourage the consideration of alternative viewpoints and raising points of debate which result in lively discussions and pupils contributing well to their own learning. Teaching supports the development of pupils' literary skills, through strongly guiding extended writing and encouraging group and whole-class discussion. Although opportunities for citizenship and spiritual, moral, cultural and social development occur naturally in the topics studied, teachers do not always make full use of them. Teachers frequently ask open-ended questions that provide opportunities for pupils to think and reach their own conclusions, but occasionally limit the effectiveness of this by giving too little time for pupils to reflect before taking answers. In some lessons, small numbers of pupils opt out of taking part in discussions when teachers do not direct questions at them. Homework extends class activities well, for example by providing opportunities for pupils to pull together what they have learned. Comments in marking give pupils a good understanding of how well they are doing and how to improve. This is effectively reinforced by all pupils keeping their own records of progress.

Leadership and management

65. Efficient day-to-day running of the department, a good awareness of its strengths and what can be improved, have had a good effect on achievement over several years. This has resulted in the strengths identified in the last inspection being maintained well. Apart from some overestimation of standards in Year 9, the subject uses assessment information well to plan work and give guidance to individual pupils. An effective emphasis on beginning to prepare pupils for the GCSE course from early in Year 7, and helpful departmentally-produced resources, result in a popular and successful subject.

Religious education

Provision in religious education is **unsatisfactory**.

	Year 9	Year 11
Standards	Average	Below average
Achievement	Satisfactory	Unsatisfactory
Teaching and learning	Good	Teaching satisfactory, learning unsatisfactory

Leadership	Good
Management	Good
Progress since the previous inspection	Unsatisfactory

Main strengths and weaknesses

- Good teaching in Years 7 to 9 is raising standards.
- Good planning, preparation, pace and challenge are key features of the good teaching.
- The use of specific level criteria in assessments is informing target setting and helping pupils to understand their progress.
- Very good teaching and learning in the GCSE group has brought improved results.
- Marking of pupils' homework and classwork does not relate to the level criteria used in formal assessments.
- Time allocated to statutory provision in Years 10 and 11 is insufficient to cover the Agreed Syllabus.

Commentary

Examination results

66. GCSE results in 2002, of a small group of pupils, were close to national averages. Results have been gradually rising and the results in 2003 maintained that trend.

Standards and achievement

67. In Year 9, standards are in line with those expected by the Agreed Syllabus and pupils' achievement is satisfactory. The work observed in lessons, and recent formal assessments, show improvement compared to recorded work from previous years. In Year 9, pupils studying the impact of Islam on society, engaged in a good discussion on western democracy in relation to the Shariah and gave good personal responses to issues raised in the work. Pupils in the small GCSE groups in 2002 and 2003 gained the results expected from them. In the statutory religious education, in Year 11, standards are below what is expected for pupils of this age and pupils are underachieving. Pupils' attitudes to the non-examined course and the inadequate time allowed are key barriers to higher achievement.

Teaching and Learning

68. In Years 7 to 9 teaching and learning are good. Good planning and preparation leads to effective use of time and good pace and challenge. Varied and interesting activities stimulate pupils' interest. Good questioning, which values and uses pupils' answers skilfully, together with clear delivery and good explanations help pupils to make progress with knowledge and understanding. They are challenged to think about the meaning and significance of religion, and go beyond the acquisition of basic facts. The formal assessments, given at the end of units of work, are well marked and give good guidance on ways pupils can improve. Classwork and homework are not marked with the same consistency or with reference to the same criteria. In the GCSE groups, very good teaching leads to very good generation and analysis of arguments and good collaborative work. Pupils receive very good feedback on their work and how it may be improved. For example, in a Year10 group, the teacher gave excellent detailed feedback on coursework essays and used the Internet to very good effect to deepen understanding of the complex issues surrounding Temple Mount in Jerusalem. In the statutory religious education in Years 10 and 11, pupils' attitudes are challenging and not always managed well, and their lack of commitment is a key factor in their underachievement, despite the good planning, appropriate content and encouraging teaching.

Leadership and Management

69. The head of department has taken the lead in effectively developing the teaching and organisation of the subject. The new schemes of work are of good quality. The well-managed assessment strategy, which has been developing in Years 7 to 9, is enabling better evaluation of the work and better understanding among the pupils of their achievement. Standards in Years 7 to 9 and results in GCSE are rising, and this is closely linked to the good teaching and determination to improve the work of the department. The college has provided more time to teach the statutory course but it still falls well short of what is required to cover the content of the Agreed Syllabus.

TECHNOLOGY

DESIGN AND TECHNOLOGY

Provision in design and technology is **satisfactory**.

	Year 9	Year 11
Standards	Average	Average
Achievement	Good	Satisfactory
Teaching and learning	Satisfactory	Satisfactory

Leadership	Good
Management	Good
Progress since the previous inspection	Satisfactory

Main strengths and weaknesses

- Good leadership has resulted in an effective teaching team.
- Good achievement in years 7 to 9.
- Positive working atmospheres and relationships in lessons enables all to make progress.
- Teacher assessments at the end of year 9 in 2003 overestimated standards.
- Not enough detailed planning of how work might support and develop literacy, numeracy, ICT and pupils' personal development.

Commentary

Examination results

70. Teacher assessments of standards at the end of Year 9, in 2003, were well above those reported nationally. Current work indicates that standards are in line with the national expectation. GCSE results in 2002 were below average. Results, in 2003, for food, textiles and graphics indicate a rising trend but, in resistant materials and systems and control, results fell considerably. Boys' performed better than girls.

Standards and achievement

71. By the end of Year 9, pupils have developed a satisfactory range of designing and making skills and their achievement is good in relation to their design and technology standards on entry to the college. Pupils' research, analysis and recording skills are average and they produce satisfactory final products, working in a range of materials. Pupils with special educational needs often do well because they enjoy practical subjects. Pupils used computer-aided design and manufacturing techniques, in their Year 9 clock project, well. By the end of Year 11, pupils' work is well-structured, to meet examination requirements. Design folders include a satisfactory range of graphical techniques, and computer-generated work is often used to improve presentation. All pupils develop satisfactory knowledge and skills, and use their designing and making skills in suitably structured and researched coursework. The outcomes of their design tasks are well made.

Teaching and learning

72. The satisfactory teaching often contain some good and very good features. A good range of learning activities captures the interest of pupils and this helps them to learn. Lessons in Years 7 to 9 are planned satisfactorily while, in Years 10 and 11, teachers structure sequences of work and plan lessons well. Teachers have good technical knowledge and this enables them to demonstrate new skills and provide good individual support in lessons. Time is used well but teachers' expectations are not consistently high. Pupils show good attitudes to learning. They are cooperative, show interest in the tasks set and concentrate well, particularly when involved in practical work. Many pupils commit a lot of time to developing the presentation of their coursework to a high standard. Homework is used well to reinforce learning. Marking and assessment procedures in

Years 10 and 11 are thorough and encourage pupils to improve their work. In Years 7 to 9, marking criteria are not always clear enough to give pupils guidance on how they might improve their work.

Leadership and management

73. The teaching team is well managed so that their individual strengths are united for the benefit of pupils' experience. Departmental documentation is sound but needs development to provide all teachers with deeper understanding of what needs to be taught and why. For example, how literacy, numeracy, use of computers and aspects of spiritual, social, moral and cultural education should be a planned part of learning experiences. Overall, improvement since the last inspection is satisfactory.

VISUAL AND PERFORMING ARTS

Art

Provision in art is **good**.

	Year 9	Year 11
Standards	Above average	Well above average
Achievement	Good	Very good
Teaching and learning	Good	Very good

Leadership	Good
Management	Good
Progress since the previous inspection	Good

Main strengths and weaknesses

- Standards are well above average in Year 11.
- Pupils achieve very well because they receive good quality teaching.
- Excellent extra-curricular provision supports pupils' learning very well.
- Higher-attaining pupils are insufficiently challenged within some teaching groups.
- Pupils are not given enough opportunities to use and develop the skills they have been taught in Years 7 to 9.

Commentary

Examination results

74. Teacher assessments of standards, at the end of Year 9 in 2003, were above those reported nationally. GCSE results were above the national average in 2002. Results have seen an upward trend since the previous inspection.

Standards and achievement

75. In Year 9, pupils are making good progress and reaching high standards in most areas of the curriculum. However, their technical abilities are below average as these are not being taught in sufficient depth. Pupils generally show good understanding of composition, tone and the basic principles of design, and they reach particularly high standards in ceramics and sculpture. This success is a result of strong support which is given by both the classroom teacher and visiting artists. By the end of Year 11 pupils' skills are well above average. Most pupils show confidence in using a range of medium, materials and processes and use effective research techniques to support their coursework planning and preparation. Pupils have settled into the new GCSE course well and their work is of a high standard due to the consistent focus on examination requirements and standards.

Teaching and learning

76. Teachers have a very good knowledge of their subject. This enables them to explain concepts clearly and simply, and as a result pupils learn quickly in the majority of lessons. Within some teaching groups however, expectations are too low, particularly for the higher-attaining pupils who are given insufficient opportunity to extend their technical skills and artistic abilities. The work in pupils' sketch books and portfolios show that, although the work is generally of a high standard, there is not enough time spent on individual topics and pupils' consolidation of knowledge is affected by the shortfall in time given to the subject in Years 7 to 9. In Years 10 and 11, successful teaching is due to high expectations and the careful monitoring of pupils' performance. A good range of activities and cultural visits captures the interest and involvement of all pupils and supports coursework and examination preparation. Homework is used well to reinforce learning.

77. Pupils' attitudes and behaviour are generally good. The majority of pupils form constructive relationships with their teachers and peers, and take responsibility for their own learning. They listen and concentrate well when the work successfully engages and motivates them. However, learning deteriorates when tasks are insufficiently stimulating or pupils are unable to complete set pieces through lack of direction.

Leadership and management

78. The head of department provides strong curriculum leadership and is committed to raising standards and improving the quality of teaching. Great care has been taken to support pupils through rigorous assessment and effective monitoring procedures which provide targets for future improvement and examination success.

Drama

Provision in drama is **satisfactory**.

	Year 9	Year 11
Standards	Average	Above average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since the previous inspection	Satisfactory

Main strengths and weaknesses

- Pupils enjoy the subject.
- A very good range of extra-curricular opportunities enriches the taught curriculum.
- Lessons are well planned.
- GCSE results are well below the national average.
- The present accommodation is unsatisfactory.
- The present length of lessons for 11 to 14 year olds is unsatisfactory.

Commentary

Examination results

79. A small number of pupils have sat GCSE examinations in each of the last two years. Results, in 2002, were well below the national average and, in 2003, the pattern was similar.

Standards and achievement

80. During Year 7, pupils learn to work co-operatively in groups. They develop this skill and are thus able to achieve well over their time in the college. In Years 7 to 9, standards are limited by the weekly 35 minute lessons that are not long enough for the practical aspects of the subject. This does not provide a strong foundation on which to build achievement in the examination option. In Years 10 and 11, where the lesson length is more appropriate, standards are higher. Standards are higher than indicated by previous results because an identified weakness has been effectively tackled.

Teaching and learning

81. Drama lessons are well structured and well taught. Pupils, especially in Years 10 and 11, approach the subject with commitment and enthusiasm. In GCSE classes, they are able to incorporate a wide range of techniques into their practical work, assuming a measure of responsibility for their own learning. At present, the college does not have specialist facilities for drama. As a result, pupils are not able to study lighting and sound. The annual plays for both younger and older pupils, as well as many visits to professional theatres, offer pupils very good opportunities to develop their interest in drama beyond the college day.

Leadership and management

82. The teacher in charge of drama displays a high degree of commitment to the subject. She is thoughtful and reflective and has identified the improving of pupils' GCSE portfolios as the key to better results. The portfolios of current Year 11 pupils are of a promising standard. The shortcomings in accommodation and lesson length were noted in the last report. The college has plans to address these issues in the near future. A good development since the last report has been the introduction of a GCSE course. The teaching has improved.

Music

Provision in music is **satisfactory**.

	Year 9	Year 11
Standards	Average	Average
Achievement	Satisfactory	Good
Teaching and learning	Good	Good

Leadership	Satisfactory
Management	Satisfactory
Progress since the previous inspection	Satisfactory

Main strengths and weaknesses

- Pupils enjoy the subject and, as a consequence, work hard.
- Teacher's high level practical skills are used well for demonstration, enthusing pupils and contributing to their progress.
- The good management of pupils allows lessons to proceed without interruption.
- Pupils' performing skills are well developed but the composing element is not as good as it should be.
- The reduced time allocated for pupils in year 9 is slowing achievement.
- The use of ICT to support pupils composing is under-developed.

Commentary

Examination results

83. Results in the most recent GCSE music course examination were well below average and lower than previous years. A contributory reason for these low results was pupils below average practical skills and the teachers' unfamiliarity with the new examination requirements. Girls performed much better than boys.

Standards and achievement

84. Based upon lessons observed, work seen and discussion with pupils, standards are at the nationally expected levels in Years 9 and 11. Pupils join the college with below average understanding but, with the benefit of good teaching and regular lessons, achievement in Years 7 and 8 is good. However, in Year 9, achievement slows and is only satisfactory. This is because the time provided in Year 9 is halved, which does not give enough time for pupils to consolidate skills and results in less learning. The college is aware of the issue and is in the process of a curriculum review. Achievement in Years 10 and 11 is better. Performing skills in Years 7 to 9 are well-established: pupils recognise the notes on a keyboard and play melodies from memory confidently. Pupils in Year 11 perform with confidence on a range of instruments. The creative development is not as good as it should be with compositions often lacking style and structure. This is due to a lack of emphasis on the composing element in earlier years.

Teaching and learning

85. The overall quality of teaching is good. Teachers have very good subject expertise, using their performing skills well to motivate and enthuse, resulting in pupils showing a high level of interest, remaining on task and concentrating for long periods. Teachers maintain good control, allowing lessons to proceed with pace and contributing positively to pupils' learning. The planning of lessons is generally good with a variety of activities to maintain interest. There are occasions, however, when there are too many activities and the learning outcomes are unclear, resulting in pupils being unsure of the task which slows learning. A strong feature within lessons is the way the teacher moves round advising pupils on how to develop their skills and improve their compositions. Although lessons conclude with plenary sessions these are often rushed with insufficient time for pupils to perform their compositions.

Leadership and management

86. The leadership and management of the subject are satisfactory. Although teaching has been monitored, this has not been carried out by a subject specialist. As a consequence, guidance on standards and suggestions on the future development of the subject, have been limited. This missing element is an important aspect of professional development, especially in a one person department.

87. The accommodation has limited quiet areas for pupils to practise and audio record their performances, slowing pupils' creative development. There are plans, however, for a new specialist music suite in the present building programme. The use of ICT to support pupils' composing skills is under-developed.

PHYSICAL EDUCATION

Physical education

Provision in physical education is **good**.

	Year 9	Year 11
Standards	Average	Above average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Very good
Management	Very good
Progress since the previous inspection	Very good

Main strengths and weaknesses

- Good teaching helps pupils to learn and achieve well.
- The use of intranet facilities for homework and revision promotes effective learning in the GCSE course.
- Extra-curricular activities give very good opportunities for pupils to extend their learning.
- Leadership changes are leading to rising standards.
- Pupils do not receive sufficient guidance on how they can improve their theory and practical work.

Commentary

Results

88. GCSE results, in 2002, were broadly average and results in 2003 were similar. Significantly more boys than girls were entered for the examinations.

Standards and achievement

89. Standards are rising, following recent changes in key teaching staff, and all pupils are achieving well. Pupils on the GCSE course, where there is a strong focus on raising standards, are also achieving well. For example, in a Year 11 health related fitness lesson, pupils worked to individual targets as they tried to improve on previous results. Their record of the work gave a measure to their achievement. Non-participants are included in lessons effectively and achieve well.

Teaching and learning

90. Teachers demonstrate well and give clear explanations that help all pupils understand. They choose effective ways to help pupils learn. For example, the worksheets and choice of music helped Year 10 pupils, in dance, to recognise the social and cultural impact of dance in the jazz era. Teachers usually review learning well to check understanding and consolidate knowledge before moving onto new work but few identify areas for improvement so that pupils know where they can improve in evaluation. Talented pupils are encouraged to participate in extra-curricular work and join clubs; several are put forward for county representation. Pupils are given opportunities for independent work and responsibility. For example, in a Year 10 and 11 JSLA (Junior Sports Leader award) lesson, the teacher planned carefully to allow pupils to fulfil their tasks as leaders. By the end of the lesson, pupils were able to motivate others, and analyse and evaluate the requirements of their role as well as organise other members of the group. In GCSE lessons, good links between practical and theoretical elements improve pupils' understanding. Systems are in place for checking pupils' achievement and these are well-linked to examination marks so that pupils can check progress and measure improvement.

91. Learning is good overall although occasional irregular attendance affects the continuity of work in some lessons where time has to be spent bringing pupils up to date. Pupils have good attitudes in lessons particularly where the teaching is strong. Some pupils, in Year 9, interrupt the learning of others so achievement is not as good in lessons where a minority behave selfishly and affect the learning of the majority.

Leadership and management

92. Leadership and management are very good as a result of new staff appointments that are contributing very well to improvement. The development plan reflects that of the college and provides a clear vision for further improvement. The priority given to raising standards, focusing attention strongly on the needs of different groups of pupils, has resulted in the new GCSE and JSLA courses as well as the strong promotion of the dance course. This has attracted more girls to the examination courses. Theory work is taught to smaller groups to allow work to be more closely matched to pupils' needs and to help boys, in particular, to maximise their achievement. The department is very well organised with the development of an Intranet site to help GCSE pupils and clear assessment procedures to guide pupils.

93. The very extensive range of extra-curricular activities and team games, supplemented by the variety and expertise of external coaches and teachers, enhances opportunities for learning. The college has achieved the Sportsmark Award in recognition of the range of sports activities available to pupils.

BUSINESS AND OTHER VOCATIONAL COURSES

Applied GCSE ICT course

Provision in applied GCSE ICT course is **satisfactory**.

	Year 11
Standards	Average
Achievement	Satisfactory
Teaching and learning	Good

Leadership	Satisfactory
Management	Satisfactory
Progress since the previous inspection	A new course

Main strengths and weaknesses

- The pupils show high levels of commitment to completion of tasks although not all pupils have been able to sustain their interest in this style of course.
- Achievement of pupils because they receive good teaching.
- Pupils' ability to apply learned information.
- Marking enables pupils to improve their work.

Commentary

Examination results

94. This course is now an option in Year 10, having been a pilot extra curricular subject the previous year. The course will be examined for the first time in January 2004.

Standards and achievement

95. Standards being achieved in observed lessons are satisfactory but samples of completed assignments indicate good standards. For example, in an assignment to record the effects of computer use in the life of other individuals in society, pupils researched and presented in-depth information well. Predicted grades and assignments indicate that almost all of the pupils who are continuing with the course should gain A to C grades. Through using an on-line approach, pupils are able to develop their knowledge and understanding, and then apply these effectively in different contexts. Pupils develop their independent learning skills in the context of applied computer usage.

Teaching and learning

96. In taught lessons, the teaching and learning are good. Teachers have good subject knowledge and this is used very effectively in whole class demonstrations and in providing individual support. As a result, pupils develop good levels of knowledge and understanding and are able to apply this effectively in set tasks. As pupils move through the course, they develop their independent learning skills but the format of the learning materials does not suit all pupils and some have withdrawn from the course. Pupils demonstrate good levels of concentration and perseverance in following the on-line materials and good commitment in completing set assignments. Marking and assessment of assignments are good. Year 11 pupils have had to work hard to persevere with the course in extra-curricular time.

Leadership and management

97. Leadership and management of the course are satisfactory. The decision to pilot the course as an extra-curricular activity placed an extra responsibility on pupils to maintain momentum. Although teachers supervising the course have changed since the start, pupils are being satisfactorily monitored and supported by the specialist ICT teacher. This is enabling pupils to satisfy the necessary criteria and administrative arrangements.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

CITIZENSHIP

Provision in citizenship is **good**.

	Year 9	Year 11
Standards	Average	Above average
Achievement	Satisfactory	Good
Teaching and learning	Satisfactory	Good

Leadership	Very good
Management	Good
Progress since the previous inspection	New course

Main strengths and weaknesses

- Pupils have opportunities to participate in activities and share responsibility within the college which will prepare them well to become good citizens.
- Pupils are able to discuss controversial and topical issues which assist their understanding of the community.
- Overall leadership and planning are very good.
- Monitoring and assessment of the course, to ensure consistent quality of delivery in tutor groups and within other areas of the curriculum, is currently under-developed.

Commentary

Examination results

98. There has been no examination course in citizenship. Some pupils in Year 11 will sit the GCSE short course in citizenship this year.

Standards and achievement

99. In Year 9, standards are average and pupils' achievement is satisfactory although there is some inconsistency in the progress of different groups because the course relies upon form tutors and tutor time for its teaching. Standards in Years 10 and 11 are above average and achievement is good because the teaching, of a small specialist team, is more consistent. Gifted and talented pupils prepare well for presentations, take a wide interest in the many extra-curricular opportunities available and take on the responsibilities offered. Year 11 pupils are beginning to understand the British political system and their present and future roles in society. They debated well in a lesson where they become aware of the powers and influences that affect their families' lives. Pupils with special educational needs often do well because they are able to add to discussion in groups and because form teachers include them well. Pupils' achievement increased when they are able to identify how work in other subjects contributes to their developing understanding of citizenship. Subject planning does not make this sufficiently explicit at the moment.

Teaching and learning

100. In specific citizenship lessons, teaching was enthusiastic and knowledgeable and a variety of strategies resulted in good learning. Good discussion, questioning and strategies to include all pupils were a feature of these lessons. For example, gifted and talented pupils have shared their understanding, particularly in discussion and delivering presentations to others in the group, so that all have a comprehensive knowledge of the topic. An emphasis on literacy and numeracy was apparent, in one Year 10 lesson, in which pupils, drawing on their knowledge of real events in a decision making exercise, expressed their ideas well and tallied votes. Teaching and learning is not so consistent in tutor group time, where teachers are not as well prepared and do not always give sufficient opportunity for discussion.

Leadership and management

101. Overall the leadership and management of the subject are very good. An extensive audit has taken place identifying areas where citizenship will be taught and this forms part of the scheme of work for each year. Links are well formed. For example, specific citizenship lessons on resolving conflict support work in physical education, where rules are necessary to determine fouls, and in English and history where the consequences and causes of two world wars exemplify the need to resolve differences. Higher-attaining pupils follow an accredited course and plans are well advanced to provide a different accreditation to a further group of pupils. A college council has been established so that pupils experience the responsibilities of a democratic system of representation, within an open and shared decision-making body. Assessment is not yet standardised and there is too great a variation in teaching in Years 7 to 9.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).