

INSPECTION REPORT

GRANGE TECHNOLOGY COLLEGE

Bradford

LEA area: Bradford

Unique reference number: 107414

Headteacher: Mr John Player

Lead inspector: Mr Anthony Shield

Dates of inspection: 1 – 5 December 2003

Inspection number: 259221

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of students:	11-18
Gender of students:	Mixed
Number on roll:	1779
School address:	Haycliffe Lane Bradford Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Dr Donna Pankhurst
Date of previous inspection:	January 1998

CHARACTERISTICS OF THE SCHOOL

Grange Technology College is a mixed comprehensive community school for students aged 11–18, situated in Bradford. Most students come from the Little Horton and university wards of the city. Most students are from socially disadvantaged backgrounds. There are 1779 students on roll, with 301 in the sixth form, and the school is over-subscribed. The proportion of students eligible for free school meals is well above average, at around 54 per cent. Attainment on entry is very low, particularly in relation to students' language and literacy skills. There are 578 students with English as an additional language who are given additional support. A fifth of the students, including 41 in the sixth form, have special educational needs. Most have learning difficulties, but a minority have emotional and behavioural problems and a few have physical impairments. The college also has a 12-place unit for students with autism; these students are fully integrated into the main school. Fifty-four students, including two in the sixth form, have a statement of special educational needs. Most students are from an Asian (Pakistani) ethnic background; there are also small minorities from white (British), Asian (Indian), Asian (Bangladeshi), and others from a range of ethnic heritages. The college is a Technology College and has been awarded School Achievement Awards for the last three years, the Specialist Colleges Trust Value Added Award in 2003, and Investors in People (2003). It is part of the Bradford Excellence in Cities project.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9189	John Horwood	Lay inspector	
30941	Keith Brammer	Team inspector	English, English as an additional language
19679	Graham Coombs	Team inspector	Mathematics
12762	Roger Catchpole	Team inspector	Science
4607	David Ward	Team inspector	Design and technology
31879	David Rhodes	Team inspector	Information and communication technology
30911	John Barton	Team inspector	French
12262	Chetana Shah	Team inspector	Urdu
22849	Ron Catlow	Team inspector	History, citizenship
3827	John Knight	Team inspector	Geography
32329	Andrew Stafford	Team inspector	Art and design
11672	Peter Harle	Team inspector	Music
18888	Jan Boulton	Team inspector	Physical education Health and social care in the sixth form
12261	Rosemary Adams	Team inspector	Special educational needs
20629	John Bryson	Team inspector	English in the sixth form
3704	Kirby Haye	Team inspector	Religious education
19135	Derek Ebbage	Team inspector	Mathematics in the sixth form
30749	Heather Boyle	Team inspector	Sociology
1830	Stuart Charlton	Team inspector	Chemistry, physics and biology in the sixth form
25744	Trevor Osgerby	Team inspector	Government and politics in the sixth form
11913	Martin Howard	Team inspector	Psychology in the sixth form
23268	Kevin Corrigan	Team inspector	Business education in the sixth form

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school and provides very good value for money. Driven by the outstanding leadership of the headteacher, the school is committed to offering the highest standards of personal and academic education. Standards are improving and students' achievements are very good when account is taken of their standards on entry.

The school's main strengths and weaknesses are:

- The excellent leadership of the headteacher and his deputies, alongside leadership at all levels is providing a strong sense of common purpose and direction.
- Good and frequently very good teaching through the school and the very positive attitudes of the students combine to ensure that they achieve very well.
- The college is an inclusive community in which very good relationships and racial harmony, alongside very productive links with the wider community, help to promote achievement.
- High quality management at all levels ensures that the college's procedures for self-evaluation are very effective.
- Comprehensive performance and assessment data are used very effectively to monitor progress and set targets.
- The very good personal development of students is strongly promoted by the college's pastoral support programme, its provision for spiritual, moral, social and cultural development and opportunities for taking responsibility.
- Carefully targeted and sensitive support for students with special educational needs ensures that they make very good progress.
- The positive and effective action to improve attainment, particularly students' language and literacy levels, is having a positive effect, although overall standards remain below average.

Overall, the college has improved considerably since the last inspection in 1998. Standards in Year 9 tests and in GCSE and A-level examinations have all improved at a rate faster than the national trend. Key issues at the time of the last inspection have all been rigorously tackled, although some remain on-going priorities.

STANDARDS ACHIEVED

Performance compared with:		all schools			similar schools
		2001	2002	2003	2003
Year 11	GCSE/GNVQ examinations	E	D	D	A
Year 13	A/AS level and VCE examinations	E*	E	n/a	

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

E very low and the lowest five per cent of schools*

For Year 11, similar schools are those whose students attained similarly at the end of Year 9.

Students' **achievements are very good**, given their prior attainment on entry to the college.

Standards overall remain below average and well below average at the end of Year 9.

However, standards are improving rapidly. At the end of Year 9 in 2003, attainment in national tests in English was below average, while in mathematics and science, standards were well below average. In comparison with similar schools, achievement in mathematics and science is well above average, while in English it is very high. In other subjects, achievement is good except in geography, French and Urdu where it is very good.

In Year 11, students' achievements are very good in English and mathematics and good in science, although standards of attainment are well below national average. Achievements in other subjects are good and very good in history, geography, French, physical education and Urdu.

Students' attitudes are **very good** and their behaviour overall is **good**. Their spiritual, moral, social and cultural development is **very good**. Attendance is **very good**; punctuality is **satisfactory**.

QUALITY OF EDUCATION

The quality of education is **very good** overall. Teaching and learning are consistently good, and frequently very good, throughout the school. Teaching is particularly strong in English, but some outstanding practice was observed in a number of different subjects. There is very little unsatisfactory teaching. **Very good** assessment practice ensures that students' progress is monitored carefully and targets for learning are carefully set. The curriculum is good and very effective in Years 10 and 11 in meeting the particular needs of students. Pastoral care is very good overall, and students are valued and very well cared for. The college values its partnership with parents and has the confidence of the community it serves.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher's dedicated commitment to both the personal and academic achievement of all students has ensured a college ethos which values learning and respects cultural diversity. Excellent self-evaluation procedures produce realistic judgements and indicate a clear way forward. Governors are committed and hardworking. They have a good knowledge of the college and good procedures for monitoring its work.

PARENTS' AND STUDENTS' VIEWS OF THE SCHOOL

The college's partnership with its parents is very good. Parents are very supportive and the college has their confidence. Students also express considerable support for the school. They enjoy the challenge of the teaching and participate in all activities with enthusiasm. They feel trusted by their teachers. Whilst many students are critical of the behaviour of a minority, they feel that any bullying is dealt with quickly and effectively.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Continue to work to raise standards, particularly in the students' language and literacy skills.

THE SIXTH FORM AT GRANGE TECHNOLOGY COLLEGE

OVERALL EVALUATION

The sixth form is providing a **good** education for its students, and it has improved since the last inspection in 1998. Standards are getting better and results in 2003 were an improvement on previous years. Given their prior attainment at GCSE, students achieve well. There is a clear sense of direction, and leadership and management are very good. The sixth form is cost effective.

The main strengths and weaknesses are:

- Students are overwhelmingly supportive and enjoy being part of the sixth form.
- Students respond to opportunities for responsibility with maturity.
- Teachers are committed to the progress of individual students.
- The curriculum provides very good opportunities for vocational studies but the take-up of some more academic subjects is more limited.
- Relationships are very good amongst the students and between staff and students.
- Student numbers in a few subjects are too small.

QUALITY AND STANDARDS IN SUBJECTS AND COURSES OF THE CURRICULUM

Judgements about the provision in the subjects and courses inspected in the sixth form are shown below. They are based mainly on the quality of teaching and learning and how well students achieve. Not all subjects in the sixth form were inspected.

Curriculum area	Evaluation
English, languages and communication	English. Very good. Students' achievement is very good as a result of very effective teaching. Students adopt very positive attitudes and teachers' expectations are very high.
Mathematics	Good. Students achieve well because of the high quality of the teaching and their mature attitudes to study.
Science	Physics, chemistry and biology. Good. Although standards are below average, achievement is good because of the good and often very good teaching.
Information and communication technology	Good. Below average standards, but the wide curriculum offered enables students to achieve well. Teaching is good.
Humanities	History. Good. Numbers are very small and standards are below average, but good teaching leads to good achievement. Government and politics. Good. Good teaching, which interests and involves the students, leads to average standards and good achievement. Psychology. Satisfactory. Students' achievements are satisfactory but standards vary widely. Teaching and learning are satisfactory. Sociology. Satisfactory. Average standards and good achievement are the result of effective study support and good teaching.
Engineering, technology and manufacturing	Design and technology - Product design. Very good. Students' achievement is very good, and the subject is increasingly popular.
Visual and performing arts and media	Art and design. Good. Teaching and learning are good and students' achievements are satisfactory.
Business	Good. The comprehensive range of business courses offered ensures that students of all abilities are catered for. Standards are below average but

students' achievement is good as a result of good teaching.

Curriculum area	Evaluation
Health and social care	Good. Standards are average and students achieve well as a result of effective teaching which encourages independent learning.

The curriculum areas are broadly common across all post-16 education and training. They do not necessarily correspond with subjects and courses taught by the school. Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. Excellent and very good are equivalent to the judgement 'outstanding' in further education and sixth form college reports; poor and very poor are equivalent to 'very weak'.

LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

Leadership and management of the sixth form are very good. There is a clear rationale for the sixth form and the curriculum it offers. Systems to monitor progress and set targets are very effective. Teaching is monitored systematically.

ADVICE, GUIDANCE AND SUPPORT

The care and support of students are very good. The smaller size of the sixth form enables the needs of all students to be known. The student review system ensures that all students receive very good support, advice and guidance based on very good records. Students receive good advice about opportunities for further education and careers through information in the careers library, through sixth-form mentors and through careers interviews arranged by the head of sixth form.

STUDENTS' VIEWS OF THE SIXTH FORM

Students are generally supportive of the sixth form and the opportunities it is able to offer. They enjoy being in the sixth form, which they think is well run. They find that the teaching is challenging and that they are helped to improve and to work independently. They think that their subject choices match their ability and career plans. A significant number of students identified concerns about how well students get on together, but the number of issues is small and is well dealt with by the school. About half the students have concerns over the advice they receive about careers and around one third thinks there are insufficient enrichment activities; others think that they lack effective channels to express their views about issues within the school. Under the new acting head of the sixth form, progress has been made on all these issues.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Students' achievements are very good in Years 7 to 11, although overall standards of work are below average, and well below at the end of Year 9. In the sixth form, students' achievements are improving rapidly and are now good overall, although standards remain below average. Although boys do not attain as well as girls, the difference in most subjects is no greater than that found nationally.

Main strengths and weaknesses

- Value-added measures indicate that students' achievements are well above average.
- Students with English as an additional language are very well supported and make rapid progress.
- Students with special educational needs make very good progress throughout.
- Standards at all levels are improving and all students are increasingly doing better.
- The poor language and literacy skills of some students remain an impediment to higher attainment.

Commentary

1. Given the students' standards on entry in Year 7, as measured by their attainment in national tests taken at the end of their primary schools, and by their ability as measured by cognitive ability tests, most students are making well above average progress through Years 7 to 9. Their achievement is very good. Although the college has a fully comprehensive intake, there are many more students with below average attainment on entry. Cognitive ability tests taken by students on entry indicate a much lower ability in verbal than in non-verbal and quantitative tests. A significant number of students have English as an additional language and, consequently, often have underdeveloped skills in reading and writing. As a result, they have considerable difficulty in coping initially with the demands of secondary school. Skilful teaching, particularly but not exclusively in the English department, means that they make rapid progress in developing their language skills.
2. In national tests taken at the end of Year 9 in 2003, the students' performance in English was below the national average; in mathematics it was well below average, whilst in science it was very low and in the bottom five per cent of schools nationally. In comparison with 'similar schools' i.e. those with students who achieved similarly in Year 6 tests, performance in English was very high (in the top five per cent of schools nationally) and well above average in both mathematics and science. The overall improving trend in performance in Year 9 tests since 1997 has been faster than the improving national trend.

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

Standards in:	School results	National results
English	31.9 (30.4)	n/a (33.3)
Mathematics	30.7 (30.4)	n/a (34.7)
Science	28.1 (28.3)	n/a (33.3)

There were 296 students in the year group. Figures in brackets are for the previous year

3. At the end of Year 11, the proportion of students gaining five or more A* to C grades in 2003 was 29.5 per cent, well below the national average but above the similar schools' average. The average total GCSE points score per student in 2003 was 33.5, below the national average and

well above the average of schools that performed similarly in Year 9 tests in 2001. Results dipped very slightly in 2003, a consequence of a much larger proportion of boys in the year. However results overall since the last inspection have improved significantly from 10 to 30 per cent of students achieving A* to C grades. Value-added analysis indicates that all students made very good progress, and the value-added score (104.9) places the college within the top five per cent of schools nationally.

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

	School results	National results
Percentage of students gaining 5 or more A*-C grades	29.5 (32.5)	52.6 (49.9)
Percentage of students gaining 5 or more A*-G grades	91.8 (89.1)	88.6 (90.9)
Percentage of students gaining 1 or more A*-G grades	96.8 (94.6)	94.6 (96.0)
Average point score per student (best eight subjects)	n/a (29.1)	n/a (39.8)

There were 285 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. In 2003, standards in each subject are at least below average, but value-added measures indicate that students achieved better than expected in almost all subjects when their prior attainment in Year 9 tests is taken into account. In mathematics, English literature, drama, history, Urdu, and food technology, the value-added gains were significant and around one grade better than might have been expected. Only in geography and physical education did students do less well than predicted.
5. In work seen during the inspection in Year 9 standards were well below average overall; they were below average in Year 11, and in line with recent test and examination results. Achievement however is very good throughout. Although girls tend to do better than boys in English, science and most other subjects, the difference is no greater than found nationally. In mathematics, boys often do better than the girls. However, since, in most years, boys outnumber girls, the issue of boys' achievement remains an ongoing priority. Students of all abilities, including those identified as gifted and talented and those with special educational needs, all make very good progress. There is no significant difference between the achievements of different ethnic groups, although there is a tendency for some white British students to do less well. However, their achievements, as measured by value-added performance, are still better than the local education authority average. In addition, the number of students in all minority groups is relatively small, and drawing valid conclusions is difficult.
6. The achievement of students with English as an additional language is very good; they make very good progress because of the high quality support they are given. As their confidence in using English grows, so does their confidence in other subjects. A clear indication of the success of the college's strategies is that every Year 11 student gained a pass grade in GCSE English last year.
7. Students with special educational needs achieve very well. Students with autism make very good progress in acquiring the social skills to work effectively in class groups in Years 7 and 8. In Years 10 and 11, they achieve very well because clear subject targets, regularly reviewed with the students, enable them to understand what they need to do to succeed.
8. In Years 7 to 9, students with special educational needs make very good progress in English, mathematics and science through the effective use of targeted intervention and in-class support. Very good use is made of the interests and aptitude of students so that the choice of GCSE subjects enables them to build upon their strengths, and experience success.

9. In work seen in English during the inspection, standards are well below average in Years 9 and 11. Given their very poor literacy levels on entry, students make very good progress. Both reading and writing skills remain well below average and students often struggle to express their ideas and use books for research. Spelling and grammatical errors are common. Speaking and listening skills are better and students often speak with confidence and assurance.
10. In work seen in mathematics, standards are well below average at the end of Years 9 and 11 but students' achievements are very good overall. Weak numeracy skills inhibit progress in a number of subjects. Standards in science are below average in Year 9 and well below in Year 11. Students' achievements are good in Years 10 and 11 and very good in Years 7 to 9. Whilst students often have a reasonable knowledge, their scientific skills in hypothesising and drawing conclusions from evidence are more limited.
11. In other subjects, most students' overall achievements are good in history (very good in Years 10 and 11), design and technology, ICT, art and design, music, physical education (very good in Years 10 and 11) and religious education. They are very good in geography, French and Urdu.

Sixth form

12. In 2002, the latest year for which there are national comparative results, students' results in AS and A-level examinations were well below average. Girls reached higher standards than boys, but the difference was not significant.

Standards in GCE A/AS level and VCE examinations at the end of Year 13 in 2002

	School results	National results
Percentage of entries gaining A-E grades	74 (62)	90.3
Percentage of entries gaining A-B grades	21 (5)	35.5
Average point score per student	132.0 (110.6)	263.3

There were 111 students in the year group. Figures in brackets are for the previous year.

13. In 2003, there was a marked improvement in results at AS and A-level, although in a number of subjects ambitious targets were not met, and the numbers of students reaching the highest grades (A or B) were very small. Over recent years, the best results and those which show the most value added are in vocational subjects. However, numbers in some subjects are small and results vary from year to year, making it difficult to draw conclusions. In some years, students in government and politics, sociology and psychology have done well. The performance of small numbers of students in mathematics, chemistry and business studies has been less good.
14. Around one third of students study courses at foundation or intermediate levels. Students achieve well on these courses, although the numbers studying at foundation level have been decreasing as students' overall GCSE performance in Year 11 improves.
15. The school prides itself on open access to the sixth form and has adopted an inclusive policy towards taking students onto courses. The average grade on entry to advanced level courses is a C at GCSE, below the average of most students in other schools embarking on these courses. Value-added measures indicate that students are generally achieving at least satisfactorily. Furthermore, the rate of improvement of the college's value-added score has been rapid.

16. Inspectors judge that the achievements of most students in the current sixth form to be improving still further and that their achievements are good overall. Standards are improving as a consequence of increasingly effective teaching, which offers better levels of challenge, and independent learning. Retention rates through courses are reasonably good and most students successfully complete the course. Students with special educational needs make good progress in Years 12 and 13.
17. Not all subjects were inspected in detail during the inspection. Of those that were, students' achievements, given their attainment at GCSE, are very good in English and design and technology. They were judged to be good in mathematics, physics, biology, chemistry, ICT, history, government and politics, health and social care and business studies, and satisfactory in art and design and psychology.

Pupils' attitudes, values and other personal qualities

Overall attendance is very good and punctuality is satisfactory. Behaviour is good throughout the college and very good in the sixth form. Students' attitudes and relationships with each other and with adults are very good in both the main college and the sixth form. The number of fixed-term exclusions was high last year but has reduced significantly this year; there was one permanent exclusion last year. The spiritual, moral, social and cultural development of students is very good.

Main strengths and weaknesses

- As a result of the college's efforts, attendance rates are well above the national average.
- Students' very positive attitudes to learning make a strong contribution to their achievement.
- Relationships amongst the whole college community are excellent and the college is racially harmonious.
- The college's strategies for improving behaviour are increasingly effective, resulting in a reduction in the levels of exclusion.
- Personal development is very good and most students act with increasing maturity as they move through the college.
- A number of students have poor punctuality at both arrival at college and at lessons.
- Behaviour management is not always consistent.

Commentary

18. The college's attendance figures have risen steadily and are now well above the average national figures. In 2002/3, authorised absence was 5.6 per cent, a marked improvement on the previous year. To achieve this level, the college has not only encouraged attendance and followed up absences rigorously but has made significant attempts to get students to appreciate college and understand its importance. Most students arrive at college and at lessons on time but a minority does not and, although the systems to monitor and apply sanctions to these students are in place, it is an area for improvement. The systems for monitoring attendance and following up absence are very good with all parents being contacted early on the first day of absence.

Attendance

Attendance in the latest complete reporting year (%) 2001-2

Authorised absence		Unauthorised absence	
College data	7.8	College data	1.3 (1.4 in 2002-3)
National data	7.8	National data	1.2

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

reporting year.

19. The great majority of students have very positive attitudes to learning and are well motivated. Overwhelmingly, students like their college and regard it as a good college. They are confident and form constructive relationships with other students and with teachers. They respond well when they are given opportunities to exercise responsibility.
20. Behaviour around the college is generally good. Students are polite and friendly and get on well with each other. Relationships within the whole college community are a strength. Whilst no bullying was seen during the inspection, students did confirm that it sometimes occurs but is dealt with quickly and effectively. The college makes the prevention of bullying a high priority. Occurrences of poor behaviour in lessons are rare. A significantly strong feature of the college is the racial harmony that exists. The college has good policies on behaviour management, with appropriate sanctions and rewards. In a very few lessons, the behaviour management was less effective. The management of the dining arrangements is very good, ensuring that all students are able to eat without excessive waiting.
21. The college has very good facilities to support students with behavioural difficulties and to reduce the number of exclusions. Students who would in the past have been excluded are now provided for in the Alternative Curriculum Experience (ACE) centre where they work under close supervision. The ACE centre is being effectively used to involve students in taking responsibility for their behaviour before they reach the point of exclusion. Other students with behavioural difficulties are well supported through the Learning Support Centre; students are directed through the most appropriate centre for them. The behaviour-improvement project has also had a significant impact on the behaviour of some individual students.

Exclusions

Ethnic background of students

Exclusions in the last college year

Categories used in the Annual College Census	No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	122	24	0
White - Irish	1	6	0
White – any other White background	1	1	0
Mixed – White and Black Caribbean	4	2	0
Asian or Asian British - Indian	69	4	0
Asian or Asian British – Pakistani	1370	143	1
Asian or Asian British – Bangladeshi	54	4	0
Asian or Asian British – any other background	46	7	0
Black or Black British – African	11	1	0
Any other ethnic group	11	1	0
Parent/pupil preferred not to say	10	1	0
Information not obtained	44	9	0

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

22. The college does much to promote the students' personal development and they behave with increasing maturity and understanding as they move through the college. Students' spiritual,

moral, social and cultural development is very good. Spiritual development is encouraged through religious education and the opportunities for reflection each morning. Students have good opportunities to consider issues such as aggression in various parts of the world and the wide mix of backgrounds within the college ensures a broad range of discussion and awareness. Moral development is fundamental to the college ethos and students know right from wrong and the importance of trust and respect. The wide cultural mix within the college ensures that students share experiences and beliefs so that they become aware of the traditions of a wide range of cultures and this results in very good cultural development. Students also study the local area and traditions to ensure that they are aware of their surroundings. The college is aware that social opportunities for many students are limited and tries to ensure that they have as much opportunity in college as possible – an example being to take groups on residential visits or to a local restaurant. Opportunities for students to take responsibilities are good both within lessons and through activities such as the college council.

Sixth Form

23. Students in the sixth form are mostly mature and sensible, although the degree of independent learning they are able to carry out varies greatly. They behave very well and have very good attitudes to learning; they have formed very good relationships with each other and with staff. As part of their enrichment activities, many sixth-form students support students in the main college – they act as peer mentors and as ‘Ambassadors’ which is a supervisory role that extends out into the community. The head boy and head girl, as well as the Ambassadors, are involved in supporting the college at college/parent events.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is very good. In particular, the good and frequently very good quality of teaching, the highly effective use of assessment, the very good quality of advice and guidance given by tutors and pastoral staff and the very productive links with partner schools and the community are ensuring that most students’ achievements are very good.

Teaching and learning

Teaching is consistently good and frequently very good throughout the college. Assessment of students’ work is very good and is being used effectively to inform planning and the students themselves on how they might improve.

Main strengths and weaknesses

- Teaching is characterised by high expectations and levels of challenge.
- Relationships are very good and, as a result, students grow in confidence.
- Students with special educational needs are very well supported.
- Marking and assessment are used very effectively to plan the next learning step.
- Rigorous and comprehensive performance assessment procedures enable teachers to plan the curriculum and set targets with confidence.

Commentary

24. Around 95 per cent of students who responded to the pre-inspection questionnaire consider that they are well taught. Inspectors judge the quality of teaching in most subjects to be good, while in English, French and physical education it is very good. In religious education, teaching is satisfactory, although good in Years 10 and 11.

Summary of teaching observed during the inspection in 222 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (2.7%)	62 (27.9%)	93 (41.9%)	53 (23.9%)	8 (3.6%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

25. Improving the quality of teaching and learning has been a major focus of school development in recent years. As a consequence, teachers have an increasingly good understanding of how individual students learn and how best to plan their teaching to meet individual needs. The use of two advanced-skills teachers to support their colleagues and to share good practice has been very effective. The college has also considered how best to involve boys in their learning. This focus on how best to ensure effective learning has had a major impact on the quality of teaching. The proportion of excellent and very good teaching is much higher than at the time of the last inspection, and unsatisfactory teaching has been very much reduced. Even so, the college has set ambitious targets in its school improvement plan for the continuing improvement of the quality of teaching.
26. Where teaching is most effective, it is led by the teachers with enthusiasm and commitment. Teachers have good subject knowledge which enables them to interest and engage the students in relevant and interesting activities. They maintain control whilst encouraging the students to be independent and to take responsibility for their own learning. Very good relationships between students and teachers enable a generally productive and purposeful learning ethos to be established within a friendly atmosphere. Learning is often fun, and teachers often use humour to help to maintain interest. Many teachers are particularly good at offering encouragement and building confidence in the students' ability to learn. Above all, it is the appropriately high levels of challenge which ensure that good progress is made.
27. Where lessons are less effective it is usually because the objectives for learning are not clearly defined at the beginning of the lesson, or that the students are not actively participating. On a few occasions, the teacher's classroom management was not good enough to ensure that all students were on task throughout the lesson.
28. A strength of the teaching is the very effective use of assessment to monitor students' progress and to set targets for the next step in their learning. Marking is particularly effective in English, French and geography, but has some shortcomings in science and history. Where it is effective, marking is regular and supplemented with constructive comments about how the work might be improved. Consequently, students know how well they are doing in relation to National Curriculum or GCSE criteria, and how they reach the next stage. Students themselves are very appreciative of the quality of marking and 90 per cent responding to the questionnaire felt their work was marked helpfully. The involvement of students in assessing each other's work is developing well. The quality of oral feedback in lessons is also high and, in the most effective lessons, teachers are continually looking for ways to move the learning forward by asking questions and suggesting the next step.
29. High expectations in a number of very effective lessons ensure good progress. In a very good Year 11 English lesson, students were preparing for a mock examination. The objective was clearly explained and discussed so that students knew exactly what was expected of them. The use of grade descriptors to exemplify the standards required was made clear and students were able to evaluate their responses against the criteria. Very good modelling by the teacher enabled the students to select salient words and to recognise the detail and depth required in the answer. Learning was very effectively spurred on by the teacher's high expectations.

30. Planning of lessons is thorough and usually effective in meeting the needs of all students. As a consequence, students of all abilities, including those identified as gifted and talented, make good progress. The quality of teaching and learning for students with special educational needs is good and frequently very good. Teachers receive good quality information about the students that enables them to adapt lessons so that students can fully engage in the learning. Lessons have a clear structure, and a consistent approach is used so that students are familiar with the class routines and expectations, enabling them to understand what they need to do and to anticipate and prepare for the next step. Recent developments in introducing special educational needs teachers into subject departments has been particularly successful in the English department, where very successful teaching enables students to make very good progress in developing literacy skills.
31. Good use is made of the three-part lesson structure, ensuring that a lively introduction is followed by opportunities for active participation by all students and further opportunities to consolidate learning at the end through a well-managed summary. Activities are often well planned to interest and motivate students, particularly boys. In many lessons, active participation by the students ensures that learning is based on relevant experience.
32. Learning support assistants work effectively alongside students, questioning, advising and asking for explanations, enabling students to complete tasks successfully. There is effective use of visual reinforcement of key ideas, and the use of demonstration and modelling, particularly in mathematics and science, helps students with autism to understand what they have to do. The targets in students' individual educational plans are not always sufficiently focused to help students and learning support assistants to understand which skills need to be mastered for students to become independent learners. This detracts from the students' ability to monitor their improvements.
33. The quality of teaching and support for students with English as an additional language is very good, both in withdrawal and other classes. Students are often helped by other students who are more competent in English. Most teachers have had some training in recognising the wide range of needs of these students and all see themselves as teachers of English skills; consequently, they ensure that they encourage and give students confidence by using teaching methods which will help them to develop their literacy as well as their subject knowledge. Teachers are well supported by the ethnic minority achievement (EMA) team who assist them in setting students' learning targets and in assessing, tracking and reviewing their progress. New-to-English and newly-arrived students have a learning mentor and all students are put into sets which reflect their academic potential, rather than their fluency in English. New-to-English students are withdrawn from other subjects for extra language lessons; students needing to develop their reading skills meet daily in the Language Development Centre (LDC). Students show considerable commitment and enjoy very good relationships with the EMA staff who work hard to ensure that they understand the content of subject syllabuses and encourage them to use their first languages, when necessary, to explore difficult concepts and to develop their overall language skills.
34. Very effective and comprehensive systems are in place for evaluating performance and assessing students' work. External examination results are analysed rigorously and the resultant action has had a significant influence on achievement. The college provides teachers with extensive data based on national and other tests. The relative achievement of boys and girls and of different ethnic groups is monitored carefully. This enables subject leaders to analyse critically the performance of their students and to inform their future curricular planning. End-of-year predictions are calculated, against which performance is monitored effectively. Individual targets for each subject are set which build an element of challenge into the prediction. These are reviewed regularly and form the basis of ongoing discussions between students and teachers, enabling the students themselves to have a realistic view of what they are capable of achieving. Underachieving students are identified early and action is taken to support and encourage them. This comprehensive process is a major factor in the very good achievement that students make through the college.

Sixth form

35. As in the main college, teaching is good and students make good progress. Almost all parents agree that teaching is good and the students themselves feel that they are well taught and challenged to do their best. They particularly value the willingness of teachers to give time and help them if they have difficulties. The very good relationships between teachers and students are the basis for the successful teaching at this level and of students' good progress in their work. Teaching in all subjects inspected was never less than satisfactory and in the vast majority it was good, and it was very good in English and design and technology.
36. One of the great strengths of much of the teaching is the teachers' subject knowledge. This ensures that teachers have a confident approach and are able to ask questions which challenge the students' thinking. The best teaching is imaginatively planned to excite and make the learning relevant. Typical of this approach was a Year 12 business studies lesson observed which got the students to think carefully about power in business hierarchies. Excellent relationships ensured a very positive and purposeful learning environment as the students were challenged to explore and justify their ideas.
37. Lessons are often characterised by a range of varied activities. Direct input by the teacher, collaborative working and some independent learning ensure that students focus strongly on their learning. Although some students lack confidence in their learning, most adopt a positive and mature attitude to their studies. They are keen to do well and this has a very positive impact on the progress they make.
38. Many teachers adopt good strategies to promote students' independent learning and perseverance in solving problems and overcoming difficulties themselves. This was particularly evident in English, ICT, design and technology, and health and social care. Year 13 students in a very good health and social care lesson were working on their projects on the environment. The teacher was able to focus their learning sharply, even though the students were at very different stages. The support was carefully managed to allow students independence in their research of relevant websites while giving each one the confidence to achieve well. This effective teaching was based on a very good knowledge of what each student needed. Not all teachers are as effective in promoting these skills and, at times, they are over-prescriptive in their approach, not allowing the students to pursue their own thinking and ideas.
39. Students' learning skills are good. Most students take care with the presentation of their work, and files and notes are well organised and can be used effectively for revision. However, not all students use their planners to plan and organise their work. Key skills of communication are developed well in all lessons through written work, well-managed discussions and group work. Students are encouraged to complete research tasks and discuss their findings in most subjects. Numeracy and ICT are also used well.
40. Assessment practice in the sixth form is very effective. End-of-course predictions are used to monitor performance and to help teachers to set realistic and challenging targets within their subjects. Students' work is assessed and marked very well. Marking of written work is often detailed, but is particularly effective in English and the sciences, where a great deal of diagnostic comment is attached. Written comment is further supplemented by detailed oral feedback in one-to-one discussions. In questionnaires and interviews, students reported that their work is assessed helpfully.

The curriculum

The school provides very good learning opportunities across Years 7 to 13. The curriculum is broad and ensures very good continuity and coherence for both boys and girls of differing aptitudes and abilities. It prepares them well for their academic and personal development, with a growing

emphasis on vocational opportunities. There are good opportunities for enrichment through extra-curricular opportunities. Accommodation is satisfactory and resources are adequate.

Main strengths and weaknesses

- Innovative planning has produced a curriculum well suited to the needs of students.
- Provision for students with special educational needs is very good.
- Equality of access and opportunity for all students is a high priority.
- Sixth-form students have positive views about the suitability of the courses; the college offers a wide range of courses, although take up of some academic A-level courses is limited.
- The library is not well resourced and, consequently, is not used as effectively as it should be.

Commentary

41. The curriculum for students aged 11 to 14 is good and complies with statutory requirements. Students follow appropriate courses in National Curriculum subjects, religious education and personal social and health education. Year 7 students follow a course in integrated humanities that covers requirements for geography, history and religious education. In Years 8 and 9, these subjects are taught separately. All students study French in Years 7 and 8. In Year 9, students choose between French and Urdu, and all study one of these languages in Years 10 and 11, the majority studying Urdu. Some imaginative planning has produced a curriculum for students aged 14 to 16 that provides very well for these students. Well-designed option booklets lead students into choosing one of three pathways that provide them with courses that ensure smooth progression and continuity of education into the post-16 sector. It also provides a range of vocational courses well suited to local needs. The result is that over 70 per cent of students have a vocational element in their programmes, while the remainder follows a more traditional academic curriculum.
42. The 11 to 16 curriculum is balanced and broadly based. However, there are some shortcomings. Students in Years 10 and 11 who do not study ICT as a separate subject do not all receive sufficient opportunities to develop their computer skills in all of their other subjects. Although two modern foreign languages are offered in Years 10 and 11, there are no students currently taking this option.
43. Provision for students with special educational needs is very good and improvements have been made since the last inspection that enable the college to meet each student's learning needs. The school very successfully enables students with significant learning difficulties to integrate fully into the life of the school by modifying the curriculum where necessary. Additional curriculum provision for students with autism and those with emotional and behavioural difficulties helps them to develop their personal, social and organisational skills. The teaching of life and social skills is valued by the students and makes a very positive contribution to students' personal and social development, enabling them to function effectively in a busy comprehensive school.
44. Provision for personal, social and health education, including citizenship, (PSHCE) is satisfactory. Careers education, which includes arrangements for work experience in Year 10, is satisfactorily provided for within the PSHCE programme from Year 8 onwards. The essential elements are all delivered satisfactorily in Years 7 to 11. Pastoral care is very good overall, students are valued and well cared for.
45. The curriculum provision for students who do not have English as a first language is very good. Approximately four out of five students are of Pakistani heritage and many of them require additional help with their English. Ninety students are at the early stages of learning English.
46. The college has identified gifted and talented students in Years 7 to 11 and has an extensive programme of special activities for them. Teachers have attended training to increase their

expertise in this area. An example of the enhanced curriculum for these students is a day of special activities, followed by two Saturday sessions for their parents.

47. Support for learning outside the school day is good, although inconsistent in quality across subject areas. Generous funding in the form of learning credits money supported a wide range of activities in 2002 – 2003. Despite the cessation of this funding, many of these activities have been continued. Extra-curricular activities are particularly well developed in physical education, English and drama. Holiday classes and activities benefit students by helping to raise attainment in key subjects. These include learning and study skills sessions, which have aided revision and coursework organisation for several students. An extensive programme of visits and outside speakers, together with residential visits, has aided social and academic development. The college is sensitive to the diversity of cultural traditions in the locality, which makes it difficult for some students to attend activities outside the school day.
48. Accommodation is satisfactory overall. It is good in art and design, English, design and technology, mathematics, modern foreign languages and music. There are deficiencies in outdoor facilities in physical education, and corridor and movement spaces in much of the building are too cramped for the increasing numbers of students. A particular weakness is the library; it is an unattractive area for study, with few comfortable chairs and inadequate display areas. The book stock is unsatisfactory and, in particular, contains very few bilingual books. The college has attempted to overcome the problem by providing additional resources in subject areas. Nevertheless, the library is not a good facility for encouraging research and independent learning. The small canteen area means that lunch arrangements have to be timetabled, thus restricting the potential for enrichment activities at lunch time.
49. Resources for learning are satisfactory overall. The introduction of interactive whiteboards in several areas has motivated students and helped to raise achievement. The proportion of the college budget allocated to the library is very low; much more needs to be spent to promote more reading throughout the college.

Sixth form

50. The college offers a wide variety of courses. Most students are following courses at appropriate levels, many with mixed vocational and academic programmes. Innovations include a pilot National Vocational Qualification (NVQ) course in Year 12, which has 40 students combining GNVQ Level 2 studies in school with an NVQ Level 2 course delivered via a work placement for two days per week. A total of nine different vocational courses at various levels are provided. Whilst 18 A-level courses are available, some of these attract very few students. The college responds flexibly to accommodate individual student's subject choices. Sometimes this results in timetable clashes or classes provided after normal college hours. Sixth-form students do not have a PSHE course. The college is looking to extend the range of courses through confederation with five other institutions, which will lead to a broadening of opportunities in the future.
51. Careers advice and education is satisfactory, although some students have reservations over the advice they receive. Support for learning outside the curriculum is generally good. Examples include a conference at Sheffield University and a visit to the Imperial War Museum. Some students feel that there are insufficient enrichment opportunities.
52. Resources for learning are satisfactory and the match of staff expertise to the needs of the curriculum is good. Accommodation for the sixth form is satisfactory. Whilst there is no sixth form common room, a source of frustration for the students themselves, the college does provide two study areas with ICT facilities, as well as the library for sixth-form use.

Care, guidance and support

The college takes very good care of its students. Arrangements to ensure the care, welfare, health and safety of students are all very good. Teachers and support staff know the students very well. Pastoral and academic monitoring procedures are highly effective in ensuring very good support and guidance. The school actively seeks and values the views of students.

Main strengths and weaknesses

- Students' well-being is assured through rigorous health and safety procedures.
- Tutors and heads of year provide very good academic and pastoral support and guidance.
- Learning mentors support individual students well.
- Tutorial time is not always used productively.
- Students do not get sufficient opportunity for impartial guidance on further study or career opportunities through external agencies.

Commentary

53. The college has comprehensive procedures for child protection and all staff have received basic training. Appropriate support is given to the few students who are in the care of the local authority. Parents are immediately contacted if their child does not arrive, demonstrating the high level of care that the college promotes. The college is a safe environment and buildings are well maintained and health and safety procedures, including Internet access, are rigorously followed. Regular health and safety inspections are carried out but there is no named governor currently involved.
54. Very good support and guidance is provided through heads of year and form tutors. Tutors move through the school with the students, helping to ensure continuity and a good knowledge of individual students. Students' personal development and care are supported through regular morning tutorial time, review meetings, the personal, social and health education programme, as well as by informal contacts during the day. The use of tutorial time varies. Some form tutors make productive use of the time to monitor and discuss students' academic and personal progress; time in other tutor groups is less productive.
55. A valuable contribution to the pastoral system is made by learning mentors, whose role is to support students in overcoming barriers to learning. The college makes very good use of assessment and performance data, enabling comprehensive guidance based on realistic targets to be offered through tutors. Students' personal development is also monitored carefully. The college has good links with its partner primary schools and has developed a supportive programme to integrate students into Year 7.
56. High quality individual care and support is extended to students with special educational needs and those for whom English is an additional language. This helps to ensure that these students feel valued and have maximum opportunity to make very good progress.
57. Students have very good opportunities to express their views on the college through the close relationships with their tutors, through the regular review meetings and through the class representatives and school council, which is well established and effective.

Sixth Form

58. The quality of personal support and guidance that the school provides for students in the sixth form is very good. Students value the support of their teachers, which they acknowledge contributes to their achievement. Tutors provide both academic and pastoral support and know their students well. The very good relationships between students and teachers give students confidence to raise any concerns they may have.

59. Admission arrangements for students entering the sixth form are good and students are given clear advice about course options. A minority of students feel that they were not well advised, but these views are not well founded.
60. Provision for careers education and guidance is satisfactory, although students who responded to the questionnaire were not all positive about the careers advice they receive. The time available from external agencies on careers and opportunities for further study is unsatisfactory. The college has responded by arranging for advice to be given internally as far as is possible and the provision of careers information within the library is satisfactory. The annual careers fair attracts many outside businesses.
61. The sixth-form council has a very strong and effective voice. During recent world conflicts students organised a petition and invited two local MPs into college, where there were lively debates. Sixth-formers have lobbied to improve the provision of study and social areas in the college. Most students report that staff listen and respond to students' views with respect.

Partnership with parents, other colleges and the community

The college has very good links with parents and with the community. There are good links with other schools and colleges.

Main strengths and weaknesses

- Parents are very supportive and have confidence in the work of the college.
- Links with the outside community are extensive and provide enrichment and additional curricular opportunities for students.
- The college provides detailed information to parents on their children's progress and offers very good opportunities for parents to meet and discuss progress with teachers.
- Growing partnerships with other schools, for example consortium arrangements, are providing increased opportunities for students.

Commentary

62. The college has the confidence of the community it serves and parents are extremely supportive of its work. Information supplied to parents about progress is very good. Reporting procedures are thorough and regular review meetings ensure that parents are given opportunities to discuss their children's progress. These are well attended. The college prospectus is of a high quality. The full governors' annual report, however, is not sent out as required to all parents.
63. Student planners provide an effective means of communication between home and school. In addition, the community development manager offers a valuable service, visiting parents to involve them more fully and encourage support for their children. This service is particularly valuable where language difficulties inhibit effective communication. The college provides translators when necessary. As a result of community initiatives, a parents' association has been set up which is growing in strength. Unlike in many schools, where the prime function is to raise funds, this association has been created to enable parents to understand how parents can help their children's education as well as to provide opportunities for social involvement with the college.
64. The college works hard to develop productive links with the community. Staff have been appointed specifically to develop wider links with business and other educational establishments and to develop partnerships. Good links with local businesses enable students to obtain appropriate work-experience placements. External speakers come into college and students make visits outside to give their learning practical relevance. The college newsletter

'The Grange Globe' is a well-produced magazine celebrating the college's successes and sharing the very positive image of the college within the community.

65. The college has productive links with its partner primary schools which facilitate a smooth transition for students. As part of its remit as a technology college, the college provides ICT support in primary schools and takes part in joint activities, including cross-phase teaching, art projects and sporting links, particularly junior coaching.

Sixth Form

66. Communication and links with parents continue to be very effective in the sixth form. Some students are actively involved as 'Ambassadors' acting as role models and communicating directly with parents and members of the community. Sixth-formers on the health and social care course work with a group of adults with learning difficulties giving them tuition in ICT. Further links have been established as a result of the programme of extra-curricular enrichment activities. The college is working in a confederation with other schools to provide a wider sixth-form curriculum.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are very good. Dedicated and clear-sighted leadership by the headteacher ensures that the college's values and ethos are shared by the whole community. He is very well supported by his deputies and senior team, who work very effectively alongside governors and team leaders at all levels. The work of governors is good.

Main strengths and weaknesses

- The excellent leadership of the headteacher inspires the confidence of the whole college community.
- A very strong leadership team is ambitious for further improvement.
- Excellent procedures for self-evaluation are based on comprehensive performance data, rigorous monitoring and a self-critical approach.
- There is an impressive commitment to the inclusion of all students.

Commentary

67. The headteacher is providing excellent leadership. He leads with a clear sense of purpose and high ambition for his college and students. His experience and knowledge of the community he serves ensure that sometimes complex issues are dealt with sensitively. He has the committed support of governors and parents and his vision and values are widely shared.
68. The three deputy headteachers offer thoughtful and imaginative approaches to their leadership and management responsibilities. Their roles and responsibilities, shared between curriculum, student support and staffing, are clear and all are empowered to innovate and carry ideas forward with confidence. The senior management team as a whole is a committed group, which leads its areas of responsibility confidently. There is a strong commitment to the development of teams at every level. Most subject and pastoral team leaders are providing very effective leadership of their teams, working hard to improve standards and implement the college's strategic objectives. Staff as a whole are reflective and analytical, working conscientiously for further improvements to their school.
69. Management at all levels is very effective. There is a systematic process for the monitoring and review of all aspects of the school's work and procedures are increasingly embedded in practice. Performance management and self-evaluation have been introduced effectively, and link with the school improvement planning and professional development. The college is providing training to ensure that all involved in performance management have common

standards. Annual subject reviews are based on a rigorous analysis of examination data, lesson observation and work sampling. In addition, the students' own perceptions are taken into account. The departments' resources and planning are also evaluated. Action points feed into the next round of subject and whole-school improvement planning. The commitment to improvement and the sharing of good practice are evident in the improving performance at all levels in the college's work. Where weaknesses are identified, action is taken. The work, for example, of the advanced-skills teacher for language development in the science department was planned to ensure that the particular difficulties faced by the subject in terms of students' understanding will be tackled.

70. The college's commitment to educational inclusion is impressive, and evident in its successful approach to improving attendance and reducing the levels of exclusions through the behaviour improvement project. In addition, the college has adopted a flexible approach to the 14 to 19 curriculum to ensure that suitable emphasis is given to vocational courses and programmes which are geared to specific student needs.
71. Leadership and management of the provision for special educational needs are very good. A strong ethos of achievement and equality informs the developments within the department. Effective procedures are in place to identify and meet students' special learning needs. Good monitoring systems enable the special needs co-ordinator to identify priorities and deploy the budget efficiently, so that students receive the resources they require in order to achieve. Excellent use is made of assessment data to track students' progress over time but the information is not well enough analysed to identify explicit, measurable targets for students' individual education plans. The college has identified the need to monitor the impact of in-class support to ensure that learning support assistants are pro-active in increasing students' independent learning skills.
72. The school receives a grant for ethnic minority achievement and uses this to fund a team of support teachers, two part-time peripatetic teachers, four bilingual support assistants and a community development officer. The management of the team is very good. It plans and works well with subject departments; the team leader is also the college's literacy co-ordinator, an appointment which emphasises the collaborative approach. Ethnic minority achievement staff work primarily in the English, mathematics and science departments in order to support teachers and to prevent students from underachieving.
73. The school improvement plan is a three-year plan that articulates a clear way forward. Annual targets for examination and test performance, attendance, teaching and learning are set and provide measurable goals for improvement. The improvement planning process is very sharply focused and provides a good framework for improving standards. Key issues identified by the inspection team have already been identified by the school in the development plan.
74. The college has used its status as a technology college very effectively, not just to provide additional resources but to permeate the work of the college and to create an ethos of learning and rising achievement in all subjects. Science, mathematics ICT and design and technology have set ambitious and challenging targets for improvement. These have not all been met but are in sight.
75. Governors are very ably led by the chair of governors. They are an experienced team and bring a wide range of expertise to the school. Their involvement in both strategic planning and monitoring is based on a good knowledge of the school. Governors are kept well informed, and detailed performance and financial reports are provided for them to make informed judgements and decisions. They are consulted on school improvement planning, and are increasingly confident in their monitoring role. Statutory requirements are met.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	6,649,400
Total expenditure	6,352,634
Expenditure per student	3,630

Balances (£)	
Balance from previous year	24,307
Balance carried forward to the next	321,071

76. The school's budget is very well managed. The headteacher has a confident grasp of financial procedures and budget planning. Governors have a good overview of the budget and are regularly updated with clear monitoring statements. Financial planning is very effective in supporting the college's educational priorities. The college applies best value principles very well and regularly evaluates the cost effectiveness of service providers. The most recent audit judged the financial systems and controls to be secure. Designated funds, including those for the technology college, special educational needs and staff training, are used well. The school is efficiently administered and it makes good use of information systems to process data, ensuring that information is readily available for governors and staff to manage the school effectively.

Sixth form

77. Leadership of the sixth form is very good. Governors and staff share a clear vision for its development. The curriculum has been successfully developed to meet the needs of students, most of whom want to study more vocationally-biased courses. Provision is carefully matched to demand. Although a number of courses run with small numbers of students, which means that the sixth-form provision is only just cost effective, the educational rationale is clear. The school is planning to extend its offer through a confederation with other local schools.
78. Management of the sixth form is very good and is the responsibility of the acting head of sixth, who is beginning to develop a strong leadership role with his tutors and students. Monitoring systems are well organised and thorough. Performance data is used very effectively to set targets and carefully monitor students' progress.
79. The college works hard to ensure that the high levels of pastoral and academic care offered to students in Years 7 to 11 are maintained in the sixth form. A high proportion of its Year 11 students stay on into the sixth form. Retention rates on courses are good with most students completing the courses that they started. The college is aware that more needs to be done to improve sixth-form standards further and to develop the students' independent learning and research skills, and it has considered well plans to promote these. The sixth form is now well placed to sustain and build on its considerable successes. Improvement since the last inspection has been very good.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 AND 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **very good**.

Main strengths and weaknesses

- Students' achievement is very good because teaching is very good.
- Standards are rising because of very good leadership and management.
- Improvement since the previous inspection is very good.
- Students' reading skills are well below average.

Commentary

80. Students' achievement is very good throughout the college. In 2003, it was very high in the national tests for students aged 14. The impressive achievement is the result of students' positive attitudes to English, very good teaching and the considerable enrichment opportunities offered by a strong extra-curricular and support programme, which includes booster classes, coursework surgeries, theatre trips and visiting theatre groups. All students in Years 7 to 9 have a drama lesson and the subject is an option in Years 10 and 11. It gives many of them much-needed self-confidence and practice in working with others. Unlike in many secondary schools, all Grange students follow GCSE courses in both English and literature. This helps them to develop their range of vocabulary and their appreciation of literature from several other cultures. All students use ICT to improve their writing and research skills; those with special educational needs and those who are at an early stage of learning English receive high quality, individual support and guidance from their teachers and teaching assistants, who work very well together to ensure that every student makes good progress. However, the unsatisfactory library provision is affecting the reading progress and study skills of many students.
81. Students enter the college with very low standards of literacy. Standards attained in national tests for students aged 14 have improved annually since 2000. In 2003, they rose to below average. Girls perform better than boys, but both are below the national average for their gender by a similar margin. Standards are also rising in GCSE examinations. In the 2003 GCSE examinations, the proportion of students gaining grades A* to C was well below average but the proportion grades A* to G was above. In the literature examination, the proportion of A* to C grades was below average and the proportion of A* to G grades was average. The gap between girls' and boys' performances is closing and almost all students now leave the school with two GCSE English qualifications.
82. Overall standards of work seen are well below average at the end of both Years 9 and 11. Speaking and listening skills are approaching average by the end of Year 11. They improve rapidly because students have regular opportunities to use talk in lessons to develop, refine and share their ideas. Reading is well below average. Most students have very low deductive and inferential skills and many do not read for pleasure. These weak comprehension skills are affecting results in tests and examinations. Writing standards are well below average. There are frequent errors in spelling, punctuation and grammar, verb tenses and word order among the middle- and lower-attaining groups. Additionally, vocabulary is often limited. Most of these problems arise because English is not the first language for some of the students. Creative writing can be lively and entertaining and is stronger than critical writing, which tends to be descriptive rather than analytical, with argument undeveloped. In literature, emphasis is sometimes given to unnecessary historical and biographical information instead of showing a

close awareness of writers' techniques and how these influence readers. The less able enjoy narrative writing but, because of their limited vocabulary and experience of a range of formal writing styles, they have difficulty with writing to instruct and inform.

83. Teaching and learning are very good overall. Teachers and students share very good relationships and all teachers have high expectations of their students and plan well to meet their literacy needs. There is considerable emphasis on raising students' confidence and establishing an orderly and supportive learning climate in classrooms. Teachers clearly identify the skills, knowledge and understanding which they wish to develop and fully involve students in their own learning and in evaluating their lesson outcomes. The department has successfully researched how boys learn and how to motivate them and they are ensuring that all students acquire important examination skills. Marking is very positive and teachers always refer to the examination level and grade criteria in their comments to show students exactly what they need to do to improve.
84. Leadership and management are very good. There is a strong corporate dedication and a shared commitment to the raising of standards. This is a thinking department which regularly evaluates its own performance and shares best practice and is constantly looking for ways to improve even further. Responsibilities are well delegated, teaching and marking are rigorously monitored, priorities for development are clearly identified and new staff well inducted into the team. Improvement since the previous inspection is very good. Standards are rising annually, particularly those of boys, achievement for all groups is very good and oracy is no longer a problem. The provision of interactive whiteboards has increased the range of learning possibilities; teaching and students' attitudes are now very good; there is a rich curriculum and new, 'boy-friendly' texts are well used.

Language and literacy across the curriculum

85. Although standards of literacy are very low when students enter the college, most achieve very well and reach average standards in speaking and listening by the end of Year 11. Standards of reading and writing are well below average because English is not the first language of many students. The National Literacy Strategy is now well embedded in the work of the college and teachers are strongly committed to developing students' communication skills. There is a clear focus on improving speaking skills and vocabulary and teaching students the language of instruction so that they can confidently attempt national tests and examinations. The special needs and ethnic minority achievement departments and their teaching assistants provide very good support, both in lessons and through additional classes. The literacy co-ordinator works very effectively in partnership with subject departments, and has recently helped science, mathematics and geography, for example, to introduce new literacy teaching units. In addition, the support of the advanced skills teacher has proved very effective in spreading good practice.
86. There is much good practice in most departments: however, there is some lack of consistency with the correction of spelling, punctuation and grammar in a few subjects, and other general weaknesses in design and technology. A cross-curricular working group maintains the impetus of staff training and promotes the sharing of best classroom practice. The college is currently looking at a valuable and exciting new project called 'Building a School Community that Reads' but, at the moment, the library cannot support literacy for all students because its book stock is inadequate – there are few community language texts or leisure magazines, such as for motoring or sport, or tabloid newspapers to encourage reading and there are no comfortable areas for quiet reading. Younger students are inhibited from using the library because they see it as the preserve of the sixth form, and few teachers regularly take classes there for the same reason.

Modern foreign languages

French

Provision in French is **good**.

Main strengths and weaknesses

- Overall achievement is good. It is particularly good for high attaining students in Year 10.
- Standards are below average but improving.
- Teaching is good overall, though there is some inconsistency.
- Assessment is very good. As a result, students are clear about their learning and raise their own expectations.
- Very good leadership and management at all levels are ensuring that standards continue to rise.

Commentary

87. Examination results have been below average overall but the trend is one of improvement. GCSE results in 2003 were well below average though the proportion of students achieving A* to G grades was close to average. Results in 2002 were better and form part of a rising trend since the last inspection. Girls performed better than boys in both years. Teachers' assessments at the end of Year 9 show a strong rising trend of attainment, with girls once again outperforming boys.
88. Students who enter the school with below average attainment reach below average standards by the end of Year 9. This represents good achievement. Most students develop good writing skills. They learn to write relatively complex sentences, using connecting words with a good level of accuracy. They express opinions and give reasons. Students build a good knowledge of vocabulary. However, many students lack oral confidence and standards of pronunciation are variable. Overall, girls perform better than boys. Some low-attaining boys underachieve. Students with special educational needs and those for whom English is an additional language make very good progress because teachers know them well and are able to support them effectively. There is no significant difference in the performance of different ethnic groups. Achievement in Years 10 and 11 is very good. Standards in Year 11 are below average but students in Year 10 are closer to national averages. Students in Year 11 have good knowledge of vocabulary which helps them to cope well with difficult reading texts. They produce relatively accurate writing, using a good range of vocabulary. However, they do not show a good enough grasp of tenses to achieve at the highest level. Understanding of grammar is better among high-attaining students in Year 10.
89. Learning and teaching are good overall. Students learn very well because they are clear about expectations and about what they need to do to improve their performance. This is because teachers assess and monitor students' work thoroughly. They have a very good common understanding of National Curriculum levels and GCSE criteria and use this to set challenging targets which are regularly reviewed. Marking is thorough and teachers frequently show students how to improve the quality of their work. Students usually have a good attitude to their work and are keen to participate in lessons because teachers maintain very good relationships with them. The few incidents of inappropriate behaviour were dealt with effectively. Learning is enhanced by very good support material often produced using ICT. The interactive whiteboard is a developing resource which helps to motivate students. In one Year 7 lesson it was used to adapt a popular television game show very realistically, which enthused all students. Because the questions became more difficult it was also a very challenging exercise. Homework is often used effectively to consolidate learning. However, in a small number of lessons expectations are not high enough and this affects students' motivation. In some lessons, for example, French is not used enough. In the most effective lessons, good teaching methods ensure that

students are actively involved. However, a few lessons lack variety and students lose concentration as a result. Good planning often leads to effective learning, though targets for students are not always clear enough.

90. Leadership and management are very good at all levels. The subject co-ordinator is supported by an advanced skills teacher who gives very effective support to other teachers in the department, as well as taking a leading role in developing good practice throughout the school. The result is that the team of teachers works well together and supports each other. They are very keen to improve their performance and they share ideas very well. The subject evaluates its performance and plans for change very effectively. Performance management is helping to raise standards. Improvement since the last inspection has been very good. There has been a sharp rise in standards, achievement and in the quality of teaching.

Urdu

Provision for Urdu is **very good**.

Main strengths and weaknesses

- The leadership provided by the head of department is very good and keenly focused on raising standards.
- Committed and knowledgeable teachers of Urdu work very well as a team.
- The Urdu support assistant working with students with special educational needs does not receive the necessary guidance or teachers' short-term lesson plan to prepare herself fully for providing learning support.

Commentary

91. Attainment in Urdu is below national averages, except for higher-attaining students whose standards are in line. GCSE results have shown an improving trend and in, 2003, half of the students achieved grades A* to C, representing very good achievement. Committed and competent teachers give students a carefully structured programme of Urdu language. Students make very good progress in class despite the low baseline many of them are coming from. Nevertheless, there is some underachievement among low-attaining boys in Years 7 to 9.
92. Overall, teaching and learning are good in Years 7 to 9 and very good in Years 10 and 11. Teachers plan a wide range of activities, which enable students to practise speaking, listening, reading and writing aspects in equal measure. Teachers are very good role models of both spoken and written Urdu. They present clear and accurate models before expecting students to produce new language structures. Appropriate words and phrases displayed around the classrooms help reinforce the students' learning. Where teaching is less effective, it is often because activities in the lesson do not actively engage the students in collaborative learning. The department should seek to improve the quality of support for students with special educational needs by providing regular guidance and by sharing relevant teaching plans with the support assistant.
93. Leadership and management are good. The dynamic head of department is focused on improving both standards and quality of provision but he is fairly new to the role and has not had the opportunity to fully evaluate the effect of current practices on standards. He is evaluating performance and identifying priorities for development. The good departmental plan takes account of Key Stage 3 National Strategy initiatives and the use of ICT. New classroom strategies have been introduced and students are increasingly confident in their approach to the subject. The department is planning to put in place a self-assessment system for students to become aware of what they can do and to understand the next steps in their learning.

94. Improvement since the last inspection has been good. Management procedures are much improved. Teachers are more confident with using a greater variety of appropriate activities. The head of department has the skill and enthusiasm to build on the good work so far. There is now good integration between French and Urdu departments.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The leadership and management of the subject are very good. There is a clear drive for improvement, and data analysis is used well to identify ways in which students can be supported.
- The achievement of students from Years 7 to 11 is very good for both boys and girls.
- Teaching and learning are good. Lessons are well planned and structured. Teachers use their extensive subject knowledge to the benefit of students.
- The assessment of student's work is very supportive in helping them to make progress.
- Standards of attainment at the end of Year 9 and at GCSE, although improving, are below average for both boys and girls.
- Students do not have enough opportunity to use ICT in their mathematics lessons.
- The application of numeracy across the subjects of the curriculum is not developed.
- Lower-attaining students do not make as much progress in Years 10 and 11 as they do from Years 7 to 9.

Commentary

95. Students' achievements are very good throughout Years 7 to 11. Although performance in national tests at the end of Year 9 and in GCSE examinations is well below average, given the students' attainment on entry, they make very good progress. Standards are improving and, in 2003, the percentage reaching the nationally expected level in Year 9 rose from 24 per cent in 1999 to 52 per cent in 2003. Progress in some aspects can be very rapid. For example, one Year 8 group was very proficient in algebraic factorisation as the result of just two lessons on the topic. The achievements of both boys and girls are similar.
96. At GCSE, achievement is also very good. Although in 2003 only 26 per cent of students attained a grade C when measured against their prior attainment at the end of Year 9, students made well above average progress. Lower attaining students, however, do not make the same progress in Years 10 and 11 that they do from Years 7 to 9. They spend much time consolidating topics from earlier years, such as multiplication methods and understanding of decimals. Most students, however, make very good progress and even early in the school year, for example, Year 11 students are confident with manipulation of both fractional and algebraic indices.
97. Overall the quality of teaching of mathematics is good. Lessons are well prepared and planned and, at their best, are structured to offer a variety of modes of learning. Teachers' expectations in terms of work, behaviour and respect for others are high. Teachers use questioning carefully to support students and deepen their understanding. Not enough questions, however, demand an extended answer. There is a proper emphasis on developing collaborative work. In lessons, students are asked to spend a few minutes discussing a problem in pairs before the teacher asks for responses. There is good use of praise and many lessons are conducted with good humour. Focusing on one problem in depth rather than practising routine exercises is common and leads to greater understanding of concepts. The three-part lesson structure used by teachers is effective but not enough attention is paid to plenary sessions at the ends of lessons in order to help students summarise and compare their learning with the objectives of the lesson. Teaching assistants are effective and support a wider range of students in the

classroom than those to which they are assigned. Students learn well, are highly motivated and work hard. When given the opportunity, they respond well to the challenges given by teachers. Whilst teachers use digital projectors well to show software and web pages, students do not have enough opportunities to investigate or practise mathematical skills individually using computers.

98. Leadership and management of the mathematics department are very good. Analysis of data enables the mathematics team to track the progress and raise the expectations of students. The monitoring of lessons and students' work is effective. Appropriate policies are in place and most are applied consistently by all teachers. Assessment procedures are very good and are a major contributor to the raising of achievement of students. The department's marking policy, however, is not applied consistently, particularly in Years 7 to 9. Improvement since the last inspection has been very good.

Mathematics across the curriculum

99. The application of mathematics across the subjects of the curriculum is satisfactory but not consistently developed. At present, there is little evidence in most subjects of the teaching of numeracy, and weak numeracy skills often limit students' progress. In science, students do not draw or use line graphs well. In design and technology, students do not draw lines accurately and there is too little emphasis on the use of units of measurement accurately. In geography, however, students frequently use graphs well to display and interpret data. Year 11 students are proficient in using scatter graphs and drawing lines of best fit, for example. The mathematics department is working to develop more consistent approaches to developing numeracy skills in all subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good, innovative teaching is leading to good gains in learning for most students.
- An experienced and committed team of teachers and technicians work well together.
- Written notes and work in notebooks are not always well organised.

Commentary

100. The achievement of students through Years 7 to 9 is very good, building on standards on entry which are very low. Despite this rapid progress, results in national tests at the end of Year 9 in 2003 were well below the national average. Achievement of students through Years 10 and 11 is good. The Year 11 results in the 2003 national examinations were also well below the national average. Standards of work seen were well below average at the end of both Years 9 and 11, but are improving and the challenging targets set are both realistic and achievable. Improved basic provision, increasing innovation in teaching and learning and significant changes to the curriculum are all contributing to the raising of standards.
101. Many students start in Year 7 with a weak knowledge base and particularly poor literacy and investigative skills. They are willing to learn and when they are well taught, they behave well and make rapid progress. In a very well prepared investigation into the relative acidity and alkalinity of a range of substances, a Year 7 class demonstrated that they could take responsibility for working in small groups to carry out, fairly accurately, the range of tests required and record their results. They were weak, though, at drawing on their existing knowledge to make predictions. Older students' written work is often incomplete avoiding, for example, the writing of a good conclusion and the correct presentation of line graphs. More attention needs to be given to helping students record notes in ways which aid their

understanding and using homework to extend students' writing and to encourage their interest. Students with special educational needs and those for whom English is an additional language make very good progress. For a good number, this progress is made possible by the very effective work of support assistants.

102. Overall, the teaching is good, and much of the teaching observed was very good or excellent. This good teaching is characterised by planning which takes into account the particular needs of a group; imaginative, often visual, starters to lessons which capture interest and highlight the relevance of the content; content with appropriate challenge; and the use of specific teaching and learning techniques and approaches which help develop understanding and reinforce learning. In a Year 11 lesson on the industrial manufacture of ammonia, striking images of its products were followed by very clear explanations by the teacher, a very good question-and-answer session and a dynamic PowerPoint presentation. Throughout the lesson, an advanced-skills teacher worked very effectively in partnership with the teacher, focusing particularly on its literacy aspects. Good use is made of assessment to track student progress but marking is not sufficiently focused on indicating how the work can be improved.
103. The curriculum is satisfactory but needs to be broadened. Progress has been made through the introduction of a modular double award, and a small number of students are using after-school provision to enable them to study the three separate sciences at GCSE. Technology College funding has been used to improve resources and accommodation, which is now satisfactory despite several laboratories and some of the preparatory rooms needing refurbishment. Resources for teaching and learning are satisfactory. Half of the laboratories have projectors, two have interactive whiteboards and one is very well equipped for data logging, but students do not have enough access to computers and the book collection in the library is thin.
104. Leadership and management are good. The leadership team works well together and roles are complementary and clearly defined. Monitoring of teaching and learning has been effective in raising the quality. The team has vision and is innovative. The team of teachers and laboratory technicians is very experienced and committed. Good progress has been made since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Students' achievements are good as a result of good teaching.
- The curriculum is well matched to the needs of the students.
- The subject is well led and managed.
- Standards, measured by examination results and teachers' assessments, have been well below average but are now improving.

Commentary

105. Standards on entry are very low and students achieve well during Years 7 to 9, although attainment is below average. Achievement during Years 10 and 11 is also good, although standards at the end of Year 11 remain below average.
106. Students in Years 7 to 9 follow a challenging course, with a suitable time allocation over the three years, that enables students to make good progress. Students use desk-top publishing and presentational software to communicate information and are familiar with the Internet, making good use of the available material. The curriculum offered to students in Years 10 and 11 is innovative and imaginatively designed to meet the needs of the students. Students have

GNVQ ICT as an option either at Level 1 or Level 2; the new Vocational GCSE has been offered for the first time this year and, in addition, students have the opportunity to study ICT on-line (GOLD) in sessions held out of college hours. Students demonstrate a sound knowledge and understanding of using ICT to solve problems, selecting appropriate software to use when designing, implementing, testing and evaluating their solutions. Their work is well presented and organised, and most annotate their work to indicate a critical awareness of what they have achieved and what they can do to improve.

107. The quality of teaching and learning is good overall, motivating the students effectively. Teachers have a thorough knowledge of the subject material and have high expectations of the students. Lesson planning is good, with aims clearly stated and displayed, and students know what is expected of them. Students are given good-quality support material that helps them to become more independent, and targets for completion of tasks. The best teaching features energy and enthusiasm, giving students the clear message that ICT is well worth the effort. For example, in a very good Year 11 lesson working with multi-media presentations, challenging yet sensitive teaching ensured that the students overcame some substantial learning difficulties. Homework is set regularly and used effectively to enhance and extend students' learning.
108. Leadership and management of ICT as a subject is very good, and the subject leader gives very good support to the less experienced teachers in the department. Performance management has been used effectively to raise the quality of teaching. However, only about one half of the students in Year 10 and a quarter of the students in Year 11 take ICT as an option, the remainder relying on opportunities in the other subjects.
109. The extensive computer network is reliable and well maintained. Students' presentations suffer from the lack of colour-printing facilities. Each of the ICT rooms is well equipped with a suite of networked computers, printer, and data display facilities. Appropriate software is available for use by all students, and the operating systems have recently been upgraded. On entering the school, students are made aware of the requirements for responsible use of the computer systems, including the Internet, and they sign agreements to that effect before they are given access to the internet. Failure to respect the agreement results in the withdrawal of access rights.
110. Improvement since the last inspection has been good. The programme of staff recruitment and development has ensured that ICT is now taught by a knowledgeable and enthusiastic team of teachers.

ICT across the curriculum

111. Overall, the use of ICT across the curriculum is satisfactory. ICT resources are extensive but access to them in some subjects is unsatisfactory. Students have good opportunities in some subjects, for example in science, where they use ICT to record information automatically (data-logging). There are also examples of good practice in French, art and design and geography but, overall, use is patchy. Students make good use of ICT to enhance their own written work, using word processing, desk-top publishing and other presentational software to good effect. Teachers in most departments now have the capability to use ICT in their teaching, and the use of interactive whiteboards is developing rapidly.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Good leadership and management of the department have been responsible for significant improvements since the last inspection.
- Much teaching is of a high standard and is characterised by high expectations and good levels of challenge.
- Learning is very well supported by the effective use of ICT.
- Relatively few students opt to study the subject beyond Year 9.
- Teaching by non-specialist teachers in Years 7 to 9 is not so effective.

Commentary

112. GCSE results have been consistently well below average in recent years. The latest Year 9 teacher assessments indicate just below-average attainment, but are improving. Achievement for most students, including those with special educational needs and those for whom English is an additional language, is very good. In the current Year 9, standards are just below average. This represents very good achievement during Years 7 to 9. All students have good map reading skills and produce clearly annotated maps and diagrams. Most students have a good understanding, for example, of the differences in employment patterns between developed and underdeveloped countries. The most able make very good use of the Internet for research and many produce work of well above average standard. Lower attaining students describe rather than explain geographical processes and are taxed by any requirement to write at length.
113. In the current Year 11, standards are below average, but rather better than the latest examination results. This improvement is largely due to improved teaching, and leadership and management of the department and represents very good achievement during Years 10 and 11. All students extract relevant information from a range of sources to make accurate notes. They are adept at relating map features to aerial photograph details. In their good quality coursework, they set up hypotheses and test them using a range of statistical methods to analyse their fieldwork measurements. Some lower-attaining students are less secure in analysing their fieldwork findings, but still produce accurate graphs. Year 10 students are reaching above average standards. They were observed using computers confidently during an investigation into the causes of glaciation. Overall, there are no significant ethnic or gender differences in classroom standards in any year group.
114. Teaching and learning are good overall; much teaching is frequently very good. Teaching is very good in Years 10 and 11, better than in Years 7 to 9, where more than half the teaching is by non-specialists. Lessons always start with a clear statement of aims, followed by a review of recent learning, enabling students to recall and consolidate that learning. There is a clear expectation that students will behave well and settle down quickly. Good classroom discipline provides a calm atmosphere for learning. Skilful teaching ensures that students acquire good fieldwork and research skills. Challenging tasks and a variety of activities sustain students' interest. Teachers' use of technology as a teaching aid and the frequent opportunities for students to use computers in their learning are strong features of the department. In a minority of lessons, higher attaining students finish tasks early. They need more precise direction to begin the well-designed extension tasks straight away. Homework is set regularly, providing valuable reinforcement to classroom learning. Marking is thorough, informs students of their standards, and tells them how to improve.

115. Good leadership and management have been instrumental in effecting considerable improvements since the last inspection, especially in the last 18 months. A very good fieldwork programme gives students opportunities to enjoy the practical aspects of the subject. Good display work in classrooms demonstrates to students the high standards to which they can aspire. The department needs to continue its efforts to increase the popularity of the subject at GCSE level. Improvement since the last inspection has been good.

History

Provision in history is **good**.

Main strengths and weaknesses

- The quality of teaching is good and this is reflected in the students' achievements.
- Specialist teachers have a good subject knowledge.
- Visits to historical sites extend what is taught in the classroom and need to be extended to all years.
- Computers are not well enough used as an extra dimension for locating source material.
- There is evidence that able students are not always fully stretched in their learning.
- Marking does not always give enough guidance to students on how to improve their work.

Commentary

116. GCSE results in 2003 were below average, and slightly lower than 2002. Standards in the current Year 9 are below average. This represents good achievement given their standards on entry in Year 7. All students, including those with special educational needs or with English as an additional language, make good progress. Students through Years 7 to 9 show increasingly good knowledge and understanding of events over time. They also demonstrate an increasing skill in handling source material and are beginning to come to terms with the possibility of bias. Most students can analyse and discuss historical issues well, and reflect this in their writing. The work of girls is sometimes at a slightly higher level than that of boys.
117. Standards in the current Year 11 are below the national average. This represents very good achievement over the two years of the course for all students, including those with special educational needs and with English as an additional language. Students of all abilities are able to analyse and then explain complex historical issues well. Year 11 students, for example, were able to discuss the reliability of sources on the American West with conviction.
118. The quality of teaching and learning is good overall, with much teaching that is very good. The most effective teaching is characterised by effective use of source materials and very precise use of questions by the teacher, which forces the students to think out their ideas carefully before joining in discussions. In a very good Year 9 lesson on the benefits and limitations of using pictures as evidence, students were skilfully guided in the discussion of how reliable pictures might be. Learning was reinforced by three different types of worksheet to reflect the abilities within the group. Although successful in this lesson, not all teaching challenges the most able students with tasks suited to their ability. Some students write convincingly in support of their historical argument, but for many the supportive framework provided by teachers is very helpful in encouraging them to write at length. Key words are often helpfully displayed around the classroom but not always emphasised.
119. Subject leadership and management are good and benefits from strong teamwork which helps all students to achieve well. The new co-ordinator has a clear vision about where he wishes to take the subject and some very useful action points to help him achieve it. Visits to historical sites greatly extend the work in classrooms and needs to be extended to all years. The key issues mentioned in the last report have been tackled well. Improvement overall since the last inspection has been good.

Religious education

Provision in religious studies is **satisfactory**.

Main strengths and weaknesses

- Subject leadership and documentation are good.
- Students achieve well at GCSE.
- Some lessons are not planned thoroughly enough.

Commentary

120. Students achieve well in religious education, although standards at the end of Year 9 are below average. They enter the college from a wide range of religious and cultural backgrounds and many start with limited reading and writing skills. However, students are keen to learn and, by the time they leave, almost all take a GCSE examination. Standards in work seen in Year 11 are average and students' achievements remain good through Years 10 and 11. Over 40 per cent of those who took the full GCSE examination passed with an A* to C grade in 2003 and overall 92 per cent achieved a grade in either the full or short course. A small number successfully continued with their studies at AS level. Students with limited language skills receive very good help from learning support assistants and quickly learn to manage on their own.
121. Written work is well laid out and of a good standard, with close attention paid to grammar and spelling. Students build up their own lists of key words used in religious studies, work well in pairs and small groups to tackle the tasks they are set and quickly become keen to take part in class discussions. Students learn about the life and practice of faith groups in Bradford in Year 7 and by Years 10 and 11 are able to debate the impact that faith has on the values and lifestyles of individuals and communities. All students who stay on in the sixth form study a unit on religious philosophy and have the option to continue with the Islamic Studies option to AS level.
122. The quality of teaching is satisfactory overall throughout all years, but ranges widely. In the most effective teaching, students develop an excellent understanding and adopt very positive attitudes towards the subject. An excellent Year 7 lesson on Judaism challenged and engrossed the class, through effectively drawing parallels between the life of Moses and life-changing experiences for all people. Good teaching is characterised by good pace of learning, challenging work and activities which interest and engage the students. Less effective teaching is characterised by poor classroom management and an inability to successfully engage all students in the learning. This sometimes leads to a few students becoming frustrated and losing interest in the work. However, the teaching materials used are of such a quality that most students still make satisfactory progress.
123. Leadership and management are good. The scheme of work is very well thought out and supported with excellent teaching materials and suggestions for activities that will help students to learn. Some members of the department have not had the training to enable them to make the most use of this material but they are well supported and given every encouragement. A key priority for the department must be to ensure greater consistency in the quality of teaching. Resources are good and teachers make good use of their accommodation. Good progress has been made since the last inspection. This is especially true of the leadership and management of the subject.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Students acquire good practical skills and achieve well overall.
- The developing use of ICT techniques is laying the foundations for improvements in the design and evaluative aspects of the subject.
- The extensive range of courses available in Years 10 and 11 offers students ample choice.
- Strategies to improve literacy skills to support the subject need further development.
- In electronics, students need more hands-on opportunities using components, systems and circuitry.

Commentary

124. Students' achievement through Years 7 to 11 is good. On entry in Year 7, students have poor practical and written skills. At the end of both Year 9 and Year 11, students' overall level of attainment is well below average often because weak literacy skills are retarding their progress. Graphics, resistant materials, textiles, food and electronic products are offered in Years 10 and 11. In the last three years the proportion of students gaining grades in the range A* to C in GCSE has been well below national figures. There has been steady year-on-year improvement but the attainment of boys remains below that of the girls. The most successful aspects are food, textiles and graphics. Students taking electronics lack familiarity with components, systems and circuitry.
125. Design work by the end of Year 9 is below average, and few students achieve high standards. Although students' acquisition of practical skills is good, there is no clear departmental strategy to address the development of literacy skills which underpin the written explanations of the design process. In resistant materials lessons, students readily learn techniques to cut and shape wood. Similarly, in food studies, students are quick learners, as for example, when preparing hot sweet puddings. In graphics, students achieve good results because many lessons are scheduled in an ICT suite where they become proficient with commercial software packages. The recently upgraded computer suite enables the department to extend the range of ICT-related skills of students. Students with special educational needs and those with English as an additional language achieve well because of the help given by learning support assistants.
126. The quality of teaching and learning is good. Teachers have good practical skills and are able to demonstrate effectively to the students. The most effective teaching, as observed in a Year 10 textiles lesson, was characterised by high expectations and the active participation of the students. Good questioning of the students encouraged all students to get involved and gain insights and familiarity with both techniques and technical vocabulary. However, in some lessons, insufficient emphasis is placed on students' written descriptions and oral explanations. Although there are interesting and eye-catching displays in most rooms and corridors, not enough attention is given to developing students' command and use of technical vocabulary. There are good relationships between students and their teachers, and the vast majority of students are attentive and well behaved in lessons. Most lessons are carried out in a purposeful and productive atmosphere.
127. Leadership and management are satisfactory, and are temporarily shared amongst three teachers. There is a strong team spirit in the department. Assessment procedures are good and students' progress is monitored effectively. Target setting is effective in ensuring that students know how well they are doing and how they might improve. The curriculum is under

constant review to ensure that it meets the needs of all students. Accommodation is adequate, equipment is regularly serviced and tools carefully maintained. ICT equipment is used to good effect in textiles, often producing designs with an Asian theme. Links with the world beyond the classroom are underdeveloped. The department is well supported by technicians. Improvement since the last inspection has been good.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- Very effective leadership and management are driving up standards.
- Assessment procedures are comprehensive and being used well to inform students how to improve.
- The use of artists-in-residence contributes effectively to raising standards.
- Standards of observational drawing are variable.
- Good teaching leads to good progress, but some lesson planning is imprecise and progress is limited when introductions are long-winded.

Commentary

128. GCSE results in 2003 were below the national average, but this represents good achievement. Over recent years, results have been rising faster than the national trend. Boys tend to achieve better than girls.
129. Standards in the current Year 9 are average and students' achievements are good, when their attainment on entry in Year 7 is taken into account. Students in Years 7 to 9 make good progress when their learning builds cumulatively on previous work. This was exemplified in a project called 'The Berlin Wall', where students expressed their ideas about imposed segregation. They added a different medium in stages to realise their intentions.
130. Standards in the current Year 11 remain average but there are indications that performance in GCSE examinations is set to rise. Students' achievements are good through Years 10 and 11, given their attainment at the end of Year 9. The achievements of students with special educational needs and those with English as an additional language are also good. Students on the GCSE course are confident in their ability to develop ideas. This was seen when they manipulated digital images on the computer. Students are increasingly analytical and use language effectively in the evaluation of their work. Standards of observational drawing, while satisfactory, vary considerably. Students work confidently in a range of media and use sketchbooks appropriately to research and develop ideas. Students identified as gifted and talented are given extension activities and other opportunities to excel.
131. The quality of teaching and learning is good throughout all years. Teaching is less effective when lesson planning is not specific enough to ensure that all students are challenged. Teachers' skilful demonstrations at the beginning of the lesson are effective in ensuring that students are clear about how they are to tackle the work. In a Year 7 lesson, students were shown how to use architectural plans and elevations. From this they linked their drawings to the work of Wassily Kandinsky. The work is often challenging and demands considerable commitment and concentration from the students. Year 10 GNVQ students, for example, used clay to make distorted portraits in the style of Francis Bacon based on digitally manipulated photographs of their own faces. The assessment of students' work is good and students are clear about their targets and how they might improve their work. Very good relationships help to ensure positive attitudes from most students. Behaviour is mostly good but some

boisterousness and inattention is not always dealt with effectively, particularly during overlong introductions.

132. Leadership and management of the subject are very good. Very effective monitoring and review of students' work and of teaching and learning in the department are creating a climate of improvement. An effective team has been built and the contribution of each member is valued. Continuing professional development for each member of the team is carefully considered. The involvement of artists-in-residence has helped extend curricular opportunities and provided excellent opportunities for enrichment. Improvement since the last inspection has been good.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Good teaching leads to good achievement.
- Very good relationships create an excellent learning atmosphere.
- Students co-operate and collaborate well in group work.
- The curriculum is broad and balanced except for the use of ICT in Years 7 to 9.
- Assessment practices are good though not enough opportunity is given for students to assess their own work.

Commentary

133. There were no GCSE candidates in 2003. Standards in the current Year 11 group are below average overall, although some students are working at a much higher level than this and their achievement is good. Standards are also below average at the end of Year 9. However, the achievement of students, given their attainment on entry, is good. Students enter the school with minimal skills and experience in music, and from the outset find it an exciting and rewarding experience. They find whole-class music-making a valuable experience, which helps them to improve their skills through the power of ensemble playing. Students with special educational needs achieve as well as their peers. This was clearly shown in the Year 8 classes, who were learning a class rondo using tuned percussion instruments and keyboards; effective performances then took place where problems of pace and pulse were ironed out, and which sounded satisfying. Although standards in GCSE classes are below average, examples of real musical flair were heard. One student in Year 11 performed a keyboard improvisation with fluency and complex syncopation. One Year 11 composition, which used score-making software, demonstrated a good understanding of counterpoint.
134. Teaching and learning are both good at all levels. Relationships are relaxed and positive, and teachers encourage students to feel good about themselves. In a good Year 11 lesson, planning for the wide range of attainment was effective. The students worked purposefully at their composition and performance assignments and teacher interventions were sympathetic but challenging. As a result, most students achieved well during the lesson. Planning, preparation and target setting are good and, in the most effective lessons, are shared with students from the outset. A good balance is maintained between encouragement and the accurate assessment of students' work. Learning was seen through listening and analysis, skill development, by working in pairs and in groups, and above all by doing and refining their own work.
135. Leadership and management are very good, and the head of department has a clear vision for the future, linked to a determination to succeed. Her vision is shared with colleagues. Management is efficient and effective. The curriculum is broad and balanced, with a good balance of different styles of music. However, the curriculum places too much emphasis on

learning about rather than through music, and not enough attention is given to practical and ensemble music.

136. ICT is underused in Years 7 to 9. The curriculum is enriched by the use of artists in residence. Assessment is very effective with clear links to National Curriculum criteria, but not enough use is made of self-assessment by the students themselves. A number of students, particularly at GCSE level, take advantage of the opportunities to learn an instrument. However, low instrumental performance skills in many of them prevent them from achieving the highest grades at GCSE level. Progress since the last inspection has been very good.

Drama

Drama was sampled.

137. Careful planning ensures that drama makes a considerable contribution to students' personal and social development in Years 7 to 9 through, for example, units of work on dealing with bullying and assertive behaviour. All lessons cover the very important areas of trust and teamwork, and involve students in evaluating their own and others' performances in an objective, supportive and positive way. Consequently, creativity, self-confidence and esteem are developed and students help and learn from each other.
138. Teaching and learning in the lesson sampled in Years 10 and 11 were good, and standards are higher than in most other subjects. Some of the devised performances in groups as part of their assessed examination work were powerful, intense and very moving.

PHYSICAL EDUCATION

Provision in physical education is **very good**.

Main strengths and weaknesses

- Standards in Years 10 and 11 have improved and are now average.
- Standards in Years 7 to 9 are below average.
- Teaching is very good overall and, as a result, students achieve very well.
- The leadership and management of the department are very good.
- Students' attitudes are very good and they have very good relationships with their teachers.
- The poor quality of outdoor facilities has an adverse effect on standards.

Commentary

139. Students have different experiences before joining the school in Year 7, but most have well below average standards in movement activities and games skills. By the end of Year 9, students attain below average standards in most activities and average standards in a few activities. Overall, their achievement is good. Boys and girls build a secure knowledge of fitness and are able to warm up independently and effectively. Reasons for the improvement in performance skills of students in Years 7 to 9 include that fact that teaching of one activity is carried out continuously in a block of eight lessons, and that extra time given to football and netball.
140. Students in Years 10 and 11 attain average standards overall. Their co-operative, evaluative and team-building skills are developed in junior sports leadership lessons, which are part of the core programme. GCSE students in Years 10 and 11 produce good quality written work and have a firm understanding of fitness and body systems. This theoretical knowledge is appropriately linked to good practical experiences. Results in the GCSE examinations in 2003 were just below average for the percentage of students attaining A* to C grades. Students

benefit from the very good opportunities offered by their teachers in providing after-school clubs, practices and fixtures. Unfortunately the restricted canteen facilities prevent lunch times being used for extra activities and this has an impact on students' participation, particularly that of girls. A few individual students and teams achieve high standards in external competitions in football, cricket, rugby and netball. The attainment of these students is above the national average. Students' overall very good achievement is directly attributable to very good teaching. For the most part, the achievement of students with special educational needs is in line with that of their peers. The attainment of boys is slightly better than that of girls in games activities: a judgement that is confirmed by the thorough and accurate teacher assessments at the end of Year 9.

141. Teachers have very good subject expertise and give demonstrations that provide students with clear visual images of performance skills. In the majority of lessons, teachers circulate well to extend the more able and to help those students finding the activity difficult. In a few lessons, teachers divide students into groups according to their attainment. This is a positive strategy which promotes the learning of all students. Students' attitudes are very good overall, as are their relations with their teachers. Teachers manage well the behaviour of a few students who can be uninterested and disruptive. Students respond well to challenging expectations, a brisk pace and the effective use of resources. This combination was particularly evident in an excellent Year 10 theory lesson, where the teacher worked with the advanced-skills teacher to provide students with a number of stimulating activities, all of which contributed to their learning. In less effective lessons, including the one unsatisfactory lesson observed during the inspection, teachers become preoccupied with managing the behaviour of the less committed minority, and playing a full game to the detriment of improving individual performance skills.
142. The subject co-ordinator and head of area work very well together to provide clear educational direction and very good leadership and management for the subject. They lead by their own very good example and provide very good support and monitoring of members of the department. Improvement since the last inspection has been very good. The subject has made considerable progress since the last inspection but the occasional sharing of teaching groups hinders the progress of the students affected. Although the many indoor facilities are very good, the constantly water-logged pitches, including the all-weather pitch, make it difficult to attain good standards in games.

BUSINESS AND OTHER VOCATIONAL COURSES

Business studies

143. Two lessons were sampled. In an intermediate level GNVQ lesson, the teacher provided very good individual support and guidance to students working on break-even analysis, which they found very difficult, and to other more able students working on customer service assignments. In a foundation level lesson, low-attaining students were also supported very well as they worked conscientiously and fairly competently on their business assignments, using computers to word process their work. In both instances, students worked co-operatively but lessons would benefit from having a more formal structure which included clearer learning objectives and more formal beginnings and endings.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision in citizenship is **satisfactory**.

Main strengths and weaknesses

- There is a good scheme of work to help students to become responsible citizens.

- The school council gives students a good opportunity to take part in a democratically elected body.
- Assessment and recording procedures are inadequate.
- Some subjects that are intended to contribute to the school's citizenship programme do not include citizenship in their plans.

Commentary

144. The school is developing an effective programme for developing students' experiences and understanding of citizenship but is still at the very early stages of its introduction. As this is a new subject, there are no available national comparative measures for standards. Written work seen during the inspection indicated that students' achievement is satisfactory and that they are working at expected levels.
145. In the two lessons of citizenship that were observed during this inspection, students were making at least satisfactory progress. They discussed sensibly controversial issues like bullying and drugs. The college is beginning to involve community partners, such as visitors representing the police and mental health. Opportunities to take responsibility through the school council and as 'ambassadors' give students practical experience of citizenship at work.
146. The quality of teaching is satisfactory. Teachers develop good relationships with their students and create a positive climate where controversial and sensitive issues can be discussed meaningfully. Teachers plan their lessons well and provide a good and interesting range of work so that most students respond well and are motivated by the tasks set for them. This was demonstrated in a Year 10 lesson, where students developed a clear understanding of personal safety and were able to complete the written task as well. The teacher used his knowledge of the students' levels of understanding to match groups so that they worked productively together and chose examples that were practical and relevant to students' experiences.
147. Leadership and management are satisfactory. Senior managers led the initial introduction of citizenship and, since her appointment, the co-ordinator has made a positive start in the development of the subject. After an audit of the work already taking place for citizenship, the college has developed a good outline scheme of work to help students become responsible citizens. As yet, the schools has not devised an assessment and recording system to inform teachers of the progress that students are making and so that students can reflect on their own achievements. More needs to be done to ensure that the contribution of all subjects to the citizenship programme is planned for in schemes of work. Resources for the subject rely much on existing materials. Although the co-ordinator has a clear vision for the future this has not been shared widely across the school and there is no rigorous programme in place to monitor its implementation.

SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection, thirteen subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school.

The table below shows entry and performance information for courses completed in 2002.

Level 3 GCE AS level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Biology	6	100	81.6	16.7	33.2	26.7	33.2
Chemistry	6	83.3	84.8	0	36.9	18.3	35.2
General studies	33	72.7	78.6	12.1	25.7	25.2	30.0
Mathematics	6	83.3	74.2	0	34.3	20.0	31.3
Social studies	7	71.4	83.2	14.3	32.54	25.7	33.6

Level 3 GCE A level and VCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Biology	6	83.3	91.6	0	36.3	43.3	74.1
Chemistry	5	80.0	94.0	0	45.9	52.0	81.1
English literature	6	100	98.5	33.3	43.7	76.7	84.3
Mathematics	11	18.2	93.3	0	52.2	10.9	84.7
Other languages	5	100	94.0	60.0	63.6	84.0	92.0
Other social studies	7	100	94.3	57.1	38.9	88.6	77.7
Sociology	8	87.5	95.4	50.0	39.6	77.5	79.1
Business AVCE	47	76.8	87.1	2.1	16.5	44.2	60.1
Health and social care	6	66.7	90.1	0	16.3	36.7	62.5
Science AVCE	8	25.0	90.1	0	9.3	10.0	58.4
Information technology VQ	61	81.1	84.3	21.3	245	60.7	64.3

ENGLISH, LANGUAGES AND COMMUNICATION

English was inspected in detail and French was sampled. The number of students entered for A-level has been very low since the last inspection. In the lesson seen, students made good progress in developing reading skills and extending vocabulary as a result of good planning by the teacher.

English

Provision in English literature is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good.
- Students value the high quality support that they receive.
- The subject is very strongly led and very well managed.
- The department is providing effective training in revision and examination techniques to improve students' performance.

Commentary

148. In 2002, the performance of students in GCE A-level examinations was below the national average. In 2003, all students entered for the GCE A-level English literature examination attained C and D grades. No students attained the higher grades of A and B.
149. Standards of work seen during the inspection are close to course averages and achievement is good. Students perform better in the classroom than they do in examinations. The further guidance for revision and examination technique being provided by the department may help to reduce this gap. Students enjoy speaking and listening. Most make significant contributions to oral work. They express their viewpoints and ideas clearly, explaining and illustrating them with evidence. They appreciate and criticise alternative interpretations put forward by other students. Teachers prepare and deliver challenging material. The use of talk is central to all lessons as teachers extend students' communication skills and encourage them to adopt a critical approach. Teachers help to develop students' skills of intellectual enquiry through research and effective questioning.
150. Students' attainment in all areas of the curriculum is close to course averages, especially in reading and interpreting literary texts. Year 13 students have developed the skills of speculation and forming hypotheses as seen in their work on *The Merchant of Venice*. Students explain their views clearly and illustrate them with evidence during discussion of literary texts.
151. Teaching is very good and sometimes excellent in all lessons. Teachers know their subject very well and adopt a scholarly approach to prepare and deliver intellectually challenging lessons. They provide a wealth of information on the background of literary texts and use this information to assist students in interpreting texts. Teaching is committed to students using a range of knowledge and skills, so that students make very good progress across a range of activities. Expectations are high and teachers support independent learning. Marking is thorough; it assesses the strengths of the work and indicates areas for improvement.
152. The subject is led and managed very well. The department is well established and its members have a shared commitment to teach students a love of literature and language as serious critics, and they aim for high standards. Planning for success is at the heart of the department's work and careful deliberation takes place before action is taken. The department monitors students' achievement and provides appropriate advice about how to improve and succeed. Improvement since the last inspection has been good.

Language and literacy across the curriculum

153. Overall standards are below average. They are higher in speaking and listening than in reading and writing because most departments plan frequent activities involving group work, evaluations and the sharing of ideas. Additionally there are opportunities for debates and discussions with outside speakers. Students make many mistakes in spelling and grammar when writing and some do not express themselves well because of their limited vocabulary and awareness of standard English. All teachers contribute to eliminating these weaknesses. Reading skills are weak in most subjects and many students who download information from the Internet are uncritical of its quality.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The relations between teachers and students are very good, which leads to mature attitudes to study among students.
- Students achieve well because of the high quality of the teaching.
- Teachers' subject knowledge and their management of students are very good, which results in good learning opportunities.
- The quality of leadership and management is good, but more use should be made of the monitoring and evaluation of teaching.
- The use of ICT is underdeveloped.

Commentary

154. Standards in examination courses at A-level, AS-level, within the Key Skills courses and the statistics for business education course have been below average in recent years. However results have been improving although numbers taking A-level have been relatively small. Standards of work seen during the inspection are below average, but students' achievements are good, given their attainment at GCSE. Many students, especially in Year 12, struggle with basic algebra, which holds back the pace of their development in other aspects of mathematics. Much of the work on the AS course this term has had to be a consolidation of GCSE mathematics, with which students who have gained higher grades at GCSE should already be confident. Standards in the Key Skills course and statistics for business education are in line with expectations. Basic numeracy levels are appropriate for these courses. Students' knowledge of how to convert fractions, decimals and percentages is developing well and they have a good understanding of units. In statistics, students draw scatter diagrams with confidence, and know how to construct the line of best fit using advanced techniques. Progression in mathematical topics is good, with new modules building on work previously covered. The scrutiny of written work shows that students tackle increasingly difficult examples. Students take pride in the presentation of their work .
155. The overall quality of teaching and learning is good. Teachers' knowledge and understanding of the mathematics and the requirements of the various courses are very good. They present their lessons extremely fluently; they show a very high command of the subject, and are able to deal very confidently with students' questions. This confidence is also clearly apparent in teachers who are new to the profession. Teachers help students in a very caring manner, and relationships with students are very good indeed. Lessons are planned carefully and have clear objectives which are explained to students at the beginning of most lessons. Teaching methods are mainly traditional, but in one lesson the teacher acted as a member of the class and students presented their ideas on various topics in mathematics. They do this very confidently and high quality learning takes place because of the interaction between the

students and the teacher. It is obvious that these learning techniques are used regularly to good effect.

156. Students show great interest in their studies and are keen to develop their mathematical skills. They concentrate very hard in lessons and show a willingness to participate fully in question-and-answer sessions. The marking of students' work is variable and the addition of more helpful comments would assist students in their learning. The use of new technologies is underdeveloped. Students know how well they are progressing and have a good knowledge of their target grades.
157. Leadership and management of mathematics are good. The head of department is very aware of the developments that are required. Good management has ensured that standards are rising from a very low base level in previous years. Ideas and resources are shared among members of the department. Monitoring and evaluation of teaching and learning takes place, but there is room for improvement in this area. The match of staffing to the curriculum is good. Teachers enthusiastically share their expertise in mathematics with the students, who are well served.

SCIENCE

In science, three subjects were inspected; biology, chemistry and physics. A summative judgement is given for each. The outcomes of the inspection are very similar for each subject and so the report covers all three subjects, drawing out the similarities and differences in each.

Provision in biology is **good**. Provision in chemistry is **good**. Provision in physics is **good**.

Main strengths and weaknesses

- The standards which students attain in AS and A2 examinations are very close to the national average, although few students achieve A or B grades.
- These standards represent at least good achievement for all students and, for some, achievement is very good in all three subjects.
- The quality of teaching is good overall, with aspects that are very good.
- Assessment is used very well to clearly identify to students what they have done well and what they need to do to improve their grades.
- The pace of learning is very well matched to the needs of the students.
- When they start their course, students' skills generally, but their practical skills in particular, are not well developed.

Commentary

158. In each of biology, chemistry and physics overall, students' achievements are at least good and for many achievement is very good. Standards in work seen in each subject are below average. In the 2003 examinations, the results which students attained in the AS and A-level examinations in biology were only slightly below the national average and in chemistry the situation was very similar. In physics, the results which students attained in the AS examinations were slightly below the national average and there were no entries for the A-level examinations. In all three subjects at AS, and in biology and chemistry at A-level, fewer students than would be expected attained the top grades.
159. In all three subjects, the quality of teaching and students' learning is good and in a significant proportion of the lessons seen these were very good. Relationships between staff and students are very good and staff have high expectations of students to which they respond well. Assessment, both on a day-to-day basis and through regular tests, is very effective in helping students to recognise their strengths and giving them clear guidance on what they need to do to improve their work. The subject knowledge of staff is good and often very good,

as is their knowledge of their students. These are used very well to match the pace of learning to the needs of individuals and to reinforce learning where this is necessary. Staff manage students well. A good example of this was in a Year 12 chemistry practical lesson where immature and silly behaviour could have jeopardised safety if it had not been very well managed by the teacher. Staff make very good use of the overhead projectors and whiteboards to make lessons interesting and relevant to students.

160. All three subjects are co-ordinated through the subject leader for science and the science area co-ordinator. The leadership and management of these post holders are good and have a positive impact on students' achievements. The roles and responsibilities of the two posts are very clear and the post holders collaborate very well to ensure very effective leadership and day-to-day management of the provision. There are good schemes of work which provide individual subject teachers with good support for their lesson planning. Since the last inspection there has been good improvement. The standards which students attain in public examinations have improved significantly, teaching and learning have improved considerably and the teaching team has been strengthened. Accommodation and resources in all three subject areas have improved. A significant aspect of the provision is the very good support provided by technical staff which has a positive impact on students' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The wide range of courses enables all students to achieve well.
- ICT is well taught by teachers with an extensive knowledge of the subject.
- Relationships between teachers and students are very good.
- Independent learning is encouraged.
- Access to information and communication technology resources is available for most students.

The college offers AS in ICT in Year 12 continuing to A-level in Year 13, GNVQ foundation in Year 12, GNVQ intermediate in Years 12 and 13, AVCE (3, 6 and 12 units) in Years 12 and 13 and key skills accredited at Level 2.

Commentary

161. There are large numbers of students now studying ICT, and the courses they follow have been carefully selected to meet their needs. The students are well motivated by good teaching and consequently achieve well at all levels. Standards in recent examinations have been below average. However, in work seen during the inspection in lessons and in portfolios, standards are now around average. Students' achievements are good given their attainment on entry to the course. They are confident and skilful in creating and testing complex database applications and recognising the high standards of ICT work now demanded by companies. Students design web-sites with considerable flair and have a thorough appreciation of the principles involved.
162. All the students observed showed interest, enthusiasm and curiosity about the subject. Their attitudes are good. When they are working individually on coursework, they help each other and discussion, sometimes with their teacher, is common. These discussions are always relevant to the work and contribute to the quality of learning. The students are well informed and articulate about the issues surrounding the impact of ICT on our society and the environment. Students show a mature attitude to their work, and respond well to the teachers' demands of them.

163. The quality of teaching and learning is good. Teachers have a very good command of the subject, including first-hand knowledge gained outside of the educational environment. Good teaching draws out the students who are very well motivated and keen to succeed. When students are working individually, teachers make good use of their time, intervening sensitively and discussing coursework with students. In a very good lesson with a Year 13 group, the teacher effectively brought out the main principles in the process of normalisation of a database through a PowerPoint presentation. The lesson was characterised by very good relationships and mutual respect. The key learning points were reinforced at the end of the lesson with a simple but effective game. All the students made significant progress on a very difficult concept.
164. Leadership and management are very good. A good range of courses has been adopted to meet the needs of the students. Their progress is carefully and systematically monitored and assessment procedures work effectively. The monitoring of teaching has resulted in consistently good teaching. Improvement since the last inspection has been good.

ICT across the curriculum

165. Teachers and students in other sixth form subjects make significant use of the ICT resources. The Internet as a learning resource is widely utilised. Most students are familiar and confident with the use of presentation software, and most use desk-top publishing software effectively to enhance their written work.

HUMANITIES

History

Provision in history is **good**.

Main strengths and weaknesses

- Good teaching leads to good achievement with this very small group.
- Relationships between staff and students are very positive.
- The results obtained by students in external examinations are below average.

Commentary

166. Achievement for this very small group is good. No student took A-level in history in 2003 and at A/S level the results were below average. Standards in the current Year 13 are below average. Students demonstrate a willingness to plan their work well and take part in the discussions that follow. They are well able to analyse, interpret and critically evaluate material from a range of primary and secondary sources. They are also prepared to question and challenge points of view held by others and write sometimes at length on their research. This was clearly demonstrated in a Year 13 lesson on the role of individuals in the decolonisation of the British Empire.
167. The quality of teaching and learning in history in the sixth form is good. A strong feature is the use of a wide range of resources and activities and the very searching questioning of the teachers which has an impact on the development of students' thinking skills. In a good Year 12 lesson on Italian unification, students made a good contribution to the discussion which was well managed by the teacher. The marking of students' work is regular and gives informed advice on how to improve subsequent work. While most of the lessons are well structured, not enough use is made of plenary summaries to reinforce learning.
168. Subject leadership and management are good. Well-qualified staff review their materials and

methodology regularly which assists students' learning. The department should look to extend and broaden students' experience of historical enquiry by making greater use of external resources. Improvement since the last inspection has been good.

Government and politics

Provision in government and politics is **good**.

Main strengths and weaknesses

- Leadership and management are very good.
- Teaching and learning are good.
- There is insufficient use of ICT.

Commentary

169. A-level results in the subject are variable. In the last two years all students have passed, but none gained the highest grades, A and B. Numbers taking the subject are small and national comparisons are not valid. Considering the low prior attainment of the students, overall, they achieve well in this subject.
170. Standards of work seen, based on limited evidence, are average. Students have a reasonable grasp of political concepts and, in Year 13, are able to compare effectively the British and American political systems. They have comprehensive portfolios of information, with some evidence of independent research. Written work is more variable in standard and, apart from word processing, there is little evidence of the use of ICT to support their learning. Some students have difficulty in applying their knowledge to answer examination questions, but they are increasingly confident in their use of political evidence to support an argument.
171. The standard of teaching and learning is good. Teachers use their extensive subject knowledge effectively to interest and engage the students fully in their learning. They choose relevant examples carefully to help promote learning. Regular visits to Parliament extend the students' knowledge. Teachers plan lessons well, taking into account the abilities and aspirations of the students. Good rapport with students and good use of humour maintain high levels of interest and prompts good contributions to class debate. Some thoughtful discussions were observed, with teachers challenging students well in order to shape their learning towards examination requirements. For example, in a good Year 12 lesson, students discussed voting trends since 1945 and were able to apply their learning to examination requirements. Marking is firmly based on examination criteria with constructive comments to help students improve their standard of work.
172. The leadership and management of the subject are very good. The two teachers are very experienced, consulting regularly and developing the work very well. There has been a thorough review of examination performance in order to improve results. The department has an appropriate development plan and a good scheme of assessment, which indicates to students how well they are doing and how they can improve. However, although improvements are planned, there is insufficient use of ICT, and access to computers in lessons is limited.
173. The subject was not mentioned in the previous report, but there has been an improvement in performance over recent years and student numbers are increasing.

Psychology

Provision in psychology is **satisfactory**.

Main strengths and weaknesses

- A firm foundation has been made for the further development of this subject as an option in the sixth form.
- The subject development plan lacks detail and specific targets.
- Not enough students reach the higher grades A and B at AS and A-level.
- Teaching methods are not planned to provide students with sufficiently varied learning opportunities.

Commentary

174. Small numbers of students take psychology and results in recent years have been below average at both AS and A-level. Most students are achieving lower grades. As this is a new subject being offered in the sixth form it is not possible to accurately gauge. Overall standards of work seen were average, but ranged widely. Achievement is satisfactory for most students. Year 12 students have a reasonable understanding of developmental psychology, whilst Year 13 students are able to discuss the treatment of offenders from a psychological perspective. The work seen from these students shows a firm grasp of key psychological concepts. Below average work is the result of weak note-making and writing skills, particularly extended writing. The department proposes to address the issue following an analysis of past coursework performance.
175. The quality of teaching and learning is satisfactory overall, although some unsatisfactory teaching was observed. Satisfactory teaching is characterised by effective questioning which challenges and extends students' knowledge and understanding. Teachers' comments on written work are generally detailed and inform students about what they have done well and identify how their work could be improved. Learning was effectively reinforced through the completion of study summary sheets which provide useful revision notes. Teacher/student relationships are very good and characterised by mutual respect. Students themselves commented that they enjoy studying psychology. Students are provided with a copy of the core text and they are encouraged to use intranet and Internet on-line resources to support their studies. Where teaching is less effective, it lacks pace and sufficient variety in the style of learning. As a result students were poorly motivated and their attention wandered. Opportunities are sometimes missed to reinforce new concepts.
176. Leadership of the subject is satisfactory, and the subject co-ordinator has a clear vision for the further development of the subject. A solid base has been laid down upon which further development can now take place. Relevant texts have also been purchased for the library. The department does not have a permanent base and there is a noticeable absence of relevant wall displays to promote the subject and provide opportunities for the reinforcement and incidental learning of subject content. Students have access to satisfactory ICT resources to research and, if they wish, word process assignments. Management of the subject is unsatisfactory, and the lack of a detailed departmental plan is hindering future developments. There is insufficient monitoring of learning to ensure that teaching is of a more consistently high quality. Psychology was not taught at the time of the last inspection and so it is not possible to evaluate improvement.

Sociology

Provision in sociology is **satisfactory**.

Main strengths and weaknesses

- Teachers are appropriate role models for learning and impart enthusiasm for the subject.
- Students receive very effective study support through well-organised resources.
- Students have few opportunities to develop independent learning and are less confident in the utilisation of key skills.

Commentary

177. Students' performance in A-level examinations show results to be broadly in line with the national average, though numbers are small and national comparisons are not statistically reliable. Both AS and A-level results were very encouraging in 2002, with a significant number of students achieving the higher AB grades but not all students who took the A-level examination gained a pass grade. Results in 2003 were similar. Results have fluctuated over the previous three years; however, a period of stability has emerged to see both AS and A-level results broadly in line with the national average in 2002.
178. Lesson observation and review of students' work confirm that standards are broadly average and achievement is generally good in relation to predictions based on GCSE results in Year 11. This is a result of effective study support and sound teaching methods. Students generally have a good grasp of sociological concepts and apply this well to classwork and in answering routine questions. Their theoretical knowledge is less well developed at AS level and they have particular difficulties in linking empirical knowledge to sociological theory. The performance of the current Year 13 A-level group is above average and represents a higher standard than previous years. Present students are benefiting from revised course planning which has resulted in improved teaching that is directed towards examination success. Students' achievement is good overall. They are able to analyse sociological sources critically and evaluate a wide range of evidence effectively to produce well-balanced arguments. Their written work is less well developed and lacks sophistication. Although their identification of perspectives and argument are broadly accurate, they sometimes have difficulty in identifying relevant empirical evidence or distinguishing between fact and opinion. In Years 12 and 13, the use of sociological terminology and theoretical knowledge is not sufficiently well developed for students to be able to achieve higher grades. Some answers show specific understanding of some of the demands of the question and material offered but other aspects relating to theory and theorists are neglected and treated in a generalised fashion. Students' skills in whole-class discussion and debate are not as well developed as other aspects of their work.
179. The quality of teaching is good overall. Lessons are generally well planned and teachers clearly and succinctly explain relevant terminology and theoretical principles. They use well-chosen evidence and illustration from sociological and other sources of contemporary events to illustrate concepts, theories and methods. However, within some teaching groups this is not the case and students struggle to understand well-balanced argument without the aid of relevant case studies. Teachers' confident delivery of subject knowledge allows them to choose well-structured learning tasks and provides students with accurate guidance notes that increases knowledge and understanding. However, sometimes students are given insufficient support material to develop written tasks and lesson outcomes are not always explicit. The positive relationships between students and teachers are a strength of the department and reflect the commitment to guidance and support for examination success. Although the support is appreciated by the students, too much intervention and help by the teacher can sometimes result in students being passive and inactive, resulting in their missing opportunities for independent learning and individual contribution.
180. Leadership and management of the subject are satisfactory. The head of department is enthusiastic and committed to raising standards. He has developed schemes of work of high quality and introduced a curriculum which suits the needs and abilities of students. More needs to be done to ensure good practice is shared. In particular, the range of teaching and learning approaches needs development to encourage independent learning and key skills development. ICT links are strong and provide students with on-line access to the curriculum.

ENGINEERING, TECHNOLOGY AND MANUFACTURING

Design and technology – Product design

Provision in product design is **very good**.

Main strengths and weaknesses

- Teachers have a clear vision and high expectations.
- Students' use of ICT in their design portfolios is assured and effective.
- Motivated and hard working students achieve very well.
- Students' oral presentation skills are weak and they do not have enough opportunities to develop them.

Commentary

181. The first group of students was entered for AS level in 2002 and for A2 in 2003. The numbers of students have grown each year; there are currently 15 students in Year 12 and 8 in Year 13. Standards in work seen were below average, but given the attainment of students on entry to the course, their achievements are very good. A number of students start the course with modest grades at GCSE yet are aiming to continue the subject at university.
182. Students show a confident use of ICT in designing products. They plan their work appropriately having undertaken research into client and customer needs. Designs are colourful and often underpinned with an Asian theme, for example with designs for Bhangra music products. All students are attentive in classes, contributing well in oral discussions. They present their work to each other using PowerPoint presentations. While some students are hesitant when presenting their designs, others show a more confident approach which demonstrates a good knowledge of computer-aided design processes. Work is often reviewed by peer assessment. Students are rigorous, yet friendly, critics of each other's work and, as a consequence, there is a pleasant and creative learning environment.
183. Teaching is very good and well rooted in commercial practices. Teachers convey a strong message that their students' efforts are very important. Learning is characterised by high expectations and a keen attention to detail. Teachers manage the learning very well, introducing topics effectively and intervening to prompt, support and challenge. Questions are chosen carefully to ensure that students think more deeply. The emphasis on requiring students themselves to research ideas often using the Internet is ensuring that the students are developing good problem-solving skills and are learning to develop ideas independently of the teacher. There is an expectation that all design portfolios are prepared on computers.
184. Leadership and management of the subject are very good. There is a clear vision for the subject. Students' work is monitored very closely and assessment practices are thorough. Improvement since the last inspection has been good.

VISUAL AND PERFORMING ARTS AND MEDIA

Art and design

Provision in art is **good**.

Main strengths and weaknesses

- Team teaching is invigorating for both students and teachers.
- The use of independent learning is underdeveloped.

Commentary

185. In 2003, numbers taking AS level have been very small and national comparisons are not statistically valid. Standards in the current Years 12 and 13 are average. Students' achievements are satisfactory given their performance at GCSE. Students are producing carefully planned and thoughtful work, often based on the work of established artists. For example, during the inspection, students were working imaginatively on pieces influenced by Michael Brennan-Wood, who produces woven pictures that reflect the complexity of human existence. Some effective and well-planned work by students in Year 12 demonstrated a confident approach to printmaking, using a range of techniques. Able students were able to manipulate the images to create experimental and expressive visual impressions. Students are also able to confidently discuss visual ideas in relation to the work of established artists.
186. The quality of teaching and learning is good. Students' learning is particularly effective when teachers adopt a team-teaching approach. One such lesson was a hive of activity with all the students involved in different projects. Some were learning the etching process and producing complex images using this sophisticated technique. Another student was advised to use the 'magic wand' on the computer to manipulate an image and highlight the light areas. The use of ICT plays a prominent part in the progress of all aspects of students' artwork. The two teachers gave tutorials to individual students on how to improve their coursework units. Comments were written on progress sheets so that both student and teacher had a record of how improvement was to be tackled. Teachers use questions skilfully to draw out students' ideas and to get them all involved in the learning. Homework is set regularly but opportunities for independent learning are sometimes missed, and teachers miss opportunities to extend learning by not exploiting each student's personal strengths and interests.
187. The leadership and management of art are very good. Teachers act as good role models, motivating the students effectively. Retention on courses is good and the numbers recruited on to the sixth-form courses is rising. Extra-curricular provision is good and many students spend extra time in the department when space is available.

BUSINESS

Business education

Provision in business education is **good**.

Main strengths and weaknesses

- A broad range of business qualifications is offered in the sixth form, ensuring that all levels of ability are catered for.
- Achievement overall is good.
- Teacher-student relations are excellent.
- Assessment of students' coursework is thorough and accurate.
- Although the quality of teaching overall is good, some lessons lack a clear objective.

Commentary

188. Business students at the college have a clear progression route into the sixth form; a broad range of business qualifications is offered, ensuring that all levels of ability are catered for. Students on the two-year A-level and VCE courses usually gain at least a pass, although overall, they are usually at or just below the national average in terms of the average points score. However, achievement in the business qualifications is good, students usually perform better than their GCSE scores would predict. In 2003, a very commendable 93 per cent of students entered for the 12-unit VCE passed, although this figure dropped to just 50 per cent for the 6-unit award. Ten out of the thirteen entered for the A-level gained a pass and four out of

six for the AS level. All students on the one year GNVQ course, at both intermediate and foundation level, gained at least a pass. The majority of students on advanced level courses invariably equal or exceed their minimum target grades

189. Standards in the current Year 13 are below average but all students are achieving well and have built on their knowledge and understanding gained in their AS studies. In an enthusiastically delivered Year 13 lesson, students were able to use a range of relevant business terminology when discussing the role of trans-national and multi-national companies, for example, in the use of fiscal and monetary policy. The teacher's very clear explanation and individual support in a good Year 13 VCE lesson on constructing a profit and loss account ensured that all students made progress. Students were able to define and explain a range of important financial terms such as assets, liabilities and depreciation. Sixth-form teaching is most effective when students' understanding is challenged and questions targeted at individuals, as seen in a very good Year 12 AVCE lesson where students developed a thorough appreciation of the competitive business environment. In all students' work, there is very good evidence of students' ICT skills, with neatly presented word-processed assignments. Students with special educational needs are well supported in the department and make progress at least as good as their peers.
190. Teaching and learning is good. Teachers have a secure grasp of how to apply the necessary criteria for coursework assessment and in providing patient and encouraging individual support and guidance on how to complete the work set and on how to improve. This was particularly evident in a good Year 12 GNVQ lesson observed on customer service. However, lessons based in the well-equipped computer classrooms also need to have a formal structure, with clear learning outcomes identified at the beginning and checked at the end. Students have a positive approach to the subject; they appreciate the access to and encouragement from staff and, as a consequence, teacher-student relations are excellent.
191. Leadership and management of the subject are good. The head of department manages both the courses and the relatively high number of staff very effectively. Teaching is monitored effectively and staff have access to appropriate internal and external training which ensures that they are kept up to date. There is, however, still scope for more formal identifying and sharing of good classroom practice, particularly in terms of what makes a really effective sixth-form lesson. As part of the very efficient tracking and recording of student progress, the department has already identified that students perform relatively less well in written examinations than in coursework. Appropriate measures need to be put in place to tackle this problem in order to raise achievement further. In addition, the department needs to develop more industry links to provide a further stimulus for students. Accommodation and resources for the department are very good and the dedicated business area generally creates a productive and relevant working environment for students, although the close proximity of the teaching areas sometimes creates uncomfortably high noise levels. Progress since the last inspection has been satisfactory.

HEALTH AND SOCIAL CARE

Overall the quality of provision in health and social care is **good**.

Main strengths and weaknesses

- Students achieve well in relation to their GCSE results.
- Teaching is good and supports the development of independent learning.
- The subject is very well led and courses are well planned.
- Discussion and comments on written assessments provide supportive and developmental feedback to students.
- Links with local care providers are very good.
- Students have very positive attitudes and very good relationships with their teachers.

- There are insufficient computers in the two teaching rooms.

Commentary

192. Health and social care is offered at foundation and intermediate GNVQ level in Year 12 and AVCE level in Years 12 and 13. There is an Intermediate GNVQ course running in Year 10 which provides the groundwork and methodology for continuing study in Years 12 and 13. Standards in previous years have varied from above average in 2000 to below average in 2002. The 2003 results indicate average standards. All but one of 36 students passed their examination but few higher grades were attained. However, grades were better than expected based on students' GCSE results and their achievement was good. All students on the courses are girls and they pursue careers linked to care, with nursing, child care and social work being popular destinations of previous students.
193. The attainment of the majority of present students is average and achievement is good. Year 13 students understand the fundamental concepts of health and social care and manage their learning independently. Because they draft their work and share ideas with their teachers before completion, students' finished assignments are often of a high standard and show good presentation skills and accurate subject vocabulary. Students taking the AVCE in Year 12 are not all comfortable with the process of independent working. Many are still reliant on their teacher to provide much support but several students are beginning to reach above average levels in their tested work. Students on the intermediate course are able to write a clear introduction to their child development unit because they have already visited centres that provide the experience and information for their assignment. The opportunities for all students to visit health and care centres are very well planned and form an integral part of all the courses.
194. Teaching is good overall, mainly because of methodical planning, the sharing of objectives at the start of each lesson and focused questioning. In the best lessons, teaching encourages students to carry out independent research based on task sheets that develop reasoning and enquiry skills within a clear supportive structure. Foundation level students are given appropriate tasks that are thoroughly monitored by their teacher and this helps them to make good progress. In less effective lessons, there was a lack of emphasis on students' understanding and teachers did not consolidate and assess learning sufficiently. Health and social care is a popular subject and students support one another well when working in small groups and pairs. They have very good relationships with their teachers and enjoy the independent learning ethos of their courses. These very positive attitudes are shown in the amount of time they spend on their assignments. Assessment is thorough, regular and informative. Teachers review and evaluate assignments giving students areas for improvement. Students really appreciate the very good individual help and guidance provided by their teachers.
195. Leadership is very good. Very good documentation and good resources support teaching and the students feel these are a positive factor in their learning. However, there are no computers in the subject base. There are the nine teachers in the department, many with responsibilities elsewhere in the school, and this makes it difficult to establish consistent approaches to teaching and learning. Management is good but assessment and examination data is not used rigorously enough to monitor the progress of all students. However, entry and exit surveys completed by the students are used well to make appropriate changes based on students' views. The courses provide very good opportunities for students' personal, social, moral and cultural development through the many ethical and social aspects of the syllabus. The department has moved forwards since the previous inspection and met the new challenges of the evolving health and social care curriculum very successfully. Improvement overall since the last inspection has been good.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Sixth form grade</i>	<i>School grade</i>
The overall effectiveness of the sixth form and the school	3	2
How inclusive the school is		2
How the school's effectiveness has changed since its last inspection	2	2
Cost effectiveness of the sixth form / value for money provided by the school	3	2
Overall standards achieved		5
Students' achievement	3	2
Students' attitudes, values and other personal qualities		2
Attendance	2	2
Attitudes	2	2
Behaviour, including the extent of exclusions	2	3
Students' spiritual, moral, social and cultural development		2
The quality of education provided by the school		2
The quality of teaching	3	3
How well students learn	3	3
The quality of assessment	2	2
How well the curriculum meets students needs	3	3
Enrichment of the curriculum, including out-of-school activities		3
Accommodation and resources	4	4
Students' care, welfare, health and safety		2
Support, advice and guidance for students	2	2
How well the school seeks and acts on students' views	2	2
The effectiveness of the school's links with parents		2
The quality of the school's links with the community	2	2
The school's links with other schools and colleges	3	3
The leadership and management of the school		2
The governance of the school	3	3
The leadership of the headteacher		1
The leadership of other key staff	2	2
The effectiveness of management	2	2

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

