

INSPECTION REPORT

NORTON COLLEGE

Norton, Malton

LEA area: North Yorkshire

Unique reference number: 121683

Headteacher: Jill Hodges

Lead inspector: W K Baxendale

Dates of inspection: 20th to 23rd October 2003

Inspection number: 259846

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

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Terms used in this report

*Pupils in Years 7 to 9 are at **Key Stage 3**, having transferred in most cases from their primary schools at the end of **Key Stage 2** after Year 6. Pupils in Years 10 and 11 are at **Key Stage 4** of their education. Those students who remain at school after the compulsory period of education are in the **sixth form**, in Years 12 and 13. Pupils in Years 7 to 11 follow courses and Programmes of Study set out in the National Curriculum. A course of religious education is a requirement for pupils and students of all ages at school.*

*At the end of Year 9, pupils aged 14 take national tests in English, mathematics and science. In all subjects of the National Curriculum, teachers also make their own assessments of what the pupils know, understand and can do at age 14. At the end of Year 11, pupils aged 16 may take examinations in the General Certificate of Secondary Education (**GCSE**). Others may follow courses leading to the award of the General National Vocational Qualification (**GNVQ**) or the National Vocational Qualification (**NVQ**). Sixth form students may take further courses leading to these awards, including the Advanced Vocational Certificate of Education (**AVCE**), or to those of the General Certificate of Education at Advanced level (**A-level**). Students may take examinations leading to the Advanced Subsidiary award (**AS**), equivalent to half the difficulty of the full A-level, which is gained by further study beyond AS standard. Some students may also take Advanced Extension Awards (**AEA**).*

Inspectors judge the **standards** reached by pupils by comparing their attainments with national test and examination results, or by the levels of performance expected for pupils of the same age nationally. The pupils' **achievements** reflect whether they are doing well enough. These judgements take account of the educational **value added** over time. In this report, **similar schools** are defined as those with similar standards at the start of each stage of learning.

INFORMATION ABOUT THE COLLEGE

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11-16
Gender of pupils:	Mixed
Number on roll:	701
School address:	Langton Road Norton Malton
Postcode:	YO17 9PT
Telephone number:	01653 693296
Fax number:	01653 693338
Appropriate authority:	The governing body
Name of chair of governors:	John Hudson
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE COLLEGE

Smaller than average, Norton College is a specialist technology college educating 701 boys and girls in the 11-16-age range. Its pupils are drawn mainly from suburban estates and rural villages; very nearly all are from a white British background. The percentage of pupils believed to have a mother tongue that is not English is low. Pupil mobility is also low. The entitlement to a free school meal is broadly in line with the national average. The percentage of pupils with special educational needs is above average, as is the percentage of those who have a Statement of Special Educational Need for learning or behavioural difficulties or physical disabilities. The pupils' attainment when they start as 11 year-olds is about average. The college holds a basic skills quality mark, an artsmark, sportsmark and three schools curriculum awards; it is also an Investor in People.

INFORMATION ABOUT THE INSPECTION TEAM

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27741	C Weaver	Team inspector	Mathematics
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			English as an additional language
01547	G Clark	Team inspector	Information and communication technology
11183	G Forster	Team inspector	Citizenship
			Religious education
23544	G Hedley	Team inspector	Art and Design
			Design and technology
08070	J Haves	Team inspector	Geography
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Norton College is a good college with many very good features; it has a very good capacity to go on improving. The college is very well led and managed; standards are rising quickly. Achievement is good; pupils' standards are nudging average when they start and they are just above average when they leave. Teaching and learning are good and the pupils' very good attitudes and behaviour help to raise standards. Everyone is valued equally and the college does a good job in helping its pupils to broaden their horizons. Technology College status brings very good benefits to the pupils and to other communities in the area; the college is outward looking and is willing to take calculated risks. Considering the good quality of education against cost **the college provides good value for money.**

The college's main strengths and weaknesses are:

- The college runs like a well-oiled machine because of very good leadership and management.
- Aspirations and expectations are very high; pupils' behaviour and attitudes to work in college are very good and achievement is celebrated widely.
- Teaching and learning are very good in science, citizenship, art and design and technology; standards are rising most rapidly in these subjects. Teaching and learning are good in all other subjects.
- GCSE results in art and design, drama, technology, textiles, agriculture, geography and history are well above average, but French results have been too low.
- The college has done a lot of successful work to improve boy's standards in reading and writing.
- The contributions to learning of homework and of the library are unsatisfactory.
- Work in some lessons is too easy for some pupils and too hard for others.

Improvements since the previous inspection are good. Standards have risen, the college is more popular and learning opportunities are much better. Most of the previous report's recommendations are now in place: management is now very good, the curriculum is much improved and performance management operates fully. Provision for pupils with special educational needs is now good. The library still does not play a full enough part in extending learning opportunities and there is still scope to improve the way work meets the learning needs of every pupil in some classes. From the college's point of view, parents still do not get sufficiently involved in their children's education and there is unsatisfactory provision for a daily act of collective worship.

STANDARDS ACHIEVED

Achievement is good. Pupils' achievements improve year-on-year. When the pupils start as 11 year-olds they have just below average standards. When they leave as 16 year-olds, their standards are just above average. Compared with similar schools, standards are well above average. Pupils with special educational needs achieve just as well as the rest because of the good extra help they receive. Standards in lessons and in written work indicate good achievements suggesting that 16 year-olds' standards are likely to continue to rise. Pupils use information and communication technology well to help learning. They have satisfactory literacy standards, those in mathematics are satisfactory and the pupils do well in science. The college has put a lot of work into improving the ways pupils can learn; success is showing in rising standards.

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with:	All schools			similar schools
	2000	2001	2002	2002
	C	C	C	A

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

Pupils' attitudes and behaviour are very good. Pupils' spiritual, moral, social and cultural development is good. Attendance is good. Pupils enjoy their college life, they respect codes of behaviour and develop well as young persons. They are punctual, attend regularly and, because most try their best, they achieve well. Pupils' values develop well and they are good at working together; teamwork is strong. There is a bit of immature behaviour, but this is handled very well.

QUALITY OF EDUCATION

The quality of education is good. A lot of work to improve the ways pupils learn is paying off very well. **Teaching and learning are good.** In class they border on very good, but their full impact is spoiled by some unsatisfactory completion of homework; this, in turn, hits achievement. Teachers make the work interesting and pupils react well, you hear them talking about lessons in the playground and they work hard, for instance using computers well. They have really good relationships with the teachers; lessons flow very well and at a very good pace. Some cracking discussions occur. Some boys find their learning hampered because they cannot write as fast as their minds want them to. Occasionally, the work set by teachers is not matched closely enough to the pupils' ability to cope with it.

Curriculum provision is good. The curriculum now caters much better for the needs and wishes of the full range of pupils in the college. Learning off site is good; it raises standards. The care and welfare of pupils, and their involvement in college life are very good. Support and guidance are good. Pupils feel secure and well disposed to college life in which they play a full parts. Assessment is good. Pupils receive good guidance on how they are doing and what to do to improve their work. The college's measures for helping those who are falling behind are very good, but there is some inequality, as the rest do not get the same attention to push them even further on.

LEADERSHIP AND MANAGEMENT

Leadership is very good. Management is very good. Leadership and management provide a buzz and the means to raise achievement through getting the staff and others involved with the college to pull very well together as teams dedicated to improving pupils' learning. The ways the college checks on how it is doing are very thorough and rigorous. Any identified weakness is put straight into the excellent college plan for improvement and training is provided. Leadership can only see improvement and is very adept at finding the means to bring it about. **Governance is good.** The governors hold the college very closely to account and fulfil very nearly all their duties very well, but the absence of a daily act of collective worship is an unsatisfactory weakness.

PARENTS' AND PUPILS' VIEWS OF THE COLLEGE

Parents and pupils see provision as good. Parents think their children are taught well and make good progress. The very well run college makes good arrangements for settling pupils in. Some reservations were expressed on behaviour. Pupils also like the place, they think they are taught well and are expected to work hard. In their returns they had quite severe reservations about bullying and behaviour, but the many pupils who talked with inspectors were all much more muted about bullying. Inspectors' findings on behaviour are listed above.

IMPROVEMENTS NEEDED

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

- Improve the contribution homework makes to achievement.
- Make sure the work in all lessons stretches all pupils.
- Improve the ways the library offers pupils a wider range of learning opportunities.
- Continue the work to improve GCSE results in French.

and, to meet statutory requirements:

- Make suitable arrangements to provide a daily act of collective worship.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Achievements are **good**. Standards are **average**.

When the pupils start as 11 year-olds they have just below average national test results. When they leave as 16 year-olds, their GCSE results are just above average. Pupils with special educational needs achieve just as well as the rest because of the good extra help they receive. Standards in lessons and in written work show that achievement is also good and that 16 year-olds' results should remain above average; they are likely to continue to rise in future years.

Main strengths and weaknesses

- The value added over time (*see page 1*) is above average for 14 year-olds and well above average for 16 year-olds.
- Very close attention to how pupils learn is helping to raise standards that are rising at faster rates than the national ones.
- GCSE results in art and design, drama, technology, textiles, agriculture, geography and history are well above average.
- Girls do much better than do boys, but hard work to raise boys' achievement is narrowing what is still a wide gap.
- Results in French are poor.

Commentary

1. Each year, national test results indicate that pupils' standards, when they start as 11 year-olds, are bordering on, but just below average. Very few pupils are high flyers. Pupils' standards in English (clearly below average) are lower than they are in science or mathematics.
2. The college adds good value to the pupils' education over time. Results in national tests for 14 year-olds indicate good progress, as the pupils reach standards that are broadly in line with the national average. Standards in English and mathematics are average and those in science are above average (because of some very good teaching the pupils learn particularly well in science at this stage). Over time, improvements in national tests for 14 year-olds are broadly in line with the national rate. In comparison with similar schools the pupils reach standards that are above average at this age.

Standards in national tests at the end of Year 9 – average point scores in 2002

Standards in:	College results	National results
English	32.8 (35.4)	33.3 (33)
Mathematics	35.2 (35)	34.7 (34.4)
Science	35.1 (33.3)	33.3 (33.1)

There were 127 pupils in the year group. Figures in brackets are for the previous year

3. By the time they leave as 16 year-olds pupils' GCSE results have risen year-on-year to just above the national average for higher grades, A*-C, and they are well above average compared with similar schools. Average GCSE point scores have also risen year-on-year since the previous inspection; they are well above average compared with similar schools. The college received an achievement award in 2003 in recognition of a rise of 15 percentage

points in higher GCSE grades over 3 years. The changes arise from the very good college leadership's concerns to improve pupils' quality of learning and the teaching staff's very good interpretation of the training provided for that purpose. The college thrives on teamwork and teachers and pupils in lessons are part of that; they pull together well. Because it has very high aspirations and expectations, the college sets itself very high targets. In 2002, it missed these for 14 year-olds in English and mathematics, but hit them in science. It met them in 2002 for GCSE average point scores and in 2003 missed them by just one point.

Standards in GCSE/GNVQ examinations at the end of Year 11 in 2002

	College results	National results
Percentage of pupils gaining 5 or more A*-C grades	53 (52)	50 (48)
Percentage of pupils gaining 5 or more A*-G grades	88 (96)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	98 (98)	96 (96)
Average point score per pupil (best eight subjects)	41.2 (37.5)	39.8 (39)

There were 135 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year. The 2002 A-G results now have to include English and mathematics, hence the fall.*

4. Girls' standards are much higher than are those of boys. At GCSE in 2002 and 2003 there was a 16-point gap, much higher than the national one, but this is reducing because of the college's positive action, such as the use of single sex groups in English, where the main problem lies. Many boys find the mechanics of writing very difficult, but the breaking up of lessons into short parts and of organising single sex classes give them chances to achieve, which they grasp. In fact, over their period in college, the boys' achievement in English is slightly better than that of the girls.
5. The provision for pupils with special educational needs is good. Their achievement in literacy is good because of the clear focus on improving their reading skills. These pupils receive good support from highly committed teaching assistants who are strongly supported by teachers; this is a big improvement since the previous inspection. Many obtain a sheaf of GCSE certificates; they do particularly well in science. The college celebrates every success very widely. The very few pupils with English as an additional language achieve equally as well as the rest because of the good extra help they receive to improve their command of the language.
6. Achievement is good because the pupils enjoy their work in college and respond very well to the good teaching they experience. Their ICT skills develop well and this helps learning satisfactorily through, for example, searching the Internet for information. Their achievement is good and by the end of Year 9 pupils' ICT standards are up to those expected. GCSE results are about average, but the performance of boys slipped in 2003.
7. Literacy standards are average. Most pupils are able to cope with the demands of the curriculum. They are good in debates, which really stimulate them; some very good ones occur in science. Reading capacity is up to the challenge of the different subjects and specialist help for those who cannot quite manage to read with sufficient understanding gets them over the obstacle, until they make the grade. Writing is average in quality and accuracy and teachers in most subjects are good at getting the pupils to use relevant technical vocabulary. For example, from physical education, Year 11 pupils know very well the differences between 'voluntary' and 'involuntary' muscle functions.
8. Standards in mathematics are also average, but there is scope for improvements in the ways mathematics skills are reinforced by other subjects. There are some good examples of this happening in geography fieldwork and in science, but there is no generalised commitment to help raise mathematical standards across the curriculum.

9. Pupils do best in subjects they select at the start of Year 10, because of their heightened interest in them. Well above average GCSE results in agriculture have been amongst the most impressive in the college for a number of years, as the subject responds very closely to local activities. GCSE results in art and design, drama, technology, textiles, geography and history are also well above national averages. A combination of interest and some really good teaching brings this about.
10. On the other hand, GCSE results in French have deteriorated substantially since the previous inspection, when they were among the weakest; they are now poor. A legacy of leadership, management and staffing difficulties, which brought the situation about, has been overcome and standards are improving rapidly. Although there is still a bit of animosity among a few boys, most pupils are enjoying their learning experiences and achievement is now satisfactory; nearly all pupils are doing as well as would be expected.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Pupils' spiritual, moral, social and cultural development is **good**. Attendance is **good**.

Main strengths and weaknesses

- The college has very good procedures for promoting attendance.
- Pupils' aspirations are raised increasingly well.
- Behaviour is very good.
- Moral and social development is very good.

Commentary

11. The college places strong emphasis on raising pupils' aspirations and self-esteem and does this very successfully. Pupils enjoy college life; they are well motivated and keen to respond to the challenges offered to them. They are generally confident, articulate learners who listen and respond well, although the college does not do enough to develop pupils' independent learning and research skills, particularly through better use of the library and of homework. Achievement by all is widely celebrated and rewarded. The celebration evening, organised for pupils in Years 7 to 9 and for their parents, is a good example of how the college values everyone's endeavours. Pupils also support very well musical and sporting activities organised outside the normal run of lessons.
12. The college's clear behaviour policy, drawn up after wide consultation with pupils, is widely respected. As a consequence, behaviour both in and out of class is generally very good, although there are a few instances of inattention and poorer behaviour when teaching does not sustain interest. The college has a calm and orderly atmosphere in which effective learning takes place. Good and consistent implementation of the policy has also led to a substantial reduction in the overall level of exclusions and detentions. Incidents of bullying and other forms of harassment are generally rare, but when they do occur, they are handled well.

Exclusions

Ethnic background of pupils

Exclusions in the last college year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	677	43	3
Mixed – White and Black Caribbean	1		
Mixed – White and Black African	1		
Chinese	2		
No ethnic group recorded	20		

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

13. Pupils' spiritual development is satisfactory; some good examples were observed in drama, art and design and science. Moments for reflection are provided in assemblies but the college does not comply with the requirements for collective worship. Pupils' moral development is very good. Teachers are good role models and foster caring attitudes. Pupils know the difference between right and wrong, show due respect for each others' feelings and for their college environment, and accept full responsibility for their own actions. In lessons, they receive a good grounding in preparation for living in a multi-ethnic society and some very good prominent displays of their work show a good coverage of aspects of the cultures they are likely to meet in life. Pupils' social development is also a very strong feature of college life. They work well together in class and relationships generally throughout the college are very good. Support for charity, such as the Christmas Hamper Appeal or Red Nose Day raises their awareness of the needs of others. The college council, comprised of Year 11 prefects and representatives from each year group, also makes a very positive contribution to the college community as a whole. Pupils' cultural development is good and well promoted through subjects that notably include art and design, the humanities, music, religious education, drama and citizenship.

Attendance

14. Although the inspection took place in a week when attendance was decimated by a virulent bug, that meant on average, about two pupils in every ten were absent through illness and the medical room was always packed, pupils' attendance and unauthorised absence are better than the national average. Registers are maintained properly. They are monitored thoroughly each day and immediate contact via a 'truancy call' is made with the parents of any pupil not in college without good cause. This is very good practice and helping to maintain attendance at a high level. Punctuality is not a problem. Almost all pupils arrive on time and lessons start promptly.

Attendance in the latest complete reporting year (92.9%)

Authorised absence	Unauthorised absence
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College data	7.0
National data	7.2

College data	0.1
National data	1.8

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

QUALITY OF EDUCATION PROVIDED BY THE COLLEGE

The quality of education is **good**.

Taking overall provision into consideration, the pupils get a very good deal. Pupils' good achievement and very good behaviour and attitudes are very closely related to the good quality of teaching that helps them to learn well. The quality of their experience in lessons borders on very good. Since the previous inspection, substantial increases in the amounts of very good and the virtual eradication of unsatisfactory teaching and learning stem from the very good college leadership and the teachers' hard work to improve them; standards and achievements are rising as a result. Pupils benefit from a good curriculum that responds well to their interests and needs. Care and guidance are very good. Too often unsatisfactory completion of homework is a main weakness in the overall provision.

Teaching and learning

Teaching and learning are **good**. Assessment is **good**.

Main strengths and weaknesses

- Teachers are experts in their subjects and they are very good at making the work interesting.
- The college takes the quality of learning very seriously; there are clear improvements.
- For many, the contribution homework makes to achievement is unsatisfactory.
- All lessons follow a common pattern; pupils are aware of what they are to learn at the start; they get often-very good feedback at the end to show them how they have done.
- Suitably varied activities in nearly all lessons lead to good learning.
- Sometimes the work set is not matched closely enough to the needs of the highest and lowest attainers in a class.
- Pupils are good at using ICT to help them to learn.

Commentary

15. The quality of teaching and learning is good. The quality in lessons borders on very good, but the setting and completion of homework is unsatisfactory; this undermines achievement for too many. Teaching and learning quality is slightly better in Years 10 and 11 than in Years 7 to 9 and there is a close relationship between this and the pupils' good achievement that, from very slightly below average starts, brings them to above average standards by the time they leave.

Summary of teaching observed during the inspection in 115 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (5.2)	34 (29.5%)	47 (40.9%)	27 (23.4%)	1 (0.9%)	0 (0%)	0 (0%)

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

16. The teachers' expertise not only in the subjects they teach, but also in the ways they make lessons interesting is a major strength; pupils learn well as a result. The college leadership's big investment in training is paying off; there are substantial improvements in the already

good teaching and learning reported in the previous inspection. The several teachers with recognised advanced skills make a major contribution to learning quality. At the same time, some very good recent appointments are improving the quality of learning in modern foreign languages, music and religious education. Teachers are keen to do well and constructive criticism through watching and checking with each other how well they are doing is improving quality. Some very good examples of teachers working very well with other teachers or classroom assistants were reported; these were very helpful to lower attainers whose rates of learning were greatly helped along.

17. The way lessons are organised is one of the best features of teaching, with the strongest effects on learning. Across the board, teachers set the scene of each lesson often very clearly. Pupils are used to this and are immediately comfortable with what they are going to learn. During the best lessons, the teachers make regular reference to the lesson's purposes just to check how things are going and, at the end, they make a very thorough check to show the pupils how well they have done. At the same time this gives teachers an idea of how successful the lesson has been and how they need to approach the next one. There is some slippage in this latter practice, as teachers don't always make enough allowance for what the pupils haven't really grasped. However, assessment is good. The regular assessments and target grades that are sent home three times each year help pupils' achievement. Marking is very often helpful, giving indications of how to improve, although there is not a good enough standardisation in this aspect of teaching.
18. Teachers have high expectations of the pupils, who respond well. Varied activities help learning along in most lessons. Teachers use often-probing questions and sometimes get the pupils to discuss their work from a previous lesson and tell the class how they think they might do better. Teachers challenge the pupils to think what they are about and why; really good discussions often follow. Good use of drama to help improve the writing skills of the very few pupils with English as an additional language proved particularly effective, as did the use of a projector to show pupils with special educational needs how to punctuate. Work designed to generate boys' interest is a common feature of English teaching. Lessons are presented in short steps, the choice of texts is made carefully and the pupils encouraged to work together; this is leading to higher standards and a reduction in the language gap between boys and girls.
19. Many pupils do not take naturally to learning, but they are keen to do well in lessons. They listen carefully and work hard and, as relationships are very good, they learn and achieve well. Pupils work productively and well together. They are often so enthused by what they do in class that conversations about it continue lengthily and analytically into the playground. Pupils and teachers use ICT well to help learning particularly in mathematics, science and design and technology, but there are too few computers in music. Ample scope remains for the pupils to develop discrimination in how to apply the information they glean from the Internet. The library's part in promoting learning is unsatisfactory, but access to computer rooms and the good use of the Internet to reinforce learning go some way to compensate. Other weaknesses are in the ways work sometimes fails to stretch the highest and lowest attainers in a given class because it is not tailored to their needs. For example, work that is too closely focused on a textbook sometimes aggravates this in mathematics and French. Also, on occasion, work was aimed excessively at lower attainers, so the more able were left in the doldrums.

The curriculum

The breadth of provision of curricular opportunities is **good**. Opportunities for enrichment are **good**. Accommodation and resources are **good**.

Main strengths and weaknesses

- Choices for extra subjects to be studied in Years 10 and 11 are wide.

- Pupils have good opportunities to pursue many activities outside lessons.
- The library does not provide good support for independent learning.
- There is no daily act of collective worship.
- Links with the local community are strong.

Commentary

20. There are big improvements since the previous inspection; the curriculum now caters much better for the needs and wishes of the full range of pupils in the college, so showing how well it values everyone. From Year 7 to Year 11, the college curriculum follows all statutory requirements of the National Curriculum and religious education but does not provide for a suitable daily act of collective worship. Revised schemes of work in English and science for pupils in Years 7 to 9 provide fresh stimuli for good learning. The modern foreign languages available for study now include Italian and Spanish. In ICT the provision for pupils in Years 7 to 9 is extended by working closely with the science and design and technology departments.
21. For 14 to 16 year-olds, the GCSE courses in agriculture and business and communication systems provide good extra breadth. Further diversity is evident in vocational courses in construction and hairdressing and the work related programme available to pupils in Year 10. An imaginative choice of study units in GCSE history provides an engaging course. There is good emphasis in geography lessons on the development of pupils' active learning skills. In art and design and music higher-attaining pupils have very good opportunities for accelerated progress.
22. All pupils receive appropriate sex education and guidance on alcohol and drugs misuse. Citizenship, including very good careers education, is well taught in a weekly lesson alongside personal, social and health education. Dedicated study days supplement the citizenship programme well by involving regional interest groups to bring relevant issues to life. This provides well for pupils' personal development in preparation for adult life. The college council provides a further opportunity for pupils to develop social and moral awareness.
23. The curriculum takes good account of all pupils. Pupils with special educational needs enjoy full access. Initiatives in English to address the lower achievement of boys, for example, single gender groups for some pupils in Years 8 and 9, are having a positive impact on their learning. Good extensions to the range of choices for Years 10 and 11 are of special interest and benefit to these pupils. Good achievement in design and technology owes much to the care with which the needs of pupils are gauged through assessment of each individual's progress. In physical education both boys and girls enjoy a varied programme of activities.
24. Enrichment opportunities outside of lessons are good. Many lunchtime clubs cater for such interests as creative writing, book reviewing, discussions on religion, instrumental and choral music, ICT and a wide range of sporting activities. In subjects such as English, science and ICT pupils have good access to extra help from teachers during breaks and after college. In physical education pupils enjoy many opportunities to pursue lunchtime and after college activities. Extra challenges are offered to gifted and talented pupils. Sporting links with the local community are very good. The college organises occasional trips and excursions to make learning more interesting and to help the pupils' personal development. Drama clubs and productions, which formerly were such a valuable feature of the extra curriculum, are not currently functioning.
25. The library is moderately well used during breaks and for helping weaker readers before mornings start. However, its function as a classroom for personal and social education lessons and its lack of ICT facilities mean that it is unsatisfactorily used as a centre for independent study.

26. Links with partner primary schools are good, although these are more focused upon ensuring a smooth transition than upon providing learning continuity. However, there is a very good model in the work done in science and ICT as part of the specialist college arrangements. Links with the community to broaden the ways pupils may learn and to prepare them for the next stage of their education and for the world of work are very good, as seen in the extensive work experience opportunities available to all Year 10 pupils.
27. The timetable is well organised over two weeks to give balance and an appropriate allocation of time to all subjects. Pupils moving into Year 10 generally get their first choice of extra subjects. Careful organisation of the timetable ensures that those Year 10 pupils out of college on work based activities receive their normal allocation of lessons in all the subjects that they miss.
28. The quality of accommodation and resources is good. ICT resources across the curriculum are good and provide valuable support for good teaching and learning. All staff have and use notebook computers. Suited rooms in subjects such as English, geography, history and ICT help teachers to develop a positive environment for good learning. Good specialist accommodation in drama, design and technology, music and art and design makes teaching more effective. Access for the disabled is good. Some classrooms need refurbishment and overheated ICT rooms make teaching more difficult.

Care, guidance and support

The care and welfare of pupils, and their involvement in college life are **very good**. Support and guidance are **good**.

Main strengths and weaknesses

- The management of behaviour is very good.
- Relationships are very good.
- Careers education is very good.
- Seeking of pupils' views and involving them in the life of the college are very good.
- Some registration periods are not used purposefully enough.

Commentary

29. The college continues to take very good care of its pupils. Suitable health and safety measures are in place and followed very closely. All necessary risk assessment procedures are carried out routinely. The buildings and facilities are maintained to a high standard and the day-to-day working practices adopted by all staff are good. Child protection arrangements are secure and implemented effectively. A designated member of staff with responsibility for working with outside agencies, follows locally agreed guidelines and is properly trained to carry out the responsibilities associated with this role. Good procedures are also in place to prevent pupils from viewing unsuitable websites on the Internet.
30. The college provides good overall support and guidance for its pupils. However, the use of form time often lacks focus, for example, missing opportunities to guide pupils' learning or moral development. Relationships are very good. Pupils find staff approachable and are confident to discuss any problems or concerns with them. The management of behaviour also remains strong; it is under-pinned by a carefully tailored policy, put into practice well by all staff. As a result, pupils fully understand what is expected of them and usually conduct themselves in a mature and sensible way both in and out of class.
31. The now fully established pastoral system works well and staff place a great deal of effort into raising pupils' aspirations and self-esteem. The college's system for checking pupils' academic progress and achievements is good and, as part of it, parents are provided with

termly monitoring reports which let them know, clearly, how well their children are doing. There are particularly good systems for picking up pupils who are not working as well as they should; these are given clear guidance on how to catch up and parents are involved in the process. Such attention is not available to others who are denied the benefits of dialogues aimed at raising their standards even further.

32. Arrangements for receiving new pupils into Year 7 are good and greatly enhanced by constructive links fostered with the feeder primaries, particularly through ICT.
33. The programme of careers education has improved significantly since the previous inspection. It is now very good and closely linked with the teaching of citizenship across the college. Good opportunities are provided for work experience and vocational training in Year 10.
34. The college is very good at seeking pupils' views and involving them in its day to day life. The college council is a good example of this. Prefects operate it effectively and the body provides a good forum for all pupils to raise matters that affect them. Pupils are also involved in the selection of new teachers and have been consulted about the content and structure of the behaviour policy.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Too many pupils fail to complete homework satisfactorily.
- Parents' views about the college are positive.
- General information provided for parents is good.
- Community links are very strong.
- Links with other schools and post 16-transfer arrangements are very good.
- Ends of year reports are not clear enough on what the pupil can do.

Commentary

35. Although response to the questionnaire was relatively low and only a handful of parents attended the parents meeting before the inspection, their views are quite positive and broadly similar to those reported at the previous inspection. The parents who did reply were happy with the standards achieved and felt that the college was doing a good job in educating their children, yet homework completion is unsatisfactory.
36. Overall, the college provides a good range of information for its parents. They are kept well informed through a good monthly bulletin and a good range of useful information about the curriculum being followed. The prospectus and governors' annual reports are well written and fully meet statutory requirements. The college also operates a very good website that includes details of some parts of the curriculum.
37. Information about pupils' progress, however, is more mixed. Parents receive useful termly monitoring sheets that give detailed indications about how their children are getting on, but the pupils' end of year reports fail to say precisely what the pupil is or is not able to do. At present, they concentrate far too heavily on attitudes to learning and do not provide enough details about what pupils can actually do, or what they need to do to in order to improve their work.

38. The college continues to enjoy a good relationship with its parents, particularly through an active parents' association, and is also good at seeking their views on various aspects of its work. A recent consultation exercise about the behaviour policy is a good example of this.
39. The college has very good links with the local community, through its specialist status. Specialist teaching and ICT help given to local primary schools are very good. Future planning appropriately centres upon strengthening curriculum links between the primary and secondary schools. Work experience and work-based training schemes, such as construction and hairdressing are also very good examples of how the college uses nearby resources to improve provision. There are also close and active links with many outside agencies, especially those helping to support pupils' welfare and those associated with the teaching of citizenship. Visits and visitors are used to enhance the curriculum, but in some areas are rather limited, notably in geography.
40. Arrangements to help pupils choose and transfer to post-16 educational institutions or employment are very thorough, and constructive links that aid the smooth transfer of pupils into Year 7 have been developed with the partner primary schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**.

Leadership is **very good**. Management is **very good**. Governance is **good**. The ways the college uses aids and overcomes barriers to learning is **good**.

Main strengths and weaknesses

- Very good leadership gives the college a clear purpose and coherence.
- The college is tireless in its quest to go onwards and upwards.
- Because of very good management the college runs like clockwork; teamwork is very strong; this raises standards.
- The way data is studied and used to set targets is very good.
- Governors know the college's strengths and its weaknesses very well and provide very good challenge and control, but they fail in their statutory duty to provide daily worship.
- The college uses its finances well.

Commentary

41. The very good leadership and management reported in the previous inspection continue and there are some big improvements. Leadership and management provide a buzz and the means to raise achievement through getting the staff and others involved with the college to pull very well together as teams dedicated to improving pupils' learning.
42. Governance is good. The governors hold the college very strongly to account and are well aware of its strengths and weaknesses. They work very effectively through conventional committees, complemented by a dynamic strategic group that throws ideas around and sows the seeds of ideas for improvement. Committee work is fully focused upon raising achievement. Governors have suitable policies that are fully in practice to make sure no one is excluded from the full range of opportunities the college offers. The governors have sought ways to carry out their statutory duty to provide a daily act of collective worship, but have neither the space for full assemblies, nor the available personnel willing to conduct classroom-based alternatives; this omission is, nonetheless, unsatisfactory.

43. A tireless, very well organised headteacher, appointed three years ago, provides very good overall leadership and is taking the college to new heights of ambition and effectiveness. Ways of raising standards are sought by listening carefully, studying successful practice closely and adapting relevant ones to the working of the college. There is real purpose to the programme of on-the-job training, specialist college status has been sustained and the college has won numerous awards and accolades all successfully aimed at improving very substantially the quality of pupils' learning. There has been a rapid rise in standards, but the college is persuaded that no ceiling is in sight. Willing to take risks the headteacher has, with eventual governor support, set up a pioneering fortnightly session during which all staff work together on ways of improving the pupils' learning and getting the best out of the college's ICT resources. It is too early to evaluate the results, but the college is very aware of the need to measure improvements very precisely.
44. The very good senior management team supports and challenges; it makes a very big contribution both to policy development and to keeping the college pulling in the same direction. At the same time, its members are also teachers upon whom others would wish to model themselves. By overseeing the other teams in the college, (ones concerned with subjects or with pupil support), the senior managers report regularly, after rigorous critical analysis, to the headteacher and governors on how the college is doing. The headteacher's own rigorous weekly interviews with these same managers makes doubly sure there's no slippage. The temporary inclusion of a head of faculty on the senior team is a good way of acquiring further expertise and also of giving relevant experience.
45. The college management is very good; it is very impressively coherent. Inspection evidence supports the parents' view that the place runs like clockwork. Very sound procedures are followed to the letter. Performance management is now fully in place and the ways the college carries out its own mini inspections are worth replicating. Modelled on the national inspection system, all departments and faculties check on how they are performing; the work improves the already good quality of the leadership and management involved. The professional needs shown up by these checks are turned into plans that fit snugly into the first-rate college improvement plan. The main priorities for improvement attract carefully accounted money to support them and training to help make them work. Morale is high, because everyone feels valued and involved. Pupils know what goes on and have their own respected and prized voice in the running of the college, including the appointment of staff.
46. Of particular importance is the improvement in the quality of teaching since the previous inspection. Most teaching is now very effective; its quality is checked rigorously and regularly. Several teachers are particularly good role models in, amongst others, science, textiles and art and design. Identified weaknesses are being overcome by often high quality permanent appointments in modern foreign languages and religious education. Big improvements to the curriculum mean that pupils are better catered for and more of them are successful; no one who attends regularly leaves without recognised certification. The college's very prominent position in its local community and its great popularity with local schools, support services and industry arise from the very good leadership that attracts and gives a sense of purpose to their work together. The very good learning atmosphere and the reputation the college has for doing well by all, is leading to a good rise in the numbers on roll, with pupils now coming in greater numbers from quite far afield.
47. Data, including a close analysis of examination results, are checked thoroughly and used very well to set targets for improvement not only for the whole college and its departments but also for individual pupils. Any not keeping up are given good extra help to retrieve the situation. Similar help is unavailable to the rest; they do not have the benefit of concentrated discussions with tutors on how to improve and such close attention is not common to all subjects. This is an inequality.
48. The college has many aids to raising achievement, for instance its specialist status and committed staff and governors. Barriers to raising achievement are professional and

parental. The difficulty in appointing suitable temporary staff has caused hiccups in pupils' achievement in geography, modern foreign languages and religious education. The college's finding that some parents' reluctance to oversee homework is a further, serious barrier to learning has substance; homework's influence on achievement is unsatisfactory.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	2,316,166	Balance from previous year	182,583
Total expenditure	2,414,780	Balance carried forward to the next	83,969
Expenditure per pupil	3445		

49. Administration staff are fully involved in the running of the college and provide very good support in all areas of their work, including financial matters. Financial probity is assured through well-practised procedures in which the finance officer and governors, along with the headteacher play important parts. Wise spending on resources and on premises that are very suitable for all, including the disabled, has reduced a large surplus. Maintenance and cleaning are of a very high order and pupils' respect for the place is very good. The budget balances; governors challenge and insist on seeking the best value for money. Considering the quite high cost of educating each pupil against the good quality of education and the pupils' good achievement, the college provides good value for money.

Community links and work place education

Community links are **very good**. Work place education is **good**.

Main strengths and weaknesses

- Close associations with primary schools are very successful in raising the quality of education for pupils and adults in the area.
- A very active business education partnership provides a fertile channel for arranging collaborative activities with industry and other schools.
- The citizenship curriculum is much improved by contributions from several services representing security, health and the environment.

Commentary

50. Community usage of the college facilities is extensive and good. Held during the inspection, a long-standing annual convention of the college's close associates amplified what are very good links. The convention provides a very sound network that puts the college firmly on the map. It is the only time the many groups that service the college meet; it gives good chances to launch ideas as well as round up what has been achieved. It demonstrates very clearly the strength of mutual support with numerous agencies that cover strong pupil support and curriculum extensions.
51. Supported by its specialist college funding, the college has established very fertile links with several local primary schools. Principal benefits accrue to primary pupils who reportedly love the ways science is taught by advanced skills teachers and the chance they have to start to learn French. ICT facilities are shared and bring benefits to pupils and parents; primary schools are very pleased with the help they receive in constructing their own website.
52. Close associations with the local education business partnership that sees the college as consistently open to ideas and willing to take risks have given rise to very successful

projects. One of these places several Year 10 and Year 11 pupils in long-term (one day per week) work experience. Results are impressive, with most going on to employment and all getting better ideas of the importance of study as preparation for their next steps in life. Another is an accredited course in construction led by the regional agricultural college and a third is in hairdressing; each provides extensions to the curriculum that give pupils a much wider choice in their learning.

53. Construction and hairdressing lessons were sampled. Construction is a fully inclusive course in which boys and girls study alongside each other at the agricultural college. The course is well organised, the outcomes clear and the tuition is good. The pupils fully understand the purposes of the course, produce satisfactory work and are knowledgeable about what they are doing. Hairdressing, in collaboration with a local salon, is focused well on skills and on the personal development of the pupils; it makes a good contribution to citizenship. The course allows plenty of discussion on relationships, personal health and service.
54. The college citizenship curriculum attracts strong interest from local organisations during regularly run study days. Environmental groups, police, fire, ambulance and animal care services are typical of many that make valuable contributions and boost the pupils' preparation for life beyond college very well.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 and 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- By the end of Year 9 pupils have made good gains on their levels of attainment from when they joined the college as 11 year-olds.
- Good teaching is helping pupils to raise the standard of their work.
- Good leadership and imaginative lesson planning for pupils in each year make learning increasingly effective, helping to improve boys' achievement, especially.
- Homework is insufficiently challenging to raise pupils' standards of work

Commentary

55. Standards of work by the end of Year 9 are average. Standards of work by the end of Year 11 are just below average. Pupils gained average results in national tests for 2002 and 2003. GCSE results for English and English literature were below the national average in 2002. Results in 2003 were just a little higher. Both test and examination results show that standards in English are improving. This improvement is also seen in the most recent work that pupils produce in class.
56. When they join the college pupils have below average standards of work in English. The latest work of Year 9 pupils and national test results show that they build well on these standards. All pupils use talk well when working in small groups or when answering questions in class. The lowest attainers read aloud well and usually follow the meaning of what they read. Pupils readily follow the narrative in stories, plays and poems and quickly grasp details of plot and character. By Year 9 they write with enthusiasm about demanding poetry. Pupils write with varying degrees of accuracy but they organise their work well. The range of written responses and attention to detail are often above expectations. Much work in books clearly shows that pupils enjoy English. Pupils with special educational needs make equally good progress with the extra support they get in small classes. Middle-attaining boys and girls work well in single gender groups. The arrangement is a major part of the college's reaction to boys' under-performance; it is having positive results, as boys' achievement is now well up to the girls', although their standards are still way behind.
57. Pupils in Years 10 and 11 achieve satisfactorily. In recent years boys have performed less well than girls in GCSE, but they are steadily closing the gap. All pupils readily discuss their work together and present findings well to the class. Boys and girls work comfortably together. Higher-attaining pupils write confidently at length, for example in personal narratives or when reviewing film versions of Shakespeare. In the very best work, pupils' writing is well controlled and original. All pupils write sensibly about poetry and prose texts. Work on the media is thoughtful and often perceptive. However, levels of accuracy are inconsistent and too few pupils make good use of ICT. Writing is a mechanical chore many boys find hard to master.
58. Teaching and learning are good. Teachers plan lessons carefully to involve all pupils in activities. As a result pupils learn well. They work confidently because teachers explain clearly what is expected of them in each lesson. Regular focus on an aspect of language helps pupils to improve their literacy. Pupils' very good relationships with teachers lead them

to behave consistently well. Teachers are self-critical and innovative; this results in interesting and often exciting lessons. In a Year 9 boys only class, for example, the carefully graded stages of a study of writing from two centuries kept them all interested and the pace of learning was very good. The pupils enjoyed races through dictionaries to explain words, they worked hard throughout because the work challenged but did not daunt them. By the end they realised how language evolves and were only keen to do more. When pupils with special educational needs have the support of extra staff in lessons they make good progress. Teachers' planning does not take sufficient account of the particular needs of the lowest and highest attaining pupils in each class. On occasion, helpful homework contributes well to learning, but it is a notable area for improvement, both in setting and completion. Its infrequent setting does not follow the timetable allocated to it. As a result, homework does not help to raise achievement well enough.

59. Good departmental leadership helps teachers to work well as a team. New programmes of lessons for pupils in each year are well planned to stimulate good learning and well thought through plans to raise boys' standards are paying off. There is full coverage of the National Curriculum and other language and literacy guidelines. Since the previous inspection standards of teaching have risen so that improvement has been good.

Drama

Overall the provision in drama is **good**.

Main strengths and weaknesses.

- All pupils in Years 7 to 9 develop their skills well.
- Results in drama are among the highest in the college when compared with those in other subjects
- Good leadership helps to maintain the high levels of achievement.
- Clubs and productions are rare.

Commentary

60. By Year 9 pupils reach expected standards. They construct and perform improvised scenes well, showing a good range of skills in speaking, listening and dramatic performance. They work very well in independent groups and are able to evaluate outcomes realistically. Pupils support one another well when watching or commenting upon the work of others.
61. GCSE drama is a popular choice. By Year 11 pupils reach above expected standards in their work and examination results for 2002 and 2003 were above national averages. This achievement springs from very good teaching that generates pupils' enthusiasm. Lessons are carefully planned so that all pupils are fully involved and move forward at a brisk pace. They show good understanding of dramatic form in their practical work and their written assignments reveal careful research, good planning and thoughtful comment based upon sound evidence. Teachers offer good support for pupils' writing, so pupils of all attainment levels develop the confidence to write at length in well-organised ways. Teaching is now better than at the time of the previous inspection, which shows good improvement.
62. Leadership is good, but opportunities for pupils to extend their learning outside lessons, through performances and club activities are rare.

Language and literacy across the curriculum

63. Standards of literacy are average. Pupils are usually comfortable when talking in groups or when answering the teacher's questions in lessons. Reading levels, too, are sufficiently high for pupils to meet the demands for reading in all subjects. Good support for pupils' reading is

found in English, modern foreign languages, art and design and design and technology. In these subjects library-based work, focus on reading techniques, frequent reading aloud and good directions for research reading variously help pupils to develop their reading skills. However, the library has limited resources and is not used well for independent study. Pupils write with average levels of accuracy and fluency. Use of individual whiteboards in English, modern foreign languages and physical education helps teachers to identify problems with pupils' writing. Good work supporting pupils' vocabulary takes place in most subjects. In English and modern foreign languages pupils are shown models of excellence, which help them to improve their own writing. In physical education pupils are encouraged to contribute articles to the regular sports bulletin. Although not all teachers correct work in their subject for spelling, punctuation and grammar the teaching of language and literacy across the curriculum is generally good

Modern languages

Provision in modern languages is **good**.

French was the main focus of the inspection. Classes in Spanish and in Italian were also sampled. Teaching and learning were very good in a Year 9 Italian lesson for low attaining pupils; rapid progress arose from the pupils' close involvement in a variety of activities, using the language themselves. In a Year 8 Spanish class for higher attainers, achievement was slower because the teaching, although satisfactory, didn't give the pupils enough rein to be adventurous and try for themselves.

French

Provision in French is **good**.

Main strengths and weaknesses:

- Results in GCSE examinations are too low.
- Standards are average and improving.
- Pupils' attitudes are positive, they want to do well and behaviour is very good.
- The quality of teaching and learning is good; it helps pupils to make good progress in lessons.
- Assessment information is not used effectively to plan for the achievement of groups of differing ability in lessons and to monitor pupils' attainment and progress.
- Leadership and management are good and teachers work very effectively as a team: there is a very good capacity for further improvement.

Commentary

64. In GCSE examinations in 2002 standards were well below average and declined in 2003 with a very small proportion of candidates attaining higher, A*-C, grades. Achievement fell well short of expectations for most pupils. Work seen during the inspection indicates that standards are average and improving. Listening and reading skills are well developed, but pupils lack confidence and independence in speaking spontaneously and writing independently. Teacher assessments at the end of Year 9 in 2003 indicate that standards are below average. Standards of work seen at the end of Year 9 are broadly average. Pupils now achieve as expected overall.
65. Pupils' attitudes are good and behaviour is very good. Pupils want to do well. They listen attentively and concentrate on their work. They are reluctant to speak in front of the class but are keen to participate in oral work when there is an element of competition or when they have had the chance to practise beforehand. A few poorly behaved boys in Year 11 show

disinterest in activities; this slows their progress and they do not achieve as well as they should.

66. Teaching and learning are good. Teachers have a very good command of the languages they teach and use them effectively to conduct activities and to develop pupils' listening and speaking skills. Opportunities are sometimes missed to challenge higher attainers, for example by asking them to interpret for others. Lesson planning is good; well-sequenced activities let pupils build on what has gone before. Whiteboards are used well to allow teachers to check understanding and give immediate feedback to pupils. Clear presentations of new language using the overhead projector and visuals allow pupils rapidly to understand and use the language themselves. Feedback sessions sometimes lack focus so that opportunities are missed, for example to explain reading techniques. Pupils have a good understanding of grammar because they are required to identify and explain patterns for themselves. Often, pupils make the best progress when they use the languages to communicate information, for example in Year 7 French, in a game where they had to relay information from a picture to their groups. Homework is used well to consolidate learning and develop writing skills. Assessment is not always used sufficiently to plan for the achievement of the highest and lowest attainers within lessons, so pupils sometimes find activities too easy or too difficult.
67. New leadership is good; it has stopped the very unsatisfactory decline that led to poor results. There is a clear vision of the way forward and a clear commitment to raise standards. Action taken has been prompt and effective; pupils' attitudes and standards have improved significantly, but work is in its early stages. Teachers work very well as a team planning together and sharing good practice.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Mathematics teachers have very good knowledge and expertise.
 - Teachers plan very effectively; they explain what is to be learned clearly, and use ICT well.
 - Achievement is good.
 - Sometimes, pupils fail to reinforce their learning both in class and at home.
 - Available data are not used enough to identify strengths and weaknesses in pupils' skills, knowledge and understanding at the end of Year 9.
68. Standards are in line with national expectations. Pupils enter the college with slightly lower than average results in mathematics and achieve well throughout the college so that examination results are average by the age of 16. More able pupils make very good progress because teachers have high expectations and help them well. Challenge for pupils of average ability is less well developed in some lessons. Pupils with special educational needs achieve well, particularly when an extra pair of hands is scheduled to give specific help; this was particularly effective in a very good Year 10 lesson. Sensitive, yet very demanding, teaching drew heavily on a support teacher to get the best out of pupils with a statement of special educational need so that they played full parts in the lesson, showing good achievement.
69. By the end of Year 9, pupils work confidently with fractions, decimals and percentages, in line with what is expected. They have achieved well and are able to interpret sequences and expand and factorise algebraic expressions. Pupils have a secure understanding of shape and space, knowing how to calculate angles and area in a triangle.
70. Pupils' good achievement in Years 10 and 11 shows clearly so, by the age of 16, they are able to construct and solve linear equations, with more able pupils working at an exceptional

level in algebra. They have a good understanding of mathematical language, but do not always use it confidently when talking about their work.

71. Teaching and learning are good. Pupils are interested in their work and most want to do well. They listen well and work hard in lessons. There is some very good teaching in Years 9 to 11. Most lessons are well prepared with very good activities that include clear explanations and skilful questioning to motivate pupils. Computers are used well by teachers to present mathematical ideas; this helps pupils to understand. A very good Year 9 lesson on solving quadratic equations contained activities that were well matched to what was being learned and made sure pupils had many chances to practise their skills and consolidate their understanding. The teacher used graph software for important teaching points, and a computer spreadsheet to give immediate feedback on correct solutions. In some lessons, teachers spend too long explaining to the whole class leaving insufficient time for pupils to practise at their own level either in the lesson or as homework. Homework itself is a worry because its completion is too sporadic.
72. Assessment in lessons is good. Teachers know the pupils well and check understanding well, using that information to decide what to do in future lessons. The department has a wealth of test information, but has yet to make good use of curriculum information from the national tests taken in Year 9, to help set work that really stretches all pupils.
73. Leadership and management are good. The department has good systems for checking how well it is doing. Staff work effectively as a team, for example, watching and criticising each other's teaching quality. There is good support for the few teachers who are less confident in their mathematical knowledge. The curriculum is varied so pupils cover all areas of mathematical learning. The department has suitably high aspirations for future GCSE performance. Plans for improvement in Years 7 to 9 are insufficiently linked to raising pupils' standards.

Mathematics across the curriculum

74. Provision for mathematics across the curriculum is satisfactory. The college has identified this as an area for further improvement. There are good opportunities for pupils to use their mathematical skills in ICT, geography and science. For example, in a geography lesson in Year 11, pupils worked together to make sense of data they had collected on a recent fieldwork visit, interpreting their findings on land usage and pedestrian counts.

SCIENCE

Overall provision in science is **very good**

Science was the main focus of the inspection, but agriculture was also sampled. Agriculture is an option in Years 10 and 11 and clearly meets the needs of many pupils. Standards are amongst the highest in the college. In a very good lesson, for example, pupils were able to show their understanding in a practical activity in which they checked the health of ready for market sheep. The quality of teaching was very good. Because the lesson was well organised, the teaching developed their skills very well.

Main strengths and weaknesses

- Teaching is very good and much is excellent; this inspires pupils who try very hard and learn very well.
- Homework does not play a strong enough part in raising standards.
- Pupils in Years 7 to 9 make very good progress, and do better than expected in their national curriculum tests. The proportion of pupils who gain Level 6 is particularly high.
- Teachers make excellent use of ICT in lessons.

- Some pupils who have shown in discussion that they have understood their science well, cannot always express their ideas well in writing. This has an adverse effect on their GCSE results.

Commentary

75. When they come into the college pupils' standards of attainment in science are similar to the national average. They achieve well in Years 7 to 9, and in 2002 their results in the national curriculum tests were above the national average. About two-fifths of pupils gain Level 6 or above, which is significantly above the national figure. The college's performance has improved more quickly than nationally over the last three years and continued in 2003. In Years 10 and 11, pupils' achievement is satisfactory, and they gain results that are close to the national average. As in Year 9, the proportion of very high attaining pupils, who gain GCSE grade, A*, is well above the national figure.
76. Standards of work seen vary. Written work does not always show sufficient care, and it is not always set out so as to make the scientific point well. This is especially true in Years 10 and 11. Despite excellent, and sometimes outstanding discussions heard in lessons, for example in Year 11 on the life cycle of a star, a significant amount of written homework is routine and does not do enough to foster the level of accuracy which is needed in written tests and examinations. However, the best writing in all year groups is very good indeed.
77. Pupils in Year 7 quickly come to understand the rigorous requirements of science and, in response to very good teaching, make very good gains in scientific understanding. These rapid early gains are sustained well, and achievement overall is very good.
78. The quality of teaching is very good. When leading discussions, the confidence teachers bring to their teaching influences the quality of learning, which is also very good. Teachers often use their subject knowledge very well to foster a sense of wonder at the world around us, and in discussing moral issues. Very good, and sometimes outstanding, discussion is a feature of virtually all lessons. Pupils have really good attitudes to the subject, show a high level of engagement and work very hard. Practical skills are generally well developed from Year 7. Lessons are well put together, but some teachers fail to make clear enough what is to be learned to show how pupils' progress can be identified. Teachers make excellent use of ICT to present and process data, for example, in a lesson on electrical resistance in which the teacher was able to collect experimental data from the class and plot it accurately on the whiteboard using a laptop computer and data projector.
79. Sometimes, teaching does not do enough to promote quality: pupils carry out tasks such as collecting experimental data and plotting graphs, but they do not always do so well. They can explain how two factors are related, but they need help to do so in rigorous scientific terms. These are areas which teachers do not always develop well enough in their lessons.
80. Very good, regular assessments of pupils' work make a good contribution to their progress. Teachers know the pupils well, but not enough is done in the short and medium term to raise pupils' attainment by setting them short-term goals to which they can aspire, and note their progress. Nothing specifically designed for pupils with special educational needs appears in the science curriculum, but the very good teaching stimulates them to learn, so they achieve well.
81. Leadership and management are very good. The head of department has a really good vision for the department and leads a really good team. He manages change well, and this is reflected in the consistently rising standards of the last four years. He monitors the work of his department well, and adopts a policy of continuous development, to very good effect.
82. Overall, the rising standards of attainment, the very good quality of teaching, and policy of continuous development, show that improvement since the previous inspection has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Information and communication technology

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

Main strengths and weaknesses

- Pupils successfully develop and apply ICT skills.
- Putting the national strategy to improve teaching and learning into practice in Years 7 to 9 has boosted results.
- Well-organised lessons, with timely individual support, lead to good achievement.
- The faculty is well led and managed very efficiently.
- Lower attaining pupils sometimes find it hard to work on their own; on these occasions they lose ground.

Commentary

83. Standards in Year 9 for 2003 are about those expected. Just over a third of the pupils gained Level 6, which was above expectation. This represents very good achievement. The GCSE and GNVQ results declined in 2003 compared to 2002, especially for boys, but information is unavailable to make national comparisons. However, candidates' results were not unduly different from their performance in other subjects; many had achieved well and the rest satisfactorily.
84. Standards in coursework are about average. By the end of Year 9 standards are above average, indicating good progress. By Year 11, standards are about average indicating satisfactory progress, although these pupils have not had the extensive grounding in ICT now available to Years 7 to 9. Pupils in Years 7 to 11 have a very good grasp of facilities in Microsoft Office applications, using images, font styles and colour to improve their work and to make it stand out. They are good at searching the Internet and putting the information they find into their work. However, they do not check carefully enough how suitable the information they choose is for their work. A few low attainers in one lesson were lax in their attitudes and, as a result, they did not learn well enough to make satisfactory progress.
85. Teaching quality is good. The teachers' expert knowledge and effective planning lead to successful lessons. The good way in which they have put the national strategy for improving teaching in Years 7 to 9 into practice produces good learning. Teachers have high expectations, and the best questioning really challenges the pupils. Of particular note is the way timely intervention and considerate support sustains pupils' involvement and makes a noticeable contribution to their learning. Almost all pupils become engaged in activities, and draw well upon what they have learned before. Learning support assistants make a good contribution to what is satisfactory learning by pupils with special educational needs. Assessment is good. Pupils' work is marked carefully, but scheduled arrangements for giving them guidance on how to do better are not frequent enough. Unsatisfactory aspects of a very small amount of teaching include a lack of clarity about what pupils are expected to learn, and not close enough oversight during practical sessions. Pupils then lose concentration, distract one another, and learn little. Some lower attaining pupils in Years 10 and 11 are not capable of concentrating and learning on their own: their time spent on individual work is often wasted.
86. ICT is well led and managed and, in turn, nearly all pupils achieve well as a result of good teaching by a relatively new teaching team. Courses are well planned and backed by good resources. Good progress has been made since the previous inspection and there is a clear capability to make further improvement.

Information and communication technology across the curriculum

Provision for using ICT across the curriculum is **good**.

87. Pupils increase their knowledge of aspects of ICT such as electronic control in design and technology and in data logging very well in science lessons, where their work is assessed accurately in partnership with the ICT faculty. Pupils research information widely from the Internet to reinforce learning, such as in history. Many teachers present information electronically, which supports pupils' learning in their subject. Good use is made in mathematics, science, agriculture, art and design, physical education and particularly so in design and technology. Computer technology is used well in music in Years 10 and 11, but a shortage of facilities limits the work in Years 7 to 9. However, ICT use in English, history and religious education is under-developed.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Teaching and learning are good; they have a direct impact upon standards attained.
- Pupils' do not think carefully enough how they could improve by checking their own work thoroughly.
- Very good leadership is innovative and very good management focuses very well on raising standards.
- The good curriculum promotes skills development well.
- Opportunities for fieldwork are too few.

Commentary

88. In 2002, GCSE results were well above average. Results were lower in 2003, owing to staff absence. Current standards are above average, returning to the trend of overall improvement seen in recent years. This is because the good quality of teaching produces good and at times very good achievement in all year groups. Pupils' positive attitudes and behaviour contribute effectively to this. As a result, improvement since the previous inspection is good because standards are higher and achievement good.
89. In the first three years, pupils work hard and achieve above average standards by the end of Year 9. Learning is consistently good. Teachers are enthusiastic and they have secure subject knowledge. Very good relationships allow pupils to be actively involved in lessons; skilful questioning ensures all pupils' contributions are equally valued. Pupils' thinking skills are promoted strongly and, as a result, they develop and express their ideas confidently. There is a good focus in lessons on subject vocabulary and this helps precision in pupils' writing. Some very good teaching gives pupils many opportunities to review data and reach conclusions on different topics. On occasion, teaching fails to bring out pupils' own ideas sufficiently into the lesson, so the quality of learning falls.
90. Pupils in Years 10-11 work conscientiously and consistently achieve above average standards. Teaching and learning are very good, so achievement is also very good. Innovative teaching stimulates interest. There is considerable emphasis on independent work, partly through fieldwork. Pupils are required to gather and interrogate data; this promotes both geographical and social skills successfully. Great attention is given to detail

and pupils receive clear guidance on how to improve. The choice of curricular themes provides good opportunities for pupils to explore social, economic and physical geography. As a result, pupils make connections and reach valid conclusions about human activity and its impact upon the environment.

91. Leadership is very good. It focuses closely on improving teaching and learning, with a clear emphasis on thinking skills, to raise standards. Management is very good; it constantly reviews performance and identifies means for improvement. Ideas are shared very well and staff expertise is high; the department is self-critical and flexible. Suitable priorities for improvement include the development of pupils' own skills in checking their progress. The department is seeking to develop further opportunities for fieldwork. Opportunities to use ICT in college are too few.

History

Provision in history is **good**.

Main strengths and weaknesses

- Good teaching and learning result in above average standards.
- Very good leadership provides a clear focus on raising standards; management is also very good.
- The good curriculum stimulates pupils' interest.
- There is further work needed to promote pupils' own assessment of how they are doing and to develop the use of ICT.

Commentary

92. In 2002, GCSE results were well above average. Standards remained high in 2003 and current standards are above average for the oldest pupils in Years 9 and 11. This is because of good teaching that ensures good and at times very good achievement in all year groups. The positive attitudes and behaviour of all pupils contribute to this success. Relationships are very good. As a result, improvement since the previous inspection is good; standards are higher and achievement is very good.
93. Pupils in Years 7-9 work hard and attain above average standards by the end of Year 9. Teaching and learning are consistently good. Pupils improve their understanding of history from teachers' very secure knowledge of the subject. Topics are presented imaginatively, with good use of varied resources, such as literature and video to stimulate discussion. Insufficient use is made of ICT to strengthen learning, as a result, pupils are denied access to some extra stimulating historical sources for study and exploration. However, because ideas are presented with sensitivity, many pupils make good use of source materials to reach judgements and most pupils consider the positives and negatives of historical evidence thoughtfully. Many pupils display considerable maturity when discussing controversial issues and most write in detail to describe historical events.
94. Pupils in Years 10-11 work conscientiously and consistently and attain above average standards. Achievement is very good, matching the very good quality of teaching and learning. However, pupils' own skills in checking on their own progress are under developed, so achievement has not reached its ceiling. The skilful, reflective teaching gets pupils to think and brings a range of skills to their work. Pupils follow lines of enquiry closely, and ponder the relevance of evidence competently. Good oral work beforehand helps pupils write in

detail. Pupils' attitudes and behaviour are consistently good and relationships are very good. As a result, pupils enjoy discussion and contribute their ideas confidently. The choice of curricular themes provides for stimulating discussion and allows pupils to investigate widely contrasting societies. This diversity plays an important role in promoting pupils' own personal development.

95. Leadership is very good. It focuses tightly on how better teaching and learning might raise standards. Management is very good; there is rigorous attention to pupils' performance, as they then receive good guidance on how to do better. As a result, high standards are consistently maintained over time. The department carefully analyses its' own progress and identifies areas for improvement, such as the wider use of ICT to broaden the pupils' perspectives on events from the past.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Good relationships and the good quality of teaching, particularly of subject specialists, have a positive impact on pupils' learning, progress, attitudes and behaviour.
- Some teaching and learning lack consistency and good practice is not shared widely enough.
- There are too few materials, tasks and resources to cater well for the learning and progress of low attaining and gifted and talented pupils.
- The very good ethos within the humanities faculty creates a strong common purpose.
- A newly appointed teacher in charge has a clear vision of how the subject will develop.
- Activities and events such as visits and visitors are too few and ICT is not used well enough to help reinforce learning.

Commentary

96. At the end of Year 9 and Year 11, the pupils' attainment is broadly in line with local expectations. A few pupils attain below expectations, owing to weak literacy skills. All pupils at both key stages achieve satisfactorily. More able pupils achieve better than others because good teaching challenges and develops their thinking.
97. Teaching and learning are good. Subject specialists, in particular, use their knowledge to plan lessons that interest and engage pupils. In the best lessons, timing is good and a variety of learning activities sustain a good pace. The pupils are made fully aware of what they are to learn from the very start and their progress is checked carefully towards the end of a lesson; this reinforces pupils' learning effectively. Pupils work conscientiously and well together, but sometimes, not enough emphasis is placed on getting them to work things out for themselves on their own. On these occasions, the teacher plays too predominant a part in the lesson, denying the pupils the chance to discuss issues and make their own conclusions. In one Year 10 lesson, for example, pupils were not fully engaged and some low-level disturbances, although handled well by the teacher, stopped the flow and undermined learning.

98. Assessment of pupils' work is satisfactory and improving. Marking is regular, positive and the best indicates to pupils the level at which they are working and what they need to do to improve. No termly formal assessments are yet in place to monitor closely pupils' achievement and set them targets to do better.
99. Two terms without a subject leader created a significant barrier to learning; improvement now is satisfactory, as a new teacher in charge has had an immediate positive impact on teaching and learning. Examination results in 2002 indicated that good improvement had been made since the previous inspection.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- The quality of individual assessment that informs pupils' achievement is excellent.
- Schemes of work across all areas of the subject are very good.
- A revised curriculum handbook, available on the college website and accessible to both pupils and parents, is good.
- Comments on some marked work are inconsistent.

Commentary

100. Since the previous inspection there has been very good improvement in levels of achievement. Now, pupils achieve significantly better than do other pupils nationally; standards are well above average in GCSE examinations. In Years 7 to 9, achievement is very good and standards are well above average, reflecting very well the college's specialist status.
101. Teaching and learning are very good throughout. Introductions to lessons are well balanced; what pupils are to learn is explained clearly and teachers have very good subject knowledge. Clear demonstrations are followed by enthusiastic application to work. Challenge for the more able is provided by extra, more demanding work, and teachers' expectations are good. Curriculum programmes are highly detailed and well constructed. The use of ICT, particularly in data handling, is a feature of this work. Very good teaching and learning in textiles includes excellent individual assessment that informs pupils of what they need to do to improve and is closely focused on their agreed targets. Teaching methods are highly effective allowing pupils to work to a high standard. Whilst assessments are very good throughout, comments on some food studies written work are not specific enough, so the pupils are unaware of what to do to improve. Because the work is individually tailored pupils with special educational needs benefit and achieve very well in their assignments.
102. Leadership is good and the faculty is very well managed; staff work well together. A lot of committed work is being done on improving learning and training opportunities are starting to be used well to spread good practice.
103. The faculty benefits greatly from increased specialist college funding that also supports community developments. Enthusiastic, efficient use of data projectors provides improved quality of images and easy access to the Internet, for example when demonstrating research techniques. Parents and pupils are now able to refer directly to the college website to find details of lessons to help catch up or to revise; this is good practice.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- Achievement is very good throughout.
- The quality of teaching and learning is excellent in Years 7 to 9.
- Assessment is very good; pupils know what they have to do in order to achieve well.
- The schemes of work do not include tips on how to cater directly for different levels of ability, especially fast and slower learners.

Commentary

104. Standards are high in Years 10 and 11 and well above the average in Years 7 to 9. GCSE results are well above the national average for higher grades, A*-C. Achievement is very good in relation to the pupils' capacity and real value is added. The work is challenging for all ability groups but the scheme of work is not clear enough on how to support these high standards in relation to the highest and lowest attainers. An extensive programme of visits to exhibitions and galleries helps reinforce pupils' appreciation of art and design very well.
105. Teaching and learning are very good. Excellent teaching in Years 7 to 9 stems from highly successful methods; it captivates and challenges pupils. The department has developed very effective means of accelerating learning, where, for example, pupils support each other to generate ideas to improve their work as well as consolidate each others' learning as the lesson progresses. These lessons often start with techniques that activate the brain and get the pupils ready to learn. A series of inter-related stages that use strong visual messages, speaking and listening as well as physical activity then follow this. Pupils thoroughly enjoy the work and speak very positively about their experiences and learn particularly well. Through assessment teachers have a clear understanding of pupils' preferred ways of learning and they match activities closely to them. Teaching and learning in Years 10 and 11 are very good, though work is conditioned by examination requirements and it lacks, to an extent, the adventure of that found in the first three years.
106. Work is well assessed by the teacher and pupils know what they have to do in order to achieve their target grades. They understand what is to be tested and can develop their work to achieve success.
107. Leadership and management are very good. The newly appointed head of the faculty has a mature attitude to the tasks ahead. There is a good understanding of the requirements of the job, recognising it as the key to further successful development of teaching and learning. Schemes of work do not provide a clear enough picture of how work is to be tailored to the different levels of ability, especially the highest and lowest attainers.
108. The department receives good support from an advanced teacher assistant who works effectively with selected pupils. An administrative assistant puts together a good range of classroom displays.
109. Since the previous inspection the department has maintained its high standards of attainment. The quality of teaching and learning remains consistently high.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching is good.
- Pupils' attitudes and behaviour are very good.
- Pupils achieve high grades at GCSE.
- The quality of the accommodation for music is outstanding.
- The work set in Years 7 to 9 is insufficiently matched to pupils' differing abilities.
- There is not enough use of ICT in Years 7 to 9.
- Theoretical knowledge is not linked closely enough to practical performance.

Commentary

110. The number of pupils entered for GCSE in 2003 was too small for valid comparisons with national averages or identification of trends. However a high proportion of pupils gained higher grades, A*-C, and this maintains the standards achieved in recent years. Standards of work in Year 9 are above average and pupils achieve well in relation to their starting point in Year 7. Pupils continue to achieve well in Years 10 and 11 and standards are above average. Pupils show good knowledge and understanding of the elements of music, staff and graphic notation, and how chords are constructed and used. When composing melodies though, their tunes are generally too chord based and lack musical shape. Pupils control keyboards well and select effective harmonic and rhythmic patterns; however their melody playing lacks fluency and they do not relate their good theoretical knowledge of notes to the keyboard. Pupils sing enthusiastically and well, with a good sense of pitch. There are no significant differences in the achievement of boys and girls, and all ability groups achieve well, mainly as a result of the high level of individual teaching.
111. The quality of teaching and learning is good. Lessons are well planned with good use of time resulting in productive working. There is a very good level of individual attention and good target setting, which particularly helps lower attaining pupils and those with special needs to do well. The work set allows pupils to perform at different levels, but work is not always matched closely enough to pupils' differing abilities. Very good attitudes and behaviour lead to good learning, both by individuals and when working in groups.
112. There has been good improvement since the previous inspection. Attainment in Years 7 to 9 and GCSE results have improved. Behaviour has got better and is now very good. The accommodation is now outstanding. Although there has been some improvement in the provision for ICT and it is well used to support learning in Years 10 and 11, there are still not enough computers to satisfy the needs of larger groups in Years 7 to 9.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Good teaching enables pupils to achieve well in Years 7 to 9.
- Very good provision for extra-curricular sport enables all pupils, particularly the gifted and talented, to excel in college and beyond.
- Very good relationships lead to pupils' positive attitudes towards the subject.

Commentary

113. By Year 9, pupils' practical skills are average. This represents good achievement compared with their standards on entering the college. Boys achieve well in rugby and girls in netball. By Year 11, standards are average overall, which reflects satisfactory achievement. In the GCSE course, practical work is above average in Year 10 and average in Year 11. Pupils show a sound grasp of theoretical aspects, well illustrated when they planned and performed

their own fitness training circuits. In the non-GCSE course, girls achieve well in yoga and boys in football. Pupils with special educational needs are well integrated and make sound progress. Standards in extra-curricular sport are high, and gifted and talented pupils achieve very well in a range of activities.

114. The quality of teaching and learning is good. Pupils benefit from enthusiastic, knowledgeable teaching. Very good relationships create a positive climate for learning, reflected in pupils' high level of participation, standard of dress and behaviour in lessons. Most pupils' attitudes are very good. A range of interesting activities motivates them; they put good physical effort into their work, and support the extra-curricular programme well. The best learning takes place when pupils have a clear focus and they are made to think deeply about what they are doing. Good learning also takes place when pupils are given a share of responsibility for their learning, as seen in a Year 11 football lesson where boys led a comprehensive and effective warm up session. Occasionally, the pace of learning slows and pupils do not achieve as well as they might in practical lessons.
115. Leadership and management are satisfactory. Committed teachers form a strong team, and the subject is developing satisfactorily. Strengths include the departmental development plan based on raising standards, initiatives in ICT and the development of very good community sporting links. However, there is no subject leader to provide the clarity of vision and monitoring of the department's progress. The organisation of the curriculum into separate blocks hinders the pupils learning because they spend too much time trying to remember what they had learned sometime before. Progress since the previous inspection has been good. Standards have been maintained, and the GCSE examination has been introduced.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision in citizenship is **very good**.

Main strengths and weaknesses

- Leadership is very good.
- Very good teaching influences pupils' thinking, learning, values and attitudes very well.
- The strong college emphasis on 'community' contributes very well to citizenship and to pupils' college life in general.
- Citizenship training is under developed; class teachers do not always make explicit to pupils when they are dealing with a citizenship issue in lessons.
- Time allocation and arrangements do not give all pupils enough chances to follow GCSE course and get a qualification.

Commentary

116. Lesson observations and an analysis of current work show that standards of attainment are broadly in line with national expectations in Years 10 and 11 and above in Years 7 to 9. Pupils' achievement is good and more able pupils make particularly good progress. Underdeveloped literacy skills limit the achievement of low attaining pupils, but the interesting and challenging ways in which the subject is presented allows all pupils to make at least satisfactory progress.
117. Teaching and learning are very good. A good command of the subject allows the course content to be presented in a stimulating way, for example, through use of games and

questionnaires about personal views. The high quality of teaching has a very positive impact on pupils' morals, attitudes, values, beliefs and overall personal development. Lessons are very well planned and the variety of activities really interests and engages pupils, challenges them to think and then articulate their views with an underpinning rationale. Homework is used well to make links with classwork and to promote active citizenship, for example, through support for Operation Christmas Child. Pupils make good gains in knowledge and understanding, for example, about political decision making and public spending and they demonstrate high levels of collaboration and application when working on related tasks.

118. Pupils keep a record of their work and achievements within which they are informed about their standards and how to improve; this is good practice. Termly assessments based on citizenship objectives are in place but they do not yet influence teaching and learning nor do they inform parents about pupils' progress and achievement.
119. Leadership and management are very good; the college's community focus lets the subject make a significant contribution to pupils' personal development and serves well to promote personal and social education. There is enthusiastic drive and emphasis on the important part citizenship plays in pupils' development. Accurate priorities for development, which include delegating some responsibilities and establishing a committed team, are in place. Teaching the subject in the library is unsatisfactory, because it stops the facility being used for its intended purposes.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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