

INSPECTION REPORT

SOUTHBOROUGH SCHOOL

Surbiton, Surrey

LEA area: Kingston-upon-Thames

Unique reference number: 102601

Headteacher: Mr J Rook

Lead inspector: Ross Parker

Dates of inspection: 23rd – 26th February 2004

Inspection number: 262805

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Modern (non-selective)
School category: Community
Age range of pupils: 11 – 18
Gender of pupils: Male
Number on roll: 782

School address: Hook Road
Surbiton
Surrey

Postcode: KT6 5AS

Telephone number: 020 8391 4324

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Appropriate authority: Governing body

Name of chair of governors: Mr Clive Smith

Date of previous inspection: 7th December 1998

CHARACTERISTICS OF THE SCHOOL

Southborough School is a smaller than average secondary modern school for boys, situated in Surbiton, in the London Borough of Kingston upon Thames. It has joint sixth form provision with two other Kingston schools. It is a popular school which continues to increase its numbers, drawing pupils from a below average social background within an overall prosperous area. Though there is a broad social mix, families with experience of higher education are less well represented. About one fifth of pupils come from areas with the most significant levels of deprivation in Kingston. One eighth come from homes where English is not their first language, and one third come from ethnic minority groups. An above average proportion of pupils have special educational needs. A high proportion of pupils come from single parent families. Pupils' attainment when they come to the school is below average. The school has received a wide range of awards recently, including the Sports Mark, the Basic Skills Quality Mark and Investors in People. A bid to become a specialist Business and Enterprise College is receiving substantial financial support from the local community. The governors are also seeking voluntary aided status as a church school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32794	Steven Box	Team inspector	Mathematics
30433	Chris Corp	Team inspector	Science
12331	Vera Grigg	Team inspector	Design and technology English as an additional language
27666	John Dockrell	Team inspector	Modern foreign languages
10895	David Wasp	Team inspector	History Religious education
28106	Michele Majid	Team inspector	Special educational needs Information and communication technology
5157	David Straughan	Team inspector	Music
23137	Ron Fewtrell	Team inspector	Physical education
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PART A: SUMMARY OF THE INSPECTION REPORT

OVERALL EVALUATION

The school provides a **good** quality of education and **good** value for money. Teachers work hard to create a positive and inclusive ethos in which pupils are able to achieve well. A high proportion of good teaching complements good care and personal development to help pupils develop into well rounded individuals.

The school's main strengths and weaknesses are:

- Achievement is good.
- The headteacher has provided a very clear vision and drive for continuous improvement with an excellent commitment to inclusion.
- The quality of teaching and learning is undermined by staff vacancies, aggravated by recruitment difficulties.
- The school succeeds in its aim to provide good opportunities for pupils who might otherwise have had limited success in school.
- Managers have not taken sufficiently effective action to improve teaching when their monitoring has identified problems.
- Teachers' ability to motivate the boys with lax attitudes to learning is inconsistent across subjects.
- Provision in modern foreign languages, music, geography and design and technology is undermined by staffing difficulties.
- There is an excellent induction programme for new pupils in Year 7.
- The support for pupils who use English as an additional language is very good.
- The range and quality of extra-curricular activities are both very good.
- The provision for business education and for art is very good.

The school has maintained satisfactory improvement since the previous inspection. Standards have continued to rise, the number of pupils has increased significantly, and finance has been restored to a firm footing. The curriculum has been updated and sixth form provision has been transformed. Issues from the previous report were dealt with effectively. However, the governors' policy for a daily act of collective worship is not consistently applied by all teachers, and four subjects currently provide an unsatisfactory education for some pupils because of staffing difficulties.

STANDARDS ACHIEVED

Achievement is **good** overall. Standards are in line with the national average in Years 7 and 8, though they are below average in several subjects including mathematics and English in Year 9. In 2003 tests pupils achieved well above expectations based on their primary school results. Currently standards are average in Year 10, but below average across most subjects in Year 11, again including mathematics and English. Mathematical skills are average across all years, but literacy skills are below average in the sixth form.

Year 11 and 13 results

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

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

For Year 11, similar schools are those whose pupils attained at the end of Year 9

Pupils in Years 10 and 11 have consistently achieved well to match the national average points scored across all their GCSE examinations. The comparison with similar schools in 2003 was undermined mainly because a minority of pupils who had scored highly at the end of Year 9 became disengaged and underachieved in Year 11. Courses which do not lead to GCSE examinations are not reflected in the table. Though standards in sixth form examinations are well below average, they represent good achievement because most students start their courses with lower than average GCSE grades.

Personal development is **good**. The school works effectively to promote racial harmony and an open-minded approach to life. Pupils' attitudes and behaviour are satisfactory. The majority of pupils do not have a well-developed interest in learning, and teachers need to be more imaginative than usual to engage them fully. Behaviour in and around the school is good, but again this is the result of careful supervision and management rather than self-discipline. Students in the sixth form behave well. Attendance and punctuality are both satisfactory.

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching is **good**. It is stronger in Years 10 and 11 than in Years 7 to 9 because optional subjects such as business education, modern foreign languages and art add to the strength of the core subjects. Pupils are more quickly engaged and respond to the challenge to reach high standards. The curriculum includes more subjects which interest and motivate a wider range of individual pupils. Consequently, temporary and inexperienced teachers find it easier to maintain the pace of learning because they have to spend less time managing disinterested behaviour.

The school monitors pupils' progress very well. It provides very good care and guidance, and maintains good links with parents. Links with the community and with other schools and colleges are very good, particularly within the sixth form collegiate.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. Governance is satisfactory: their very good understanding of and support for the school is undermined by some specific deficiencies in the curriculum for design and technology, and the inconsistent implementation of their policy for daily worship. The leadership and management of the sixth form are good. The school works in a cooperative manner with the two other schools in the collegiate. There is close agreement on the timetable, courses and teachers. The offered curriculum is to be extended to include more relevant vocational courses based on the strengths of the schools involved.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are both well satisfied with the school's provision. Parents particularly appreciate the teaching and the standards achieved. Pupils particularly like the fact that teachers are approachable and that they give them space and opportunities to express their views. Sixth form students appreciate the support that they are given when they transfer from Year 11. They feel that they are given good guidance, and enjoy the ethos of the joint sixth form.

IMPROVEMENTS NEEDED

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

- improve the provision in modern foreign languages, music, geography and design and technology;
- take more effective action to improve teaching and learning, building on the outcomes of the current effective monitoring of lessons;
- devise a more effective strategy to deal with staffing difficulties;

and, to meet statutory requirements:

- cover all aspects of the design and technology curriculum;
- consistently implement the school's policy on the daily act of collective worship.

KINGS COLLEGIATE SIXTH FORM SECTION OF THE SUMMARY REPORT

The Kings Collegiate is a sixth form consortium comprising three Kingston schools: Hollyfield, Southborough and Chessington Community College. It provides for 270 students, some of whom travel between the schools. The consortium offers a wide range of academic and vocational courses.

OVERALL EVALUATION

The effectiveness of the sixth form consortium is **satisfactory** and it is **cost-effective**. Teaching and learning are good in all three schools, ensuring that most students achieve well and have positive attitudes to their work. Examination results are below the national average, but individual subject results fluctuate yearly, owing to the small number of entries in some subjects. The leadership and management of the consortium are satisfactory, although there are marked differences in effectiveness between the schools. The consortium is at an early stage of development, but already the advantages gained by students far exceed any operational problems that the schools have had to overcome.

The main strengths and weaknesses are:

- There is a high level of commitment to the consortium, so students benefit from the co-operation of the three schools.
- Good teaching ensures that students achieve well and have positive attitudes to their work.
- The consortium provides a wide range of courses for students.
- The lack of consistent, well planned monitoring of the whole provision means that weaknesses are not easily identified, or dealt with at an early stage.
- Sixth form accommodation in each school is unsatisfactory, which restricts students' progress.
- Although the curriculum is broad, many students choose courses that make too heavy demands on their limited literacy skills or that only run in their own school.

QUALITY AND STANDARDS IN SUBJECTS AND COURSES OF THE CURRICULUM

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

Curriculum area	Evaluation
English, languages & communication English	Provision is good . Good teaching ensures that students achieve well. Standards are above average and students of all abilities make good progress. Effective leadership and management ensure collaborative teamwork. Assessment is very detailed and this supports students' learning.
Mathematics	Provision is satisfactory . Lively and challenging teaching in Year 12 motivates students to learn well. Students achieve well. In the 2003 A-level examinations results were above average.
Sciences Biology Chemistry	Provision is satisfactory . The standards of students' work are close to average. Teaching and learning are satisfactory, so students achieve as well as expected. Leadership and management are satisfactory. Provision is satisfactory . A-level chemistry results in 2003 were below average for all collegiate students, but their achievement was satisfactory overall. The course is taught in all three schools. However, the quality of teaching and learning is inconsistent as there is no formal monitoring of the provision.
Information and communication technology	Provision is satisfactory . Standards overall are below average. Teaching is effective and specialist knowledge is used well to develop students' understanding and technical skills. Overall, achievement is satisfactory as are leadership and management.
Humanities	No subjects were inspected in this curriculum area.
Engineering, technology and manufacturing Design and	Provision in design and technology is good . Standards are above the national average and students achieve well. Teaching and learning are good. Teachers have very good specialist knowledge and students are well supported by good assessment procedures.

technology	
Visual and performing arts Art Media studies	Provision in art is good . Standards are above average and students achieve well. Teaching and learning are good and students have very positive attitudes towards the examination courses. The subject is led and managed very well. Provision is satisfactory . Standards in A-level courses are below average, as confirmed by examination results. Students achieve satisfactorily in response to enthusiastic teaching, but they have underdeveloped communication skills and contribute insufficiently in lessons.
Hospitality, sports, leisure & travel Leisure and tourism	Provision in leisure and tourism is good . Students achieve very well due to very effective teaching. However, standards and examination results vary considerably between years. The retention of students to complete the course is proving difficult and too few stay on to the end and get a qualification.
Business	Provision is very good . Very good teaching ensures above average standards and that students achieve well. Very positive relationships ensure a good work ethic. Leadership of the subject is excellent.
<i>The curriculum areas are broadly common across all post-16 education and training. They do not necessarily correspond with subjects and courses taught by the college. Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. Excellent and very good are equivalent to the judgement 'outstanding' in further education and sixth form college reports: poor and very poor are equivalent to 'very weak'.</i>	

ADVICE, GUIDANCE AND SUPPORT

The provision of support, advice and guidance given to sixth form students is good. This provision is especially strong at Chessington, good at Southborough and satisfactory at Hollyfield. Students welcome the good support provided by individual subject teachers. There are good arrangements to provide for the care and welfare of students. Across the consortium good procedures have been established to ensure that students' views are sought and valued. This feature was especially strong at Chessington. Students receive good careers advice and are supported well if they choose to apply to universities. Commendably, many students are first generation university entrants.

LEADERSHIP AND MANAGEMENT OF THE KINGS COLLEGIATE SIXTH FORM

The quality of leadership and management is **satisfactory** overall, but varies considerably between the three schools. This situation has been exacerbated since the former director of the consortium has not been replaced. The three schools work in a co-operative manner and there is close agreement on the timetable, courses and the deployment of teachers. The leadership within the consortium is good. There is a clear vision and purpose in raising students' attainment and achievement. Management across the consortium is satisfactory overall. However, at Hollyfield, the monitoring and review of students' achievement, personal development and attendance is ineffective, although there is satisfactory monitoring of students' work taking place in subject areas. The lack of formal strategies for ensuring consistency of teaching and the implementation of the curriculum across the consortium is a weakness that all three schools are aware of. The governing bodies of each school are fully involved in all new developments through an effective sub-committee structure.

STUDENTS' VIEWS OF THE KINGS COLLEGIATE SIXTH FORM

Students are very positive about the sixth form provision and most say that they have no regrets about their choice to join the Kings Collegiate. Sixth form students talk loyally about life at their school and in the consortium. They get on well with students from other schools and appreciate the support that teachers give them. Students say that they are well taught and supported in familiar surroundings. They comment positively on the good relationships that exist between staff and students. They would like more extra-curricular activities and more involvement with school life. They feel that they are listened to and that action has been taken as a result.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **average** overall. They are average in Years 7, 8 and 10, though they are below average in the current Year 9 and Year 11. Achievement is **good in most subjects**.

Main strengths and weaknesses

- The good achievement across all years is undermined in some subjects by staffing difficulties.
- Pupils are achieving very well to reach high standards in business education, art and in French in Years 10 and 11.
- Pupils with special educational needs and those who have English as an additional language achieve well.

Commentary

Years 7 to 9

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

Standards in:	School results	National results
English	33.0 (33.4)	33.4 (33.3)
Mathematics	39.1 (36.9)	35.4 (34.7)
Science	36.2 (34.0)	33.6 (33.3)

There were 160 pupils in the year group. Figures in brackets are for the previous year

1. Pupils come to the school working at levels below the national average. Overall skills in literacy, particularly in writing and listening, are also below average. Indeed pupils working in the current Year 11 and the current Year 9 were working at levels well below the national average when they started school in Year 7.
2. Over the last three years trends of improvement in national tests at the end of Year 9 for English, mathematics and science have exceeded the national trend. When all GCSE results are taken together, the trend of improvement is the same as that for the national trend of improvement.
3. In the 2003 tests at the end of Year 9 standards were in line with the national average and were well above those of pupils with similar prior attainment. This represented very good achievement.
4. Achievement is satisfactory overall in Years 7 to 9. In work seen during the inspection standards in Year 9 are below average overall, though pupils in Years 7 and 8 are working closer to the national average. In the majority of subjects, including mathematics, English and science, pupils are achieving well. Achievement is unsatisfactory in music, modern foreign languages and geography where staffing difficulties have undermined the quality of teaching and learning.

Years 10 and 11

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	46 (46)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	91 (94)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	98.5 (99)	96 (96)
Average point score per pupil (best eight subjects)	32.8 (34.7)	32.1 (34.7)

There were 133 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

5. In the 2003 GCSE examinations results were in line with the national average. They were well below the results gained by other pupils with similar prior attainment, but still represented good achievement for the great majority. Staffing difficulties in science and an unwise choice of examination syllabus in information and communication technology (ICT) combined with some individual loss of motivation so that the unusual performance of a small number of pupils made the whole picture look worse than the reality. In addition, the trend to provide more appropriate qualifications for some pupils meant that their achievements were not fully reflected in a simple analysis of GCSE results. Pupils' success and the success of the school's inclusion strategies were, however, shown in the fact that the number of pupils gaining at least one GCSE pass was well above the national average.
6. Work seen during the inspection suggests that standards in the current Year 11 are average overall, though they are below average in both English and science. Standards in both these subjects are higher in Year 10, and achievement is good overall in Years 10 and 11. Particularly high standards were seen in modern foreign languages, especially French, where pupils in Year 10 are already exceeding their GCSE predictions, and in business education and in art.
7. Pupils who have English as an additional language make good progress mastering English. This includes those who enter the school with no knowledge of English, as well as those who arrive with some understanding. Pupils in the early stages of learning English receive support until they are confident in communicating with others. Those who do not need the specific support make good progress because teachers understand their needs and how they are best met.
8. Pupils with special educational needs achieve well in most subjects and very well in art. When pupils are supported by a support assistant they concentrate well on their work and make good progress. In some cases, unsatisfactory teaching and behaviour management results in these pupils not getting the support they need. The Reading Recovery programme is a positive experience for the pupils and they make satisfactory progress.
9. The majority of pupils' skills in literacy and mathematics are sufficient to support their learning in other subjects, but the lack of ICT skills is hindering pupils' progress in several subjects.

Kings Collegiate sixth form

Across the consortium examination results have been **below** average, but are rising. The standard of work seen in lessons and students' folders is mostly **in line** with expectations. Most students **achieve well** in relation to their prior attainment at GCSE.

Commentary

10. Students at Hollyfield enter Year 12 with standards of attainment below the national average. Standards in post-16 examinations for the students have been below the national average. They have declined during the last few years, but students have achieved satisfactorily. The standard of work currently done in most subjects is average. The achievement of students within individual subjects has varied widely yearly, depending on which students chose to study a particular subject. In the subjects inspected at Hollyfield, achievement is good in art, geography, music and mathematics. However, standards are not high enough, due to unsatisfactory management and a lack of clear focus on raising standards.
11. Students at Chessington enter Year 12 with standards below the national average. By the end of Year 13 they are close to the national average in terms of A-level results. Standards in GNVQ courses are well below national expectations. The numbers of students entering for each subject is small, so the data is unreliable in terms of trends over time. However, in 2003, results were close to the national average. This reflects very good achievement. However, results in GNVQ examinations indicate that standards and achievement are lower. In a cohort of nine students only a third achieved a pass grade in 2003. Standards seen in lessons and work scrutiny at Chessington were average overall, and in design and technology they were good.
12. Students at Southborough enter Year 12 with standards below the national average. The pass rate for advanced level examinations taken by sixth form students in 2003 was close to the national average. The proportion of higher grades was well below average, reflecting lower prior attainment at the start of the course. Work seen during the inspection revealed average standards in biology, mathematics and law, and below average standards in English and media studies. All of these reflect students' continuing good achievement. Standards are well above average in physics and here achievement is very good. Business studies students achieve well, exceeding their predicted grades. Some sixth form students, particularly on the media studies course, find that their limited literacy skills make it difficult to cope with advanced level work.

Pupils' attitudes, values and other personal qualities

Good spiritual, moral, social and cultural provision leads to a **good** ethos in the school. Attitudes and behaviour are **satisfactory**. Attendance and punctuality are **satisfactory**.

Main strengths and weaknesses

- Strengthened spiritual, moral, social and cultural provision means that most pupils behave well.
- Behaviour of some pupils deteriorates when teachers do not engage their attention.
- The school works hard to keep pupils with behaviour difficulties learning effectively.
- Good attendance procedures sustain attendance and punctuality at satisfactory levels.

Commentary

13. The previous inspection reported unsatisfactory spiritual and multicultural provision. The school has put these matters right. Relationships and personal development are good and pupils say they can turn to an adult if they have a difficulty. The school's positive behaviour policy is effective and most pupils behave well around the school and in most lessons. Behaviour deteriorates in lessons where teachers do not engage their pupils effectively. Pupils are courteous to visitors. They respond well to the high quality teaching seen in most lessons. The school has a resolute anti-racist policy and racial harmony is good. Pupils welcome boys from other cultures warmly.
14. Southborough has pupils from all kinds of backgrounds, some of whom have behavioural or family difficulties. The school has strong policies which promote continued inclusion. Pupils with a poor behaviour record attend a detention on Saturday morning, which the headteacher supervises. The emphasis is on improvement, not punishment. A governors' panel intervenes

and talks to pupils with serious problems - and talks with their parents. The response is outstandingly positive. Last year, there were only three permanent exclusions. The school has a strong anti-bullying policy. Parents and pupils say the school quickly sorts out the rare incidents. Inspectors judge that procedures against bullying are very good, and that pupils have good freedom from harassment. Last year's high total of 11 exclusions from 28 black pupils was the result of individual behaviour difficulties, not racism.

15. Pupils who have English as an additional language have very positive attitudes to school and to learning, and this is reflected in their high attendance rate and good behaviour. They partake fully in all aspects of school life, which includes the activities that take place outside the formal school day. They are confident and are free from any bullying and racism, which reflects their total involvement in the school. They have a very real desire to learn, which shows in their improvement in subjects over time.
16. The attitudes and behaviour of pupils with special educational needs are satisfactory overall. When they receive individual or small group support, their attitudes are positive. However, on some occasions when they are in a large group and have no extra support, they are a part of low level disruption. There is a non-teaching assistant responsible for anger management and social skills and this is helping pupils with behaviour problems to make progress.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	580	69	2
White – Irish	1	0	0
White – any other White background	67	1	1
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	11	0	0
Asian or Asian British – Indian	19	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	56	0	0
Black or Black British – Caribbean	6	0	0
Black or Black British – African	10	1	0
Black or Black British – any other Black background	12	10	0
Chinese	7	0	0
Any other ethnic group	11	2	0

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

Attendance

Authorised absence	
School data:	8.4
National data:	7.2

Unauthorised absence	
School data:	0.8
National data:	1.1

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

17. Attendance is **satisfactory** for a boys' school in a socially disadvantaged area. The school now promotes attendance well. Senior management uses regular computerised print-outs to monitor attendance. Where a pupil's attendance causes concern, the school phones on the first day of absence. Most pupils arrive punctually. The school's detentions system strongly deters lateness.

Kings Collegiate sixth form

The attitudes and behaviour of students in the consortium are **good**. Students' attendance and punctuality are **satisfactory**. The students' **positive** attitudes contribute well to the standards they achieve. Students are good role models in raising the aspirations of younger students.

Commentary

18. Students in all three schools have good attitudes and behave well. Most take at least adequate responsibility for their own learning. At Chessington, students have very good attitudes to their studies. Students' generally respond well to the help and support they receive from the sixth form staff and develop a mature approach to studying. They work hard to achieve the examination grades they need to further their career aspirations.
19. A few students participate in enrichment activities when given suitable encouragement, but this remains an area for development across the consortium. Students are very co-operative and respectful in their relationships with others. At Hollyfield, students are not given sufficient opportunities to develop their personal skills and their minimal contribution to the school and the wider community is inadequate for their personal development.
20. Most students attend lessons regularly because teachers follow up absence very carefully. For example, the three heads of sixth form e-mail one another each day with names of absent students. Attendance is particularly good at Southborough. Students from all three schools try hard to arrive in good time, but are occasionally late because of the need to transfer between schools for different lessons. At Hollyfield, the procedures to promote attendance and to monitor absence are unsatisfactory.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** overall.

Teaching and learning

Teaching and learning are both **good** overall. Assessment is **satisfactory**.

Main strengths and weaknesses

- Good teaching by established staff is sustaining good achievement.
- The overall quality of teaching and learning is undermined by difficulties recruiting temporary staff.
- The teaching of pupils with English as an additional language is very good.
- Some very good and excellent teaching pushes pupils to high levels of skill, commitment and maturity.
- Assessment information is not used effectively enough to plan the next stage of work.

Commentary

Summary of teaching observed during the inspection in 119 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5 (4%)	27 (23%)	37 (31%)	39 (33%)	10 (8%)	1 (1%)	0 (0%)

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

21. Although many pupils are not very motivated learners, teachers work very hard to get the best out of pupils. Many pupils are not good listeners and find it difficult to work independently. In most lessons very good subject knowledge and classroom management motivate pupils. A variety of teaching methods ensures that there is a constant pace and a high level of challenge that excites pupils, sustaining their interest and their progress. Significant levels of very good teaching are evident in mathematics, English, science, art and design, and in design and technology. Teaching is stronger in Years 10 and 11 than in Years 7 to 9 because optional subjects such as business education, modern foreign languages and art add to the strength of the core subjects. Pupils are more quickly engaged and respond to the challenge to reach high standards. Consequently, temporary and inexperienced teachers find it easier to maintain the pace of learning because they have to spend less time managing disinterested behaviour.
22. Eight per cent of the lessons seen were unsatisfactory. Examination of pupils' work and conversations with pupils themselves show that this is not a true reflection of the teaching across the school over time. In some lessons, less experienced and temporary teachers, particularly in music and modern foreign languages, do not have the depth of subject knowledge or the behaviour management skills to fully motivate and engage the boys. In these lessons pupils are often unclear what they should be doing or why, and so they drift off task, lapse into continuous chatter and the pace of learning slows for everyone. Senior managers are aware of this problem, but because of the absence of a significant number of middle managers – particularly subject leaders – they have been unable to provide weaker teachers with the level of support and guidance that they need to match the good quality of teaching elsewhere in the school.
23. Some excellent teaching was seen in modern foreign languages and business education. Here highly innovative questioning techniques and very high levels of teacher enthusiasm ensure an equally high level of commitment from boys in Year 11. In an exemplary Year 10 French lesson

the constant good humoured challenge and high expectations meant that boys were reaching standards well above the national average some 15 months before their GCSE examination. In another excellent Year 11 lesson, an outside speaker hit exactly the right tone to engage all of the boys in an extremely insightful discussion of abortion.

24. The great majority of teachers mark pupils' work carefully and ensure that they know how well they are doing in relation to their target grades for the end of Year 9 or Year 11. Pupils are less sure what they need to do to improve, and what skills they need to demonstrate to get to the next grade. Few examples were seen of teachers adapting their planning on the basis of assessments during the previous lesson.
25. The teaching of pupils with special educational needs is good enabling them to learn well. Additional support for basic skills is effective. Teachers and support assistants know what pupils' needs are, and they maintain frequent contact with them during lessons to ensure that they are included in all activities. They manage pupils with behaviour difficulties well, and enable them to make good progress by making the boundaries very clear for them. Though some teachers adapt much of the work requiring literacy skills so that pupils can get at the important concepts, this practice is not yet sufficiently widespread.
26. The teaching of pupils who have English as an additional language is very good. Withdrawal to support pupils at an early stage of language acquisition is necessary in order that these pupils quickly access the full curriculum. These lessons are very well planned to reinforce areas of learning previously covered. They are focused on the needs of the individual and, with no time wasted, much effective learning takes place. Comprehensive, relevant and regular training is given to all teachers, which enables them to meet the specific needs of these pupils. This is with the exception of students in the sixth form who have very good communication skills, but who may have difficulties in understanding concepts and technical language. Teachers are not aware of these possible problems.

Kings Collegiate sixth form

Teaching and students' learning in Years 12 and 13 are **good**.
Arrangements for assessment in the consortium are **good**.

Main strengths and weaknesses

- In several subjects teachers have very good subject knowledge.
- Monitoring of teaching and learning to identify strengths and weaknesses is inadequate, especially where subjects are taught at more than one school.
- Unsatisfactory accommodation detracts from students' learning.
- Lessons are well planned, taking into account students' current knowledge and understanding

Commentary

27. In all three schools an analysis of students' work and talking with students confirmed the good level of teaching and learning. Lessons are well planned and relationships are good, so students achieve well, including those with special educational needs and using English as an additional language. The complexity of the consortium's organisation makes the monitoring of teaching and learning in the sixth form difficult for each school. The unsatisfactory quality of much of the sixth form accommodation also detracts from students' learning.
28. Teaching in the sixth form at Hollyfield is good, but has not improved since the last inspection, largely because there is insufficient regular review and monitoring or any intervention by the head of sixth form and his management team. Information about students' attainment at the end of Year 11 is used well to measure progress and set targets for sixth form students. Tutors play a key role in discussing with students how well they are developing academically and personally, but the head of sixth form does not have a strategic overview of the outcomes. Most

departments operate the assessment system well. This is particularly so in English, where very good target setting and rigorous feedback consistently inform students about how to improve their standards. In information and communication technology assessment is only satisfactory, because targets are not consistently set by the four different teachers, a weakness which hinders students' progress. Assessment is good and students are shown how to improve their work.

29. At Chessington, teaching has improved since the previous inspection. Most lessons seen were lively and well taught. However, when only one or two students are following a course, such as in mathematics in Year 13, they are not likely to experience a wide enough range of teaching styles. Such students also miss the collaborative learning that was a good feature of much of the provision seen elsewhere. Teaching does not always challenge the most able students. Assessment at Chessington has also developed well and is used effectively to identify students' needs and to support them in their learning. Teachers are secure in their subject knowledge, which enables them to challenge their students and extend the range of the curriculum.
30. At Southborough teaching and learning are good in the sixth form and assessment is satisfactory. Assessment procedures are effective, but the information obtained is not used effectively to plan the next stage of work. Very good teaching in physics, law and business education is based on very good subject knowledge, a keen appreciation of students' needs and a level of probing and challenge that maintains a brisk pace of learning by all students. Students with English as an additional language often have very good communication skills in the sixth form, but frequently have difficulty in understanding concepts and technical language. At Southborough, teachers are not sufficiently aware of the potential problems this causes for these students.

The curriculum

The curriculum is **satisfactory** overall, with many very good features. Extra-curricular provision is **very good**. Resources are satisfactory but staffing and accommodation are **unsatisfactory**.

Main strengths and weaknesses

- The range of courses in Years 10 and 11 has been imaginatively developed to meet a wide range of needs and interests.
- The curriculum is very well tailored to meet the needs of boys at risk of exclusion.
- Pupils do not experience working with the required range of materials in design and technology.
- Shortages of teachers, and heads of department in particular, are reducing the consistency of teaching and learning across a range of subjects.
- Accommodation for physical education is unsatisfactory.

Commentary

31. The curriculum in Years 7 to 9 is satisfactory overall, though the balance of time across subjects means that pupils spend less time studying design and technology than is usual, and this is undermining standards. Additionally, pupils do not have opportunities to use the recommended range of materials, and in this respect the provision in design and technology does not meet the requirements of the national curriculum. The use of ICT across the curriculum is unsatisfactory.
32. In Years 10 and 11 the curriculum is very well planned to provide appropriate and relevant subjects for boys with a wide range of abilities and aspirations. There are good quality practical and work related courses in subjects such as business, information and communication technology (ICT) and in art. Pupils who find traditional approaches difficult or unappealing develop and demonstrate their personal qualities through well designed courses where the challenges are more appropriate, and the pressure of coursework is not so intimidating. Some

boys who are seen to be at risk of exclusion have made-to-measure timetables, with fewer days in school and extended work experience which aims to maintain their learning momentum until they leave school.

33. The governors and senior managers continue to evaluate the curriculum and to seek further improvements. They have developed a good programme of collective worship – fully reflecting the diversity of the school population. However, individual teachers are not consistently using this programme of activities to provide an act of collective worship in tutor periods to complement the programme of larger assemblies. In this respect the curriculum does not meet legal requirements.
34. The opportunities for enrichment are very good. There is an extremely wide variety of experiences on offer, both as part of the taught curriculum and outside the school day. These include many sporting activities, school productions and residential opportunities, although few music activities are offered. Activities are carefully planned to support subjects, through visits, visitors and specific subject support. Pupils are enthusiastic about the opportunities, and there is a high level of participation, which is monitored, and it confirms that it is fully inclusive for all pupils.
35. The provision for pupils with special educational needs is good. The school identifies and assesses their needs effectively. Support assistants give very good support in the classrooms. Pupils enjoy equal access to all aspects of the curriculum, including enrichment activities. However, individual education plans are not clear enough to be helpful to subject teachers, nor is their use effectively monitored.
36. The provision for pupils for whom English is an additional language is very good. Pupils who have English as an additional language have full access to the whole curriculum, both in the taught day and in the activities that take place outside that time. Resources are excellent. There are a wide variety of books that show stories in both pupils' home language and in English.
37. The match of teachers to the curriculum is unsatisfactory. Music, geography and design and technology lacked subject leadership at the time of the inspection. The modern foreign languages department is also experiencing problems with recruiting suitable qualified teachers. Staff turnover is relatively low but the school does have the difficulties recruiting and retaining staff common to many schools in the greater London area. The use of the graduate teacher programme within the school has helped greatly to overcome some of these recruitment difficulties. The deployment of support assistants who specialise in behaviour management is giving good help to pupils who are at risk of exclusion. There is a shortage of technical support in design and technology and art.
38. There has been a sustained programme of improvement to the facilities for learning, including a well organised learning resource centre, new music rooms and six refurbished laboratories. Accommodation is now good in science, but unsatisfactory in physical education where indoor facilities need a higher standard of playing surface and changing facilities are cramped. Outdoor pitches are accessible to the public and subject to vandalism and dog fouling. Overall the school presents itself as a clean environment for learning but in need of redecoration and general upgrading of surfaces. A current building project to provide six new classrooms will improve the available teaching spaces, especially for business education. Access for wheelchair users is presently impossible to the upper floor in music so that the present wheelchair-using pupil is missing out on group activity.
39. Though resources are satisfactory overall, greater direct access to ICT facilities is needed in science, business studies, design and technology and art.

Kings Collegiate sixth form

The curriculum provided across the consortium is **good**. Enrichment, including out-of-school activities, is **satisfactory**. The accommodation and resources for the sixth form are **unsatisfactory**.

Main strengths and weaknesses

- The range of courses is good and increasing, attracting higher student numbers.
- The monitoring and co-ordination of those subjects shared between sites is inconsistent.
- There is good continuity of learning between Year 11 and the sixth form courses.
- The quality of sixth form accommodation is unsatisfactory in all schools.

Commentary

40. A broad range of courses is offered by the consortium. These include vocational courses and re-sit courses for GCSE in English and mathematics, complementing over 20 A-level and AS-level subjects. A growing number of students are subscribing to these courses as the consortium becomes better established. Almost half of the courses are split between the partners in the consortium, which results in problems with punctuality and time lost through travelling between the schools. Several subjects have coherent links between the curriculum in Year 11 and that in Year 12. This continuity is most notable in preparation for psychology GCE through the health and social care GNVQ, for music technology GCE through music GCSE and in business studies. However, no courses in community languages are offered by the consortium. Sixth form students with special educational needs are well supported. The three schools in the consortium ensure that copies of their individual education plans are distributed to all teachers. Where necessary, teachers work closely with the student and the family.
41. The resources at all the consortium schools are satisfactory, but all have serious weaknesses in accommodation. For example, the common room and study area at Hollyfield does not provide a good working environment for students, since they are currently cold and poorly furnished. However, the school has just been allocated external funding and has extensive plans to rectify these shortcomings.
42. At Hollyfield, the skills for developing independent learning are particularly good in English. All students have good access to ICT facilities in their free time. Extension and enrichment activities are limited in scope and are not monitored satisfactorily, especially with regard to absenteeism. The participation of students in enrichment activities is poorly organised. However, some departments, such as English, provide highly stimulating trips, which supplement and enliven their courses.
43. At Chessington, students receive good advice and guidance in relation to subject choices and future education and career pathways. A wide range of vocational and advanced courses is provided across the three schools. Although only a limited range of new GCSE courses is presently available, planning is under way to broaden this choice. Some students prefer not to travel between sixth form sites, which limits their choice of courses. The sixth form personal, social and health education programme is well organised and effectively taught. Excellent contributions are made by external organisations such as the local drugs education unit.
44. At Southborough, the joint consortium arrangements with the two other consortium schools allow students to choose from a wide range of courses. This enables the boys to continue their studies on familiar territory, and meets the needs of many who might otherwise lose touch with learning. The range of courses does not yet meet the full range of students' needs. For example, there is a minority of students enrolled on the advanced level media studies course who do not really have the basic literacy skills to cope. They would be better suited to vocational and work-related courses. Such cases show that curriculum pathways from 14 to 19 are insufficiently developed. The personal, social and health education programme is well

organised and effectively taught. Students have good opportunities to be involved in extra-curricular and enrichment activities.

Care, guidance and support

The school cares **very well** for pupils. It provides **very good** advice and guidance. It seeks, values and responds **well** to pupils' opinions.

Main strengths and weaknesses

- The school cares very well for pupils' health, safety and welfare.
- Support, advice and guidance based on monitoring are very good.
- The system to help Year 7 pupils settle in is excellent.
- The school council gives pupils a good opportunity to express their views and the school takes notice of pupils' ideas.

Commentary

45. Southborough provides very good care for pupils' health, safety and well being. It has significantly improved since the previous inspection when health and safety procedures were unsatisfactory. Senior management, the site manager and the staff representative review health and safety every term. The site manager corrects minor issues as they arise. Pupils rightly express concern about the toilets. There are good modern toilets on the first and second floor, but financial constraints have delayed refurbishing the others. The school has funding and land to extend vehicle access at the front of the school. This is urgent, as an ambulance recently could not reach a sick child in an emergency. Procedural difficulties have delayed the start of work. Provision for child protection is very good. The head of history has designated responsibility for child protection. He makes sure that staff know the requirements. The school has a good medical room and good arrangements for first aid. A large number of staff have full certificates.
46. Monitoring and support for pupils' learning and personal development are very good. Teachers use the detailed tracking sheets that show pupils' standards in each subject and set targets for their results in national tests and GCSE. Pupils have regular 'academic review days' to help them improve. Form tutors know their pupils very well. The school provides good personal support for pupils. A counsellor comes into school twice a week. Senior staff act as mentors for pupils in Years 12 and 13. There are pastoral mentors for pupils in Years 7 and 9 and some older pupils serve as peer mentors. The school has an excellent induction system.

Example of outstanding practice
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Excellent induction procedures create strong bonds between the school and its pupils.
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Procedures for helping primary school pupils to settle are outstanding. Soon after Christmas, the school sends letters of acceptance to parents. It outlines arrangements for three days' induction at a Surrey fieldwork centre in the following September.
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In June parents meet members of the senior management team. The school makes clear its expectations for homework and good behaviour. It runs a question and answer session for pupils and parents together. When the Year 6 pupils visit the school in July, their hosts are Southborough's present Year 7 pupils. They feel reassured about coming to their secondary school.
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September's three joyous days at the fieldwork centre are a high spot. They help pupils build firm friendships. Newcomers get a Year 10 mentor back at school. Learning support assistants from the pupils' primary schools come to Southborough for a day in October. They listen if their pupils have problems.

At the pre-inspection meeting, a parent said, 'The work that the school does to settle boys into Year 7 is excellent'. The inspection team agrees with this judgement.
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47. Pupils respect the school council. Representatives from Years 7 to 13 collect their form's views. A pupil takes minutes of each meeting. These go directly to the senior management team. The school responds positively to pupils' ideas.

48. The care, support and guidance for students with special educational needs are good, though targets in individual education plans are not shared and discussed with pupils frequently enough. The special clubs for pupils with social and behavioural difficulties are very effective.
49. The school cares very well for pupils who have English as an additional language. It is aware of the demands on these pupils, whose families are not always in England to support them. The school works hard to help pupils to socialise and to be accepted, being fully aware of the cultural differences. When pupils enter the school, other pupils provide support to enable them to adjust rapidly.

Kings Collegiate sixth form

Arrangements for the care and welfare of students are **good** for sixth form students. Arrangements for supporting and guiding students and involving them in the school are **good** in the consortium.

Main strengths and weaknesses

- Students benefit from a good level of individual support, advice and guidance.
- The induction arrangements for students coming into the sixth form are good.
- All schools assiduously seek students' views and act positively on them.
- Students are positive about the provision in the sixth form.

Commentary

50. The provision of support, advice and guidance given to sixth form students is good. Students welcome the good support provided by individual subject teachers. There are good arrangements to provide for the care and welfare of students. Across the consortium good procedures have been established to ensure that students' views are sought and valued. This feature was especially strong at Chessington. Students receive good careers advice and are supported well if they apply to universities. Teachers monitor and guide students' work and attendance carefully. Students are provided with good support when they first join the sixth form and induction arrangements are good. Students are very positive about the sixth form provision and most say that they have no regrets about their choice to join the Kings Collegiate. Sixth form students talk loyally about life at their school and in the consortium. They get on well with students from other schools and appreciate the support that teachers give them.
51. At Hollyfield, the support, advice and guidance students receive are satisfactory. The involvement of students through seeking, valuing and acting on their views is also satisfactory. However, the school lacks an effective system for routinely monitoring all aspects of the students' life in school. Tutors do not know exactly where students should be, what they are doing and they do not meet all of them daily. This restricts tutors' ability to offer prompt, relevant guidance, so students do not feel as well supported by their tutors as by their subject teachers. A significant minority of students are not sufficiently involved in school life.
52. At Chessington, the support, advice and guidance students receive are very good. The involvement of students through seeking, valuing and acting on their views is good. The head of sixth form at Chessington ensures that all students frequently meet one-to-one with their tutor or another key member of staff. Clearly defined systems are in place so that students' attendance and work are regularly checked. Students receive good careers advice and are supported well if they apply to universities. Arrangements for the induction of students into the sixth form are very thorough so that students understand the different ways they will be working. Students chair the college council and take an active part in improving the school for its community. This prepares them well for life beyond school. However, the collegiate system means that they spend time on other sites, which limits their involvement in the daily life of the college.

53. At Southborough, the support, advice and guidance students receive are good. The involvement of students through seeking and acting on their views is also good. The school's strong ethos and pastoral care is carried through to the joint sixth form. Sixth form students get good academic and personal support from their tutors. The introduction of students to the sixth form is effectively managed. This beneficial process ensures that all students are guided towards a relevant choice of post-16 courses. The students appreciate the guidance given and feel well supported. The school responds positively to students' ideas.

Partnership with parents, other schools and the community

Very good links with other schools and the community improve teaching and learning. The school has **good** links with parents.

Main strengths and weaknesses

- The school makes intelligent use of its very good links with the community.
- Very good links with other schools create productive partnerships and excellent induction for Year 7 pupils.
- Good communication with parents encourages them to value their children's education.

Commentary

54. The school has very strong links with the local business community and local organisations supply speakers, and give pupils experience in mock interviews. They provide business mentors for older pupils. Volunteers from a cosmetics company help with reading recovery. Their marketing expertise helps in business studies. Close partnerships with local churches include a youth club and a weekly Christian Union at school. Ministers speak at assemblies to strengthen pupils' spiritual awareness. Local sports clubs help pupils build their teamwork, maturity and self esteem.
55. The school has very good links with other local schools. Staff consult closely with the Year 6 teachers in the main feeder primary schools and they share information before pupils arrive. This means the pupils get better support in both academic and personal development. Local primary and secondary schools share expertise with one another and the heads of sixth form in the three collegiate schools co-operate closely together. To minimise loss of lessons, staff training and students' academic reviews take place on the same day. Heads of sixth form now use emails to monitor their students' attendance. This new system proves highly effective.
56. Parents value the school's ethos and the way the school helps their children make good progress. They provide good support for homework. They receive good information. The 'chatline' works consistently because parents know they get this newsletter every Friday. 'The Link' is a good termly newsletter. Parents use the school's website. Some parents express concern about information on their children's progress. Inspection findings are that the annual reports give very precise information and relate to each boy individually. Three parents in four come to the academic reviews where they discuss their child's progress with the form tutor. The school prospectus is clearly written and well laid out. The previous inspection report found statutory omissions in the prospectus and the governors' annual report. Both documents now meet requirements. The parents' and staff association successfully organises social events and raises funds to extend facilities for learning, though the school is anxious to increase the number of parents who get involved.
57. There are effective links with parents and carers of pupils who have English as an additional language through parents' evenings. They are committed to the boys' learning and are totally supportive. This shows in their determination to understand teachers by bringing in their own interpreters.

58. There are good partnerships with parents of pupils with special educational needs and the relevant outside support agencies. They are part of all reviews and there is contact through the home-school diaries and the academic review day.

Kings Collegiate sixth form

All three consortium schools have established **good** links with the local community and with local schools and colleges, which benefit the sixth form students.

Main strengths and weaknesses

- The consortium has strengthened its links with the local community.
- Effective links with other schools are improving.

Commentary

59. The collegiate arrangements ensure that students have access to a broad range of courses, visits and other experiences. Students undertake voluntary work in the community as part of their programme of personal and social education. The three heads of sixth form work well together, so that students benefit from the provision and mostly study courses relevant to the next stage of their education. Local primary and secondary schools share their expertise with one another and the heads of sixth form in the three collegiate schools co-operate closely together. To minimise loss of lessons, staff training and students' academic reviews take place on the same day.
60. At Hollyfield, parents are kept very well informed about school life and this successfully encourages parents' participation with the school. Links with other schools, including those in the consortium, are organised well. Links with the community are improving rapidly. However, sixth form students do not benefit sufficiently because their enrichment programme is neither well organised nor monitored and a significant minority of students do not participate.
61. At Chessington, students are actively involved with, and benefit from, links with the community. They gain much, particularly from community service they undertake as part of their personal and social education programme. A small but increasing number of students take qualifications enabling them to work with younger students as sports leaders. Links with other schools and colleges are very good.
62. At Southborough, good links have been established with local primary and secondary schools that all share their expertise with one another. Links with the community are also good. These include regular involvement with the local church and sports clubs as well as business partnerships.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The leadership of the headteacher and other key staff is **good**, and management is **satisfactory**. Governance is **satisfactory**. Governors have a very good knowledge of the school and provide a strong sense of direction. However, governance has not ensured that all statutory requirements are fulfilled.

Main strengths and weaknesses

- The headteacher has provided very good vision and leadership to expand and develop the school.
- The school makes good use of its resources and is clear about financial priorities. Financial management is very good.
- Governors are very knowledgeable about the strengths and weaknesses of the school, help to give the school a strong sense of direction, and support the headteacher in providing effective leadership.

- The governors have not ensured that the school meets all statutory requirements.
- Teachers are observed regularly but the results of this monitoring are not always followed up effectively.
- Senior managers are unable to monitor effectively as a result of recruitment difficulties.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	2 634 950	Balance from previous year	(10 850)
Total expenditure	2 586 327	Balance carried forward to the next	45 645
Expenditure per pupil	3 270		

Commentary

63. The leadership of the headteacher is very good. He has overseen an impressive growth in the school in his eight years in the post. The numbers of pupils have doubled and the school is full with waiting lists of new applicants. He has a very clear vision for the school with a central focus on the achievement of all pupils. Many areas of the school have improved since the last inspection and this has been recognised in an array of national and local awards which have been used as focus points for further improvement. There is a very good range of written guidance to ensure that all staff are aware of the values of the school and the procedures expected by the school. These values have been a major factor in making the school a very inclusive community and are a strength of the school. An effective review of the curriculum has led to further vocational courses within the school at GCSE and beyond. Assessment data is used effectively to review, in depth, the successes of the school and areas for development.
64. Governors are committed to the school and have played a prominent part in supporting the headteacher in ensuring the school's successful development. Governors have a very clear perception of the strengths and weaknesses of the school and have planned well over time to overcome difficulties such as staffing, to ensure continued progress. However, governors have not ensured that the school provides a daily act of collective worship for all pupils, and they have not ensured that other statutory breaches, for example, in the provision of design technology, have been rectified.
65. The headteacher is well supported by a recently expanded team of senior managers. They share the vision and aspirations and work together effectively. The leadership is good or better in many departments including modern foreign languages, English, science, religious education, art and citizenship. The leadership of design and technology is unsatisfactory, and there is a lack of subject leadership in music and geography. These weaknesses are caused, in the main, by the school's difficulty in appointing suitable staff and long-term staff absence. Management of the school is satisfactory. The school runs smoothly from day to day, but several key middle managers are missing. This not only impairs the management of individual subjects, but diverts the time and skills of senior managers who try to compensate for their absence. The school has a thorough programme of lesson observation. This has provided a good awareness of strengths and weaknesses of teaching. However, the monitoring information has not been followed up sufficiently effectively to bring about improvements in teaching. The school has a structure, which links each department with a member of the senior management team. This structure has not always operated well enough for the senior management team to be aware of weaknesses in the departments they monitor. The major factor has been the recruitment difficulties that the school has faced. Senior managers have been trying to support teachers who lacked the basic experience, or have been drawn into doing the work of absent staff, so that they have had too little time to manage other people's work.

66. Leadership and management of the provision for pupils with special educational needs are good and for pupils who have English as an additional language they are very good. Very good support from the assistant headteacher responsible for inclusion ensures a commitment to help pupils with any additional needs to achieve.
67. Staff development is good. There is a very supportive culture amongst staff and a strong commitment to support professional development. This culture has enabled teachers and other staff to continue to develop their skills in a difficult financial climate.
68. At the time of the last inspection the school had a deficit budget and had just begun to implement a recovery plan. This recovery plan was adhered to and the school was in a position of having a small reserve at the end of the last financial year. This improvement was achieved by rigorous financial control, good monitoring systems and application of best value principles. The senior management team and governors have been clear about the school's priorities through this difficult time. The proportion of the budget allocated to staffing (teaching in particular) has been much higher than the national average. As a result of these priorities together with prudent actions, standards have continued to improve.
69. The most significant barrier to raising achievement is the difficulty that the school has in recruiting teachers. The middle management vacancies in particular have weakened the school's capacity to monitor effectively as senior managers have been drawn into covering for vacant posts.

Kings Collegiate sixth form (Leadership and management)

The quality of governance is **good**. The leadership of all the collegiate's key staff is **good**. The effectiveness of management is **satisfactory**. The sixth form is cost effective and gives **satisfactory** value for money.

Main strengths and weaknesses

- The progress made by the collegiate has been good and is based upon the close co-operation of the three schools.
- The collegiate's development plan clearly identifies the issues to be addressed and proposes strategies designed to bring about improvement.
- The absence of strategies for ensuring the consistency of teaching and the curriculum is a weakness.
- The governing bodies are fully involved in all new developments through a sub-committee structure.

Commentary

70. The Kings Collegiate is a relatively new initiative and has made good progress in providing students from its three schools with a wide range of curriculum provision and examination courses. Although each school has its own good review procedures, there is no monitoring process common to the three schools to ensure consistent quality of provision. Consequently, some students enjoy a better quality of education than others. There are, however, good examples of informal management liaison in English, geography, chemistry and design technology. Although the new sixth form provision was designed to extend access to a range of courses, this is not always the reality, as some options are impractical in terms of time spent travelling to other schools. The governing bodies are fully involved with sixth form initiatives and keep a close watch on the financial implications for their own school.
71. At Hollyfield, the leadership of the sixth form is satisfactory, but management is unsatisfactory, as there are insufficient procedures to systematically monitor and support the overall academic progress, personal development and attendance of students. In previous years the management of the sixth form provision was jointly held by a director for the consortium and the

head of sixth form. At that time, new strategies to improve the monitoring of students' academic and personal progress across the three schools were devised. These policies have not been fully established and the present head of sixth form does not systematically monitor attendance, teaching, assessment information or the level of support given to students. Good intentions are not followed through and the very good statistical information provided by the assistant headteacher is not used effectively to raise students' attainment or achievement.

72. The head of sixth form interacts well with students and interviews them twice a year to discuss career aspirations and their plans for the future. Form tutors conduct individual student interviews during the year to set subject targets, but some inconsistencies persist in the effectiveness of this initiative. Monitoring of the system has, furthermore, not been implemented. In some areas, such as attendance, there is very little dialogue between the head of sixth form and form tutors, which results in a lack of rigour in monitoring and improving students' attendance.
73. The sixth form is included in the schools' review system. Satisfactory strategies enable the senior management team to monitor teaching. However, the head of sixth form is not part of that team, never formally observed or evaluated any sixth form lessons and does not have an accurate overview of the quality of teaching, learning and students' achievement.
74. At Chessington, leadership of the sixth form is very good and its management is good. The head of sixth form has been successful in the day-to-day management of sixth form provision. He has demonstrated very good leadership skills in relation to the Kings Collegiate since the departure of its first director. He has strong commitment to ensuring the success of the provision. He also recognises that the successful improvement of the provision rests in the implementation of the good development plan and the careful use of resources. The governors have been fully involved in discussions to develop the Kings Collegiate sixth form provision and also in its management through a governors' sixth form sub-committee.
75. An effective team of tutors oversees students' academic and social welfare. The college regularly evaluates sixth form students' progress and it is careful to involve them fully in this process. Teaching within the sixth form provision at Chessington is monitored well.
76. At Southborough, the leadership of the sixth form is good. The recently appointed head of sixth form has already built up a good working relationship with the other two schools in the collegiate. This was seen as a priority, as the former director of collegiate's post has not been filled. There is a clear vision of how this relatively new initiative should progress. The curriculum is planned to be extended to include more vocational courses relevant to a wider range of students. This is essential to the collegiate for increasing the number of students and improving its inclusive nature even further.
77. Governors have a clear understanding of the strengths and weaknesses of the developing sixth form collegiate, and of the challenges that it faces. They appreciate the need for a local and familiar provision for some students who are still maturing as learners. Governors are committed to continuous development of coherent vocational pathways providing an increasingly inclusive curriculum.
78. At Southborough, the management of the collegiate is good and is based upon vital close co-operation of the three schools. After procedures for monitoring attendance and assessment data were recognised as areas of weakness, the new procedures for checking on attendance are more rigorous and have had a positive effect on the students' achievement.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGES 3 AND 4

ENGLISH AND MODERN FOREIGN LANGUAGES

The provision in English is **good**.

Main strengths and weaknesses

- Pupils of all ages achieve well in response to good teaching.
- Although standards in the current Year 9 and Year 11 are below average, overall standards are rising at a faster rate than for boys nationally.
- There is very good leadership and management, with particular strengths in the rigour of monitoring, review and development.
- Pupil attitudes are mostly positive, and this contributes to good learning.
- In a minority of lessons pupils are not sufficiently independent. Listening skills are a weaker aspect of pupils' learning.

Commentary

79. English is an improving department which enables pupils to achieve consistently well. Year 9 pupils attained a percentage of higher levels in the 2003 national tests above the national average. The percentage of Year 11 pupils attaining an A* - C grade in the 2003 GCSE examinations was above the national average for boys, although results were better in English language than literature. The results in both Years 9 and 11 reflected an improving trend over recent years, one which is higher than the national trend. Even though there is a trend of improvement, standards in the current Year 9 and Year 11 are below average. However, these year groups joined the school with well below average standards and they have therefore achieved well during their time in school.
80. Listening skills are underdeveloped throughout the school. The standard of reading is much closer to the national average. The quality of writing, which ranges from poetry and imaginative essays to more formal non-fiction pieces, is below the national average in both Years 9 and 11, with a significant number of pupils finding it difficult to write with consistently accurate spelling, grammar and punctuation. Standards in Years 7, 8 and 10 are much higher, in line with the national average, principally because pupils in these year groups joined the school with higher standards initially than those in Years 9 and 11. Pupils of all levels of ability, including those with special educational needs, those with English as an additional language, and those identified as being gifted and talented, achieve well in all year groups, as a result of the good teaching and monitoring within the department.
81. Teaching is good for pupils of all ages. At its best, the teaching is challenging and briskly paced, as seen in a Year 10 lesson in which pupils were introduced to a range of literary texts as a means of analysing the use of irony. Pupils responded well in this lesson to the teacher's high expectations, and the positive attitudes, common in the majority of lessons, helped pupils make good progress. Specialist teachers have good knowledge, and the best teaching is enthusiastic and encourages independent and collaborative learning. This was seen in a Year 8 lesson in which pupils devised ways of increasing their range of descriptive language, and the brisk pair work enabled pupils to achieve well. Where the learning is at a slower rate, lessons are very teacher-dominated and there are insufficient opportunities for pupils to develop good speaking skills or to learn independently and achieve at a rate appropriate to their ability. The best teaching practice is still not consistently applied across the whole department and starter and plenary sessions are sometimes not used effectively.
82. Leadership and management are very good. The head of department has led the department through a difficult staffing situation. There is a clear understanding of how the department

should progress further, and progress is underpinned by a rigorous programme of review, monitoring and constructive use of assessment information to set challenging targets.

83. The strengths identified in 1998, notably good teaching and effective leadership, have been sustained. However, pupil achievement is now stronger throughout the school and the quality of resourcing and assessment has improved. It is an improving department, and there has been good improvement overall since the previous inspection.

Language and literacy across the curriculum

84. Provision for promoting pupils' language and literacy throughout the school is satisfactory. The literacy co-ordinator understands exactly how standards in literacy should be raised. In addition to whole-school training, there is monitoring and support within departments to help develop pupils' confidence and competence, particularly in speaking and writing. However, the use and teaching of literacy within subjects and between teachers is inconsistent. Most departments give prominence to developing pupils' technical vocabulary. In some subjects, such as music and geography, there are few opportunities for extended writing. Some subjects like art promote good question and answer sessions, therefore encouraging pupils to extend their speaking skills. More experienced teachers in modern foreign languages provide good opportunities for developing speaking and listening skills, but less experienced teachers handle this less effectively. Where there are fewer strategies in place to address the low literacy levels of least able pupils, there is a negative impact on standards. This occurs in physical education, where the quality of pupils' coursework does not fully reflect their understanding, and also in science where lower attainers have poor writing skills and find it difficult to read for understanding. Strategies such as reading recovery are in place and are beginning to raise standards and levels of achievement.

Modern foreign languages

Provision for modern foreign languages is **unsatisfactory**.

Main strengths and weaknesses

- Problems of recruiting and retaining suitable staff have impacted on standards.
- There is very good leadership of the department.
- Achievement in French in Years 10 and 11 is good, but it is too low in Spanish throughout the school.

Commentary

85. GCSE results in French in 2003 were broadly in line with national averages, and above the national average for boys. Standards of work seen in the inspection by pupils at the end of Year 11 are above national expectations in French. Pupils have good listening and speaking skills, which benefit from being taught in French. Written work has examples of extended writing with the features of style that help pupils gain higher grades. Pupils' achievement over the two years to GCSE has been very good to reach levels above those seen in the 2003 results. The work of the current Year 10 continues this upward trend in standards. By the end of Year 9 standards are below national expectations and pupils' achievement is not good enough, because the cover teaching for some of the French lessons has not helped pupils reach the standards expected.
86. In Spanish, GCSE results were below both national and boys' averages because pupils did not have the same teacher throughout their final year. Standards of work seen in the inspection by pupils at the end of Year 11 and by the end of Year 9 are below national expectations in Spanish. Last year's staffing problems in Spanish have contributed to levels of achievement below national expectations. This is in marked contrast to standards above national expectations in both French and Spanish where the groups are taught by permanent staff.

87. The teaching of the permanent staff is at least satisfactory, and sometimes good or excellent. Overall teaching is unsatisfactory, because the cover teaching for one vacancy impacts on a significant minority of pupils. All teachers have good personal skills and teach largely in the foreign language. Pupils become used to the pace of the language and imitate the pronunciation. In Spanish they roll their 'r' like true Spaniards. Lessons are well planned with activities to make pupils use the language actively, which gives them confidence. Grammar is well taught and contributes to good standards in writing. Experienced guidance in the preparation for the French GCSE improves the standard by at least one grade. The best teaching has high expectations and Year 10 pupils in French reach the levels expected in selective schools. The good teaching means that pupils from ethnic minorities who use English as an additional language can reach the highest standards. Pupils with special educational needs are constructively engaged with additional opportunities to take part in activities throughout the lessons. There are minor issues of unsatisfactory classroom management where teachers new to the school are still establishing themselves, but their positive manner with the pupils is quickly overcoming this problem. Teachers regularly set homework and mark with supportive comments to reward effort. There is regular testing for teachers to check student progress.
88. The leadership of the department is very good. The head of department provides an excellent personal example of commitment and teaching. She is very perceptive in identifying the developments required to raise standards. The difficulty in recruiting staff has limited the opportunities for this to impact fully. The head of department has given good guidance of methodology and classroom management, which is giving new staff confidence in establishing themselves. The management of the department is very good and offers clear structures for organisation. The staff would benefit from increased opportunities for mutual observations to observe and identify good practice. Improvement since the last inspection is unsatisfactory, because standards have fallen. When the staffing situation is resolved the department has the capacity to raise standards.

MATHEMATICS

The provision in mathematics is **good**.

Main strengths and weaknesses

- Achievement is good because pupils are well taught.
- Lessons have a good pace and maintain pupils' interest.
- There is a strong commitment to raising standards.
- Pupils are aware of the amount of progress they are making and are constantly encouraged to improve.
- Skills in investigating mathematics are not as well developed as skills in number, algebra, shape and data handling.

Commentary

89. Results in national tests at the end of Year 9 are in line with national averages and well above the average for similar schools. Pupils' attainment is below average when they enter the school and they achieve well in Years 7 to 9. Standards of work seen in lessons are in line with national averages.
90. The proportion of pupils gaining A* to C grades at GCSE is slightly below national averages but above average for similar schools. The proportion gaining A* to G grades is above national averages. Standards seen in lessons in Year 11 are in line with national averages. These standards again represent good achievement.
91. Teaching and learning are good overall. Teachers are well qualified and have good subject knowledge. They are aware of the next steps that are needed for the pupils' learning. They also understand the needs of their pupils well. Teachers frame questions to individuals in the light of

their knowledge of their ability and their attitude to learning. This was particularly effective in drawing out patterns which developed as pupils in Year 9 plotted graphs from the equations they were discussing. Lessons are characterised by clear explanations and frequent encouragement of self-belief in the pupils. They are well paced. Pupils are often given a specific time to complete a task. As a result of this good teaching the pupils usually know exactly what they have to do and have confidence to attempt exercises believing that they will succeed.

92. The best lessons contain a good balance between explanation, demonstration, discussion and practical work. When pupils are given the chance to work collaboratively they respond well. They use the experience to improve their own verbal skills as well as to help each other to learn. Expectations for learning and behaviour are high. Pupils respond to these expectations and are attentive and hardworking. In the very small amount of unsatisfactory teaching seen the pupils showed a poor attitude to learning. This was a result of the poor classroom management and low expectations of the teacher.
93. Pupils are thoroughly prepared for examinations. Regular revision classes are offered after school and lessons often focus on techniques for answering examination questions. Pupils' knowledge is developed and consolidated well. Pupils are given limited opportunity to develop skills in mathematical investigation so they are less good at managing an extended task or designing their own way to tackle problems.
94. The progress of pupils with special educational needs is good. This is because the department's tracking system identifies those who would benefit from extra help and because of the very good work of the teaching assistants. There is good teamwork between teaching assistants and teachers. Pupils who use English as an additional language are able to progress well, moving up to take on more challenging concepts as soon as their language skills allow them to.
95. Assessment is satisfactory. Marking of books is thorough and follows the school's marking policy. The regular feedback is helpful to pupils' motivation but they rarely receive comments from teachers that develop the next step in their learning. The monitoring of the progress of pupils is a strong feature of the department. Every pupil knows what level they are currently at and they regularly plot their progress towards target levels. This process improves their motivation and confidence. However, they often do not know what they need to do to improve their levels other than work harder.
96. The leadership of the new head of department is satisfactory and management is good. The entire department shares a strong drive to see improvement at GCSE. Aspirations and expectations of both staff and pupils are rising. There are too few opportunities to share the good practice of the many senior, experienced teachers in the department. As a result new developments such as the Key Stage 3 strategy¹ have not been widely disseminated so pupils do not all get experience of current best practice. Support for newly qualified teachers is good.
97. Improvement since the last inspection has been satisfactory. Results in national tests at the end of Year 9 have improved. Standards at GCSE are similar. Standards seen in Year 11 lessons are better than they were when the school was last inspected. The quality of teaching has improved.

Mathematics across the curriculum

KEY STAGE 3 NATIONAL STRATEGY

The Key Stage 3 National Strategy aims to raise standards by strengthening teaching and learning in all secondary schools for pupils in Years 7, 8 and 9. This National Strategy now affects all subjects. It started with English and mathematics in 2001 and now includes science, information and communication technology and teaching and learning in the foundation subjects as well as ensuring that all subject departments contribute to the development of pupils' understanding and skills in literacy and numeracy. For more information please go to the Government's Department for Education and Skills website: www.standards.dfes.gov.uk/keystage3

98. The use that pupils make of their mathematics in other subjects in the curriculum is satisfactory.
99. The school has conducted a thorough audit of the links between mathematics and other subjects. Teachers in religious education, English, science and design technology promote mathematical skills well. Number skills are adequate to support learning in subjects other than mathematics.

SCIENCE

The provision in science is **satisfactory**.

Main strengths and weaknesses

- The department is well led with a clear vision for the future.
- There is now a team of qualified and enthusiastic teachers.
- In Years 7 to 10 the achievement of pupils is good.
- Lessons are well planned that engage the pupils.
- There is insufficient use of ICT.
- The attitudes of some pupils restrict their learning.

Commentary

100. The attainment of pupils in national tests in 2003 at the end of Year 9 was in line with the national average and well above average compared with similar schools. The trend has been upwards over the past few years. In GCSE examinations the number of pupils gaining grades A-C were well below the national average.
101. Inspection findings are that standards are just below the national expectations in Year 9 but in Years 7 and 8 standards are in line with national expectations. The standards are well below expectations in Year 11 but in Year 10 the modular GCSE grades are close to the national average. The pupils enter the school with attainment that is well below the national average and achievement is good in Years 7 to 10. The achievement of Year 11 pupils is satisfactory. The severe staffing difficulties over the past few years have resulted in these students having a lack of prior knowledge in the subject. Teachers find it difficult to make progress through the course and need to constantly remind students of earlier work. This has led to some Year 11 pupils having an unsatisfactory attitude to the subject. Pupils with special educational needs are well known to most teachers, who give good support, enabling them to achieve well. Those from minority ethnic groups are totally integrated so that they are able to achieve their target grades.
102. The teaching and learning are satisfactory. The teaching and learning are good in Years 7 to 10 and satisfactory in Year 11. Lessons are well planned, have good pace and use a wide range of learning styles, including a home made video which engaged the attention of lower attaining Year 10 pupils who were studying gravity. In the most successful lessons the teachers have high expectations of the pupils and good classroom control. In good lessons teachers ensured that the topics are challenging, that they provide suitable activities and the pupils are fully engaged. In these lessons the pupils react in a positive manner and show a good attitude to their learning. The attitudes of some Year 11 pupils are not as positive and this affects their learning even though the teachers try very hard to motivate them. The teaching and learning are restricted by a lack of access to ICT as the rooms with computers are being used by other classes. In lessons where Year 11 pupils are able to use ICT the quality of their work is enhanced.
103. The leadership of the department is now good. The recently appointed head of department has given the subject a clear direction and has already had a major impact in the areas of lesson planning, syllabus choice and assessment. He now has a team of enthusiastic qualified teachers who are well supported by a team of effective technicians. The introduction of a new modular GCSE course in Year 10 has produced a significant rise in standards and is enjoyed

by the pupils. This course is linked to a detailed review of pupils' attainment that has increased their motivation. The management of the department is satisfactory. There is an effective development plan that highlights the need to ensure consistency in expectations and procedures through closer and more formal monitoring. The detailed attainment data is to be further enhanced to ensure that pupils who start to struggle are identified earlier and supported more effectively. There are many examples of good practice within the department that need to be clearly identified and shared amongst all the teachers, especially the less experienced staff. The accommodation is now good. Teachers have their own laboratories that have been refurbished well.

104. The improvement since the last inspection is good. There is now better progress in Years 7 to 10, better teaching and learning using a wider range of teaching and learning styles.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for ICT is **satisfactory**.

Main strengths and weaknesses

- The very good planning of the GNVQ course results in the pupils making good progress.
- Teachers have very good subject knowledge.
- Leadership of ICT is unsatisfactory.
- The unsatisfactory behaviour management of some classes in Years 7 to 9 has a negative impact on learning.
- ICT is not used consistently across the curriculum.

Commentary

105. A small number of pupils took GCSE in 2003 and results were below average as a result of staffing difficulties. However, pupils in Years 10 and 11 are now achieving well and evaluation of pupils' work and projected results for the new GNVQ examination and the short course GCSE indicate that standards are now average. Standards are below average in Year 9, though this represents good achievement as ICT skills on entry are well below average, with pupils from differing primary schools having had differing experiences.

106. In Years 7 to 9, the use of the Key Stage 3 strategy has raised standards. Pupils in Year 7 are already meeting national expectations in ICT, for example, showing competency in entering formulae in spreadsheets and successfully being able to understand the effect of changing the variables. The same is true of Year 9 higher attaining pupils who have evaluated their work well. In Years 10 and 11 pupils appreciate the challenge of the new GNVQ course and are determined to achieve well.

107. Teaching is satisfactory overall, with some good teaching in Years 10 and 11 based on very good subject knowledge, thorough planning and very good relationships. Pupils with special educational needs and those using English as an additional language are identified by the teacher and given good additional support so that they also achieve well. Teachers assess progress well and marking is constructive and gives pupils advice on how to improve their work. Expectations are high and pupils are learning to work independently. In lessons that are less than satisfactory, the pupils' behaviour is not managed. Overall the quality of learning is satisfactory, though in some lessons the pupils' behaviour is not well managed. The resulting low level disruption and constant talking while the teacher is trying to teach slows learning

108. Leadership of the subject is unsatisfactory. The subject has been led by the head of technology rather than being a department in its own right and pupil records, relevant schemes of work and development planning are not readily available. The subject has been managed satisfactorily through the commitment of most of the teaching staff and the very good support of the deputy headteacher. There is still a shortage of suitably qualified staff but the vacant position is being

very well covered by a retired member of staff. The use of ICT in other subjects is not monitored effectively.

109. There has been satisfactory improvement since the last inspection, due to the recent improvements in the curriculum for Years 7 to 9 and the examination programme for Years 10 and 11. There has been insufficient improvement in teaching overall, although teaching has improved in Years 10 and 11. Resources have improved and the two large computer suites are well supported by the two technicians.

Information and communication technology across the curriculum

110. The use of ICT across the curriculum is unsatisfactory overall. It is unsatisfactory in science and design and technology, two subjects which support the ICT programmes of work. There are packages for computer-aided design in design and technology, but they are not being used. There is no provision for computer-aided manufacturing. Although the equipment is available, at this time data logging is not being used sufficiently in science, therefore pupils are not having full access to the curriculum. ICT is not being used well in music: there is suitable software but only seen to be used in Year 11. The unsatisfactory use of ICT is a key issue in art.

HUMANITIES

Geography

Provision in geography is **unsatisfactory**.

Main strengths and weaknesses

- Aspects of teaching are unsatisfactory. This causes pupils to show a lack of interest in their learning and leads to underachievement.
- Work is not tailored to the individual needs of learners.
- Assessment and marking are not used systematically to tell pupils how they can improve their work.
- Where teaching is good, pupils show very positive attitudes to their learning.
- There is no subject leader.

Commentary

111. Pupils' work in the current Year 9 is not good enough. They have made insufficient progress since they joined the school. They do not work as hard in geography as they do in other subjects. At the end of both Years 9 and 11, the standard of the work seen in lessons is below national expectations. The latest GCSE results were well below the average, and have fallen significantly from previous years. Teachers do not provide work that will challenge and interest most pupils and help them to reach the standard they are capable of attaining. Pupils do not make enough progress and their achievement is unsatisfactory.
112. Teaching overall is unsatisfactory, although in some lessons pupils learn well and make good progress. In these lessons teachers plan carefully in order to meet the needs of different groups of pupils, including those with special educational needs and those who use English as an additional language. They capture the pupils' imagination and sustain their concentration. In other lessons pupils lose interest when too much time is given to one activity and when all pupils, whatever their ability, are not required to complete work to a high standard. The quality of teaching has declined since the last inspection.
113. In the best lessons, the teacher extends pupils' thinking and knowledge significantly such as when pupils in Year 10 prepared a broadcast on the effects of an earthquake. The questioning probes pupils' understanding, but also allows them the time to give extended answers. They know what they have to do and why, are praised for the work they have completed and, as a consequence, they learn a good deal and make progress. Unsatisfactory teaching is characterised by inadequate planning, expectations that are much too low and a narrow range

of activities for pupils. Behaviour, which may well be satisfactory at the start of the lesson, degenerates. There are few opportunities for pair and group work, which does not allow for pupils to have in-depth discussion.

114. Assessment information is not used effectively and does not help pupils to learn. Worthwhile homework is sometimes set, but the marking of this and other work is generally unsatisfactory, and, because of this, pupils do not always know what they need to do to improve. The quality of marking varies across the department. There is little reference to targets or advice on what pupils need to do to improve.
115. The quality of leadership and management is unsatisfactory because there is no full-time head of subject. Improvement has been unsatisfactory because the features identified as strengths during the previous inspection have not been maintained and the areas of weakness, particularly in the area of unsatisfactory teaching, have not been tackled.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in all years.
- The department is understaffed at present in terms of subject specialist teachers.
- Strong classroom management gives all pupils the confidence to develop their subject skills.
- There are limited opportunities for pupils to work in small groups.
- Schemes of work and the departmental development plan are lacking in sufficient detail.
- Pupils have good opportunities to visit sites of historical interest.

Commentary

116. The number of entries for the GCSE examination has been rising steadily and, in the most recent examination, the Year 11 results were in line with national expectations, whilst the number of pupils gaining the highest grades was above the national average. In lessons seen and work analysed during the inspection, pupils acquire historical skills rapidly from Year 7 and, although standards are below national expectations at the end of Year 9, this represents good achievement in terms of their prior attainment. Standards are in line with expectations by the end of Year 11 and, at this stage, pupils also achieve well and develop a firm grasp of historical skills. Higher attaining pupils, in particular, are able to analyse historical trends to considerable depth. Pupils with special educational needs and those for whom English is an additional language struggle with written work but are given good support in classrooms, and cope well in discussion.
117. The quality of teaching is satisfactory. There are also examples of good practice. A key element in this is the strong classroom management that encourages pupils to develop their subject skills. The previous inspection report noted that some pupils took little responsibility for their own learning. This is no longer the case and pupils from Year 8, for example, have produced some very detailed and well-presented individual research projects on various topics in English history. Lessons are planned well and pupils show commitment to learning. They have, however, limited opportunities to work in small groups in order to develop their speaking and listening skills to the full.
118. There is at present an acting head of department who is an experienced subject specialist and who leads the department well. Good support is also given to teachers from other departments who are currently teaching history. The issues concerning lack of rigorous assessment raised in the previous report have been addressed. Management is satisfactory. However, schemes of work and future planning within the subject are lacking in depth and need further development. ICT is playing an increasing role in the subject curriculum and pupils benefit from good opportunities to visit sites of historical interest.

119. Overall, satisfactory progress has been made since the previous inspection. History is an increasingly popular subject within the school and the key challenge now is to resolve the current staffing shortage in the department.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well in all years.
- Teachers use question and answer techniques very well so that all pupils are involved in lesson activities.
- The subject makes a very strong contribution to pupils' personal and multicultural development.
- ICT is underdeveloped as a departmental resource.
- There are few visits to religious sites to stimulate pupils' interest.
- Too little time is allocated in Years 10 and 11.

Commentary

120. In recent GCSE short course examinations, results have been above, and sometimes well above, the national average. In the most recent examination, the high number of pupils achieving the highest grades was particularly commendable. In lessons seen and work analysed during the inspection, standards are below those expected by the locally agreed syllabus by the end of Year 9, but this represents good achievement as many pupils enter the school with very low levels of subject knowledge. By the end of Year 11, standards are in line with expectations and those pupils whose attainment was well below average when they came to the school achieve well.

121. From Year 7, pupils develop a good understanding of the basic tenets of Christianity and other world religions. For example Year 9 pupils have produced detailed notes and extended writing on rites of passage in different religions. In Years 10 and 11, pupils examine closely moral issues such as relationships, divorce and abortion. Their knowledge and understanding of these aspects of the course are as expected for their age. Higher attaining pupils develop their ideas on spiritual and moral issues to considerable depth. However, some lower attaining pupils find written work more challenging and the department has made strenuous efforts to address this issue through the development of informative and well-presented booklets on religions such as Sikhism and Buddhism.

122. The quality of teaching is good and supports good learning. Lessons are planned well with clear aims and objectives so that pupils are supported well in their learning. Sharp question and answer techniques are used to very good effect in order to involve all pupils, including those with special educational needs and those using English as an additional language, in classroom activities. Above all, lessons are conducted with purpose and rigour and pupils clearly enjoy their studies. The negative attitudes and lack of purpose noted in the previous report no longer apply and pupils are now keen to participate in lessons and to do their best.

123. The department is led and managed well but there is insufficient time to develop a full course GCSE in Years 10 and 11. Classroom resources and artefacts have improved and the subject makes a particularly strong contribution to the personal development of all pupils, especially in the area of multicultural understanding. Assessment procedures are used well to monitor the progress of pupils but ICT remains an area that is underdeveloped as a departmental resource and there are few visits to places of religious interest to support the taught curriculum.

124. Overall, the department has made good progress since the previous inspection and has a dedicated and enthusiastic teaching team. The key issue now is to build upon the impressive GCSE short course results by developing a full GCSE course in the subject.

TECHNOLOGY

Design and technology

The quality of provision is **unsatisfactory**.

Main strengths and weaknesses

- Teaching observed during the inspection is good overall, which results in pupils' high level of motivation and their good achievement, but overall, taking into account previous work, is unsatisfactory.
- Leadership and management are unsatisfactory.
- The scheme of work for resistant materials, graphics and electronics is poor, and contributes to the low standards in these subjects.
- The National Curriculum is not covered in Years 7 to 9 because of lack of time allocated, facilities and planning to teach the use of all materials and computer-aided manufacture.
- Pupils are not given clear enough guidance about how to improve their work.

Commentary

125. Although standards are below average, results in GCSE resistant materials over the last three years have improved, and in 2003 standards were just below the averages for boys nationally, and were above the average for secondary modern schools. No other design and technology subject was taken in the last two years. Standards seen by the end of Year 11 in resistant materials are below those expected, but are satisfactory in food technology. This represents good achievement. These pupils came to the school with limited experience of the subject and weak literacy skills so, while their making skills are satisfactory, their folder work is inadequate.
126. Overall, there is insufficient time allocated to allow full coverage of the National Curriculum so standards by the end of Year 9 in resistant materials and graphics are poor and in food technology standards are below those expected. However, specialist teaching and resources ensure that achievement is satisfactory. .
127. The quality of teaching seen during the inspection was good overall with very good teaching in food technology. However, the teaching has been unsatisfactory over a period of time because teachers were using a poor scheme of work, so pupils' learning has been limited. In the current very good lessons there is a variety of activities which keep pupils involved in learning and the pace is rapid so that much is covered. Teachers make every effort to include pupils with special educational needs and those using English as an additional language, giving extra help when particular tasks such as constructing a flow chart are causing problems. All teachers use questions effectively to make pupils think and therefore learn. Relationships are good, so that pupils are ready to experiment and tackle difficult topics. This contributes to their good learning. They enjoy the subject and the majority behave well and have positive attitudes to the subject. This is reflected in the high numbers who used the half term to continue with their coursework.
128. The head of department was absent during the inspection. The leadership and management of design and technology are unsatisfactory. At the time of the inspection there was a recently appointed very good food technology teacher, a very short-term good supply teacher and a satisfactory teacher. Support for these teachers has been inadequate. The scheme of work for resistant materials, graphics and electronics has very low expectations on the amount of learning to be covered, and therefore in class very little is made, and the use of information and communication technology is not developed. It also does not contain reference to the more able pupil, or visits, which enhance pupils' understanding of the subject.
129. The metalwork area has been out of action for over a year and its use is not included in the scheme of work for Years 7 to 9 and the use of plastic is not included. Therefore national curriculum requirements to gain skills in using these materials and in using computer-aided manufacture are not met. In food technology planning is good and the schemes of work ensure

that pupils are able to make good progress. Although National Curriculum levels and estimated GCSE grades are given at the end of each unit of work, pupils are not aware of their attainment in the differing components of the subject, and do not have clear targets to show how to improve. The time allocated in Years 7 to 9 is well below the average nationally, and this contributes to the low standards. Also, single lessons make good progress difficult in a practical subject. Technician support is inadequate to support resistant materials, which is an inefficient use of a teacher's time. Improvement since the last inspection is unsatisfactory as standards and making skills have declined.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- The quality of teaching is very good.
- Standards in sculpture and three-dimensional modelling are very high.
- Drawing and painting skills are very high.
- Pupils have positive attitudes and are able to work independently and collaboratively.
- ICT is not used sufficiently.

Commentary

130. GCSE results in the range of A* to C were significantly above average in 2003. All pupils who were entered for the examination gained a grade in the range A* to F, which is also better than the national picture in this subject. Teacher assessments at the end of Year 9 are broadly accurate and show standards to be well above average.
131. Standards seen are above average in Years 7 to 9 where pupils develop a wide range of very good drawing and painting skills. This represents very good achievement from a below average starting point on entry in Year 7. They begin to understand the work of important artists and designers and how it can influence art and design in general, and their own work in particular. In Years 10 and 11 standards seen are well above average and represent very good achievement: where pupils are moving confidently towards the higher grades at GCSE and work in a range of styles, on ideas developed independently and collaboratively with teachers and other pupils. Pupils with special educational needs and English as an additional language are identified and given additional help, or paired with more confident pupils so that they make very good progress on an individual basis across all years.
132. Teachers have high expectations of pupils. The sculpture and three-dimensional work is very good. Large relief abstract paintings and sculpture demonstrate scale, colour and sensitivity of a quality rarely seen in pupils' work. Pupils are encouraged from Year 7 upwards to experiment with images and techniques. By Years 10 and 11 all pupils are experimenting with confidence and showing lively and dramatic sketchbooks full of demanding drawing, colour studies and very individual images. Learning is very good. Pupils show a very positive attitude and respect for each other's work. However, the use of ICT is currently underdeveloped within the classroom; further facilities would extend the skills and help raise the standards further.
133. Leadership and management of the subject are very good. The ambition, direction and energy of the staff in establishing the subject as a major influence in the school are positive features of the department. The present head of department has only been in post for a very short time but has made a dramatic impact with an excellent revised scheme of work, which is directly linked to the assessment process with high quality feedback given to pupils. However, technical support is inadequate for this intensely practical subject.

134. Improvement since the last inspection has been good. Standards have been sustained and improved upon but the lack of computer-based work, highlighted in the previous inspection, has been insufficiently addressed.

Music

Provision in music is **unsatisfactory**.

Main strengths and weaknesses

- Low standards and achievement levels.
- Unsatisfactory teaching and learning for examination pupils.
- Good range of spaces for music making, though the main teaching room is too small.
- Lack of subject leadership.
- Limited regular extra-curricular provision and specialist instrument tuition.

Commentary

135. Teachers' assessments show that at the end of Year 9 in 2003, standards are very similar to the national averages for boys. The results of GCSE examinations for the past two years, though small in number, have been below the national averages for boys and the school's average. In addition, at least half achieved grades below their own personal average.
136. Inspection evidence shows that, overall, standards at the end of Year 9 are below expectations and achievement is unsatisfactory despite some satisfactory examples of performing at Year 8 and composing at Year 9. In a Year 8 Blues Music project the pupils are developing satisfactory skills, in pairs, to bring together the melody line and the repeating bass chords on electric keyboards of 'Jackass Blues'. Taped examples of Year 9 Christmas songs also show satisfactory development at composing by effective use of introduction, verse, chorus and part singing over appropriate chord progressions.
137. Standards in Years 10 and 11 are below expectations and achievement is unsatisfactory. This inspection evidence is based on a very small number of pupils, the majority of whom have restricted musical ability and experience.
138. The quality of teaching and learning in Years 7 to 9 is satisfactory, but in Years 10 and 11 is unsatisfactory. It is at its best in the lower years when lessons are structured and pupils' motivation is good as a consequence of sound class control.
139. The leadership and management of music are unsatisfactory as the subject lacks a music specialist to act as head of department and, as a result, too little progress has been made in moving the subject forward since the last inspection. A renewed vision and energy to restore music as a major feature of school life and achievement is now essential.
140. The music suite contains a good number of small rooms, but consideration needs to be given to making the main teaching room bigger for the practical aspects of music making. As only nine boys receive lessons from visiting specialist music instrument teachers, this aspect of musical development is not strong. This is reflected in a lack of regular extra-curricular activities throughout the year, including the absence of a choir. Indeed, live singing was not heard during the inspection week.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- There is a very good range of extra-curricular clubs and teams.
- The poor condition of indoor and outdoor facilities has an adverse affect on learning and achievement.
- Achievement by teams in rugby and soccer is very good.
- The small amount of curriculum time in Years 10 and 11, for those not taking GCSE, restricts learning and achievement.
- Good assessment procedures in Years 7, 8 and 9 have a positive impact on learning.

Commentary

141. In teacher assessments in 2003, at the end of Year 9, attainment was below national expectations. These results indicate satisfactory achievement, since pupils' standards on entry to the school are below expectations. Attainment in GCSE has fallen from above national expectations in 2002 to below expectations in 2003. Standards in work seen in practical lessons in Years 7 to 11 and in GCSE written work were in line with national expectations and achievement is satisfactory overall. GCSE practical work is good but written work is undermined by literacy difficulties, especially in Year 11. Achievement in Years 10 and 11, for those not taking GCSE, is adversely affected by the small amount of curriculum time allocated for the subject.
142. Teaching and learning are satisfactory, with some good features. Lessons are well planned and delivered. Teachers have good subject knowledge and pupils generally respond positively to a broad and balanced curriculum. In some lessons unsatisfactory behaviour has an adverse affect on learning and achievement as the teacher struggles to get pupils to be interested in more than just playing a game. Good assessment procedures in Years 7 to 9, including opportunities for self-assessment at the end of each teaching module, have a positive effect on pupils' motivation and learning. Pupils with special educational needs are given additional help to enable them to make good progress in theory work which requires strong literacy skills.
143. Although accommodation and resources are adequate, their poor condition adversely affects learning and achievement. Maintenance of the playing field is unsatisfactory, the two gyms are in need of refurbishment and some resources are in poor condition.
144. There is satisfactory leadership and management of the subject. The teachers in the department work well together and enjoy good support from members of the senior management. The teachers give generously of their time and offer a very good range of extra-curricular clubs and teams, which are well supported by the pupils. Teams, especially in soccer and rugby, have enjoyed significant success and achieved high standards. Since the last inspection there have been improvements in assessment procedures, increased opportunities for participation at lunchtime and after-school clubs and an increase in the numbers of pupils choosing the subject at GCSE level. As a result of this progress, the school received 'Sportsmark' status.

BUSINESS AND OTHER VOCATIONAL COURSES

Business education

Provision for business education is **very good**.

Main strengths and weaknesses

- Pupils achieve very well.

- Teaching and learning are very good.
- Excellent leadership and management have ensured sustained improvement.
- Accommodation and resources are currently unsatisfactory.

Commentary

145. Standards in the 2003 GCSE examinations were well above the national average, and, with a third more pupils taking the examination, were an improvement on the above average results for 2002. More than half of the boys exceeded their predicted grades to maintain a significant trend of improvement over the last three years.
146. Standards of work seen at Key Stage 4 are above average and represent very good achievement. Every pupil is challenged to work to his full potential, with extra demands on the most competent to explain and explore in greater detail their understanding of concepts such as the way companies grow. As a result pupils are confident and enjoy their lessons.
147. The teaching team combine very strong subject knowledge and imaginative ideas to involve pupils, and ensure that they are learning at a fast pace throughout their lessons. This was particularly evident in a Year 11 lesson where pupils discussed the business ethics underlying genetically modified foods. They use questioning very effectively both to sharpen pupils' awareness and to build their own very good understanding of how well the pupils are doing and why. They pay very good attention to detail in lessons, ensuring that pupils compensate for their average literacy skills by using correct technical vocabulary in all of their discussions. They give additional help to those with special educational needs or using English as an additional language to ensure that they too achieve very well.
148. The highly committed head of subject has had a striking impact on the profile of the subject across the school. The total attention to raising standards and motivating pupils has been very effective even though the team has been working in temporary accommodation with limited access to important ICT resources. There has been good improvement since the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and Citizenship

Overall provision for the two subjects is **satisfactory**.

Main strengths and weaknesses

- Teaching is good in Years 10 and 11.
- Very good leadership has ensured rapid development of the subject.
- The subject makes very good use of the local community to enhance learning.

Commentary

149. Standards are below average at the end of Year 9 and average at the end of Year 11. Pupils achieve satisfactorily in Years 7 to 9 and are achieving well in Years 10 and 11. Pupils with special educational needs and those from minority ethnic backgrounds achieve as well as other groups of pupils because discussion and collaboration are the most important skills within lessons.
150. Teaching and learning are satisfactory in Years 7 to 9 and good in Years 10 and 11. There is a minority of unsatisfactory teaching in Years 7 to 9. Here teachers either have unsatisfactory knowledge of the subject to ensure adequate learning, or they do not control their classes well enough so that unsatisfactory behaviour affects the learning of all pupils in the lesson. Where teaching is at its best, lessons are carefully planned to ensure that pupils are actively involved in discussion and decision-making, as well as gaining a good understanding of issues ranging

from the environment to abortion. Pupils generally behave well and show good attitudes to work.

151. Citizenship makes a good contribution to pupils' literacy development and to their personal and spiritual, moral, social and cultural development. There are very good links with the local community, including outside speakers who make a very strong contribution to the quality of education provided. The subject co-ordinator and the senior managers have shown very good leadership in developing the subject rapidly to its present good position. The school has a clear view of how the subject will now develop, though this is not yet consistently implemented in the individual subjects that are not well managed. The management of citizenship is good. Very good schemes of work are in use and very good procedures are supporting effective assessment across a large team of teachers.

Personal, social and health education

152. Provision for personal, social and health education is good. Coverage is mostly within the one lesson a week allocated. It is also strongly associated with citizenship and the quality of teaching and learning match that for citizenship. It is an integral part of a number of subjects. Pupils generally achieve well in lessons and show good attitudes to the subject. Organisations such as the school council give good opportunities for pupils to play a positive role in school life and to develop personally. The sex and drug education programmes give good guidance to pupils about making informed choices. The co-ordinator organises the subject well and this ensures a consistent and progressive course for pupils.

SUBJECTS AND COURSES IN THE KINGS COLLEGIATE SIXTH FORM

In the inspection of Hollyfield School, four subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school. Ten subjects were inspected across the Kings Collegiate and these are included in this report.

The table below shows entry and performance information for courses completed at Hollyfield School in 2003.

Level 3 GCE AS level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Biology	3	67	65.2	0	11.1	13.3	20.6
Economics & Business	2	50	76.4	0	16.3	15	26.2
Chemistry	1	100	72.7	0	13.9	40	24.1
French	1	100	78.2	0	18.9	20	27.6
General Studies	10	90	73.9	10	17.8	28	25.7
Government & Politics	3	67		0		23.3	
Law	1	100		0	15.8	30	24.3
Maths	2	0	61.9	0	17.1	0	22.1
Media Studies	3	100		67		50	
Sociology	2	100	71.8	50	18.4	40	25.4

Level 3 GCE A level and VCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art	4	100	98.6	50	50.2	80	87.5
Biology	3	100	92.6	33	42.1	80	81.9
Business Studies	1	100	98.7	0	36.8	80	80.1
Chemistry	1	100	97.6	0	49	80	84.9
Drama	3	100		67		86.7	
English	5	100	99.5	80	46.5	104	86.5
Geography	3	100	98.5	0	39.5	80	80.9
General Studies	7	86	94.7	14	39	65.7	73.1
Government & Politics	1	100		0		80	
History	2	100	99	0	44.6	70	84.6

AVCE ICT	4	100		50		90	
ICT	1	100	95.6	0	24.6	40	69.5
Maths	1	100	96.7	0	55.6	60	88.9
Media Studies	3	100		33		80	
Music Technology	2	100		50		80	
Sports/PE Studies	3	100	98	33	30.9	80	75.2
Physics	3	100	96.7	33	44.3	86.7	83.6

Level 2 vocational qualifications

Qualification	No in final year	% gaining qualification		% gaining merit		% gaining distinction	
		School	England	School	England	School	England
ICT GNVQ (Int)	4	0		0		0	

In the inspection of Chessington four subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the collegiate. Ten subjects were inspected across the Kings Collegiate and these are included in this report.

The table below shows entry and performance information for courses completed at Chessington Community College in 2003

Level 3 GCE AS level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Biology	7	85.7	65.2	42.8	11.1	33.3	20.6
Chemistry	2	100	72.7	100	13.9	34	24.1
Economics and Business Studies	1	100	76.4	0	16.3	0	26.2
Design and technology	3	100	97.1	33.3	29.5	60	
English/English Language	5	80	82.9	20	17.5	40	28.7
French	1	100	78.2	0	18.9		27.6
General Studies	5	60	73.9	0	17.8	26.7	25.7
Geography	6	83.3	74.3	16.6	19.8		26.5
History	2	100	80.7	0	19.5	23.3	28.6
IT	1	100	67	0	10.9	25	21.4
Law	3	100		0	15.8	50	24.3
Mathematics	4	25	61.9	0	17.1	13.3	22.1
Music	1	100		0			
Other social studies	3	100	69.7	0	16.7	16.7	24.1
Physics	3	66.7	68.6	0	14.4	10	22.7
Sociology	2	100	71.8	0	18.4	0	25.4

Level 3 GCE A level and VCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and design	2	100	98.6	50	50.2	80	87.5
Business Studies	4	100	98.7	0	36.8	70	80.1
Chemistry	10	90	97.6	20	49	69	84.9
Communication Studies	2	100	99.4	0	37.8	60	82.1
Design and Technology	6	100	97.8	66	35	87	77.9
English Language	4	100	99.4	25	36.3	70	80.9

English Literature	1	100	99.5	100	46.5	100	86.5
General Studies	13	100	94.7	39	31	78.5	73.1
History	4	100	99	25	44.6	70	84.6
Information Technology	6	100	95.6	0	24.6	60	69.5
Leisure and Recreation AVCE	1	100		0		60	
Mathematics	3	100	96.7	33	55.6	80	88.9
Music	1	100	98.8	0	38.9	60	81.1
PE	1	100	98	0	30.9	40	75.2
Physics	3	67	96.7	33	44.6	60	81.7
Sociology	2	100	98.2	0	44.3	50	83.6

Level 2 vocational qualifications

Qualification	No in final year	% gaining qualification		% gaining merit		% gaining distinction	
		School	England	School	England	School	England
Intermediate Leisure and Tourism	3	66		0		0	
Intermediate Business Studies	1	100		0		0	
Intermediate ICT	5	0		0		0	

In the inspection of Southborough, two subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school. Ten subjects were inspected across the Kings Collegiate and these are included in this report.

The table below shows entry and performance information for courses completed at Southborough School in 2003.

Level 3 GCE AS level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Biology	1	0	65.2	0	11.1	0	20.6
Design and technology	1	100	74.9	0	15.1	40	25.3
Economics & Business	14	79	76.4	14	16.3	27	26.2
English	4	25	82.9	0	17.5	5	28.7
French	1	100	78.2	0	18.9	20	27.6
Geography	1	100	74.3	100	19.8	50	26.5
Government & politics	2	100		0		35	
History	2	100	80.7	0	19.5	40	28.6
Law	11	27		0		9	
Media Studies	14	79		14		29	
Sports/PE Studies	2	100	73.2	0	18.4	35	25.4
Sociology	1	100	71.8	0	18.4	30	25.5
Spanish	2	100		100		55	

Level 3 GCE A level and VCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art	1	100	98.6	0	50.2	60	87.5
Biology	2	0	92.6	0	42.1	0	81.9
Business Studies	5	100	98.7	20	36.8	48	80.1
Chemistry	3	100	97.6	0	49	53.3	84.9
English	9	89	99.5	0	46.5	60	86.5
Geography	7	100	98.5	14	39.5	62.9	80.9
Leisure & Tourism	6	100	88.1	0	15	50	57.9
Maths	2	100	96.7	0	55.6	60	88.9
Media Studies	9	78		11		47.3	
Sociology	6	67	98.2	0	44.3	33.3	83.6
Spanish	2	100		0		40	

Level 2 vocational qualifications

Qualification	No in final year	% gaining qualification		% gaining merit		% gaining distinction	
		School	England	School	England	School	England
Business	3	67		0		0	

ENGLISH, LANGUAGES AND COMMUNICATION

English

English was inspected in depth at Hollyfield, but also sampled in Southborough.

Provision in English is **good**.

Main strengths and weaknesses

- Teachers use their very good subject knowledge to ensure that students achieve well.
- Leadership and management are good, which recruits high attaining students to the course.
- Marking is very detailed and supports students' learning.
- There are too few books in the library and this restricts students' learning.

Commentary

153. Attainment on entry to the AS-level literature course is high, since many students have gained grades A or B at GCSE. Students make good progress and achieve well. Results have been improving steadily and in 2003 all students achieved grades A-C. Inspection evidence confirmed that all students are well taught and work very hard to achieve these grades. In conversation, students confirmed that they were all pleased with their progress and enjoy the course very much. They appreciate their teachers' excellent subject knowledge and the enthusiastic, interesting teaching they receive. Very positive comments were also made about the support given for their coursework tasks, which are individually set for each student. The curriculum is satisfactory, offering an English literature course and the opportunity to re-take GCSE English. The A-level English literature course is popular with Hollyfield students because it is conducted wholly on the Hollyfield site. The retention rate is very good for Hollyfield students, but not as good for students from the other two schools in the consortium.

154. The quality of teaching and learning is good. Teachers' subject knowledge at A-level is excellent. Teaching methods are varied and lively, encouraging group investigations, whole-class discussions and individual presentations in both A-level and GCSE classes. Students commented particularly on the good use of visual techniques to aid their study of Chaucer's *The Miller's Tale*. Students' writing shows very secure knowledge of texts, strong personal response and a good understanding of using features of language and drama to shape meaning. Essays are well structured, with logically developed arguments. Students make good reference to texts they study to support their meaning. The context of these texts is taught and understood well. The work of some lower ability students shows inaccurate use of language, hindering effective communication of their arguments. This was also noted in the last inspection.

155. Leadership and management are good, with a strong sense of direction and purpose. Courses are well planned to meet syllabus specifications and to promote students' personal development. Assessment of work for the A-level course is very good, being well informed by the experience and expertise of the head of department. Essays are clearly marked and helpfully annotated so that students know exactly what to do to improve. Teachers are very well deployed and they work very well in partnership. There is confidence in what they are doing, which is well justified, so students respond very well to teaching and guidance they receive. Accommodation is unsatisfactory, as some rooms do not easily allow group work. Library resources are satisfactory, but there are too few books of literary criticism for all aspects of the course. Improvement since the last inspection has been good and standards continue to rise.

156. English literature was sampled in Southborough. In the lesson seen, teaching was good. The students achieved well because of the extent of the teacher's knowledge of the subject. However, their lack of literary skills made it hard for them to work independently, or to play a really effective part in the discussion that was planned. The standards seen were below

expectations. Students were confident enough to present work they had prepared, which showed that they understood how a writer's intention affected his use of language. However, they were not confident enough to use this understanding for analysing an unfamiliar text, or for challenging the analysis in other students' presentations. The teacher did not have access to sufficient information about the previous achievements of students from the other schools to plan the course of work effectively.

MATHEMATICS

Mathematics was inspected in depth at Chessington and sampled in Hollyfield and Southborough.

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- A well qualified team of teachers ensures that students are taught effectively.
- When only one or two students study the subject in Year 13, they have little opportunity to collaborate with other students. This arrangement does not provide good value for money.
- Lively, challenging teaching in Year 12 motivates students to learn.

Commentary

157. The results attained by the three students entering for the 2003 A-level examination were above the national average. In 2002, of the two students entering for the examination, only one gained a pass grade. Standards attained by the small number entering for AS-level in 2002 and 2003 were well below average. The small number of students who study the subject for A-level does not provide a sufficiently secure basis for judgements about trends over time.
158. Two teachers arrange the teaching of a single student in Year 13 on a tutorial basis. The teachers' knowledge and qualifications meet the needs of the A-level course, but the range of teaching and learning methods used is limited by the one-to-one teaching that is required. This arrangement does not provide satisfactory value for money. Teaching and learning in Year 12 is good and more varied, largely because of the larger number of students studying the subject at AS-level. Lively and challenging teaching motivates students to learn and creates a sense of excitement in the subject. Good teaching acknowledges the wide range of cultures among the students through displays and use of key words in different languages. The achievement of students is satisfactory. Good teaching was seen in the course that provides for students retaking their GCSE examinations, but the attendance of students on this course is erratic. The overall leadership and management of the subject in the sixth form are satisfactory.
159. Two mathematics lessons were observed at Hollyfield. In a Year 12 lesson, students were discussing errors in a recent examination paper. There were clear signs of good progress being made from the standard of the GCSE course, with students showing deeper understanding of a range of questions. In the other lesson, Year 13 students were involved in a discussion on vectors and were able to learn well from each other, aided by probing intervention by the teacher. Teaching was good overall in both lessons, with students making satisfactory progress compared with their prior results in GCSE. Teachers' subject knowledge is good, as shown by their probing questioning, that deepened students' understanding. This was clearly shown where the teacher was able to provide good assistance to students over a wide range of topics.
160. A sixth form mathematics lesson was sampled at Southborough. This was satisfactory in all respects. The few students were attentive and fully engaged in their work. The tasks they were given offered sufficient challenge to keep them working well. Standards and achievement were satisfactory.

SCIENCE

The focus of the inspection was on biology, inspected at Hollyfield, and chemistry inspected at Chessington. However, biology and physics were also sampled at Southborough.

161. **Biology and physics.** In the Year 12 biology lesson the teaching was good. The students achieved well due to the well-planned lesson, good use of resources and their own good attitudes. The use of modelling and the subject knowledge of the teacher enabled all the students to understand the structure and function of genetic material. The standards seen were at the nationally expected level. In the Year 12 physics lesson observed the teaching and learning were very good. The attitudes of the students were very good and this enabled them to achieve very well in developing their understanding on the topic of wave behaviour. The standards seen were well above expectations.

Biology

The provision in biology is **satisfactory**.

Main strengths and weaknesses

- Well-qualified teachers plan their lessons well.
- Work is marked regularly, but lacks sufficient information to help students improve.
- Insufficient monitoring of provision at other schools in the collegiate means that the quality of learning cannot be assured.
- Students have very good attitudes to their studies and complete their set work well.
- Too little use is made of ICT to enhance teaching and learning.

Commentary

162. Results in A-level biology in 2002 were below average, but rose to above average in 2003. All students who completed the course obtained an A-level grade. Standards seen during the inspection were broadly average and students were achieving satisfactorily.
163. Teaching and learning are satisfactory. Teachers plan their lessons well and include a variety of activities to maintain students' interest. For example, a lesson on breathing and exercise involved measuring lung volumes, taking pulse rates and using a microscope. However, ICT is not regularly used so students do not develop their skills in this area. Students find their teachers approachable and supportive. Classroom relationships are cordial and co-operative. Students are eager to do well and work hard on the assignments they are set. For instance, Year 13 students gave informative presentations based on detailed research on specific pollutants. Students' progress is assessed regularly through exam-style questions and longer tests at the end of modules. Day-to-day marking is frequent but lacks sufficiently detailed comments to help students to do better next time. For example, students' use of the microscope to record observations had not improved sufficiently after earlier work was marked.
164. Leadership is satisfactory. Good teamwork ensures that good practice is shared throughout the department. However, this does not extend to the other schools in the collegiate as teachers from different schools meet too infrequently. Management is good. The department runs efficiently because there are clear policies and well-organised resources. Although teaching in the science department is regularly monitored, A-level biology is not looked at separately so as to ensure high quality teaching. Part of the biology provision for Hollyfield students is at other schools but there is no effective strategy to monitor teaching and learning across the collegiate. The organisation of A-level biology teaching across the collegiate varies from year to year, making forward planning more difficult. The lack of ICT provision has been rectified and suitable resources are on order.

165. The biology curriculum is enhanced through fieldwork and a range of visits, such as to the 'Bodyworks' exhibition and the Maritime Museum. The accommodation, although old, is adequate. Teachers have used display well to provide a brighter, more stimulating learning environment. Improvement since the last inspection is satisfactory. The number of students studying biology has risen and the teaching time has increased.

Chemistry

Provision in chemistry is **satisfactory**.

Main strengths and weaknesses

- Lessons are planned effectively, developing students' understanding well.
- Work is marked regularly and helps students significantly to improve.
- Inadequate monitoring of provision in chemistry at other schools means that the quality of teaching and learning is inconsistent across the examination course.
- Students have very good attitudes to their studies and work productively.
- Sharing groups between schools leads to a lack of accountability.

Commentary

166. In 2002 no students were taught A-level chemistry at Chessington. Results in 2003 were below average for all collegiate students, but for those taught at Chessington, they were broadly average. Standards seen during the inspection were average and students' achievement was satisfactory.

167. Teaching and learning are satisfactory. Teaching of a Year 13 group is split between two schools so that co-ordination and forward planning are difficult. The teaching seen during the inspection was good. Teachers' explanations, based on their expert knowledge, are clear and well structured so that students can follow developing ideas easily. Teachers regularly focus on specific examination requirements so as to improve students' examination technique. Lessons are well planned, taking into account students' current knowledge and understanding, to increase their comprehension of chemical concepts. For example, students' understanding of instrumental analysis of organic compounds was skilfully extended, so they could use data from various spectra to identify unknown compounds reliably. However, the pace in lessons sometimes slows so that the most able students are not sufficiently stretched. Information and communication technology is used well by students for research but not enough to extend the range and effectiveness of teaching. Students' progress is regularly assessed through their own reviews, practice with A-level questions and progress tests. Teachers carry out detailed marking of work regularly and include comments that help students to improve it. Their relationships with their students in class are very good, so students find it easy to seek and gain extra help when difficulties arise. Students have very good attitudes to their studies and work productively in lessons and on homework assignments. Collaboration between students helps them develop better understanding. For instance, a Year 12 student gave a well-researched presentation on cracking and reforming hydrocarbons.

168. Leadership is satisfactory. There is a strong drive for improvement through the development of suitable schemes of work. However, there is insufficient formal monitoring of chemistry teaching across the collegiate. Each school takes responsibility for its own provision. There is, consequently, too much reliance on informal contact between departments to ensure high quality teaching and a consistent approach across all schools. Therefore, standards are not consistent across the collegiate.

169. Management is good. The department runs efficiently and resources are well organised. Target setting and monitoring of students' progress are well established at Chessington. ICT is used well to store and maintain assessment records. However, information from other schools

comes on paper and so is assimilated more slowly. Without an overview of all schools, weaknesses in provision, such as long-term teacher absence, are less easily dealt with.

170. The department has developed strong links with Kingston University. Students' experience of analytical chemistry benefits from their access to such instruments as mass and infrared spectrometers that are not available in school. The chemistry curriculum is further enriched through study and revision conferences. Students are provided with workbooks and textbooks specific to their course that support their learning well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Information and communication technology was inspected at Hollyfield.

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

Main strengths and weaknesses

- Standards are steadily improving.
- The poor attendance and underdeveloped language skills of a significant minority of students affects their progress and standards.
- Teachers plan effectively and use their specialist knowledge well.
- The co-ordination and monitoring of the course is insufficiently rigorous.

Commentary

171. The school provides an AVCE course and the opportunity through its consortium arrangement for students to study A-level ICT courses elsewhere. In 2003, four students completed the AVCE examination course and standards were broadly average, with grades ranging from A-D. This represents a significant improvement in achievement upon 2002. Take-up of the course is increasing.
172. Standards overall are below average. There is a wide ability range among students on entry to the sixth form, some having only studied a short course at GCSE. Most students have good attitudes to their learning and achieve satisfactorily. However, a significant minority, particularly in Year 13, have poor attendance that has an adverse effect upon their progress and presents difficulties in monitoring their achievement. Some students do not have English as their first language and whilst they make good progress with practical work in lessons, their written development and explanation of coursework is weak. Standards are broadly in line for Year 12 and students are achieving satisfactorily overall.
173. Teaching and learning are good overall. New staff joined the school at the start of the year and their specialist skills and knowledge, together with new computer resources, have strengthened the subject's provision. Teachers each take responsibility for teaching individual units of the course. In the best lessons planning is very good and specialist knowledge is used very effectively to explain new knowledge and challenge students' understanding. Teachers are sensitive to students' needs and provide good individual support, which helps them to achieve. Whilst end of unit deadlines are clearly identified, the pace of some lessons suffers because teachers do not make enough use of assessment information to set clear targets for the completion of work.
174. Leadership and management are satisfactory and have ensured that students have to date made satisfactory progress. However, the development and upgrading of equipment and the school's technology bid have deflected the co-ordinator's focus from teaching and learning. The management of the subject is therefore not focused sufficiently on planning future developments, sharing resources and good practice or the rigorous monitoring needed to raise achievement and standards.

HUMANITIES

No subjects were inspected in depth, but the work in geography and psychology were sampled at Hollyfield.

Geography

175. In the 2003 GCE examinations, half the students entering gained AS-level grades and all students gained a pass grade in the A-level examinations. Shared timetabling of classes and the communication constraints of the collegiate system have led to difficulty in transferring information about students' progress. This reduces the quality of planning which in turn lowers the standards attained. The quality of teaching at Hollyfield is good overall and students achieve well. Teachers' good knowledge and their use of stimulating resources encourage and foster a real interest in learning among the students. Independent learning is fostered well by teachers using information and communication technology and other resources. However, in files seen during the inspection there was a heavy dependence upon information sheets rather than individual research and note-taking. The fieldwork excursion to Box Hill is very well planned and promotes the development of a wide range of advanced geographical skills.

Psychology

176. Two lessons in Year 13 were observed during the inspection. Standards of work are average and students are doing as well as expected given their GCSE examination results. They have good knowledge and understanding of human behaviour and are able to extract information well from a variety of sources. Teaching is satisfactory and teachers have good relationships with their students. At times students accept one perspective and teachers do not challenge their assumptions sufficiently to ensure students gain a full understanding of the issues being studied.

ENGINEERING, TECHNOLOGY AND MANUFACTURING

Design and technology

Design and technology was inspected at Chessington.

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

Main strengths and weaknesses

- Results are well above average for both the AS and the A-level courses.
- Standards show clear improvement over two years and are now higher than average.

Commentary

177. The course has only run for two years. It is a different one from that running at the time of the last inspection. Standards are very good. In 2002 and 2003, AS-level results were very high in relation to the national average. In 2003, A-level results showed a significant improvement and the results were very high in relation to national standards. However, the number of students is small. Nevertheless, in 2003 three out of seven students gained A or B grades in the AS-level and four out seven in the A-level examination. The proportion of girls in classes is also increasing. This year there are 13 students on the AS course and seven on the A-level course. All students who left last year went on to higher education, although only one chose an allied course. This represents very good success for the department.

178. By the end of Year 12, students' AS project work demonstrates a clear grasp of the processes of designing and making, and an increasing fluency in communication skills. Students develop a good range of products in close consultation with their clients. One student is developing a

new tool to help electrical workers, whilst another is developing a pen to help small children write well. Their designs and their final products are of a high standard. Year 13 students continue to achieve very well, independently developing their own product briefs on the basis of current industrial practices. Students develop good levels of confidence. They investigate their designs in depth and develop them carefully and thoroughly. Their practical skills are very good and the quality of the final products is very professional.

179. Teaching and learning are good. Teachers have very good specialist knowledge. They ensure that students are all brought up to a good standard in graphics and the theory of basic materials. Students are encouraged to work independently. They are well supported by good assessment procedures that give them constructive feedback on how to develop their work. Students make good use of ICT, including computer-aided design and manufacture.

180. Leadership and management are good. Although the lessons are split so that the theory is taught at a different school, the teachers work well together and students find the combination helpful.

VISUAL AND PERFORMING ARTS AND MEDIA

The focus of the inspection was on art, which was inspected at Hollyfield, and media studies, inspected at Southborough. Work in music was also sampled at Hollyfield.

Music

181. One lesson was observed in each of Years 12 and 13. Students achieve well on both the AS- and the A-level courses, due to good teaching. Lessons are well planned. They are tailored to meet the diverse range of prior experience and specific needs of the students, some of whom do not have GCSE in music. The teachers' strengths complement each other well. Students have very good attitudes to the course, although time is lost when students from other schools arrive late to lessons. Those students who are not suited to the course are quickly identified and guided towards other options. Standards in Year 13 are a little above average and in Year 12 broadly average. The course is very well led and managed.

Art and design

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

Main strengths and weaknesses

- Teachers engage students in useful discussion about their work and provide informed feedback.
- Students make good progress and are developing their drawing and painting skills.
- The curriculum is narrow, with undue emphasis on drawing and painting.
- Most students work with a high degree of independence.
- There is little opportunity for exploration of ideas through ICT or photography.

Commentary

182. In the 2002 examination, two out of four students entering achieved grades A or B. In the 2003 GCE examination there was improvement and three out of four students achieved the highest grades. Over the two years all students entering for the examination achieved a pass grade. Students achieve well, but numbers are too small to make valid national comparisons.

183. Students in Year 12 have the confidence to express their own views and opinions through art and design. They have acquired a very good vocabulary, which enables them to speak and write lucidly about their own work and that of other artists. Most show that they are capable of planning ahead and also of exploring their own ideas, attitudes, values and beliefs through drawing and painting. They are productive and make very effective use of their visual diaries as

means of collecting information for later development. Students in Year 13 have developed their capacity for solving problems of increasing complexity. They make very good use of images, drawings, photographs and text taken from newspapers and magazines as starting points for their own work. Some have produced large and very ambitious paintings based upon their investigations of the world around them. The overall standard of the current students' work is above national expectations. Achievement is good from the start of Year 12 to the end of Year 13.

184. Teaching is good. Teachers engage the students in lively discussion and their lines of questioning prompt very interesting responses. They have high expectations that students will work independently, build upon their knowledge and develop appropriate skills in drawing and painting. Schemes of work are well designed to meet the needs of students in relation to the examination specifications. However, at present teachers and students operate within a narrow, traditional model of the curriculum, which emphasises drawing and painting.
185. Leadership and management are very good. The head of department has only been in post for the past 18 months but has already made a significant impact on the department. He is a very good role model for staff and students alike. Assessing and recording procedures are very good. Detailed feedback is provided for students on a regular basis, which ensures that accurate targets are set for individual students.
186. Accommodation and resources are good. There are three large studios, in which students can produce objects in both two and three dimensions. Some of them have begun to experiment by painting large canvases using oil or acrylic paints, exploring highly personal concepts and ideas. The students have insufficient access to computers and digital cameras in the art studios. Improvement since the last inspection is good and there is evidence of sustained improvement in the quality of students' ideas as well as in their technical skills.

Media studies

The provision in media studies is **satisfactory**.

Main strengths and weaknesses

- Media studies is a developing subject with a rapidly increasing take-up, reflecting the good leadership of the head of department.
- There is insufficient focus upon the personal development and higher-level communication skills of less able students.

Commentary

187. The 2003 AS-level and A-level examination results showed a high pass rate, in line with the trend of recent years. However, the proportion of students achieving the higher grades A and B was well below the national average. The inspection confirmed that standards in Year 13 are below expectations nationally, in the key areas of knowledge, understanding and the ability to communicate effectively. Students are able to undertake independent work, for example when analysing a range of film genres and newspapers. They have the basic ability to analyse critically and evaluate media issues, building continuously on their research. However, students are much less competent and confident in presenting their findings verbally.
188. Students join the course with below average standards and their achievement is satisfactory, with considerable variations in the rate at which they develop their basic skills and confidence.
189. Teaching and learning are satisfactory. The teaching is characterised by enthusiasm, good subject knowledge and good relationships. Lessons are also attended by sixth formers from other schools in the consortium and the rapid rise in numbers reflects the positive attitudes which many students have towards the subject. Where the teaching is most effective, students

are engaged in active research and learning, as when Year 13 students were observed using British Film Institute resources to examine female stereotypes in film. However, there are insufficiently high expectations of students both as independent and collaborative learners. Sometimes the teaching is too directive, with the result that students become passive learners. This restricts their achievement, since many of them do not gain confidence in participating actively.

190. Leadership is good, in that there is a clear perception of how the subject should develop. There has been a big recent increase in the take-up of the course, although this has resulted in an oversized class in Year 12. The subject benefits from having an established base. There is too little evidence of provision during the last inspection to make a judgement on improvement.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

The focus of the inspection was on leisure and tourism, which was inspected at Chessington.

Leisure and tourism

Provision in leisure and tourism is **good**.

Main strengths and weaknesses

- Teaching and learning are very good, resulting in very good achievement by students.
- The leadership and management of the subject are very good.
- The proportion of students who complete the course is too low.
- The provision for students with special educational needs is good.

Commentary

191. Standards of attainment in GNVQ intermediate level in 2002 and 2003 varied considerably, but were in line with national standards for those students who completed the course. The retention rate of students during Year 12 in 2002 was particularly low and retention has remained a difficulty. Standards seen in lessons and in students' files of work are at least in line with national expectations. Considering students' previous attainment at GCSE this represents very good achievement. The school expects that all students in Year 12 will successfully complete the course and if current standards are maintained one third achieve a merit grade.
192. This high level of achievement results from very good teaching and students' strong motivation. Lessons are very well planned and taught with challenging tasks. Marking is thorough and constructive and students are constantly encouraged to work to the best of their ability. This positive working environment ensures that learning is very good, both in lessons and over time. Students' standards of literacy are low and adversely affect the standard of their written work. However the extensive use of ICT for all coursework promotes good standards of presentation. The small size of the class allows for individual attention and this particularly helps any students with special educational needs, who make good progress.
193. Very good leadership and management of the subject have a positive impact on the students' motivation and learning. Both teachers act as positive role models and receive very good support for their work from the senior management. There is also good support from the other schools in the collegiate. It is a strength of the provision that leisure and tourism is offered at AVCE level. The intermediate level GNVQ is a well-resourced, structured course that meets effectively the needs of students with lower than average attainment at GCSE. The recent introduction of student apprenticeships, completed over a 20-week period, is having a positive affect on student commitment and should enhance employment opportunities. This subject was not offered at the time of the last inspection.

BUSINESS

The focus of the inspection was on business education, which was inspected at Southborough.

Business education

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

Main strengths and weaknesses

- Teaching is very good, leading to good achievement throughout the department.
- The proportion of students gaining examination success is above average.
- Leadership and management of the department are excellent.
- Accommodation is unsatisfactory.

Commentary

194. Over the past three years the breadth of courses available to sixth formers has grown. Courses have become popular and students have benefited from very good teaching, which has ensured for them a very high degree of success. Students' attainment on entry to these courses is below average. However, a combination of students' motivation and strong teaching has led to examination results that were higher than forecast when students' started their course. Achievement is high as a result of the teachers' high expectations and their strong focus on raising standards.

195. Teachers' planning is very good and their positive relationships with students promotes a good work ethic. Consequently, students are responsive to different learning activities, such as independent research, group discussion and formally presenting findings arising from tasks undertaken. Teachers have excellent subject knowledge and are imaginative and interesting in the way that they present their subject. Topical issues are effectively used, as well as case studies that capture the interest of students. Increasingly, students are involved with businesses and business personnel, through business study visits abroad and involvement in the Young Enterprise programme. Teachers monitor students' work closely and give them good quality feedback, so they know what to do to improve the quality of their work.

196. The subject is extremely well led by an enthusiastic, highly motivated head of department who has a clear vision for the development of the department and the quality of service it should offer to students. The department development plan, although brief, shows a sensible number of clear achievable targets with work in progress for all of them. Business studies was a strong, successful subject at the time of the last inspection. Since then the department has grown significantly and good improvements have been made. Attendance is good, but students' punctuality for the first lesson of the day is unsatisfactory. The present accommodation is, however, unsatisfactory. This is principally because the demountable classrooms in which the department is housed allow no direct access to computers. There is in consequence insufficient use of a resource essential for the advanced and intermediate vocational courses, as well as for A-level.

HEALTH AND SOCIAL CARE

No subjects were inspected in this curriculum area.

PERSONAL DEVELOPMENT AND GENERAL PROGRAMMES

No subjects were inspected in this curriculum area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

poor (6); very poor (7).