

# INSPECTION REPORT

## **RISEDALE COMMUNITY COLLEGE**

Hipswell, Catterick

LEA area: North Yorkshire

Unique reference number: 121663

Headteacher: Mrs C Brown

Lead inspector: Dr Kenneth C Thomas

Dates of inspection: 19 – 21 January 2004

Inspection number: 258741

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the college. Under the School Inspections Act 1996, the college must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE COLLEGE

Type of school:	Comprehensive
School category:	Community
Age range of students:	11 to 16 years
Gender of students:	Mixed
Number on roll;	580
School address:	Hipswell Catterick Garrison North Yorkshire
Postcode:	DL9 4BD
Telephone number:	01748 833501
Fax number:	01748 836149
Appropriate authority:	The governing body
Name of chair of governors:	Mr Mike Pattison
Date of previous inspection:	16 November 1998

## CHARACTERISTICS OF THE COLLEGE

Risedale Community College is a mixed 11-16 comprehensive school. With 580 students (304 boys and 276 girls) on roll the college is smaller than most other secondary schools. Students are not distributed evenly across the year groups. In comparison with other years, Year 10 is a large year group while Year 11 is small. Half the students in the college come from service families living in Catterick Garrison. Because of this, high student mobility is a feature of the college as service personnel arrive and leave. For example, in 2002-2003, 63 students entered the college and 106 left at times other than the usual times of joining or leaving. The college provides for students across the full attainment range, although taken as a whole, attainment on entry is well below average. However, the academic profile of the college is subject to change as students arrive and leave. The proportion of students with special educational needs is above average. The proportion of students with statements is average. Students with the highest levels of need mostly have emotional and behavioural difficulties or specific learning difficulties (dyslexia). About four per cent of the students have minority ethnic backgrounds. About six different minority ethnic groups are represented in the college and so there is no significantly large sub-group. While some of these students are bilingual, none are at the early stages of learning to speak English. The proportion of students eligible for free school meals is below average. However, other socio-economic indicators show that students do not have the social advantages normally associated with such a low level of free school meals. The college is deemed to be a school in challenging circumstances.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3390	Ken Thomas	Lead inspector	
14214	Gillian Smith	Lay inspector	
10905	Alan Brewerton	Team inspector	Science
11838	Derek Cronin	Team inspector	French German
19414	Janet Flisher	Team inspector	English as an additional language English
4372	Ralph Fordham	Team inspector	Religious education
15051	Lynne Kauffman	Team inspector	Art and design Information and communication technology
11548	David Lee	Team inspector	Mathematics
19152	Richard Merryfield	Team inspector	History
23308	John Morrell	Team inspector	Citizenship Music
2079	Trevor Slack	Team inspector	Design and technology
11300	Barry Smith	Team inspector	Special educational needs Geography
21957	Richard Vaughton	Team inspector	Physical education

The inspection contractor was:

Cambridge Education Associates

Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY STUDENTS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Students' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE COLLEGE</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>18</b>
<b>PART C: THE QUALITY OF EDUCATION IN SUBJECTS</b>	<b>20</b>
<b>SUBJECTS IN KEY STAGES 3 AND 4</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>34</b>

# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**This is an effective school providing a good quality of education for most students.** The college copes well with very high student mobility resulting from essential movements of military personnel into and out of the nearby garrison. The very good leadership of the headteacher, with good support from other key staff, ensures that there is a constant focus on raising standards. Although standards are below average, most students achieve well in National Curriculum tests and satisfactorily in GCSE examinations. Teaching and learning are good. The college provides satisfactory value for money.

The college's main strengths and weaknesses are:

- The headteacher provides the college with a very clear sense of purpose and drive for improvement.
- Students achieve well in Years 7 to 9 because teaching is effective.
- Good use is made of assessment information to support students' learning.
- Very effective links with the community increase students' achievement opportunities.
- Students derive great benefit from the very good range of enrichment activities.
- Procedures for identifying and making provision for student with special educational needs are very good.
- Students' progress is inhibited by below average literacy, mathematics and computer skills.
- Provision in modern foreign languages is poor and standards are far too low.
- Achievement in Years 10 and 11 is adversely affected by the negative attitudes and unsatisfactory attendance of a significant minority of students.
- Higher attaining students are not offered enough challenge in some lessons.

The college has made satisfactory improvement since the last inspection. There is now more good teaching and, in very challenging circumstances, standards at the end of Year 9 have risen faster than results nationally. Satisfactory progress has been made on the key issues identified in the last report.

## STANDARDS ACHIEVED

Performance compared with:		all schools			similar schools
		2001	2002	2003	2003
Year 11	GCSE/GNVQ examinations	E	E	E	*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.*

*\*The comparison with similar schools is made on the basis of schools that achieved similar average points scores in the National Curriculum tests at the end of Year 9. This comparison is not appropriate for this school because the student population in all year groups changes significantly as result of essential movements of military personnel into and out of the nearby garrison. Because of this, the cohort that takes the GCSE examinations is often very different from the cohort that took the National Curriculum tests.*

Standards seen during the inspection are below average. Judgements have to take into account the well below average standards when students enter the college in Year 7 and the high mobility of the student population. The movement of students during their school career exerts a detrimental effect on standards. In the last cohort of GCSE students, about a half had been in the college throughout Years 7 to 11. Nevertheless, by the end of Year 9 achievement is good and standards have risen from well below average to below average in mathematics and science, and average in English.

**Although the 2003 GCSE results were well below average in most subjects, analyses of performance show that achievement was satisfactory.**

Students' attitudes and behaviour are satisfactory. Attitudes and behaviour are good in Years 7 to 9 and satisfactory in Years 10 and 11, where a significant minority of students display negative attitudes to learning. **Students' personal development, including their spiritual, moral, social and cultural development, is satisfactory.** Attendance is affected by mobility. It is below average and so unsatisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the college is good. Teaching and learning are good in Years 7 to 9 and satisfactory in Years 10 and 11.** The quality of the curriculum is good. Provision is enhanced by very good links with other schools, colleges and the community and a very good range of enrichment activities. Support and guidance are good. Links with parents are satisfactory. The weaknesses relate to modern foreign languages, the teaching of basic skills and the provision of a daily act of collective worship.

## **LEADERSHIP AND MANAGEMENT**

**Leadership of the college is very good and management is satisfactory.** The headteacher provides the college with very good leadership and, with good support from other senior managers, ensures that students are taught in a supportive environment. Effective use is made of evaluation information to identify strengths and tackle weaknesses. Governance of the college is good.

## **PARENTS' AND STUDENTS' VIEWS OF THE COLLEGE**

The views of the very few parents who took the opportunity to express their opinions about the college were generally supportive. The views of the students who completed the pre-inspection questionnaire and the majority of those spoken to during the inspection were generally positive.

## **IMPROVEMENTS NEEDED**

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

- Strengthen teaching and raise standards in modern foreign languages.
- Ensure that all teachers have the skills necessary to maintain the engagement of older students fully in their learning.
- Accelerate plans for the systematic development of students' literacy, mathematical and computer skills in all subjects.
- Ensure that lesson planning takes full account of students' attainment levels and enough challenge is offered to higher attaining students.

and, to meet statutory requirements:

- Provide a daily act of corporate worship.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY STUDENTS**

Judgements have to take into account the well below average standards when students enter the college in Year 7 and the high mobility of the student population. Standards in the Year 9 National Curriculum tests, although below average, have risen at a faster rate than results nationally since the last inspection. These results represent good achievement. Although GCSE results are well below average, when the effects of students' mobility and standards on entry are taken into account, achievement is satisfactory. Standards, from work seen during the inspection, are below the expected levels in Years 7 to 11.

#### **Main strengths and weaknesses**

- Students achieve well in almost all subjects in Years 7 to 9, as a result of good teaching.
- Good use is being made of assessment information to raise achievement by identifying where students might be falling behind so that action can be taken rapidly.
- Students with special educational needs achieve well in all years because of very good support.
- Standards in modern foreign languages are very low and achievement is unsatisfactory.
- Some students do not achieve as well in the upper years because of the effects of high levels of student mobility, poor motivation and irregular attendance.

#### **Commentary**

1. The college operates in challenging and unusual circumstances. A significant number of its students come from families based at the local garrison. The continuity and progression of these students' education are disrupted because they frequently change schools as they move with their parents when personnel are transferred into and out of the garrison. In the current Year 11, for example, only about a half of the students have been in the college since Year 7. Some indication of the extent of the disruption caused by this movement across all year groups is shown by the 2003 GCSE statistics. Although ninety-nine Year 11 students were entered for the GCSE examinations, during the course of the five-year period from Year 7, 167 students had entered this year group. This large amount of movement also leads to staffing difficulties as the size of year groups can vary as students move into and out of the college. Because of this there is an unavoidable need for staff to teach outside their specialist subjects and, in some subjects, this has an adverse effect on standards.
2. Account must be taken of these factors when comparing students' performance with that of pupils in other schools and in particular when making comparisons with pupils in similar schools. Similar schools are normally defined on the basis of schools either in similar socio-economic circumstances (where a similar percentage of pupils is entitled to free school meals) or where pupils' attained similar standards at the end of Year 6 or Year 9. Both of these measures are unreliable indicators of performance as far as this college is concerned for the following reasons. With high mobility the percentage of students eligible for free school meals varies according to the number of students in the college. For example, the percentage of students eligible for free school meals at Risedale has risen from 6.4 per cent at the start of the college year to 9.2 per cent at the time of the inspection, because there has been a slight fall in student numbers as students have moved out of the college. Furthermore, this comparison does not take into account that service personnel's families are not eligible for free school meals. If the children of military personnel are excluded, the percentage of students entitled to free school meals rises to about 20 per cent. High levels of student mobility also make the similar schools comparative grade based on prior attainment unreliable because the cohort that takes the tests and examinations at the end of Years 9 and 11 is often very different from the cohort that took the tests at the end of Years 6 and 9. For these reasons the similar schools comparative grades are judged to be unreliable as indicators of performance at this college.

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

Standards in:	College results	National results
English	33.2 (32.1)	33.4 (33.3)
Mathematics	34.0 (32.6)	35.4 (34.7)
Science	32.3 (31.6)	33.6 (33.3)

*There were 130 students in the year group. Figures in brackets are for the previous year.*

3. Standards of attainment on entry in Year 7 are well below average, with a large proportion of students having been identified with special educational needs. Nevertheless, students achieve well in Years 7 to 9 and this is reflected in the 2003 National Curriculum tests, taken at the end of Year 9, in the core subjects of English, mathematics and science, which although below average, reflect good progress from Year 7. Results in English were average, while those in mathematics and science were below. The good progress that students are making in Years 7 to 9 is seen in the rising trend in the test results, which has been faster over the last four years than results nationally. Although girls tend to attain slightly higher standards than boys in English, there are no consistent differences in performance between boys and girls in mathematics and science.

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

	College results	National results
Percentage of students gaining 5 or more A*-C grades	20 (35)	52 (50)
Percentage of students gaining 5 or more A*-G grades	84 (87)	91 (91)
Percentage of students gaining 1 or more A*-G grades	97 (97)	96 (96)
Average point score per student (best eight subjects)	24.1 (34.7)	28.7 (34.7)

*There were 99 students in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

4. The 2003 GCSE examination results were well below average compared to all schools, with the proportion of students obtaining 5 or more A\* to C grades very low. There was an approximate 20 per cent student turnover in this cohort from the end of Year 9 and when the standards at the end of Year 9 of those students who remained in the college for the full two years are taken into account, results were consistent with the targets set and achievement was broadly satisfactory. Higher and achievable targets have been set for 2004 and 2005. However, there are a number of reasons why GCSE results do not show the same upward trend as that observed and why targets set for the end of Year 11 are more difficult to achieve. These include:
- High student mobility has a greater impact on GCSE results because of the difficulties in completing coursework.
  - Higher attaining students are not offered enough challenge in some lessons.
  - A significant number of older students develop negative attitudes as a result of the frequent changes in schools and become de-motivated and disinterested.
  - The adverse impact of irregular attendance on learning is more apparent in the upper years.
  - The unsatisfactory behaviour of a significant minority of students, mainly boys, in the upper years.
  - A number of students do not want to continue with their GCSE courses after they have successfully taken the Army basic entrance test.
  - The impact of non-specialist teaching in some subjects.

5. Results in English language, mathematics and science were all well below average in 2003. However, while the dual award results in science were close to average the single award results were well below. This was because the single award course that lower attaining students were entered for was not suited to their abilities. Results in modern languages are very low. In Year 9 students of all attainment levels cannot use the foreign language in speaking or writing without considerable support. In Year 11 students have made no tangible progress towards being independent language users, and pronunciation, speaking and writing are all weak. Results in all other GCSE subjects are well below average.
6. Well below average language and literacy skills have an adverse effect on the standards being achieved in subjects across the curriculum. Although students' mathematical and computer skills are average in Years 7 to 9, they are below average in Years 10 and 11, and as is the case with literacy skills, progress is restricted as a result. Standards of work seen at the end of Year 9 were below national expectations but represent good achievement given students' attainment on entry. Good achievement is assisted by well-developed assessment procedures in many subjects, which offer students clear guidance for improvement. Standards seen at the end of Year 11 are below average. Achievement, although affected by the factors listed earlier, is satisfactory when attainment at the end of Year 9 is taken into account.
7. Students with special educational needs and the few with English as an additional language make good progress and achieve well because of the very good support they receive from specialist teachers and support staff. These students also benefit from the support they receive from their peers. The college has compiled a list of gifted and talented students in Years 7 and 8, and this list is being extended to include the upper years. Specific provision is made for these students through the enrichment programme and in a few foundation subjects such as music and physical education.

### **Students' attitudes, values and other personal qualities**

Students' attendance is unsatisfactory but their punctuality, attitudes to college and behaviour are generally satisfactory. Students' personal development, including their spiritual, moral, social and cultural development is also satisfactory.

### **Main strengths and weaknesses**

- Students in Years 7 to 9 have positive attitudes towards learning and they behave well during lessons and at other times.
- Teachers have high expectations of behaviour and they act quickly to resolve any incidents of bullying or harassment.
- Learning and progress in Years 10 and 11 is adversely affected by the negative attitudes and unsatisfactory attendance of a significant minority of students.
- Good provision for students' spiritual, moral, social and cultural development does not have as much impact on students' personal development as it should.
- Exceptional circumstances have recently caused attendance to dip below the national average.
- The number of fixed period exclusions is above average.

### **Commentary**

8. Most of the students in Years 7 to 9 enjoy being at college and their positive attitudes to learning help them to make good progress in their work. Students confirm that they like their teachers and that they appreciate the help and support they receive. They enjoy the very good range of extra-curricular activities, especially the youth club.
9. In contrast, however, some of the older students in Years 10 and 11 are not so positive about college. A significant minority, usually boys, show a lack of commitment to learning and are reluctant to engage in lesson activities. There is, however, a noticeable difference in the

attitudes of those students who have experienced a settled education and those who have attended several schools. Although there are exceptions, many of the latter group appear disillusioned, lack enthusiasm for learning and are indifferent to the many opportunities provided by the college. In discussion they are critical of several aspects of college life but are unable to suggest ways in which they would like to see the college improve. Many of these students believe that they do not require academic qualifications to join the Army and, although both teachers and Army representatives continually emphasise the importance of such qualifications to career advancement in the armed forces, they do not commit themselves to their studies. During lessons, these students are more likely to show disinterest and their unco-operative and occasionally truculent behaviour not only monopolises their teacher's time and attention, but can also be very difficult for even the most experienced teachers to control. This adversely affects the progress that their more motivated classmates are able to make in subjects such as French, German and science.

10. A key issue in the last inspection report required the college to manage students' behaviour in a more positive way and to increase the consistency with which teachers implement the behaviour policy. The college has responded well and the daily life is generally orderly. However, the basic root of the problem, that becomes so apparent in the upper years, remains. This is reflected in the exclusion statistics. The college works hard to maintain students in full-time education and excludes students only as a very last resort. Exclusion is effective for the majority of students and very few are excluded on a second occasion. However, the number of fixed period exclusions has increased by 50 per cent since the previous inspection. All of these exclusions are fully documented and justified. The number of permanent exclusions is static and, last year, no Year 11 students were excluded. This is a reflection of the college's commitment to the education of all its students and teachers' determination to meet their individual needs.

## Exclusions

### *Ethnic background of students*

### *Exclusions in the last college year*

Categories used in the Annual School Census	No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	580	113	3
Mixed – White and Black Caribbean	7	0	1

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

11. Although students of all ages say that bullying does occur, they are also confident that teachers act quickly to resolve the situation. Their actions, however, are not always effective and some students say the bullying continues. Racial incidents are very rare but incidents of challenging behaviour are increasing. The college works well with a small number of students who have severe psychological problems. These students are provided with and respond well to specialist support.
12. Over three of the last four years, attendance has been similar to, or above, the national average. Last year, however, circumstances well beyond the college's control caused it to fall below the national average. This was because many parents were on active service in Iraq. On their return, they were granted leave and many families took this opportunity to take holidays together. In addition, during the absence on duty of one parent, some of the remaining parents took their children back to their hometowns in order to be with their extended family. These exceptional circumstances continue to affect overall attendance. The college is working hard with a number of agencies to develop strategies that will promote regular attendance.

13. Although the college provides good opportunities, both through subjects and through the pastoral structure for students' personal development, these opportunities do not have as much impact as they should. This is partly because the college approach to students' spiritual, moral, social and cultural development lacks co-ordination, and partly because of the negative response of students in the upper years. Religious education provides good opportunities for the spiritual development of students and opportunities are provided in other subjects to enhance this feature of personal development. Students have a respect for the beliefs of others and have a clear understanding of them. They reflect on issues of belief and develop an understanding of different faiths. They are aware of right and wrong actions and know what is expected of them. However, they do not always respond positively when corrected. Students work well together and many opportunities are provided for them to express their views in paired work, group work and general discussion. Students are aware of their own cultural heritage and that of others. However, their cultural development does not extend sufficiently to develop an awareness and appreciation of the rich variety of different cultures and traditions that exist in this country. The lack of co-ordination of students' spiritual, moral and social development across the curriculum works against a planned approach to this aspect of students' personal development.

## QUALITY OF EDUCATION PROVIDED BY THE COLLEGE

The quality of education provided by the college is good because teaching, learning, the curriculum, assessment, and support and guidance are effective and, when all factors are taken into account, promote good achievement. The main shortcomings relate to modern foreign languages, the development of basic skills, the level of challenge offered to higher attaining students and the provision of a daily act of corporate worship. Very good links with the community and other schools and colleges enhance provision, as does the very good range of extra-curricular activities.

### Teaching and learning

The quality of teaching and learning is good in Years 7 to 9 and satisfactory in Years 10 and 11. The good use of assessment to help to raise standards is one reason why students achieve well, particularly in Years 7 to 9.

### Main strengths and weaknesses

- Since the last inspection the college has made it a priority to improve teaching and learning and has successfully raised awareness of the importance of this.
- Positive relationships help students to settle in college and to make good progress in most lessons.
- Very good use is made of teaching assistants to support students' learning.
- Assessment is used effectively to reinforce learning and show students how to progress further.
- Because time is not always used effectively, there is an imbalance between learning activities in many lessons.
- Students' progress is restricted by weak independent learning skills.

### Commentary

#### *Summary of teaching observed during the inspection in 93 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18 (19%)	48 (52%)	20 (22%)	6 (6%)	1 (1%)	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.*

14. The quality of teaching and learning has improved since the last inspection. There is now more good and very good teaching. Teaching is now very good in about twice as many lessons as at the time of the last inspection. Teaching is good in Years 7 to 9 and satisfactory in Years 10 and 11. Although there is much good and very good teaching in Years 10 and 11, it is less effective because of the greater impact of student mobility on the two-year GCSE courses and the other factors outlined in the section on standards. The proportion of unsatisfactory teaching is below that observed at the last inspection. Much of the unsatisfactory teaching is related to non-specialist teaching. This has particularly affected teaching and learning in German, where there is no specialist teaching, and history. In German, too much English is used in lessons, indicating low expectations, and depriving students of a suitable model for imitation.
15. The college's commitment to improving the quality of teaching is evidenced by the recent appointment of an assistant headteacher with this responsibility. A college focus on learning is being developed through pilot work being undertaken as part of the National Key Stage 3 Strategy. This work is intended to improve teaching and learning through the increased sharing of ideas and good practice. However, there are weaknesses in the use of time in many lessons. In some lessons, the introduction takes too long so that not enough time is allowed for the development of the topic and for consolidation at the end. In other lessons, learning objectives are not made clear at the outset with the result that students are uncertain about the purpose of the learning activities and, in others, not enough time is allowed for consolidation of learning at the end. There is a need for a systematic review of teaching and learning to establish a baseline from which methodical progress can be made.
16. In the best lessons, teachers use their subject knowledge well to encourage and engage students. Good progress is made in most lessons because learning activities are well-planned and appropriate to the levels of attainment of the students. In these lessons students know what they have to do and are able to proceed to the next, more demanding, task with a minimum of difficulty. In these lessons students' learning builds in an incremental way. However, in a number of lessons, learning activities do not stretch the higher attaining students and this is having an adverse effect on standards. Students' learning is also adversely affected by weak independent learning skills, particularly in Years 10 and 11. In these years, because a significant minority of students lack commitment to learning, they are unwilling to engage in purposeful independent learning activities. They make heavy demands on the teacher's time in lessons because of largely immature, attention seeking behaviour. Such behaviour impedes teaching and learning and restricts the progress of all students.
17. Teaching for students with special educational needs is generally good in their normal lessons and very good when they are withdrawn and taught by specialists. They also get very good support from the teaching assistants. This ensures that they achieve well in relation to their past results. Students' individual education plans contain suitable academic and personal targets that help them to make good progress in their learning. However, there is a need for increased monitoring to ensure consistency in teaching and learning across all subjects.
18. The college carries out thorough analyses of students' performance in national tests and examinations and also uses additional tests to provide an alternative measure and comparative information about students who join the college mid-year. This bank of information is used to predict students' future performance and shared with students to raise their motivation and aspirations. Students know their current, predicted and target grades and have a clear understanding of how they can improve their work. They appreciate their teachers' availability and their willingness to help them out of college hours. Members of the senior leadership team regularly monitor the quality of marking and target setting and the accuracy of assessments. They sample a range of students' work and then talk to them to make sure that marking and targets are understood and that those students know how to achieve higher standards.

19. In subjects, very good assessment in English, mathematics and ICT and good assessment in science, citizenship, physical education and religious education is based firmly in helpful marking with constructive comments and targets. Assessment is unsatisfactory in modern foreign languages and marking does not show students how to improve.

### **The curriculum**

The college provides a good curriculum, which caters well for most individual needs and high mobility. Opportunities for enrichment are very good. Learning is well supported by good accommodation and resources.

### **Main strengths and weaknesses**

- Through regular review and evaluation, the college provides a degree of flexibility in its curriculum, which enables it to cope well with unusually high mobility.
- A good range of work-related and work-based courses in Years 10 and 11 responds to individual needs.
- The college provides very well for students with special educational needs.
- Very good extra-curricular provision offers a wide range of enrichment opportunities, especially in sport.
- Good accommodation and resources support learning well.
- The need for a flexible approach to planning means that there is some non-specialist teaching.

### **Commentary**

20. The college evaluates its curriculum regularly and effectively, to respond to high mobility and students' individual needs, and to be inclusive. For example, French and German are now equally available from Year 7 to cater for the different language-learning experience of incoming students. Provision in Years 10 and 11 includes taster courses at Darlington College in, for example, catering and bricklaying, for both boys and girls. Individual timetables enable a small number of students to spend two to three days per week in work placements, improving motivation and attendance. Vocational GCSEs and Award Scheme Development and Accreditation Network (ASDAN) courses extend the range of options beyond the traditional GCSE programme.
21. Since the last inspection, GCSE courses have been added in physical education, religious education and drama. The life skills course is now taught by specialist teams instead of form tutors. This reflects the rigour of ongoing review and a willingness to innovate. The college recognises weaknesses and acts to rectify them. Because of this, all students will benefit from a double science course next year, and efforts are being made to recruit staff to extend the range of options within design and technology. The college is outward-looking, taking advice on developments in the curriculum for 14 to 19 year olds, and using its Leadership Incentive Grant to fund collaboration with other schools to share good practice.
22. There are some areas needing improvement. The National Key Stage 3 strategy is well implemented in English, mathematics and science, helping to raise standards, but is not clearly understood across the full range of subjects. Some departments have difficulty in meeting ICT requirements in their subjects, largely because of problems of access. As at the previous inspection, although governors have done all they can, the college fails to meet the requirement for a daily act of collective worship.
23. Many opportunities are provided for gifted and talented students to achieve through the very good range of extra-curricular activities. In addition, many subjects provide lunchtime and after-college sessions to interest, extend and motivate students. The quality and range of sporting provision are particularly strong, with large numbers of students taking part and competing at inter-form, inter-school, district and regional levels. There are strong ties with

local sporting clubs and organisations. Many students take part in drama productions and musical events. The quality of drama productions is often enhanced by contributions from professional theatre groups. One production, for example, received support from the Royal Shakespeare Company. The range of educational visits includes visits to France, to theatres, museums, art galleries, sculpture parks, and Teeside University. Through the Leadership Incentive Grant the college has been able to increase achievement opportunities for talented musicians. The number of students who receive instrumental tuition has risen from 20 to 101.

24. Provision for work-based learning is very good. There is a well-planned work placement for all students in Year 10 during the summer term. There are many and varied outcomes from these placements including increased maturity and motivation, and a realisation of what are good work habits. At the end of Year 9, all students have access to Vocational GCSE courses in Applied Science, Applied Business Studies and Applied Health and Social Care, which start in Year 10. The college has identified potentially disaffected students who are at risk of not completing their statutory schooling in Years 10 and 11. The need for alternative pathways and places of learning in these years has been recognised. To this end the college works in partnership with Darlington College and the North Yorkshire Business Education Partnership to offer a 'Bridge Project' for these students. In this project the students are offered taster courses in building, engineering and catering. The programme motivates students, increases their interest in gaining success, and has improved attendance and behaviour. The students who are following this programme are also involved in the ASDAN award programme at bronze and silver level. This supports and enhances the work being done in the 'Bridge Project'.
25. Students with special educational needs have full access to the curriculum. Students' individual education plans have been devised after much careful thought and consultation, and are comprehensive with regard to the identification of needs, targets and strategies. The combination of occasional withdrawal for small group teaching, support from teaching assistants and well prepared individual education plans forms the basis of the very good curriculum provision for students with a variety of needs. A particularly effective feature of the learning support department's provision is the 'annexe', which provides very good support for vulnerable students and allows older students to improve their literacy, numeracy and communication skills. A large number of students have emotional and behavioural difficulties and the college provides very well for these students through the student development centre. This 'inclusion' centre complements the learning support department very well, and helps to ensure that students with significant emotional and behavioural difficulties are maintained in full-time education.
26. Accommodation is good and specialist teaching rooms are grouped together for most subject departments. The indoor and outdoor facilities for physical education are very good, especially the quality of the playing fields. There is also very good accommodation for religious education. In art the accommodation is unsatisfactory. The rooms are small which restricts the scale of work that can be undertaken and the opportunities for students to work independently.
27. The match of teachers to the demands of the curriculum is satisfactory. Although the majority of lessons are taught by specialists, the college experiences difficulties in recruiting staff for English, modern foreign languages, design and technology, and religious education. Because of this there is some non-specialist teaching in these subjects and this is having an adverse effect on standards. The college is very well served by its support staff. Technical staff undertake a valuable role in assisting and supporting the teaching of the curriculum. The secretarial, clerical and site management staff make a significant contribution to the smooth day-to-day running of the college.

## Care, guidance and support

Arrangements to ensure students' care, welfare, health and safety are good. The college provides good support, advice and guidance and involves students well in its work and development.

## Main strengths and weaknesses

- The college looks after its students well; child protection procedures are comprehensive and effective.
- Very good links with contributing primary schools support an effective induction programme.
- Good personal and academic support helps students to make good progress in their work.
- The college actively seeks students' views and accommodates their suggestions and preferences whenever possible.
- Students receive good guidance on opportunities for further study and career opportunities and this helps them to make well-informed choices.
- There is inconsistency in the extent to which form tutors ensure that students who join at different times in the school year are settling into the college.

## Commentary

28. Members of staff work as a very good team to ensure that students receive good personal care. The college liaises closely with a wide range of external agencies, including the Army Welfare Service and social services. In addition, specialist counselling and the vulnerable student unit provides very good support for those who are experiencing personal difficulties.
29. Well-planned transfer arrangements ensure a smooth transition when students enter the college in Year 7. There are plenty of opportunities for incoming students to get to know their new teachers before they actually enrol and this helps them to settle down quickly once they arrive. The many students entering and leaving the college at different times of the year also receive good support. Members of staff visit incoming students before they move and students say that they really appreciate these early opportunities to find about their new school. Most of the incoming students, however, arrive without any books or assessment information. This can have an impact on standards in Years 10 and 11. Despite the best efforts of the college, many students arrive without examination coursework from their previous schools. Because of this it is sometimes necessary to start the work again. This can lead to work being rushed to meet examination deadlines or to a lack of motivation as students repeat work already done. Care is taken to ensure that students are placed in the most appropriate teaching groups. Because many students arrive with little or no information on their previous work, they are initially placed in the student development centre where their levels of attainment are assessed. Then, accompanied by a 'buddy', they are gradually introduced to the wider college community and quickly blend in with the general student population. The college makes arrangements to speak to incoming students' parents at some point after their arrival to check on how well students are settling in. It is assumed that form tutors carry out such checks with the students themselves, but when interviewed students say that such checks rarely occur.
30. Procedures for the assessment of students' work are good and teachers provide individual students with good academic support. Most of the students are fully aware of the levels at which they are working and how they can improve their work. Working relationships are good and students say that their teachers are kind and very approachable. This helps them to make good progress. The teachers of some subjects such as history and modern foreign languages, however, do not provide their students with clear feedback on their work. As a result, their students do not know how well they are doing and how they can achieve their individual targets for improvement.

31. The college actively seeks students' views and, wherever possible, acts upon them. Students elect representatives to the 'Student Voice' and they are able to use this forum to air their views and make suggestions for improvement. Students have influenced certain spending decisions, such as the purchase and installation of lockers.
32. Teachers provide students with detailed information about the courses they can follow in Years 10 and 11 and in further education. Links with Connexions are strong and work experience placements at the end of Year 10 give students a good insight into the many opportunities that are available once they have left the college.

### **Partnership with parents, other schools and the community**

Links with parents are satisfactory and links with the community, other schools and colleges are very good.

### **Main strengths and weaknesses**

- Strong links within Catterick Garrison and the local community enrich the curriculum and provide additional opportunities for students' personal development.
- Very good links with other schools and further and higher education providers facilitate the smooth and efficient transfer of students and help them to make informed choices about their education.
- The college actively seeks parents' views and incorporates them into its plans for the future whenever possible.

### **Commentary**

33. Community provision is very good. The college plays a central role in the life of the local community. The college enjoys very good links with the army and other local organisations and these considerably broaden the range of opportunities available to students and members of the community. The college offers a coherent programme of activities to the locality in a very cost effective manner. Since September 2000, the number of activities available for the community has risen from three to thirteen. Most successful of these is the Youth Club, which is held both at lunchtime and after college. Transport is provided each evening to take students home. Approximately 150 students attend the day sessions, where they may be engaging in social activities, meeting with youth workers, or, completing homework or course work. A recent analysis of GCSE results showed that students who attended the Youth Club achieved better results than other students. Activities in the evening sessions include a range of sporting and other activities of which table tennis is proving very popular. Coached by an international coach, two teams compete successfully in the Darlington Table Tennis League. Players are keen to help each and skills and techniques are passed on to younger and less experienced players. Participants in some activities also qualify for accreditation through the Youth Achievement Awards. A wide range of adult classes, family support services and advice for students making decisions about careers are provided and are well supported. Community provision also helps the college towards the fulfilment of its aim of promoting high achievement by offering opportunities that are not generally available in the normal curriculum. For example, 'Scrapheap Challenge' involves students and local employers in projects that promote team building and offer achievement opportunities for otherwise disaffected students. The community programme also offers students a range of worthwhile activities during the summer vacation.
34. The Army Welfare Service organises regular meetings of the garrison community and these provide a forum for the exchange of information. Students regularly compete in local events and inter-school sporting competitions, and their families take part in organised trips to places of historical interest for example, in York and Hull. In addition, the North Yorkshire Business Education Partnership provides the quality assurance for Year 10 students' work experience placements. These strong links enable students to experience a wide range of opportunities

and help them to identify a suitable career action plan. In addition, the 'Bridge Project' helps to maintain disaffected students in education by linking work with a college-based curriculum.

35. There are very effective links with contributing primary schools, a nearby special school and with other secondary schools within the Catterick area. Pupils and students attend each other's assemblies and drama productions and close curricular liaison helps teachers to set work that is well matched to the incoming students' needs and abilities. This helps to ensure that Year 7 students settle quickly and they speak warmly of the personal support provided. Very good liaison with higher education providers, including Teeside University, give students in Years 7 to 9 a good idea of what it would be like to be a student in higher education. A good proportion of students who want to undertake vocational courses, move onto Darlington College of Technology and many of those who wish to continue with their academic studies join sixth forms in nearby Richmond or Darlington.
36. The college actively seeks parents' views and regularly asks for their feedback on issues such as homework, behaviour and the curriculum. Great importance is placed upon their comments and suggestions, and parents say they would feel comfortable approaching the college with any questions or concerns.

## **LEADERSHIP AND MANAGEMENT**

Leadership of the college is very good and management is satisfactory. The leadership of the headteacher is very good and that of other key staff is good. The college makes effective use of evaluation information to identify strengths and tackle weaknesses. Governance of the college is good.

### **Main strengths and weaknesses**

- The headteacher is providing strong leadership in very challenging circumstances.
- Senior managers effectively support the drive for improvement.
- Governors take a keen interest in the college and have a good understanding of the strengths and weaknesses.
- Subject leadership is good in most subjects.
- The co-ordination of special educational needs provision is very good.
- Poor leadership and management adversely affect standards in modern foreign languages.
- There is not enough monitoring of teaching and learning by subject leaders.

### **Commentary**

37. The headteacher provides the college with a clear educational direction. Her calm and thoughtful leadership is supported by a very good understanding of students' needs and is successful in promoting the college's caring ethos. The headteacher has a clear commitment to ensuring the highest possible standards in all areas of the college's work and members of the senior management team share this commitment. Other key staff are equally committed to raising standards and leadership is very good in science, citizenship, physical education and special educational needs, and good in all other subjects apart from modern foreign languages, where it is poor. The leadership of the headteacher is particularly effective in ensuring that there is coherence in the several national and local initiatives to raise standards the college participates in, because it is recognised as a school in challenging circumstances. Performance and other management information is carefully analysed and used effectively to review the work of departments. Because of this the college has a good picture of its strengths and areas in which improvement is needed. However, the constantly changing student population has a significant impact on planning and performance. For this reason, for example, it is necessary to have flexibility in the teaching staff. This flexibility can only be achieved by having some non-specialist teaching and this has an adverse impact on standards in some subjects. Nevertheless, one of the features of the college is an open-

mindedness and willingness to identify, adapt and apply good practice from a range of outside sources in order to continue to improve the quality of education the college provides.

38. The management of the college is satisfactory. Progress has been made on the key issues for action identified in the last inspection, although there is more to be done. The quality of teaching has improved and there is now less unsatisfactory teaching. However, students' independent learning skills remain a weakness. Although good progress has been made in the provision of computer resources and in the teaching of ICT in discrete lessons, not enough use is made of ICT in many subjects. The effective implementation of the positive behaviour policy has led to improvements in behaviour, but the problem of the disaffection of a minority of students in the upper years remains. Although line management roles and responsibilities, from the leadership team to the other levels of management, are well understood, several of the management team carry multiple responsibilities. Because of this, too much responsibility for monitoring and evaluating the work of departments falls on the headteacher. Performance management is fully implemented. A comprehensive assessment database has been established and increasingly effective use is being made of this information to evaluate performance and guide planning. Within the constraints imposed by the constantly changing nature of the student population, college improvement planning is good. Targets are appropriate and linked to department plans. Planning for improvement in subject departments is generally good. Very good management of special educational needs enables staff to work very well together to ensure that provision is very good.
39. Governors are very supportive of the college and, apart from the provision of a daily act of collective worship, carry out their statutory duties well. The governing body has done all it reasonably can to ensure compliance with all statutory requirements, but few teachers engage in a daily act of worship with their tutor groups. Governors are very clear about the challenging nature of the college and keen to support innovation and change. Governors work closely with the college and have a good understanding of the college's strengths and weaknesses. They fully endorse the principle of ensuring that the college provides for the needs of all groups of students. This provides the headteacher and senior leadership team with a great deal of confidence in planning new developments. Governors monitor the budget with care and as a result expenditure is targeted according to priorities in the college improvement plan.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	2,017,258	Balance from previous year	62,848
Total expenditure	2,036,437	Balance carried forward to the next	43,669
Expenditure per student	3,737		

40. The college's financial management is very effective. It allows teachers to concentrate on teaching and seeks best value for money both in purchasing goods and services and in educational outcomes. All of the college's income is spent for the intended purposes.

# **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

## **SUBJECTS IN KEY STAGES 3 AND 4**

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **English**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- More focused teaching in Years 7 to 9 is resulting in improved standards at the end of Year 9.
- Very effective marking and assessment procedures, together with good support and guidance, promote good achievement.
- Through very good relationships and classroom management the department creates a calm and very positive environment for learning.
- In some lessons the highest attaining students are given work that is too easy.

#### **Commentary**

41. Students' attainment in English when they enter the college is well below average. Standards in tests in 2003 at the end of Year 9 were average in comparison with all schools and above average compared with similar schools. Results in GCSE examinations in 2003 were well below average but high student mobility means that results vary widely from year to year and in 2002 they were closer to national expectations. Lower attaining students achieve particularly well. In 2003 all students entered for English achieved at least a Grade F. Standards seen during the inspection are below average but more focused teaching is having a positive effect on the results in the national tests for Year 9 students.
42. Despite these below average standards, students' achievement through their five years in college is good. It is stronger in Years 7 to 9 than in Years 10 and 11 because factors beyond the college's influence have a greater effect as students grow older. Writing skills are improving because of increased opportunities for extended writing and good use of drafting and editing. Speaking skills remain below average although good use of group work is making a difference to students' confidence in putting forward their views and collaborating with others.
43. Teaching and learning are good and have improved since the last inspection with no unsatisfactory teaching. The attractive and stimulating environment, the very good relationships between teachers and students and the insistence on good standards of behaviour mean that students enjoy their English lessons and concentrate well. There is very good support from both teachers and teaching assistants for students who come to the college knowing little or no English and for those students who have special educational needs. Both these groups of students achieve well. On the other hand, in some lessons the work given to the highest attaining students does not stretch them. Time is not always used well and some lessons have rushed endings that do not consolidate learning or show students what they have gained. Marking is very good. It sets up a dialogue with students and shows them clearly how to improve their work. Assessment data is shared with students to improve their aspirations and make them partners in their own learning. Through theatre trips and good support for learning outside the college day, teachers make every effort to enrich their students' lives.
44. The English department is well led and managed. There has been satisfactory improvement since the last inspection with improved standards at the end of Year 9 and better engagement of students in Years 7 and 8. Recent additional funding has enabled the department to improve the quality of the book stock and install an interactive whiteboard that was used

effectively in a good Year 10 lesson to engage students and raise achievement. After a period of instability the department now has a core of well-qualified and mutually supportive teachers who share a common purpose and have the capacity to effect further improvements to standards.

### **Language and literacy across the curriculum**

45. The college has worked hard to raise students' language and literacy skills since the last inspection. Although they are not yet at the expected levels there are signs of improvement in subjects such as art, religious education, ICT and physical education that have taken on board the in-service training by the English department and have embedded appropriate strategies into their teaching. In science, standards of literacy are generally satisfactory, although lower-attaining students are less proficient at extended writing and lack confidence in the use of scientific terminology. When given the opportunity students are able to discuss their work sensibly, and when written tasks are appropriate then they write with reasonable fluency. Some particularly honest and direct extended accounts of dramatic or tragic events in their lives written by Year 10 students for English course work were seen. The use of planning and drafting techniques and the increasing use of the library for research are all contributing to this improving picture.

### **French and German**

Provision in French and German is **poor**.

#### **Main strengths and weaknesses**

- Standards in French and German are well below average and achievement is unsatisfactory.
- Students have unusually negative attitudes to language learning; many are reluctant to speak in class.
- Long-standing instability in staffing continues to affect standards and attitudes.
- The quality of teaching and learning is unsatisfactory. Expectations are too low.
- Leadership and management are poor. There is insufficient rigour in planning to raise standards.

#### **Commentary**

46. At the end of Year 9, teachers' assessments show that attainment is very low. GCSE results in French and German indicate well below average attainment at the end of Year 11. Students do worse in languages than in other subjects. Contrary to the national picture, boys did better than girls in French in 2003.
47. Inspection evidence shows that standards at the end of Year 9 are well below average. Higher-attaining students begin to use tenses but, like average and lower-attaining students, they cannot use the foreign language in speaking or writing without considerable support. By the end of Year 11, standards seen in both French and German are well below average. Students have made no tangible progress towards being independent language users, and still rely heavily on support. Speaking is especially weak, because students are reluctant to participate in oral classwork, and rely on written prompts, so that pronunciation is very weak. Writing is very poorly developed. These shortcomings apply to almost all students in both French and German throughout Years 7 to 11, so that achievement is unsatisfactory.
48. Mobility has a greater impact in modern languages than in most subjects because of the need for continuous learning. Similarly, the college's problems in securing stable staffing for modern languages have had impact on both standards and attitudes. Attitudes are unusually

negative, not helped by external influences generated by recent world events. Few students

now opt for language study in Year 10; some are unpunctual to lessons and many take poor care of textbooks and exercise books, with too much unfinished work.

49. Within this context, it is nonetheless the job of the languages department to deliver effective provision. The quality of teaching and learning is unsatisfactory, especially in German, where there is no specialist teaching. Overall, subject knowledge is unsatisfactory. Too much English is used in lessons, indicating low expectations, and depriving students of a suitable model for imitation. Planning is weak because the long 60 minutes lesson is not always well-used and inadequate opportunities arise for independent use of the foreign language. The potential of the interactive whiteboard has not yet been realised. Some resources, especially ICT, are not fully utilised to improve standards and attitudes. Work is rarely varied to match individual needs, either in class or in homework. Consequently, higher-attaining students are not extended and students with special educational needs make the same unsatisfactory progress as others. Marking is unsatisfactory because, as in reports, there is insufficient guidance on how students can improve.
50. Leadership and management are poor. Little attempt is made to monitor the work of the subject, by observing lessons or sampling work. Assessment procedures are under-developed and there is no moderation of standards. Consequently the head of department has a poor grasp of strengths and weaknesses, development planning lacks focus and schemes of work are unhelpful. Standards, attitudes and the quality of teaching and learning have declined since the previous inspection, so that improvement has been poor.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Students' achievement by the end of Year 9 is good.
- Good teaching ensures students learn in a systematic way.
- Good use is made of assessment information to support students' learning.
- Some Year 11 students are not achieving as well as they should because they are not committed to learning.
- Not enough use is made of summaries to consolidate learning at the end of some lessons.
- Not enough challenge is offered to higher attaining students in some lessons.

### **Commentary**

51. Results in National Curriculum tests for Year 9 students in 2003 were below average. When students' well below average standards on entry are taken into account, these results represent good achievement.
52. Inspection evidence shows the standards of students presently in Year 9 to be broadly in line with national expectations. Students' in Years 7 to 9 are achieving well because teaching successful in motivating them to learn. As a result students build their knowledge and understanding systematically and become numerically competent. Students apply their numerical skills satisfactorily in other subjects.
53. Results in the 2003 GCSE examination were very low in comparison to the national average for A\* to C grades. However, virtually all students achieved an A\* - G grade, matching the national average for these grades. When taking into consideration students' standards on entry to the college and the impact of the significant turbulence caused by students moving into and out of the college, this represents satisfactory achievement.

54. Inspection evidence shows the standards being achieved by students presently in Year 11 to be above those indicated by the GCSE examination results, although still below average. In the current Year 11 a significant minority of students lack the motivation to learn and therefore are not likely to achieve the standards of which they are capable. Although teachers make strenuous efforts to engage these students in lessons and to raise their achievement through a range of other activities, such as lunchtime and after college clubs, they remain largely uncommitted to learning. However, this lack of commitment is not so evident in Year 10. Here students respond more positively and build on the work covered in Year 9. They competently solve quadratic equations and make effective use of a computer programme to extend their knowledge through solving more complex equations. This group of students are achieving well and inspection evidence, and college predictions indicate, that many should achieve GCSE grades in the higher A\* to C range.
55. Students with special educational needs are very well supported by both teachers and teaching assistants. As a result they achieve similar standards to their peers at the end of Year 9 and Year 11. Students with English as an additional language also make good progress with their learning.
56. Teaching is good and occasionally very good. In all years teachers are beginning to use aspects of the good practice outlined in the National Strategy for mathematics. However, because summaries are not undertaken at the end of many lessons, the opportunity to check understanding and consolidate learning is missed. The principle features of the very good teaching are clear lesson aims and high expectations. In these lessons students are highly active and rapid progress is made. Teaching of this quality was seen in most years, and particularly in Years 7 to 9. However, in some lessons the progress of higher attaining students is restricted because the learning activities do not offer enough challenge. The effective use of assessment is a strong feature of the work of the department. As a result students are well aware of the levels at which they are working. Students are well prepared for examinations because teachers make very good use of their subject knowledge and experience to improve students' examination techniques.
57. Leadership and management of the subject are good. The head of department has a clear vision for the development of the subject and raising standards is a high priority. There is strong team of experienced specialist teachers and teaching assistants who support each other very well. Progress since the last inspection is good.

### **Mathematics across the curriculum**

58. The National Numeracy Strategy has been implemented well within mathematics, but few other areas have systematically planned the development of numeracy in their subjects. As a result students are unable to build their confidence of handling number in different contexts. There is good use of mathematics in art and design and technology where basic measurement and understanding of proportion are needed. In geography, ICT and science good use is made of number skills and representing data in graphical form. The whole college approach to this will eventually ensure that more use to be made of students' numerical skills in other areas of the curriculum.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Achievement is good in Years 7 to 9 because teaching is good.
- Leadership and management are good.
- Assessment is used well to support teaching and learning.
- Standards in tests and examinations are below average.

- Higher-attaining students are not challenged enough.
- The lack of involvement of girls in many lessons and the unsatisfactory attitude of a minority of boys are having an adverse effect upon standards.

### **Commentary**

59. In 2003, National Curriculum test results for students at the end of Year 9 were below average. Boys' results were better than those for girls. Results were similar to those for mathematics, but below English results. Teachers underestimated the attainment of students in Year 9. Results have improved since the last inspection. Compared with attainment on entry, achievement was good.
60. GCSE examination results in 2003 were well below average. Dual award results were close to the national average while single award results were well below average. Results were below those for both English and mathematics. Boys' results were better than girls' results. Results were adversely affected because lower-attaining students had been entered for single award science, a course that did not match their abilities.
61. In Years 7 to 9, students are making good gains in their knowledge, skills and understanding and achievement is good. In Years 10 and 11, achievement, whilst being satisfactory, is adversely affected by the unsatisfactory attitudes of a minority of boys and because some students are not challenged enough. Standards, in Years 7 to 9 are in line with expectations. By the end of Year 9, higher-attaining students understand the particle structures of solids, liquids and gases. Lower-attaining students however, are less secure in their understanding, but recognise the properties of solids, liquids and gases. In Years 10 and 11, standards are below expectations. Although higher-attaining students have a satisfactory understanding of bonding between atoms, lower-attaining students are very insecure in their knowledge and understanding of science because they are following a course that is unsuited to their needs. Girls underachieve because they lack confidence and do not participate in lessons as well as boys.
62. Teaching is good. In a few lessons teaching is very good. No unsatisfactory teaching was observed. The principal features of teaching are the effective use of teachers' subject knowledge, well-focused planning and, in many lessons, a range of methods which maintain interest and engender learning. In most lessons students work hard and at a good pace. In some lessons, however, expectations are not high enough. Homework, when set, is used to extend or consolidate classwork.
63. Assessment is used well to monitor the progress of students and to guide teaching and learning. Day-to-day marking is good and often provides advice on how to improve. However, incomplete work is not always followed-up by teachers. The identification of appropriate learning objectives coupled with good support enables most students, including those with special educational needs, to make progress in improving their knowledge and understanding of scientific concepts.
64. Subject leadership is very good and management is good. The new head of science has a clear vision of what is needed to improve. She is supported by an adequate number of teachers. Educational direction is clear and focused. As a result, there is evidence of new developments, including the introduction of an applied science GCSE, which promise to lead to further improvements. Development planning is effective and manageable, but planning for long-term development with longer term targets, costing and focused success criteria has yet to be carried out. Schemes of work do not yet match work to the varying abilities of students. The department does not have enough computers to support teaching and learning.

65. Satisfactory progress has been made since the last inspection. Provided that the current good quality of teaching is maintained, that girls are engaged more fully in lessons and a more suitable GCSE course is established for lower-attaining students, the capacity for improvement is good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Assessment is used very effectively to inform students of the progress they are making.
- Resources to support teaching and learning are good.
- Good relationships give students the confidence to engage in independent learning in Years 7 to 9.
- Students' use of ICT in other subjects has not been mapped.
- There is no opportunity for students to take ICT as a GCSE option.

### **Commentary**

66. Standards at the end of Year 9 are in line with expectations. During ICT lessons in Years 7 to 9 students build a good bank of ICT skills and when standards on entry are taken into account, achievement is good. There is no GCSE option in Years 10 and 11. Students doing single science take ICT, which culminates in a CLAIT accreditation. Recently results have been good with 100 per cent pass rate, but there is no national figure against which to compare standards.
67. Work seen during the inspection is consistent with teachers' assessments. However, ICT skills are learned in relative isolation because not enough opportunities are provided for students to apply their computer skills in other subjects. Updated computers give students good opportunities to gain basic skills in word processing, spreadsheets, databases, desktop publishing and use of the Internet. Well-designed booklets are used effectively to enable students to solve problems independently, rather than relying on guidance from the teacher. Behaviour is good. Students in Year 11 complete a vocational CLAIT course. They cope well with the basic modules of work, which allow students to continually revise their work until they are satisfied with the final result. However, as CLAIT Level 1 is a foundation course it does not offer enough challenge for many students.
68. Teaching and learning are good in Years 7 to 9. In Years 10 and 11 teaching and learning are satisfactory. Teaching is more effective in Years 7 to 9 because very good assessment strategies help students to understand the standard they have reached and what to do to improve. Good resources are used effectively to encourage independent learning. However, in some lessons, learning objectives are not made clear at the start of lessons and learning is not consolidated through a structured review at the end. Advanced teaching assistants have good ICT skills and are used very effectively to support lower attaining students. Homework is set regularly and used to consolidate and extend learning.
69. The leadership being provided by the recently appointed co-ordinator is good. Subject planning identifies appropriate priorities and there is a strong commitment to improvement. The ICT teaching team are making valuable contributions to extending the use of ICT across the curriculum. Management at this stage is satisfactory because there is no formal monitoring of teaching and learning and there is no clear picture of the extent to which ICT is used in other subjects.

## Information and communication technology across the curriculum

70. Students do not have enough opportunities to apply their ICT skills across the curriculum. The ratio of students to computers is better than the national average. There are three well-equipped ICT rooms and computers available for use in the library and the Risedale Centre. However, the ICT rooms are block booked for the health and social care and applied business studies courses and this reduces flexibility and restricts access for other subjects. Not enough use is made of computers to support teaching and learning in many subjects and the extent to which computers are used is not known because the college has yet to carry out an audit. Students make good use of computers during lunchtime and after school clubs and activities.

## HUMANITIES

### Geography

Provision in geography is **good**.

#### Main strengths and weaknesses

- Good teaching and effective organisation and planning lead to good achievement in Years 7 to 9.
- Students with special educational needs achieve well because they receive good support from advanced teaching assistants.
- High levels of student mobility adversely affect achievement in Years 10 and 11.
- Not enough use is made of ICT to support teaching and learning.

#### Commentary

71. Teachers' assessments indicate that the proportion of students at Level 5 and above is average, although the proportion of those at Level 6 and above is below average. These assessments are confirmed by inspection evidence, which shows standards at the end of Year 9 to be broadly in line with national expectations, although with fewer students above that level. These standards represent good achievement by students whose attainment on entry is well below average.
72. GCSE results are adversely affected by high student mobility and the fact that very few girls choose the subject as a GCSE option. Results are very erratic from year to year and in 2003 the percentage of students obtaining A\* to C grades was well below average. The percentage of students obtaining A\* to G grades matched the national average. When standards on entry in Year 10 are taken into account achievement was satisfactory. Inspection evidence suggests that students are achieving well and that the standards of students currently in Year 11 are above those indicated by the GCSE results and that standards in Year 10 are higher still.
73. In Years 7 to 9 students gain a good understanding of basic skills and learn to use number well. They learn investigative techniques and in project work on regions as different as Brazil and Malham Tarn, are able to demonstrate knowledge of processes, patterns and concepts. Written work is well presented, although not enough use is made of ICT to support teaching and learning. Students' work improves through the attention paid by teachers to the use of appropriate vocabulary and the development of literacy skills. The use of mathematical skills is consolidated in Years 10 and 11. This was seen to advantage in local fieldwork involving river studies. Students are able to hypothesise, gather data and reach valid conclusions.
74. Teaching and learning are good. Lessons are well planned with effective use of teachers' subject knowledge. Effective questioning, the reinforcement of learning and the use of appropriate resources are also features of many lessons. Students with special educational

needs achieve well because they are provided with good support from advanced teaching assistants. Enthusiastic teaching and the use of a variety of techniques and visual aids ensures that most students are attentive, interested and on task. Assessment is used well to indicate students' levels of attainment and how to improve their work. Most students demonstrate positive and mature attitudes to their work. Behaviour is generally good because teachers exercise good classroom management skills and relationships are constructive.

75. Leadership and management of the subject are good. A small team works well together all are committed to continuing to raise standards. Improvement from the last inspection has been good.

## History

Provision in history is **satisfactory**.

### Main strengths and weaknesses

- Good leadership and management have sustained the subject well in challenging circumstances.
- Classroom relationships are usually good so students learn well.
- Additional lunchtime study sessions support learning very well.
- Students' source analysis and evaluation skills are not well developed.
- Students are not provided with clear enough guidance on how to improve.
- Non-specialist teaching leads to unsatisfactory learning in some lessons.

### Commentary

76. Standards, as indicated by the end of Year 9 teacher assessments in 2003, were below average. However, these standards reflected good achievement when students' well below average levels of attainment on entry in Year 7 are taken into account. The proportion of students gaining GCSE grades A\* to C was also well below average, although there has been a rising trend in results since 2001.
77. Inspection evidence shows that by the end of Year 9, standards are close to average. Students enter the college with low literacy skills and very few historical skills. They make good progress in learning how to select and deploy information from a range of evidence, such as analysing the causes of the First World War. Most read aloud at least competently and many produce quite good quality extended writing.
78. By the end of Year 11, standards of work seen are below average, although in the current Year 10, they are closer to average. Most students have a good command of the similarities and differences between Greek and Roman medicine, and their understanding of chronology is more secure than that seen in earlier years; however, there is still insufficient reference to it in their work. The most significant barrier to raising attainment is the limited extent to which students analyse and evaluate sources, and comment upon how provenance affects reliability.
79. The quality of teaching is satisfactory overall; in Years 10 and 11 it is good, and students learn well and make good progress as a result. In the best lessons high expectations, challenge, pace and very skilful classroom management all contribute to very good learning; additionally, when teaching assistants are deployed they make a very significant contribution to the good achievement of students with special educational needs and English as an additional language. Very good support is provided for students' learning through study sheets and frequent lunchtime study sessions that are open to all. Learning is less good when a lack of subject knowledge and/or familiarity with historical skills amongst non-specialist teachers, undermine progress. Although good classroom relationships are usually a characteristic feature of history lessons, a small minority of students with negative attitudes

occasionally disrupts learning. Work is marked regularly but factual and spelling errors are sometimes overlooked and the college based assessment structure is less helpful than it might be in identifying scope for improvement.

80. The subject is well managed and led. The head of department gives the large team of non-specialists good support and has planned well for the future, with an appropriate emphasis on raising attainment. Satisfactory improvement has been sustained since the last inspection.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- The subject makes a good contribution to the spiritual, moral, social and cultural development of students.
- The good leadership and very good management of the subject ensure that students receive a rich curriculum.
- Good assessment and monitoring procedures make a clear contribution to students' achievement.
- Wide variation in the quality of teaching means that some students do not make as much progress as they should.

### Commentary

81. Standards in Years 7 to 9 are average in relation to the LEA agreed syllabus. Given students' below average standards on entry to the college, this represents good achievement. Students are well able to link their knowledge of religion with their everyday experiences. Standards in Years 10 and 11 are average. Standards in the GCSE course were above the national average in 2003. Students achieved seventy seven per cent A\* - C. This compares well with similar schools and represents good student achievement. Students' spiritual and moral awareness is good. They demonstrate a respect for the views, faiths and traditions of each other.
82. Teaching is satisfactory but there is a wide variation in the quality of teaching. In some lessons, students develop their knowledge and understanding of religious language, principles and concepts through the teachers' effective use of discussion and questioning. The achievement of students with special educational needs is good, because students are provided with good support and with work that matches their specific needs. The use of key words and technical language enable students to improve their speaking and listening skills. Students make good progress as a result of the teacher's good knowledge of the subject and an awareness of individual student needs. However, in some lessons a lack of challenge and inappropriate teaching strategies lead to students not making as much progress as they should. Assessment procedures provide a good basis for assessing what students know and understand. However, there is no specific assessment on *learning from* religion. Detailed targets enable students to be clear about the standards they are reaching and what they need to do to improve.
83. Curriculum leadership is good with a clear sense of purpose and direction. The head of the department has a clear view of the needs of the subject. The subject is managed very well with very good planning and effective monitoring of teaching and students' work. Since the last inspection very good improvements have been made in planning, schemes of work, assessment procedures and the leadership and management of the subject. These improvements have had a very good impact on standards and student achievement and progress.

## TECHNOLOGY

### Design and technology

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

#### Main strengths and weaknesses

- In Years 7 to 9, students have very good attitudes to the subject, which contribute to their good achievement.
- Teaching is consistently good and enables students to learn well, particularly in Years 7 to 9.
- Leadership and management are good and dedicated to improving students' achievement.
- Good accommodation and facilities are used well to support teaching and learning.
- Not enough attention is given to the setting of intermediate improvement targets for individual students.
- Students' design and graphical communication skills are not developed in a systematic and progressive way in Years 7 to 9.
- Not enough use is made of ICT, including computer aided design and manufacture, to support teaching and learning.

#### Commentary

84. Teacher assessments show that at the end of Year 9 standards are below average in comparison to the national average. The 2003 GCSE examination results were well below average at the higher A\*-C grades. The results in graphic products were below average but in resistant materials they were very low.
85. In the work seen in Year 9, a similar level of attainment to recent teacher assessments is evident and achievement is good as the students' starting point in Year 7 is well below the average. Boys and girls of all levels of attainment make good progress including those with special educational needs. Their behaviour is very good and they have very positive attitudes to their work. Making and constructional skills are more highly developed than design and graphical skills for the majority of students. The Year 11 work seen during the inspection is below average. The standards achieved by the girls are higher than boys on both the GCSE courses. The work of girls usually displays a greater depth of research and more rigorous analysis when developing their designs. The strength of the boys' work continues to be their practical making skills. Low levels of motivation, poor attendance and high mobility adversely affect the achievement of some students in Years 10 and 11. Not enough use is made of ICT to support learning and the facilities for computer-aided design and manufacture (CAD and CAM) are inadequate.
86. Teaching is good in all years with a significant proportion that is very good in Years 7 to 9. Teachers use their very good subject knowledge to plan a variety of projects that interest the students. This leads to good achievement as students are challenged by the tasks presented to them. Support staff are effectively deployed and ensure that the students with special educational needs, in particular, achieve well. Teachers use a range of appropriate methods to engage the students in lessons. Questioning and demonstrations are used effectively to developing students' knowledge and understanding. However, not enough use is made of intermediate targets as an aid to raising standards, when teachers are assessing students' work.
87. The department is well led and managed. The quality of teaching and learning is monitored and the department development plan is well focused on raising achievement. However, the planning and teaching of design and graphical communication skills in Years 7 to 9 should be more systematically and progressively developed to improve further the achievement of the students in these areas of the subject. Also, the breadth of the curriculum is restricted, as

students do not currently experience working with food and textile materials. This is due to the difficulties experienced in the appointment of a suitably qualified member of staff but the college is hoping to resolve this issue in the near future. Satisfactory progress has been made since the last inspection.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

Provision in art and design is **good**.

### **Main strengths and weaknesses**

- Good teaching and learning and the effective use of assessment inspire students to be creative.
- Very good visits, clubs and competitions help to bring the subject to life.
- Good accelerated learning opportunities are provided for the 'combined' classes in Years 7 to 9.
- Unsatisfactory accommodation impedes learning.
- The lack of technical support impedes the efficiency of the department.

### **Commentary**

88. Teachers' assessments show standards at the end of Year 9 to be in line with the national average. Groups of students from 'combined' classes are reaching higher levels because they respond well to the additional challenge and show greater accuracy and creative thinking in their work. Work seen during the inspection is consistent with teachers' assessments. From limited art and design experience on entry to the college, standards at the end of Year 9 represent good achievement. Students with special needs match the achievement of their peers. Use of paint, pastel, clay and fabric stimulates creativity. Sketchbooks are used well to record quality research and good observational drawings.
89. Although GCSE results in 2003 were below average, they represent good achievement when standards on entry are taken into account. Inspection evidence shows standards of students presently in Year 11 to be below expectations and that achievement is satisfactory. Achievement in Years 10 and 11 is not as good as in Years 7 to 9 because many students, particularly boys, find it difficult to take responsibility for their individual projects. The result is that their work is rushed and quality suffers. In addition, many students arrive at different times of the year and often with limited records of their previous artwork. This has an adverse effect on their motivation. Despite difficulties of access, good use is made of ICT as in Year 10, for example, to develop an understanding of the work of Escher through repeat patterns and the changing of shape.
90. Teaching and learning are good across the department with very good teaching in Years 9 and 10. Teachers' wide range of complementary skills and a passion for the subject influence most students to try new techniques. The many well planned visits and active art clubs extend learning. Artwork displayed around the college celebrates students' success. Assessment is very good and helps students to clarify how to improve. Teachers' planning is good and high expectations of behaviour are part of the work ethos in the department. Basic skills are well integrated and the subject makes a good contribution to the development of students' literacy and numeracy skills.
91. Subject leadership is very good and there is a shared vision to take the department forward. Management is good, although the monitoring of teaching and learning is largely informal. The lack of a technician detracts from teaching and learning because teachers have to spend too much time on routine matters. The teaching rooms are too small for the size of teaching groups and this restricts learning activities. Good progress has been made from the last inspection.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- The complementary strengths of the music staff enable students to participate in worthwhile musical experiences.
- Staff have good relationships with the students, which helps to promote good learning.
- The shortages of ICT is having a negative impact on the breadth of curriculum available to all students.
- Not enough use is made of homework in Years 7 to 9.

### Commentary

92. Teachers' assessments show that by the end of Year 9 in the summer of 2003, the attainment of the large majority of students was well below average at Level 5 and above. The proportion of students attaining A\* to C grades in the GCSE examination was also well below average. The reason for these lower than usual results is a shortage of qualified staff for one year at a crucial time in both year groups musical education.
93. Inspection evidence shows that standards at the end of Year 9 are in line with national expectations. As students' attainment on entry is well below average, the standards at the end of Year 9 represent very good achievement. Standards in Years 10 to 11 are in line with expectations and these represent good achievement. Students do not have enough opportunities to work with ICT and this is having an adverse impact on the achievement of many of the musically less able students in all years.
94. Teaching and learning are good in Years 7 to 11. Both teachers have a very good knowledge of the subject and complement each other in their diversity of strengths. Students approach tasks knowing what is expected of them and how they can achieve it because of the teachers' clear instructions. They sustain interest because of the enjoyable nature of the varied but related learning activities. Good relationships between the teacher and students were observed in all classes. Lessons are thoroughly prepared and resourced to cater for students of all musical abilities. As a result, students with special needs make good progress. The more musically able benefit from instrumental tuition provided by North Yorkshire County Council. Not enough use is made of homework in Years 7 to 9 to further students' learning and to help to develop their independent learning and literacy skills.
95. The leadership and management of the subject are good. Since the last inspection the issues raised have been tackled where possible. Improvement is satisfactory. However there are still not enough practice rooms and up-to-date computers. There are no midi-keyboards and a shortage of percussion, and multi-cultural instruments. Planned improvements include a new scheme of work based on practical activities, which will enable students to learn about music through performing whilst developing keyboard skills, and percussion ensembles.

## Physical education

Provision in physical education is **good**.

### Main strengths and weaknesses

- Teachers' high expectations of students.
- The strong commitment to continued improvement.
- Students' high participation rates in the wide range of extra-curricular activities.

- Not enough use is made of evaluation to guide planning.

### **Commentary**

96. Standards at the end of Year 9 are below average. Nevertheless this reflects satisfactory achievement for most students in relation to standards on entry in Year 7.
97. Students of all abilities develop precision and control in a range of basic skills. Many are able to link skills and techniques accurately. Some are able to apply their knowledge to develop strategies and tactics in mini games. Students are given many opportunities to draw on their own knowledge to develop more advanced movement and plan ways to improve their own and others' performance. All students expect to warm up and cool down. This work is built on in Years 10 and 11.
98. The 2003 GCSE examination results were significantly below national average. However, standards seen during the inspection were closer to national expectations. This represents satisfactory achievement when standards at the end of Year 9 are taken into account. Most students can select and combine skills, ideas and techniques, adapting them accurately to the needs of the activity. They can explain the benefits of regular, planned activity on health and fitness. Students with special educational needs make good progress because they are provided with effective support.
99. The quality of teaching and learning is good and shows many qualities of very good practice. A major feature is the consistently high expectations teachers have of students. This is seen in students' work and in their observance of lesson routines. Students in all years show that they are able to take responsibility aspects of their own learning. This is very much linked to the very good relationships that exist between teachers and students.
100. The leadership of physical education is very good. This is exemplified in the shared vision of all staff of the teaching of the subject and future development. Management is good, but not enough use is made of evaluation to guide planning. Very good progress has been made since the last inspection, particularly with regard to the participation and achievement of girls. The very wide range of extra-curricular activities offers students of all ability levels further achievement opportunities. A significant number of individual students and teams achieve success in local and regional competitions.

### **BUSINESS AND OTHER VOCATIONAL COURSES**

101. The health and social care and applied business courses were lightly sampled during the inspection. These are popular subjects offering opportunities for examination work to a substantial number of pupils. Although standards are below expectations in both subjects, achievement is generally satisfactory in relation to standards on entry to the courses. Teaching and learning in the one Year 11 health and social care lesson observed lesson were good. Students' attitudes were good and they responded well to the challenges set in the lesson. Although teaching in the one Year 10 applied business lesson was satisfactory, learning was unsatisfactory because of the immature behaviour of a small number of boys who were incapable of engaging in independent computer based research. Their behaviour was in marked contrast to that of girls in the lesson who ignored the disruption being caused by the group of boys and worked conscientiously and productively. A very good feature of the business lesson was the very effective use of an advanced teaching assistant to support students in one of the three computer rooms in which the lesson was taking place.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

102. Citizenship was sampled. During the inspection two **citizenship** lessons were observed and students' work scrutinised. Few of the lessons seen in other subjects had citizenship as their focus.
103. A very thorough audit of provision has taken place. Although there is no requirement to produce assessment results until the summer of 2004, it is clear from work seen and reports of workshops that standards are in line with expectations and students are achieving well. Citizenship is taught alongside PSHE and careers as part of the 'life skills' programme. The citizenship programme is supported by citizenship elements in other subjects.
104. Teaching and learning are good. Units are effectively taught by a dedicated team of teachers who work from material prepared by the head of department. Students' learning is enhanced through a variety of visits and workshop activities. Their knowledge and understanding of the judicial system is developed through visits to a magistrates court and participation in a mock trial. Students also take part in the annual 'Crime and Safety Awareness Day'. Such is the commitment of the students to this event that they were one of only four schools invited to participate in the ten-year celebratory conference. Risedale students' presentation on the benefits of the crime and safety workshops at the college was judged outstanding. Students are given opportunities to engage in responsible decision making by deciding, for example, which charity is to be targeted each term. 'Children in Need', 'Comic Relief' and 'Whiz Kids' are all charities that have benefited from students' fund raising activities. Through 'Student Voice' they are also given the opportunity to express their views on college matters. Students gain valuable experience in representative democracy and appreciate the serious way in which their views are taken.
105. The leadership of the subject is very good. The head of department has a very clear vision for the development of the subject and has worked with colleagues to audit provision, train staff and produce very good programmes of study. Management is good. Continuous evaluation is built into the course and several units have been revised and improved in response to students' and teachers' evaluations. In order to ensure continued improvement, there is a need for the citizenship elements of lessons to be made explicit in all subjects.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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