

# **INSPECTION REPORT**

## **THE HOLLYFIELD SCHOOL AND CENTRE FOR CONTINUING EDUCATION**

Surbiton, Surrey

LEA area: Kingston upon Thames

Unique reference number: 102600

Headteacher: Mr S Chamberlain

Lead inspector: Brian Rowe

Dates of inspection: 9<sup>th</sup> – 12<sup>th</sup> February 2004

Inspection number: 262806

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:	Foundation
Age range of pupils:	11 - 18
Gender of pupils:	Mixed
Number on roll:	1,023

School address:	Surbiton Hill Road Surbiton Surrey
Postcode:	KT6 4TU

Telephone number:	020 8339 4500
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Appropriate authority:	Governing body
Name of chair of governors:	Dr M H B Morton

Date of previous inspection:	19 <sup>th</sup> October 1998
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## CHARACTERISTICS OF THE SCHOOL

The Hollyfield School is a mixed non-selective school for pupils aged 11-18, situated in Surbiton, in the London Borough of Kingston upon Thames. The school has joint sixth form provision with two other Kingston schools. It has recently been awarded specialist Technology College status. The school is over-subscribed and the roll is steadily increasing. Pupils come from a large catchment area, some of which is economically and socially disadvantaged. Overall, unemployment in the area is average. There are currently 1023 pupils on roll, including 104 in the sixth form, making it an average sized secondary school. The proportion of boys (731) is very much greater than girls (292). About one-third of the pupils come from minority ethnic groups, a very much higher proportion than average, and about 26 of them are at the early stages of speaking English. There are few refugees in school and no pupils in local care. About 17 per cent of the pupils receive free school meals and this proportion is close to the national average. Pupils' attainment on entry is below average as the school loses high attaining pupils to selective schools in the area. About 19 per cent of pupils have been identified as having special educational needs, of whom 22 have a Statement of Special Educational Need. These proportions are average when compared with other secondary schools. Parts of the school benefit from new buildings and more of these are planned.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1695	Brian Rowe	Lead inspector	
10173	Catherine Hinds	Lay inspector	
32919	Sue Hartropp	Team inspector	English Special educational needs
30596	Jack Brown	Team inspector	Mathematics
5714	Frances Thornton	Team inspector	Science
3555	Carol Emery	Team inspector	Design and technology
7636	Anil Sinha	Team inspector	Modern foreign languages
10895	David Wasp	Team inspector	History Religious education Citizenship
18854	Malcolm McGregor	Team inspector	Information and communication technology
31705	John Mason	Team inspector	Music
14446	Barry Simmons	Team inspector	Physical education
10060	David Gutmann	Team inspector	Business education
18888	Jan Boulton	Team inspector	English as an additional language
32209	Jane Burnett	Team inspector	Geography
31688	Brian McGonagle	Team inspector	Art and design
32777	Jim McVeigh	Team inspector	Biology
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The Hollyfield School is an effective and improving school that provides a good quality of education for its pupils and sixth form students. It provides good value for money. Much of the improvement is due to the very good leadership and vision of the headteacher and the governing body. Pupils and students are valued individually and helped to feel they are important members of the school. Staff and pupils work together to create a friendly and harmonious community. Due to the overall good teaching and learning most pupils achieve well. The quality of leadership and management in the main school is good, but management is unsatisfactory in the sixth form.

#### The school's main strengths and weaknesses are:

- The vision and determination of the headteacher ensures good improvement.
- Good teaching and learning ensure pupils achieve well.
- Management of the sixth form is not focused enough on raising students' academic achievement and their personal development.
- The provision for aspects of design and technology are not satisfactory.
- The school provides a friendly, safe and caring environment for the pupils.
- Pupils, students and parents have very positive views about the school.
- The school creates a very successful partnership with parents.
- The use of information and communication technology (ICT) in many subjects is not well developed.
- The school does not provide a daily act of collective worship.

Improvements since the last inspection have been good. The school now ensures that all pupils, including those with English as an additional language, achieve well. Following the school's successful technology college bid the school is in a strong position to make substantial further improvements. The issues identified in the previous inspection have been successfully addressed, except for providing a daily act of collective worship. However, the quality of collective worship has improved considerably since the last inspection.

### STANDARDS ACHIEVED

#### Year 11 and 13 results

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

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 similarly at the end of Year 9

Students enter school with levels of attainment that are just below average. During the last three years the results from national tests taken at the end of Year 9 indicate that standards have been above the national trend of improvement. Results are in line with the national average and the achievement of pupils is good. Results in the GCSE examinations are close to the national average. Over the last four years results have fluctuated, but have stayed in line with the national trend of improvement. The overall achievement of pupils in Years 10 and 11 is good. Results in the sixth form have fluctuated during the last few years. The most recent results are below national average, but current students are achieving satisfactorily. Standards in literacy and numeracy are satisfactory, but vary between subjects. Pupils' competency in information and communication technology is average, but computers are not sufficiently used in many subjects to enhance pupils' and students' learning. Throughout the school, pupils with special educational needs and pupils with English as an additional language achieve well owing to the good support they receive from the specialist staff and teachers.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good in the main school and satisfactory in the sixth form. Attendance and punctuality are satisfactory throughout the school. Pupils and students have positive attitudes to school. They all behave well. Overall, working relationships between pupils, students and staff are very supportive and positive.

### **QUALITY OF EDUCATION**

The overall quality of education provided by the school is good. The quality of teaching, learning and assessing students' work is good in each of these aspects. The increasingly rigorous monitoring of teaching and learning are leading to substantial improvement in Years 7 - 11. There are examples of very good teaching to be seen in most departments. Several aspects of the overall educational provision are strengths within the school. These include: the breadth of the curriculum; the level of care given to students, the support and guidance given to pupils; and taking account of pupils' views.

### **LEADERSHIP AND MANAGEMENT**

The headteacher and governing body provide very good leadership for the school, which has resulted in improved standards and more effective teaching and learning. The governors of the school are very well led and work closely with the headteacher in fulfilling the school's aims. The quality and effectiveness of leadership throughout the school is good. The school's systems for self-evaluation and strategic planning are increasingly promoting good management practice amongst senior and middle managers.

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

Parents have very positive views and welcome the continuous improvement of the school. They say their children like the school, that teaching is good and the staff expect hard work. Parents have no major concerns. They recognize that the school encourages all pupils to become mature and responsible members of the community. Pupils and students are also very positive about the school. They enjoy it and feel that the school values their opinions and responds well to them.

### **IMPROVEMENTS NEEDED**

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

- improve the overall provision for the sixth form;
- develop the use of information and communication technology to support learning in all subjects;
- improve the overall provision in design and technology;

and, to meet statutory requirements:

- provide a 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 <b>English</b>	Provision is <b>good</b> . 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.
<b>Mathematics</b>	Provision is <b>satisfactory</b> . 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 <b>Biology</b>  <b>Chemistry</b>	Provision is <b>satisfactory</b> . 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 <b>satisfactory</b> . 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.
<b>Information and communication technology</b>	Provision is <b>satisfactory</b> . 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 <b>Design and</b>	Provision in design and technology is <b>good</b> . 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	
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Visual and performing arts <b>Art</b>  <b>Media studies</b>	Provision in art is <b>good</b> . 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 <b>satisfactory</b> . 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 <b>Leisure and tourism</b>	Provision in leisure and tourism is <b>good</b> . 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.
<b>Business</b>	Provision is <b>very good</b> . 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 subjects and courses

During the last few years, the overall results from national tests taken at the end of Year 9 indicate that standards have been close to the national average. Recent results show that pupils are making **good** progress overall and achieve **well** compared with those in similar schools. Results in GCSE examinations have shown significant improvement since the last inspection and are now close to the national average. GCSE results are **very good** when compared with schools with pupils having similar prior attainment. Pupils in Years 10 and 11 make **good** progress and achieve **well**. Results in the sixth form are below the national average, but students achieve satisfactorily, mostly in line with their predicted grades. Throughout the school, pupils with special educational needs and pupils with English as an additional language achieve **well**.

#### Years 7 to 9

##### Main strengths and weaknesses

- Overall standards are average and the school has been improving its results faster than the national trend in the past three years.
- Achievement in aspects of design and technology is unsatisfactory.
- Many pupils join the school with poorly developed literacy and numeracy skills, which significantly affects their attainment, but they make good progress in most subjects.
- The good quality of teaching has a positive impact on pupils' achievement.

##### Commentary

1. A high proportion of the pupils start school with literacy and numeracy skills that are below average. A significant minority start with very limited experience of the English language. The table below indicates that pupils reach overall standards that are close to the national average. However, given that many pupils have literacy and numeracy skills that are below average, pupils are achieving well in most subjects.

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

Standards in:	School results	National results
English	32.1 (32.5)	33.4 (33.3)
Mathematics	36.3 (35.0)	35.4 (34.7)
Science	33.9 (34.1)	33.6 (33.3)

*There were 171 pupils in the year group. Figures in brackets are for the previous year*

2. The school has recognised the need to record data about pupils' attainment, so as to improve target setting and raise standards. It has established very good procedures for doing this. In lessons and work seen, standards were average overall and achievement was good. Recent results in mathematics were above average and above those in similar schools. Pupils do better in mathematics and science than in English. Standards and achievement in the design and technology subjects of resistant materials and graphics are well below average. This is because planning and assessment do not build on the experiences and learning gained in previous work modules.
3. Pupils with special educational needs achieve well overall and make good progress in most subjects. The achievement of pupils with English as an additional language is good and in line with that of other pupils. Intensive initial support enables these pupils to be integrated into

mainstream lessons soon after arrival and make good progress. Standards in literacy and numeracy are satisfactory, but vary between subjects. Pupils' competency in information and communication technology (ICT) is average

## Years 10 and 11

### Main strengths and weaknesses

- GCSE results are close to the national average.
- Pupils' achievement in their GCSE courses is well above that in similar schools.
- The proportion of students gaining 5 or more A\*-C grades is much higher than their prior attainment at the end of Year 9 would indicate.
- Pupils achieve well in most subjects, but in aspects of design and technology their progress is limited and standards are too low.

### Commentary

4. The table below indicates that pupils reach overall standards that are close to the national average. However, pupils' achievement is good and standards are well above what would be expected based on their prior attainment at the end of Year 9. The school adds much value to pupils' learning.

### 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	52.3 (36.3)	52.0 (50)
Percentage of pupils gaining 5 or more A*-G grades	89.0 (71.9)	91.0 (91)
Percentage of pupils gaining 1 or more A*-G grades	94.0 (85.9)	96.0 (96)
Average point score per pupil (best eight subjects)	34.7 (34.7)	39.8 (n/a)

*There were 155 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. Pupils continue to make good progress in Years 10 and 11 and the number gaining A\*-C grades is well above average compared with similar schools. The school has improved its results at a similar rate to the national trend over the last four years. These results represent good achievement by the end of Year 11. In recent years, the standard of boys' work has been above that of girls, but the gap is now less marked, directly as a result of initiatives by the school. Progress and achievement in resistant materials and graphics is largely satisfactory and occasionally unsatisfactory. This stems from staffing difficulties that have caused inconsistencies in teaching and learning and hindered pupils' achievement. Pupils have insufficient access to and use of a range of resources, including ICT, and consequently their coverage of curriculum requirements at GCSE is inadequate. Pupils are unable to develop the ICT skills needed to raise their attainment in this subject.
6. The school sets itself ambitious academic targets and is largely successful in achieving them. Continued support in lessons from the language support teachers and teaching assistants allows pupils with special educational needs and English as an additional language to follow examination courses and achieve well.

### 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

7. 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.
8. 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.
9. 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

The development of pupils' and students' attitudes and behaviour is **good**. Arrangements for promoting personal development are **good** for pupils and **satisfactory** for sixth form students. Attendance and punctuality are **satisfactory**.

## Main strengths and weaknesses

- Pupils like the school and so eagerly join in school life.
- They have good attitudes to most of their lessons and so work hard.
- There is a dignified community, since staff encourage pupils to behave well and act maturely.
- The arrangements to promote the sixth form students' personal development are under-developed and not as good as those for pupils in Years 7 to 11.
- Procedures for promoting regular attendance are very good in the main school but unsatisfactory in the sixth form.
- A few Year 10 and Year 11 pupils have negative attitudes to school despite very good efforts to secure their loyalty and commitment.

## Commentary

10. As at the time of the previous inspection, pupils like their school and take a full part in all that it offers. Pupils respond well to good teaching and concentrate hard throughout lessons. Pupils become very enthusiastic and eager in many lessons when teachers stimulate and inspire them and so are keen to achieve as well as they can. Pupils behave well in and around the school and many undertake work of their own accord. The atmosphere around the school is very calm because pupils relate very well to staff and peers. They adapt their behaviour

considerately to the needs of others. Pupils are very friendly and helpful towards adults, recognising the interest that staff take in their well-being. Many older pupils enjoy helping the younger pupils.

11. Pupils accept responsibility for their own actions and understand how they fit into the school and the wider community. They realise and fulfil their responsibility for their environment and for property. They enjoy debating and discussing issues affecting world situations such as poverty and globalisation. Reflection is a significant part of life at the school and pupils respond willingly to the majority of tutors who promote the thought for the day conscientiously. Pupils have a good awareness of other cultures, values and beliefs and are sympathetic to the different ways that people lead their lives, because teachers promote this well. These good arrangements to promote pupils' personal development are better than at the time of the previous inspection.
12. A few pupils, mainly boys, behave immaturely, but their behaviour seldom disturbs the harmony of the community or the work of others. Staff manage these pupils to increasingly good effect so that the school now rarely excludes pupils permanently. The rate of fixed-term exclusion although high, is slightly less this year because of the beneficial impact of several new strategies to support the pupils concerned. The school has also secured a dramatic reduction in the length of exclusions this year. Pupils are confident that the occasional incidence of bullying is handled well by the school.
13. Pupils with special educational needs have positive attitudes towards their learning and overcoming their specific difficulties. They appreciate the support they are given and build trusting relationships with their key workers. Pupils in Years 7 to 9 support each other very positively on the paired reading intervention programme, with some mentors being pupils who have themselves achieved success with the scheme. Two teaching assistants are former students of the school, which is testimony to the good work of the learning support department in fostering positive attitudes. The department works hard to raise the self-esteem and confidence of the pupils so that they take a full part in the life of the school.

## Attendance

### ***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data:	7.6	School data:	1.6
National data:	7.2	National data:	1.1

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

14. Pupils' attendance has, in recent years, been below average. Pupils now attend regularly and arrive on time because the school has very good procedures for promoting good attendance in Years 7 to 11. The electronic system works very effectively; recording and follow up systems are very carefully managed and monitored. A few Year 10 pupils, boys and girls, are poor attenders. School staff and specialists from a wide range of agencies work collectively, and in most cases secure improvement. New vocational courses organised with the local business centre have significantly helped a few previously poor attending Year 11 pupils to improve their attendance and commitment to education.

## 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	699	90	1
White – any other	43	1	0
Mixed – White and Black Caribbean	16	5	0
Black or Black British – Caribbean	11	3	0
Mixed – any other mixed background	19	7	0
Any other ethnic group	42	2	0
Information not obtained	7	1	0

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

- The school recognises that a higher percentage of pupils from some ethnic minorities behave badly and break the school rules and uses exclusion correctly to promote improvement

### **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**

- 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.
- 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.
- 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 overall quality of education provided by the school is **good**.

### Teaching and learning

The quality of teaching and learning is **good**.

#### Main strengths and weaknesses

- Effective teaching promotes positive attitudes and personal development in pupils.
- Teaching motivates pupils and supports them to achieve well.
- Regular school reviews ensure that senior staff are aware of the strengths and weaknesses in teaching and learning and this ensures continual improvements.

#### Commentary

19. The quality of teaching was good at the last inspection. There was then about 10 per cent unsatisfactory teaching and just under two-thirds was good. Teaching was strongest in the sixth form. Teaching is still judged as good throughout the school, but has improved considerably in Years 7 to 11, as now over two-thirds of lessons are good or better and nearly one-third is very good or excellent. Although teaching is still good in the sixth form, it is not as strong as it was previously, due to insufficiently regular monitoring and difficulties thrown up by the complexities of the consortium arrangements. During the last five years, important decisions taken have yielded effective strategies for raising pupils' achievement. Improving teaching and learning has been a major focus for staff development and school improvement. Effective management has ensured that improvement to teaching and learning has been accomplished in many subjects and examination courses. The pupils are positive about the school and the teaching they receive. Due to effective teaching pupils are mostly well behaved and have positive attitudes to their work. Good teaching and positive relationships between staff and pupils are currently making a positive contribution to their personal development.
20. Inspectors judge the quality of teaching and learning from a wide range of evidence that includes observing lessons, an analysis of past test and examination results, a scrutiny of pupils' work, talking to pupils about their work and analysing school data and documentation. During the inspection 144 lessons were observed. A summary of the teaching is shown in the table below. Teaching and learning are stronger in Years 10 and 11 owing to the motivation to do well in GCSE examinations.

#### Summary of teaching observed during the inspection in 144 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (2%)	36 (25%)	58 (40%)	44 (31%)	1 (1%)	2 (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. The above table indicates a high proportion of good and very good teaching, and a relatively low proportion of unsatisfactory and poor teaching. There are examples of very good teaching to be found in most departments, but teaching and learning in mathematics and food technology are especially strong.
22. Most pupils have positive attitudes towards their work and conform to school rules and conventions. The literacy skills of many pupils are below expectations for their age. Consequently, without carefully planned support by teachers, their progress is limited and some achieve standards that are below expectations. The strongest aspects of teaching are

the good subject knowledge of the teachers, their positive relationships with the pupils and the frequently very good quality of their planning.

23. Pupils with English as an additional language are taught well so they make comparable progress to other pupils. Good use is made of information and communication technology to develop their language and some very good teaching resources are available to support their language acquisition. The in-class support is effective and promotes pupils' learning well.
24. Overall, teaching and learning for pupils with special educational needs is good. Their progress is well documented. Teaching assistants support pupils particularly well in those lessons where they are deployed effectively by teachers. However, this is inconsistent across subject departments. Pupils with special educational needs are taught well when withdrawn from lessons, following a variety of literacy programmes, working collaboratively and with encouragement to develop their skills of independent learning. The expertise of a leading teaching assistant for literacy is used effectively in the teaching of small groups. However, not all teaching assistants are sufficiently well trained in the use of multi-sensory techniques to aid the learning of pupils with specific literacy difficulties and at times this restricts progress.

### **Assessment**

The quality of the assessment of pupils' work is **good**.

25. Very good electronic computer-based systems have been developed to track the progress of pupils against their prior attainment, targets and predicted grades. This information is used well in most subject areas. Form teachers use it well for individual meetings with pupils and parents on academic review days. This gives all pupils specific targets in each subject and pupils have a good understanding of where and how they can improve their work. The assistant headteacher, responsible for managing assessment, uses the information very effectively to track groups of pupils. This has enabled the school to target groups that are making less progress than others.
26. Assessment is good in most subjects. It is very thorough and constructive in art and music where all pupils are assessed regularly. Their progress is carefully tracked from a baseline assessment undertaken when the pupils enter the school. Very good assessment of pupils with English as an additional language is enabling their progress to be tracked well against their prior knowledge and targets in their individual education plans. These are reviewed regularly, adapted where necessary and shared with all staff. Marking is valuable, informative and generally consistent across subjects. In history and geography, where marking is very good, regular, constructive comments give pupils an indication of how they can improve their work. Physical education does not yet use National Curriculum levels for assessing pupils' attainment and design and technology has not linked assessment to its modules of work. These inadequacies hinder pupils' progression and achievement in both subjects.

### **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 her 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 in Years 7 to 11 is **good**. Enrichment opportunities, including out-of-school activities, are **good**. Accommodation and resources are **adequate** to meet the needs of the 11 to 16 curriculum.

### Main strengths and weaknesses

- Grouping pupils by similar ability enables the school to take accurate account of specific individual needs, which promotes their good achievement.
- Curriculum opportunities throughout the school are well planned and successful.
- Some pupils do not have sufficient time for religious education and music.
- There is insufficient use of information and communication (ICT) to support teaching and learning in many subjects.
- There is a good range of out-of-lesson clubs to support and extend learning, which are very well supported by pupils.

- The accommodation for some subject areas is unsatisfactory.

### **Commentary**

31. The curriculum for all pupils is broad and varied. Grouping pupils by ability helps them to make progress and achieve well. The movement of pupils between ability groups is regularly and fairly reviewed. Popular, successful vocational courses enhance the curriculum in Years 10 and 11. The good range of GCSE subjects is appropriate to pupils' needs. Curricular planning for pupils aged 14 to 19 is coherent, providing continuity in the learning of pupils and sixth form students. An innovative pilot project, in which pupils in danger of failing are introduced to working life and given the taste of GCSE examinations in Year 10, successfully focuses them on their priorities for Year 11. There is full access to the curriculum for those pupils with English as an additional language and for those with special educational needs, but a small number of lower attaining pupils in Years 7 to 9 have reduced science provision. There is good individual support for these pupils in class and in withdrawal lessons. Some subjects, such as religious education or music, have only one 50-minute lesson weekly and do not receive the intended time allocation for teaching the National Curriculum. This situation is aggravated further when these classes take lunch ten minutes early. Short-course GCSEs, such as in religious education and ICT, do not have enough time allocated for pupils to achieve sufficiently well. Insufficient application of ICT in many subjects adversely affects provision and pupils' progress, particularly in design and technology. Departments are planning to redress this following the school's recently acquired technology college status, using the extra facilities that this will provide. The school does not fully meet the requirement for a daily act of collective worship, as the simultaneous 'thought for the day' is not consistently delivered in form time. However, the quality of collective worship has improved considerably since the last inspection and assemblies are usually of high quality.
32. There is in most subjects a wide range of out-of-lesson support and extension activity for pupils of all abilities, contributing significantly to raising standards. In a mathematics club very high achievement was noted. Interesting trips are organised by most departments. A wide range of sporting activities is offered and these are very well supported, with some very good results gained in competitive games. There is an enterprising range of activities in the arts subjects. A large number of participants in well-coordinated events bring together enthusiastic audiences of pupils and parents, contributing much to the ethos of the school.
33. Most pupils with special educational needs have good access to the curriculum. However, a group in Year 7 is given extra literacy lessons, which reduces the time allocated to the teaching of science. There is good identification of pupils' specific needs, but the curriculum support lessons provided for some pupils in Years 7 to 9 are too often ineffective in helping to raise standards of literacy. Accommodation for special educational needs is inadequate, cramped and old. Access is impossible for pupils and staff with disabilities.

### **Accommodation and resources**

34. Overall the school's satisfactory accommodation and resources allow the school to teach its planned curriculum, but there are some weaknesses in the former. Accommodation is good in mathematics, art, history and modern foreign languages. Specialist rooms such as the ICT suites have recently been improved and provision for science is adequate. The school has firm plans in place to refurbish the accommodation for design and technology food and resistant materials, but at present this provision is unsatisfactory and does not meet the needs of the curriculum. The school has had plans accepted by the DfES for extensive developments, which include the learning resource centre, sixth form accommodation, facilities for special educational needs and English as an additional language. At present the accommodation for special educational needs is cold, cramped and does not provide a motivating environment for learning. The accommodation for the library is unsatisfactory and it has only restricted stocks of books for some curriculum areas.

### **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**

35. 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.
36. 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.
37. 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.
38. 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.
39. 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**

Arrangements for the care and welfare of pupils are **very good**. Arrangements for supporting and guiding pupils and involving them in the school are **good**.

### **Main strengths and weaknesses**

- Staff develop very good working relationships with pupils so they feel valued.
- The school has very good arrangements to promote a safe and healthy school.
- Teachers track pupils' and students' achievements carefully and so give good support.
- Staff make pupils feel well included in decisions about their own work and life of the school.
- Monitoring aspects of students' personal development is not as good in the sixth form as it is in Years 7 to 11.

### **Commentary**

40. Despite significant growth in recent years, the school manages to retain a caring ethos and to improve the good support offered at the time of the previous inspection. Well-trained support staff care tenderly for pupils' needs. Pupils with any form of special educational need know that specialist staff support them well. Staff pay very good attention to promoting a safe and healthy environment. All decisions concerned with health and safety are based on well thought-out risk assessments. Governors monitor these very carefully. They support the school exceptionally well in securing safe working practices with other agencies and contractors during construction and renovation. The school has comprehensive arrangements for child protection securely in place.
41. Pupils' personal and academic well-being is a priority for staff. There are good induction arrangements for new pupils and for those embarking on post-14 courses. Pupils get adequate advice about future career choices. Teachers track pupils' progress carefully and use this to give good advice and guidance on how to improve. Most, but not all, tutors use the time profitably with their pupils to monitor, guide and support pupils' work. The school has good systems for recording individual pupils' achievements. Teachers in departments such as mathematics use this more effectively than others to analyse the achievements of distinct groups of pupils, such as new arrivals, different ability groups, boys and girls or different ethnic groups. Support procedures are on the whole good. However, a degree of inconsistency restricts the school's ability to ensure that all groups perform equally well and that support is targeted effectively to make all pupils feel fully supported. Pupils are regularly consulted about their views through the school council. Pupils know that the school encourages them to think of ways of improving routines and facilities, such as the canteen rotas. Pupils appraise their own work and progress in termly target review interviews. Pupils value these sessions, recognising that this system encourages them to take responsibility for their own work.
42. Pupils with special educational needs have trusting relationships with teaching staff, and especially with their key workers. They are keen to learn and respond well to the support they are given. A teaching assistant has been recently appointed to work with pupils with behavioural problems and they are also well supported.

### **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**

43. 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.
44. 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.
45. 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.
46. 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**

The school has a **very good** partnership with parents, **good** links with the community and satisfactory links with other schools. The school has **good** links with local schools and with colleges for sixth form students.

### **Main strengths and weaknesses**

- Very good links with parents help them to take a full part in their child's education.
- The school is rapidly strengthening its links with the local community.

- Effective links with other schools are improving because of the school's recently acquired technology college status.

### **Commentary**

47. Staff commit significant time and energy to including parents in their children's education and always deal with their concerns very effectively. Parents recognise that they are able to help their children in meaningful ways. They value, for instance, their own inclusion in the termly target reviews. Annual reports are very good for keeping parents very well informed about their child's progress. The school also keeps parents very well informed about school life and successfully encourages parents' participation. Staff maintain regular contact with parents of pupils experiencing difficulty with their learning or their life in school. The school also arranges very effective support by a wide range of other agencies. Links with the parents of pupils with special educational needs are good when parents wish to be involved with their children's education
48. The school benefits from the support of many local organisations. Pupils experience different business and industrial situations at first hand and through the involvement of local people in a variety of aspects of the curriculum. A local business centre works very closely with the school so that about 20 Year 11 pupils beneficially study work-related courses at the centre. This helps those pupils prepare for life post-16. A good range of outside visits contributes well to pupils' learning. Sixth form students do not benefit sufficiently from links with the community because their enrichment programme is not well organised and monitored and a significant minority of students do not participate.
49. The school organises activities with neighbouring primary and secondary schools for curriculum support, competitions and events. The school's recently acquired technology college status has significantly improved teachers' chances of sharing their expertise with primary colleagues. Plans are also well under way for increased and imminent sharing of facilities and events. Good links with other schools and colleges strengthen the school's sixth form curriculum through the consortium arrangements.

### **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**

50. 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.
51. 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.



52. 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.
53. 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

The overall leadership and management of the school are **good**. The leadership of the headteacher and the quality of the governance are **very good**. The leadership of other key staff is **good**. The school has few significant barriers to learning and raising achievement and has developed **good** strategies to overcome most of them.

### Main strengths and weaknesses

- The very good leadership of the headteacher has ensured improved standards in teaching and learning.
- The governors of the school are very well led and have a clear vision of the strengths and weaknesses of the school.
- Management of the sixth form is not focused enough on raising students' academic achievement and their personal development.
- The school review processes are increasingly effective in bringing about improvements in school management.
- Effectiveness of recruitment and retention has resulted in the school being very well staffed.
- Very effective financial management ensures the school utilises its budget very effectively.
- Very good staff review procedures link effectively to good professional development.
- Statutory requirements for ensuring an act of collective worship and the use of information and communication technology (ICT) across the curriculum are not being fully met.

## Commentary

### Leadership

54. The school is very well led by the headteacher, who exerts a strong influence over its development and improvement. He has a very clear and realistic vision of what the school seeks to achieve. He also has the skills, energy and determination to ensure that the necessary measures are put in place to ensure the school is successful.
55. He is very well supported by a dedicated and hard working senior management team. Their roles and responsibilities have recently been changed and this has resulted in the overall organisation and the day-to-day running of the school being improved. The senior management team bring a range of skills and experiences that complement each other. They share a commitment to raising standards and are very supportive both of each other and of the headteacher.
56. The vehicle for much of the improvement that the school has achieved in recent years is the school improvement plan. This is a joint endeavour by governors and staff and is a well thought-out plan. The focus is on improvements in teaching and learning, inclusion issues, pupil recruitment and also on improving the quality of the school's environment. Each part of the plan has clearly stated objectives, which are developed through clear tasks and responsibilities. The plan very clearly provides a framework for action and is making an important contribution towards the school achieving its stated goals.

57. The headteacher has overseen significant changes and improvements in nearly all aspects of the school's life since the previous inspection. With the gaining of technology college status the school is now poised to improve further the quality of education of its pupils.

## Management

58. Management is good overall. There is a very good framework for departmental reviews that clearly sets out responsibilities and the schedule for review. The cycle of review has not yet impacted fully upon the work of all departments. Middle managers are becoming increasingly involved in the use of performance data to examine the effectiveness of their departments. Reviews, together with performance data, are acted upon and are used very well in music, religious education, art, and science to plan future developments. However, not all departments are using the results of their evaluations to inform their plans for improvement. Management is very good in mathematics, art, drama and music, good in geography, English, religious education, history, physical education, science, business studies and modern languages. In information and communication technology and citizenship management is satisfactory but in design and technology is unsatisfactory.
59. There is currently no special educational needs co-ordinator. The role is filled effectively by a member of the senior management team. Statutory requirements are met and the department works closely with outside agencies to ensure a high level of support for pupils. Daily organisation is managed effectively by a knowledgeable senior teaching assistant, who gives of her time unstintingly to ensure the continuation of good standards within the department. The lack of a head of department means that whole school special educational needs issues are not being driven forcefully enough, such as achieving more effective implementation of individual education plans. There is a dedicated team of good teaching assistants who are offered and encouraged to take very good training opportunities that benefit the learning and achievement of the pupils.
60. Approaches and procedure for financial management are excellent. The quality of financial planning has been recognised as good practice by the local education authority and the independent auditors. Governors are regularly informed and fully involved in monitoring the budget while supporting the school in seeking value for money in all its work. The school actively seeks for additional funding to help it achieve its educational priorities.
61. The school has sufficient teachers to meet the requirements of the curriculum with the exception of one unfilled middle manager post. The school has worked energetically and successfully to recruit and retain teachers so as to minimise disruption caused by staffing difficulties. The governors have appointed a number of heads of department and heads of year to strengthen middle management and promote high standards. The school has very good systems for performance management linked effectively to staff development. The very good and comprehensive induction programme is highly valued by new teacher and support staff. This effective support makes a valuable contribution to the quality of teaching and learning in the school.

## Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	3,220,391
Total expenditure	3,136,284
Expenditure per pupil	3,121

Balances (£)	
Balance from previous year	104,812
Balance carried forward to the next	188,919

## Value for money

62. Taking into account:

- how much is spent per pupil in Years 7 to 11 and the sixth form;
  - the good achievement of pupils throughout the school;
  - the good behaviour and attitudes of pupils in all years;
  - the overall effective teaching and learning;
  - the breadth of the curriculum and good range of extra-curriculum opportunities;
- the school provides good value for money, and the sixth form is cost effective.

## Governance

63. The governors give very good support to the headteacher's leadership. They have a clear vision for the future development of the school, and have a very good understanding of its present strengths and weaknesses. The governors bring a wide range of experiences and expertise to their roles and many have their own children in the school. There is a very well organised committee structure ensuring that governors are aware of developments in all aspects of the school's life.

## 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

64. 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.

65. 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.

66. 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.
67. 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.
68. 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.
69. 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.
70. 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.
71. 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.
72. 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

#### English

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards are improving because of good subject leadership and management.
- Pupils in Years 10 and 11 are motivated by the good teaching and achieve well.
- Lessons are consistently well planned.
- Marking of pupils' work is inconsistent in Years 7 to 9.
- The use of information and communication technology is under developed.
- Accommodation, especially for teaching English to pupils with special educational needs, is unsatisfactory.

#### Commentary

73. Boys enter the school with below average attainment and make satisfactory progress by the end of Year 9. Girls enter the school with even lower standards and attain less well. The current standards of work are average overall, and pupils' achievement is satisfactory. Results in the 2003 national tests were below average, and lower than those for mathematics and science. The results of lower ability pupils were particularly weak, due to changes in teaching staff during the year, however, the most able pupils achieve very well. Pupils' progress is better in Years 10 and 11 and their achievement is good. Standards of work are above average. Recent GCSE results in English are slightly above average, but lower for GCSE literature. Girls achieve less well than boys in both examinations. Pupils with special educational needs achieve as well as other pupils in all years, as they receive good support in lessons, as do those who have English as an additional language.
74. The quality of teaching and learning is good overall. In Years 7 to 9 lessons are consistently well planned and related to clear objectives, but some teachers do not encourage independent learning sufficiently. Pupils know their targets and how to improve, but the marking of work of the lower and middle ability pupils is not sufficiently rigorous. Opportunities for speaking and listening are now much better than at the time of the last inspection. Pupils support each other's learning positively and can discuss, argue and explain points well, as seen in a Year 7 lesson on the openings of ghost stories. Writing for a range of purposes is addressed and pupils are encouraged to draft work. Improvement in the basic skills of spelling and punctuation is slow, especially for lower ability pupils, because mistakes are not corrected systematically. There are too few opportunities in Year 7 for extended writing. Most pupils read confidently and fluently. Good use of different texts allows pupils of all abilities to enjoy a wide range of challenging literature, for example plays by Shakespeare, including *The Winter's Tale* and poetry by William Blake.
75. In Years 10 and 11, the best lessons were characterised by the teachers' very good knowledge and enthusiasm for the subject. With the exception of one lower ability group, pupils work conscientiously and are well motivated, because they trust their teachers. Pupils are encouraged to think and learn independently and the structure of lessons is good. The pace of lessons is brisk and lessons are well planned. There is a good focus on the structuring of written work, so that pupils are well prepared for their GCSE examination. Assessment of work is thorough and helpful and pupils are very clear about how to improve. Teachers' use good questioning skills to check and develop pupils' learning.

76. There is good, dynamic leadership from an experienced head of department with a strong sense of direction. The department collaborates in improving learning and raising standards. Development plans are well constructed and clearly related to whole school and departmental issues. There is insufficient analysis of performance and assessment data, particularly for groups of underperforming pupils, for example girls in Years 10 and 11. Support for newly qualified teachers is good, but closer monitoring is required to ensure classroom management techniques are better developed. Monitoring of marking and assessment of pupils' work is inconsistent within the department. The use of information and communication technology is underdeveloped and statutory requirements are not fully met. Accommodation is unsatisfactory as classrooms are spread around the school and some are too small for the size of teaching groups, making group work difficult.
77. Improvement since the last inspection has been good. The reading skills of lower ability pupils have improved. There is now a good stock of language texts and there are dictionaries that are accessible, and used, in every classroom. There is still insufficient literature from other cultures for use in Years 7 to 9. Further work is required to improve technical accuracy in writing.

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

78. Literacy across the curriculum is satisfactory. This is a current school priority and there are well constructed plans in place. However, provision for literacy in different subjects is inconsistent. Some subjects promote literacy well, for example: the use of key words in music; peer assessment and annotation of work in art; writing, discussing, researching and presenting in a leisure and tourism class. Oracy skills are strong because they are practised in a variety of situations. A good strategy for paired reading has helped to improve the reading skills of the lower ability pupils in Years 7 to 9. Writing skills are improving, but the basic skills of spelling and punctuation are underdeveloped. The use of information and communication technology is also underdeveloped and does not support literacy skills sufficiently throughout subjects.

### **Modern foreign languages**

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

### **Main strengths and weaknesses**

- The continued stability of staffing in both French and German has contributed to the good quality of teaching and learning.
- Pupils' positive attitudes to languages have contributed to their good achievement.
- Good curriculum organisation offers equality of opportunity to all pupils.
- Information and communication technology is insufficiently used in modern languages.
- Pupils' independent language learning skills are underdeveloped.
- Teaching occasionally fails to motivate lower ability pupils.

### **Commentary**

79. Overall, pupils' achievement in Years 10 and 11 is good, with the more able groups demonstrating considerable achievement in the languages they study. In Years 7 to 9, achievement overall is satisfactory. Pupils' progress in Years 7 and 8 are particularly noticeable, with many demonstrating sound pronunciation and listening skills. While some groups in Years 7 to 9 are making good progress, others achieve below national expectations. This is because a small number of pupils are not challenged sufficiently. Overall, boys and girls achieve equally well in Years 7 to 9 and pupils with special educational needs or having English as an additional language achieve as well as their peers throughout the school.
80. GCSE results in both French and German are well above national averages. There has been steady improvement in these good results since the last inspection. While both boys and girls achieve very good results, statistical comparisons between boys and girls are not useful

because of the high proportion of boys in the school. With a few exceptions, pupils in Years 10 and 11 demonstrate a very good grasp of the languages they study, including grammar and vocabulary. Many are able linguists with well developed skills in writing and in speaking. In work seen during the inspection, pupils' attainment in Year 9 was generally in line with national expectations and the more able groups were attaining higher standards. Generally, pupils' reading and listening are more advanced than their active skills of writing and speaking.

81. The stability of the department's staffing has contributed to generally good teaching, with many very good features. Teachers speak French and German fluently and to good effect, which creates the right ethos for pupils practising them. Teachers' expectations are high for all groups of pupils throughout the school and effective support is given to all pupils. As a result, pupils' attitudes to learning are very good and in high attaining groups, attitudes are excellent. In these groups, pupils demonstrate great enthusiasm for the languages they study and are keen to acquire skills that further enhance their learning and enjoyment. Teaching strategies are generally responsive to the needs of the different groups of pupils. Lessons are characterised by relevant, interesting activities, presented with a variety of teaching aids. Teachers follow clear assessment procedures, thoroughly integrated into their schemes of work, and usefully supplemented by pupils' marking of their own and others' work. As a result, pupils' performance is regularly monitored and continuous feedback is provided.
82. In a few lessons, teaching strategies are inadequate to keep all pupils involved in the lesson, which hinders their learning and progress. Moreover, not all lessons are carefully planned so as to encourage pupils to acquire independent language learning skills. This has led, in a small minority of cases in Years 10 and 11, to poor motivation and a lack of responsibility for acquiring the languages they study. Consequently, their progress is slow and their achievement unsatisfactory. As at the time of the last inspection, information and communication technology is not used enough to develop pupils' independent learning skills and provide for the different learning styles.
83. Teaching and learning as well as the organisation of the languages programmes have benefited from very good leadership. This has also led to good monitoring and support of staff, as well as timely curriculum development. The department has a sound vision of the languages provision in the coming years and it also benefits from its continuous review of its work. These features have continued to maintain the high standards.
84. The provision of two languages, French and German, for pupils aged 11-19 offers good equality of opportunity and choice. Accommodation is good with most rooms being individual teaching bases. Classrooms have a pleasing ambience for the languages taught, with high quality displays, including celebration of pupils' work. Resources have improved since the last inspection. However the quantities of textbooks and use of ICT and computer software still remain inadequate. Since the last inspection the department has made very good progress in a number of areas. Exchange or study trips abroad are planned to enrich the current languages provision

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Very good leadership ensures that the department focuses on improving teaching and learning in order to raise standards.
- Well-planned lessons give a clear focus and pace of learning for all pupils.
- Assessment is used effectively to set examination and test targets that motivate pupils.
- Information and communication technology (ICT) is not used widely enough to enhance teaching and learning.
- Very good working relationships give pupils confidence to join in discussions.

- The range of teaching and learning styles is too restricted to appeal to all pupils.

### **Commentary**

85. In 2003, the results at the end of Year 9 were above average and above those in similar schools. Results have been rising faster than the national trend. Pupils do better in mathematics than in science or English. In 2003, GCSE results were just above average, but observations in class and analysis of work show that standards have continued to improve and are currently above average. Standards have improved from the previous inspection, with many more pupils attaining the highest levels in tests and examinations. All pupils achieve well and better than expected when compared with pupils of similar abilities in other schools. The rise in standards is mainly due to better staffing, improved accommodation and, in particular, an emphasis on providing well planned lessons with a clear focus on good quality teaching and learning.
86. In lessons, the majority of pupils enjoy mathematics and consequently make good progress. Their determination to do well is confirmed by the good attendance at Year 9 booster classes. The high expectations of pupils and teachers is clearly demonstrated in the after school class, where over 20 pupils are striving for Level 8 in their end of Year 9 tests.
87. Frequent testing and analysis of results ensures that pupils have their progress closely monitored. Pupils are then set challenging targets that stimulate and motivate them to achieve well. However, pupils are not always given enough advice or guidance on what they have to do to reach the next level or grade.
88. Teaching and learning are very good. Lessons are very well planned to ensure that pupils understand what they are learning and work at a lively pace. Very good working relationships give pupils confidence to ask and answer questions and to join in the frequent discussions. Teachers have high expectations of all pupils. This was clearly demonstrated in a Year 11 class when pupils were required to carry out mental calculations involving multiplication of algebraic equations. There has been some difficulty with access to computers with the consequence that the use of ICT to enhance teaching and learning has been very restricted. New equipment is now available, a teaching assistant for ICT in mathematics has been appointed and substantive plans are fully in place to remedy this shortcoming. Although teaching is highly effective overall, there is a limited range of teaching and learning styles. On occasion this means that some less motivated pupils lose interest and progress becomes only satisfactory. Marking of books and homework is good with correct examples of how to do the work usually included.
89. Leadership and management are very good. There is a very good team spirit and the head of department offers a clear vision for taking the department forward and improving standards through high quality teaching and learning. He ensures consistency and spread of good practice through close monitoring of the team. The development of all pupils is fully considered as shown by the introduction of a new course for less able pupils in Year 10. This is designed to ensure that all pupils attain a GCSE grade. The department has made very good improvement from the previous inspection.

### **Mathematics across the curriculum**

90. Pupils have a satisfactory level of numeracy, however, its use and development across the curriculum is variable. Good use is made of graphs, tables, charts and calculations to record and interpret findings in geography and science. There is also good development of numeracy skills in ICT, where pupils produce and interpret databases and spreadsheets. Although there has been good staff training and a planned programme for implementation, the use of numeracy is limited in most other areas, but is used satisfactorily when called upon.

### **SCIENCE**



Provision in science is **good**.

### **Main strengths and weaknesses**

- Good leadership and management are leading to improved achievement in science.
- The use of assessment is good because it helps pupils to improve their work and many teachers use assessment to plan their teaching.
- In Years 10 and 11 pupils learn and achieve well because the teaching is good.
- The national strategy in science for 11-14 year olds is being introduced effectively to improve pupils' learning in science.
- Not enough use is made of ICT to support pupils' learning in science.
- In Years 7 to 9, some pupils have less time for science, which reduces their opportunity to learn.

### **Commentary**

91. Standards in the 2003 national tests were above average. Achievement was satisfactory for higher attaining pupils but unsatisfactory for a few average attaining girls who did not achieve as well as expected. Standards of work seen during the inspection were broadly similar to the national picture in all aspects of science. Achievement in lessons and pupils' work was satisfactory. Overall, GCSE results in 2003 were average and achievement from the end of Year 9 was good. Pupils' achievement in the separate sciences was very good, and above that expected. Some boys' achievement in the single award science was not as good as it should be. The head of science has identified the causes of the lower than expected performance in Year 9 and Year 11 examinations. She has put in place changes to improve behaviour and motivation and consequently pupils' achievement has improved.
92. Achievement in lessons and seen in pupils' work in Years 10 and 11 is good. It is higher than achievement in Years 7 to 9 because teaching and learning are better. In Years 10 and 11, many pupils are achieving better than expected, including pupils with special educational needs and those at an early stage of learning English. Overall achievement is good.
93. Teaching and learning are good overall, but most effective in Years 10 and 11. The strong features of most lessons are thorough preparation and regular homework, which help pupils to build on the work completed in class. In the good and very good lessons, teachers translate their knowledge into lively discussions and effective questions. In such a Year 10 lesson, the teacher used the pupils' own interest in mobile phones to explain and ask questions about transformers. As a result, pupils listened carefully and learned well. The science department has used the Science Strategy to improve teaching, learning and the curriculum. Many teachers use a range of methods to check previous learning before moving on. Almost all teaching includes a good range of activities in the main part of the lesson so that pupils' interest is maintained. However, in a minority of lessons in Years 7 to 9, the middle part of the lesson was less effective. For example, lower attaining pupils found the work difficult, because not enough practical examples were used to illustrate difficult scientific ideas and the work was not well matched to their needs. In other lessons, the teacher's discussion was flat, so pupils lost interest and began to whisper rather than listen. Generally, teachers do not make enough use of the ICT that they have planned to support pupils' learning, although action is being taken to improve this situation. Some lower attaining pupils have less science lessons than other pupils, which reduces their learning in science. Assessment is good, with regular tests and thorough marking of pupils' work. Teachers track and guide pupils' progress so they in turn know how well they are doing and what they need to do to improve. Teaching supports literacy and mathematical development effectively.
94. Leadership is good. The head of science is committed to raising standards. She has taken effective action to tackle weaknesses in teaching. She has made sure that that staff take opportunities for training provided by the Science Strategy. Priorities are clearly laid out but do not explain how they will bring about improvement in examination results. Management of the department is good. The head of science is supporting and managing inexperienced and

untrained staff effectively. She evaluates science results by teaching group and takes action when weaknesses are identified. She monitors individual pupils' progress rigorously. Technicians work efficiently and provide good support to teachers. Improvement since the last inspection is good. Standards have improved, marking is more consistent and there is good staff development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

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

### **Main strengths and weaknesses**

- Examination results for the full course GCSE are good.
- There is a very good team of specialist teachers who plan lessons well.
- The limited time available for the short course restricts progress.
- Target setting is underused to support learning.
- Relationships and attitudes to learning are good.
- Unsatisfactory monitoring and development of ICT across the curriculum.

### **Commentary**

95. The school provides all pupils with a taught course that ensures they all develop their information and communication technology skills. By the end of Year 9 standards are average. Teacher assessments of standards at the end of Year 9 in 2003 confirm standards in line with the national expectation. In 2003 all Year 11 pupils followed either a full or short ICT course. Standards in GCSE examinations for the full course were above average overall with good achievement by boys and girls. Pupils who studied a short GCSE course achieved less well and standards were below average.
96. Standards of work seen in Years 7 to 9 are in line with expectations. Pupils develop a range of specific software skills through well-planned tasks. They are confident in using a range of processes including the Internet for research. Their ability to present information and data in different forms is strong, but they have more limited experience of computer control or modelling. They are enthusiastic and their behaviour and attitudes to learning are good, which helps them achieve well in lessons. In Years 10 and 11 all pupils have one ICT lesson per week. Those studying for a full GCSE have two lessons and are achieving good standards. Time for the short course is below that recommended and whilst pupils make satisfactory progress within lessons their coursework suffers. Teachers encourage pupils to make use of school facilities beyond lesson times to complete coursework to raise standards.
97. Teaching is good overall. Teachers have good specialist knowledge and plan very well, which ensures the needs of all pupils are well met. The short 50-minute lesson time is used well with a crisp review of learning, a feature of many lessons. Classroom assistants are used effectively to support pupils with statements of special educational need. Challenging questioning is used well in the best lessons to develop pupils' understanding and keep them focused. Well-produced support materials help pupils to achieve their potential. Teachers make insufficient use of assessment information to set pupils short-term targets to raise their achievement further.
98. Leadership and management of the department are satisfactory. Considerable time and effort have gone into updating and improving the school computer facilities. There has been good development of lesson planning and content linked to the Key Stage 3 Strategy. New staff joined the department at the start of the year and this has improved provision. Progress since the previous inspection has been satisfactory. The head of department now needs to provide a stronger lead on the development and sharing of good practice. Not enough emphasis is placed on supporting the development of ICT within departments.

## **Information and communication technology (ICT) across the curriculum**

99. The achievement of pupils is average, but the overall development of ICT across the curriculum is unsatisfactory. The ratio of computers to pupils and quantity of resources is similar to that found nationally, but access to them for many departments is difficult. Pupils' attitudes are good and through their discrete ICT lessons they develop a good range of skills and independence. This is not, however, utilised to the full within subjects. Responsibility for school network management and the school's specialist technology college bid, together with the management of GCSE and AVCE courses, deflects the co-ordinator's focus away from whole-school ICT. The school has only very recently improved its computer systems and accommodation. In the past this inadequacy has been a barrier to development of ICT with the result that many departments have made insufficient progress. Currently, there is no overview that monitors departments' planning and use to ensure that ICT is systematically developed to support learning. As a result the development and use by subjects is too variable. Very good use of ICT is, however, made in music to support pupils in developing their composition skills. In geography many pupils use computers at home to present their project work. Several departments, though by no means all, have implemented their plans to have pupils make greater use of ICT.

## **HUMANITIES**

The inspection focus was on geography and religious education, but work in history was sampled.

### **History**

100. Standards in history are in line with national expectations and pupils achieve well throughout the age range. The quality of teaching and learning is good and there are many examples of very good practice. The department is led and managed well and pupils have very positive attitudes towards the subject. Display is used very imaginatively to support the curriculum. The department has made good improvement since the previous inspection and GCSE results over time have been above and often well above national averages.

### **Geography**

Provision in geography is **good**.

### **Main strengths and weaknesses**

- The innovative and reflective teachers have a positive impact on pupils' learning.
- The use of varied teaching methods and resources has a positive effect upon learning and pupils' achievement.
- Dynamic leadership and the enthusiasm of the team of teachers are motivating pupils, who enjoy the subject.
- Good assessment, marking and monitoring of pupils' progress promotes learning effectively.
- Timetabling constraints hamper teaching and learning.
- Departmental review procedures are used well to improve teaching and learning even further.

### **Commentary**

101. Standards at the end of Year 9 are in line with expectations and in Year 11 are similar to national averages. GCSE results for grades A\*-C in 2003 were higher than the national average and results at A\*-G were average. The standards of work seen in lessons and pupils' books reflect these positive examination results.

102. The good achievement of most pupils is directly attributable to good teaching. They respond well to challenging expectations, good pace and the effective use of resources. This combination was particularly evident in a Year 10 lesson in which the teacher enabled pupils to become absorbed in the issues of rural urban development. Simultaneously he taught them skills which enabled them to analyse and make notes. Pupils with special educational needs

and low attainment were well provided for with a variety of resources, whilst challenging stimulus was provided for the more able. Teachers' marking is very good and generally helpful to pupils' progress. The teachers' high expectations and pupils' appraisal of their own work make assessment a strong feature of the teaching and learning. Pupils' work seen during the inspection revealed that homework is well planned to challenge and effectively extend what is learned in the lesson. Fieldwork experience for all pupils is fully integrated into comprehensive schemes of work.

103. Pupils also achieve well as a direct result of the dynamic leadership and the enthusiasm of the team of teachers. Day-to-day management is good with planning, monitoring and review of data used to good effect. The head of department has a clear vision of where the department is and where it is going, and successfully manages a group of largely inexperienced teachers. The vision of achievement, which he provides, is having a very positive effect, for example through updating resources and schemes of work. The increasing use of ICT as an aid to learning is well managed. Accommodation is generally good, however, some teaching is spread across the campus, which restricts teaching and learning opportunities. The main geography area is a stimulating area to work and study.

### **Religious education**

Provision in religious education is **good**.

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

- The subject is led very well and pupils enjoy their studies, showing very positive attitudes.
- The subject makes a very good contribution to all pupils' personal development.
- There is a very strong sense of shared purpose in lessons.
- Time allocation for the subject is too low, especially in Years 10 and 11.
- ICT is not fully developed as a departmental resource.

#### **Commentary**

104. In recent GCSE short course examinations, results have been in line with the national average. In lessons seen and work analysed during the current inspection, standards are in line with those expected by the locally agreed syllabus at the end of Year 9 and pupils achieve well. During Years 7 and 8, they acquire a thorough knowledge of Christian beliefs and customs, as well as those of other world religions. In this context, some very well presented and well organised projects on Hinduism were seen, done by Year 8 pupils. In Years 10 and 11, pupils also achieve well and develop a good understanding of spiritual and moral concepts, such as suffering and euthanasia. Higher attaining pupils write in depth on these issues, but some other pupils, particularly those who lack adequate literacy skills, struggle to develop their ideas in writing.
105. The quality of teaching is good. There are also examples of very good and excellent practice. All members of the department are enthusiastic about their teaching and plan lessons very well to promote pupils' learning. The previous inspection report noted that pupils had few opportunities to take responsibility in classrooms. This is no longer the case. Teachers encourage all pupils to become active participants in lessons. There is a very strong sense of shared purpose in lessons that encourages all pupils to do their best. This was seen to very good effect in a Year 10 lesson during which pupils examined Islamic teachings on poverty. Pupils showed very positive attitudes throughout the lesson in a very lively and informed debate. Classroom organisation is strong and teachers have high expectations of all pupils. As a result, pupils enjoy their studies and show very positive attitudes in class. They are very appreciative of their teachers and show respect for each other's views.
106. The department is led and managed very well. However, time allocation and the shortage of subject specialist teaching in Years 10 and 11 remain issues from the previous report still to be addressed. Documentation is very thorough and there is detailed and comprehensive

analysis of the department's development. Other issues from the previous report concerning target setting and record keeping have been fully addressed, so assessment is now used well to monitor pupils' progress. The subject makes a very strong contribution to pupils' personal development, particularly in the area of multi-faith understanding. ICT, however, has not been developed fully as a departmental resource. Overall, good progress has been made since the previous inspection and the subject is well poised for further development. The key issues now are the provision of more subject specialist teaching in Years 10 and 11 and the development of the full-time GCSE course.

<b>Outstanding practice in the religious education department.</b>
An example of extremely skilled use of question and answer techniques in the religious education department to ensure excellent inclusion and involvement of all pupils during lessons.
The teacher worked to a seating plan each lesson and made a note of each pupil's oral contributions during classroom discussions. In this way, he was able to ascertain who had spoken, and, towards the end of the lesson, he brought in those who had not made a contribution up to that point. This ensured that all pupils were actively included in the activities. A particularly impressive use of this technique was seen in a very lively and forthright debate by Year 9 pupils on the issue of women priests in the Christian church.

## TECHNOLOGY

### Design and technology

The overall provision in design and technology is **unsatisfactory**. Provision is **satisfactory** in textiles and **very good** in food technology.

#### Main strengths and weaknesses

- The very good standards achieved by pupils in food technology in Years 10 and 11.
- Standards and achievement in resistant materials and graphics are well below average.
- Achievement at the end of Year 9 is restricted because planning and assessment do not build on experiences and learning gained in previous work modules.
- Good teaching and learning in food and textiles ensure good progress and achievement.
- Pupils have insufficient access to a range of resources, including ICT.
- Insufficient strategies for improvement result in too many variations in teaching and learning.

#### Commentary

107. Standards and achievement in Years 7 to 9 are well below what is expected in all the design and technology subject areas. Pupils develop competent skills using a range of tools and equipment and have satisfactory understanding of developing ideas using a design brief. In food and textiles they improve their evaluative and research skills and develop good knowledge and understanding in these materials. However, due to the lack of joint departmental planning and assessment linked to the modules taught, pupils are unable to build on their learning effectively from one module to another. This results in weak researching, designing and evaluative skills as well as low standards and achievement by the end of Year 9.
108. In 2003 the overall standards in GCSE examinations were below average. However, there are variations between the different design and technology subjects. In food, standards were well above average, but standards in resistant materials and graphics were well below. In food and textiles achievement is good and often very good, particularly in Years 10 and 11.
109. In Years 10 and 11 pupils make good progress in food and textiles, developing a better understanding of the design and make processes and acquiring a depth of knowledge of the materials they are working in. However, progress and achievement in resistant materials and graphics is largely satisfactory and only occasionally unsatisfactory. This stems from staffing difficulties that have caused inconsistencies in teaching and learning and hindered pupils'

achievement. Pupils have insufficient access to, and use of, a range of resources including ICT, consequently their coverage of National Curriculum requirements in Years 7 to 9 and for GCSE is inadequate. Pupils are unable to develop the ICT skills needed to raise their attainment in this subject.

110. Teaching is satisfactory overall, but ranges from very good to unsatisfactory. Teaching in food is very good and good in textiles. Teaching supports the development of technical and extended language well. Teachers give good support to individual pupils to help them improve and make progress in lessons. Where teaching is effective activities are well matched to pupils' ability. The skills and knowledge they are required to learn are clearly understood. Pupils know what they need to do to improve their work and develop a good measure of independence. When learning is less effective activities lack sufficient challenge and pace to maintain pupils' interest and to extend their knowledge and understanding sufficiently. Working relationships between teachers and pupils are good. This, coupled with the pupils' good involvement in activities, contributes to a safe working environment. This is essential, since the accommodation is too small and cramped for the large number of pupils in most groups. Rooms and resources are inadequate and have a negative effect on teaching, learning and standards.
111. Leadership is satisfactory. The head of department has a clear view of the strengths and weaknesses. He has in theory set the future direction for the department, but the management of improvement is unsatisfactory. The implementation and monitoring of strategies to ensure consistent practice across the department to secure improvements in standards is not effective.
112. Improvement since the last inspection is unsatisfactory with many similar issues requiring improvement. The department has had to deal with significant staffing difficulties, which have hindered the ability and rate of improvement.

## **VISUAL AND PERFORMING ARTS**

Art and music were the main focus of the inspection, but the work in drama was also sampled.

### **Drama**

113. Three lessons were observed. Standards in Years 7 to 9 are broadly average and in Year 10 and 11 above average. In Years 7 to 9 teaching is good, with pupils achieving well. Drama contributes well to pupils' personal development, building their confidence orally and through gesture. Pupils' attitudes to drama are very good. In Year 11 teaching is very good. The subject is very well led and managed, with clear planning, which focuses on clearly achievable goals, including the development of pupils' spiritual, moral, social and cultural education. Regular extra-curricular groups and drama productions enhance the ethos of the school.

### **Art and design**

The quality of provision in art and design is **good**.

### **Main strengths and weaknesses**

- Leadership and management are very good, with a clear vision for future developments.
- Achievement in Years 7 to 9 is good.
- Teachers have good subject knowledge and provide good support for pupils.
- Most pupils enjoy art and craft activities and make good progress.
- Assessing, recording and tracking systems are very good and promote achievement.
- Pupils have too little opportunity to use information and communication technology (ICT).

## **Commentary**

114. Pupils' attainment on entry is below the national average. However, they make good progress throughout Years 7 to 9 and by the end of Year 9 the standard of their work is in line with national expectations. Achievement in Years 7 to 9 is good. In the 2003 GCSE examination, the proportion of pupils achieving grades A\*-C was below the national figure. Girls' attainment was higher than that of girls nationally and much higher than that of boys in the school. Achievement during Years 10 and 11 is good.
115. Teaching is good overall. Teachers have good subject knowledge and come to lessons well prepared. Organisation and management of pupils is good in most lessons. They manage time and resources well and have high expectations that pupils will work to the best of their ability. Homework is set and marked on a regular basis.
116. Most pupils work with reasonable concentration to produce work of a satisfactory standard. They settle readily to the tasks that are set by their teachers and many are working with a high degree of independence. Pupils with special educational needs are well integrated into the teaching groups and make good progress. All pupils work within a curriculum that places emphasis on drawing, painting and craftwork, but there is little opportunity for exploring ideas through ICT in a design context. The standard of work produced is in line with national expectations.
117. Leadership and management are very good. The head of department is a very good role model for both staff and pupils. Planning is very good and he has set clear objectives for the department. Assessing, recording and tracking systems are very well designed and enable detailed and informed feedback to be provided for each individual pupil on a regular basis.
118. Accommodation and resources are good. There are three large multi-purpose studios that are used for two-dimensional and three-dimensional work. However, there are issues concerning class sizes that are too large for the available studio space, which has an adverse impact on standards and achievement. Provision of computers, digital cameras, scanners and printers in the art studios is inadequate at present. Improvement since the last inspection is good and pupils continue to make good progress.

## **Music**

The overall quality of provision in music is **good**.

### **Main strengths and weaknesses**

- Lessons are very well planned and structured, enabling pupils to make good progress, despite a shortage of curricular time for classes in Years 7 to 9.
- Very good leadership and management of the subject ensure a stimulating, progressive course, well tailored to meet the needs of all pupils.
- A good proportion of pupils take instrumental lessons and participate in extra-curricular activities.

## **Commentary**

119. Pupils in all years make good progress in music, achieving well. Standards in Year 9 are average. Those pupils in the top stream achieve very well, improving at a faster rate than others. By Year 9 pupils' composition and performing skills are more developed than their listening skills. They hold parts well in time in ensembles and emulate a range of styles convincingly. While in Year 11 standards are broadly average, there is a very wide range of ability in the class, with many pupils having English as an additional language or with special educational needs. Teaching is very well tailored to all pupils' needs so they all achieve well. Pupils are well focused and work actively at all tasks set, with good attitudes to their work. Unsatisfactory behaviour is rare and is dealt with promptly.

120. Teaching and learning are good overall. Relations between teachers and pupils are very good. Teaching is very well planned and engaging lessons have a brisk pace. This partly but not entirely compensates for Years 7 to 9 receiving less lesson time than intended for music in the National Curriculum. When Year 7 takes lunch early, further time is lost. In practical work, due to cramped classrooms and lack of practice rooms, volume levels can rise, so that some pupils find concentration difficult. Regular homework includes developing pupils' competence in English through the research and writing of projects.
121. Very good leadership and management of the department ensure that effective strategies support pupils well. Procedures for assessment are very good and include frank analysis of data. Consequently, the curriculum is well planned, appealing to all pupils, embracing popular and non-Western musical styles, and building well on the skills pupils develop. The priorities for the department are well thought out. For example, regular use of ICT in lessons ensures that pupils are well prepared to opt for either music or music technology in the sixth form. However, the book stock in the library is insufficient to meet the needs of some research projects. The staff works very well as a team, although the visiting instrumental teachers teach away from the main music building. An above average proportion of pupils learn instruments. Concerts are organised systematically, giving pupils of all years an opportunity to perform and develop confidence. These are very well attended by pupils and parents, and contribute strongly to the good school ethos. A good range of vocal and instrumental ensembles, popular with both boys and girls, contributes to a successful extra-curricular programme.
122. Since the previous inspection the subject has made good progress. High achievement has been maintained and is being improved upon. The use of ICT has developed strongly and numbers opting for the GCSE course have increased. Strategies are in place to secure further progress. The subject makes a very good contribution to pupils' personal development.

## **PHYSICAL EDUCATION**

The provision in physical education is **good**.

### **Main strengths and weaknesses**

- Teaching is good, with knowledgeable and enthusiastic teachers setting high standards in terms of behaviour and attainment.
- Pupils have a positive, lively attitude and feel valued for both their effort and achievement.
- The many extra-curricular activities are well supported by enthusiastic groups of pupils.
- The on-site accommodation is barely adequate.

### **Commentary**

123. The number of pupils gaining A\*-C grades in the GCSE examination have been variable over the last three years, ranging from above the national average to those in 2003 which were well below average. Inspection evidence indicates that the standard of work by pupils who are currently studying for the examination is much improved, with several very able pupils performing at the highest levels. Pupils with special educational needs are well integrated, given much support by staff and fellow pupils and reach commendable levels of attainment.
124. Pupils have a wide range of physical education skills, many of which are below the levels expected. They quickly respond to good teaching, make good progress and by the end of Year 9 most pupils reach levels of attainment in line with that found nationally. In gymnastics, pupils learn to devise sequences of controlled movement using small apparatus and they develop confidence and co-operative skills, as well as their technical ability. Pupils also make good progress in games activities. They continuously increase their knowledge of rules and conventions and develop the skills to compete successfully. This represents good achievement.



125. By the age of 16 years standards of attainment are also in line with those seen nationally. Good levels of skills are clearly evident in a wide range of activities. Pupils have a good understanding of tactics and strategies and apply the skills that have been practised when they are playing competitive games. Many school teams take part in a large number of inter-school games and sports events and gain much success. Many pupils have represented Surrey and a few have gone on to national honours. The current Year 9 rugby league team are the south of England champions.
126. Teaching is good. All lessons observed were at least satisfactory, with the majority good or very good. Teachers have good subject knowledge and their lessons are well organised. They are conducted at a brisk, demanding pace, achieving a balance of activities and offering pupils a range of challenges. Teachers show care and concern for their pupils whilst encouraging the best in fair play, co-operation and competitive experiences. Pupils respond very positively to their teacher's enthusiasm. They behave well and their enjoyment of their work is very evident.
127. The head of department was appointed to his post in September 2003. In this relatively short time he has made an impressive start in the reorganisation of the department and has established a clear sense of direction for it. The indoor accommodation is very limited and is barely adequate to allow the requirements of the National Curriculum to be met. Teaching staff demonstrate a willingness to work together, support each other and show strong commitment to the improvement of the department. There has been very good progress since the previous inspection.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

The focus of the inspection was on business studies, but the work in VGCSE leisure and tourism was also sampled.

### **Leisure and tourism**

128. This is a new subject that started in September 2003 to give pupils a more practical approach to their studies. The subject has made a very positive start and meets the needs of a group of mostly lower attaining students very well. Pupils are in line to attain low passes in the double award and their achievement is good. A few pupils who entered the course with higher levels of knowledge and understanding of geography are attaining well above average standards and their achievement is very good.
129. The quality of teaching is good overall. Pupils are frequently encouraged to work independently and carry out their own investigations. These very interactive teaching methods build pupils' responsibility and confidence. Planning indicates that once the course is fully established pupils will benefit from visits to leisure providers in the local area.

### **Business education**

Provision in business studies is **good**.

### **Main strengths and weaknesses**

- GCSE examination results are well above average.
- Good teaching helps pupils to achieve well.
- Pupils show good attitudes and behave well.
- Information and communication technology (ICT) is not used enough in lessons.
- Links with local business and industry are under-developed.

### **Commentary**

130. Pupils enter the GCSE business course with average attainment at the beginning of Year 10 but gain above-average GCSE examination grades. In 2003, nearly all pupils gained grades at C or above, well above the national average. It was a higher proportion than in 2002. Although there were only two A/A\* grades, pupils' achievement in business was good for girls and boys, with more than a half of pupils performing better in the examination than predicted.
131. In lessons and course work seen, pupils' standard of work meets national expectations, and the achievement of girls and boys is satisfactory. Year 10 pupils are beginning to know the differences between job descriptions and person specifications and demonstrate above average communication skills when presenting information. Year 11 pupils have started coursework projects well, describing types of communications in different businesses. Higher attaining boys produce written work of above average quality, using ICT effectively. They word process evaluations of the environmental effects of mobile phone use, but do not use ICT enough to analyse data using spreadsheets. Pupils work well in small groups to discuss ideas for their own mini-businesses in Year 10. They sell jewellery, cosmetics and other items to make a profit. Pupils from different ethnic groups mix well. Though pupils are well motivated by business-related tasks, they do not link with enough real businesses.
132. Teaching and learning is good, leading to good achievement. In lessons teachers' relationships with pupils are good. Topical examples based on good subject expertise challenge pupils to analyse business costs, profits and market share. No pupils have been identified as gifted and talented, but support teachers are used well to help pupils with special educational needs. Marking is constructive, and, in best practice, pupils are given individual targets to improve business coursework projects. The quality of learning is sometimes weakened due to insufficient use of computers in Year 10. Homework is set fairly regularly, but there is scope for more advanced tasks.
133. Leadership and management are good overall. Both business teachers have worked in industry and have developed effective, though limited, links with local businesses. Their good monitoring of pupils' progress has led to consistently good results.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

The focus of the inspection was on personal, social and health education and citizenship.

### **Personal, social and health education and Citizenship**

Provision in citizenship is **satisfactory**.

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

- Pupils have ample opportunities to participate and take responsible action within the school.
- Procedures for assessing, recording and reporting the subject are not adequately developed.
- The subject is led and managed well within the personal, social and health education programme.
- There are clear plans for future development of the subject.
- Some subjects do not make a satisfactory contribution to citizenship curriculum.

### **Commentary**

134. There is a well-planned programme for personal, social and health education that is delivered by form tutors. Teaching is good overall and, during the inspection, several lessons were observed that enhanced the personal development of pupils. For example, in a Year 8 lesson involving the Real Game, pupils examined how to live within their means using a typical weekly budget. Issues of citizenship are incorporated within schemes of work and the programme is co-ordinated well.

135. It is not possible to reach an overall judgement about standards and achievement in citizenship as the subject has only recently been introduced into the curriculum. Few lessons were observed that had a distinctive focus on citizenship and pupils produce little written work on the subject. However, in lessons observed where citizenship was identified, pupils acquire a good understanding of different aspects of society. Within the personal, social and health education programme, for example, Year 10 pupils examined recent changes in the law regarding drugs and in Year 11 pupils in a business education class discussed the advantages and disadvantages of the European Union. There are also examples of good teaching where teachers work from clear citizenship objectives. Questioning is managed well and pupils are challenged to evaluate their own opinions on a range of topics, for example in a Year 7 lesson in which pupils examined issues of homelessness and gave their own personal viewpoints on the issue.
136. A departmental audit of citizenship opportunities has been undertaken and is currently being evaluated with a view to future planning. At present, citizenship falls within the remit of the personal, social and health education programme and this is managed well. Pupils have ample opportunities to participate and take responsible action throughout the school. The recently formed school council is an effective channel of communication and all pupils have a voice through the regular issue of a school newspaper and student bulletin. The school also encourages all pupils to become involved in citizenship activities, such as the recent link with a school in Ghana. Some departments identify citizenship activities within their schemes of work but others do not. There are plans for assessing, recording and reporting pupils' achievements in the subject, but these are at an early stage of implementation.
137. Overall, citizenship has yet to make a full contribution to the school's curriculum but the new subject co-ordinator has clear plans for future development. The key issues now are to promote the active involvement of all subjects in citizenship activities and to implement fully the plans for assessment, recording and reporting of the subject later this year.

## 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
Mathematics	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	15.8	9	24.3
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

138. 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.

139. 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.

140. 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 the 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.

141. 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**

142. 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.
143. 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.
144. 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.
145. 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.

146. **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

147. 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.
148. 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.
149. 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.

150. 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**

151. 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.
152. 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.
153. 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.
154. 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.

155. 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**

156. 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.
157. 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.
158. 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.
159. 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**

160. 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**

161. 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**

162. 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.

163. 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.

164. 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.
165. 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**

166. 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**

167. 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.
168. 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.

169. 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.
170. 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.
171. 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**

172. 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.
173. 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.
174. 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.

175. 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**

176. 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.
177. 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.
178. 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**

179. 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.

180. 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.

181. 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
<b>The overall effectiveness of the sixth form and the school</b>	<b>4</b>	<b>3</b>
How inclusive the school is		3
How the school's effectiveness has changed since its last inspection	4	3
Cost effectiveness of sixth form/value for money provided by the school	4	3
<b>Overall standards achieved</b>		<b>4</b>
Pupils' achievement	4	3
<b>Pupils' attitudes, values and other personal qualities</b>		<b>3</b>
Attendance	4	4
Attitudes	3	3
Behaviour, including the extent of exclusions	3	3
Pupils' spiritual, moral, social and cultural development		3
<b>The quality of education provided by the school</b>		<b>3</b>
The quality of teaching	3	3
How well pupils learn	3	3
The quality of assessment	3	3
How well the curriculum meets pupils' needs	4	3
Enrichment of the curriculum, including out-of-school activities		3
Accommodation and resources	5	4
Pupils' care, welfare, health and safety		2
Support, advice and guidance for pupils	4	3
How well the school seeks and acts on pupils' views	4	3
The effectiveness of the school's links with parents		2
The quality of the school's links with the community	4	3
The school's links with other schools and colleges	3	4
<b>The leadership and management of the school</b>		<b>3</b>
The governance of the school	3	2
The leadership of the headteacher		2
The leadership of other key staff	3	3
The effectiveness of management	4	3

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