

INSPECTION REPORT

**IMMANUEL CHURCH OF ENGLAND
VOLUNTARY AIDED COMMUNITY COLLEGE**

Idle, Bradford

LEA area: Bradford

Unique reference number: 132219

Headteacher: Mrs B M Hadcroft

Reporting inspector: Mr C Sander
4151

Dates of inspection: 4 – 8 November 2002

Inspection number: 249731

Full inspection carried out under section 10 of the College Inspections Act 1996

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INFORMATION ABOUT THE COLLEGE

Type of college: Comprehensive

College category: Voluntary Aided

Age range of students: 11 - 18

Gender of students: Mixed

College address: Leeds Road
Idle
Bradford
West Yorkshire

Postcode: BD10 9AQ

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Appropriate authority: The Governing Body

Name of chair of governors: Mr P Turner

Date of previous inspection: Not applicable

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Team members			Subject responsibilities	Aspect responsibilities
4151	Cedric Sander	Registered inspector		<p>What sort of college is it?</p> <p>The college's results and students' achievements.</p> <p>How well are students taught?</p> <p>How well is the college led and managed?</p> <p>What should the college do to improve further?</p>
19336	Susan Dixon	Lay inspector		<p>Students' attitudes, behaviour and personal development.</p> <p>How well does the college care for its students?</p> <p>How well does the college work in partnership with parents?</p>
22723	Robert Hartman	Team inspector	<p>Mathematics</p> <p>Sixth-form mathematics</p>	
23393	Brian Dower	Team inspector	<p>English</p> <p>English as an additional language</p> <p>Sixth-form English</p>	
1407	Peter Scott	Team inspector	<p>Science</p> <p>Sixth-form chemistry</p>	Sixth-form co-ordinator

Team members			Subject responsibilities	Aspect responsibilities
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29972	John Webster	Team inspector	Geography	
31329	Kathleen Barratt	Team inspector	History Citizenship	Educational inclusion.
15396	Ronald Bulman	Team inspector	Modern languages	How good are curricular and other opportunities offered to students?
21954	Terry Chipp	Team inspector	Art	
31660	Marianne Young	Team inspector	Music	
17987	Brian Coates	Team inspector	Physical education	
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the college	
How good the college is	
What the college does well	
What could be improved	
How the college has improved since its last inspection	
Standards	
Students' attitudes and values	
Teaching and learning	
Other aspects of the college	
How well the college is led and managed	
Parents' and carers' views of the college	
ANNEX: THE SIXTH FORM	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	15
The college's results and students' achievements	
Students' attitudes, values and personal development	
HOW WELL ARE STUDENTS TAUGHT?	21
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO STUDENTS?	25
HOW WELL DOES THE COLLEGE CARE FOR ITS STUDENTS?	28
HOW WELL DOES THE COLLEGE WORK IN PARTNERSHIP WITH PARENTS?	29
HOW WELL IS THE COLLEGE LED AND MANAGED?	30
WHAT SHOULD THE COLLEGE DO TO IMPROVE FURTHER?	34
THE ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS	37
PART C: COLLEGE DATA AND INDICATORS	38
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES IN KEY STAGES 3 AND 4	44
PART E: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES IN THE SIXTH FORM	66

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE COLLEGE

Immanuel College is situated close to the villages of Idle and Thackley and to the severely disadvantaged neighbourhoods of Eccleshill, Greengates and Thorpe Edge, north of the centre of Bradford. It is a larger-than-average, Church of England, voluntary-aided, community comprehensive college for boys and girls between the ages of 11 and 18. Only a very small number are from ethnic minority groups, none of whom uses English as an additional language. It opened in 2000 but was at that time partly located in temporary accommodation. It did not fully occupy its newly-built premises until September 2001. There are currently 1214 on roll, of whom 39 are in the sixth form. The college has increased in size since it opened. Admission arrangements provide the local Christian faith communities with up to 50 per cent of available places. So far, fewer than 15 per cent of the students have entered the college by this arrangement. Standards on entry are well below average overall but higher in Year 7 where they are broadly average. A little less than one-fifth are known to be eligible for free college meals, above the national average. A similar number have identified special educational needs, close to the national average. Forty-one have statements of special educational need, an average number for colleges of this size. Approximately half of the students continue in full-time education beyond the age of 16, the majority entering local colleges of further education. Immanuel College is involved in the Excellence in Cities [EiC] initiative.

HOW GOOD THE COLLEGE IS

Few schools and colleges nationally can have faced such similarly challenging circumstances over the last two years. Its community is still recovering from those extreme difficulties, many stemming from factors outside its direct control. Given those exceptional circumstances, the college is now as effective as might reasonably be expected. Actions taken over the last seven months have laid the foundations for improved provision but it is too early to measure their enduring impact and success. The link between intentions and successful action is much stronger this term. Achievement, behaviour and the quality of teaching remain unsatisfactory but are better than they were twelve months ago. Difficulties caused by long-term staff absence in mathematics persist. The leadership of the college is now more assured and effective. The costs surrounding the college's opening have been very high, both financially and in human terms. Its above average income and expenditure reflect this. This term the college has started for the first time to give satisfactory value for money.

Immanuel College provides an acceptable standard of education but has serious weaknesses in several areas of its work.

What the college does well

- Skilful teaching produces good achievement in art, history and modern foreign languages.
- Students in Year 7 make good progress.
- It cares well through its special provision for students who present particularly challenging behaviour.
- Additional opportunities provide particularly well for gifted and talented students.
- Students in the sixth form are well taught.
- The new headteacher and her leadership group have defined well the necessary strategies for improvement.
- Good leadership has successfully arrested the decline of the college and started to restore morale.

What could be improved

- Achievement, standards and results at Year 9 and Year 11.
- The boys' results at Year 11 in GCSE examinations.
- Students' poor skills in listening and speaking, writing and reading, in that order.
- The proportion of satisfactory or better teaching, particularly the range of methods and the management of students' behaviour.
- Students' unsatisfactory behaviour, their frequently poor attitudes to work and their weak social skills in lessons and around the college.
- Poor attendance, particularly the number of unauthorised absences.
- The unsatisfactory aspects of financial planning.
- The unsatisfactory quality, range and organisation of learning opportunities in Years 7-9.

The areas for improvement will form the basis of the governors' action plan.

HOW THE COLLEGE HAS IMPROVED SINCE ITS LAST INSPECTION

There has been no previous full inspection of the college, as it only opened two years ago. In April 2002 Her Majesty's Inspectors [HMI] reported their serious concerns about standards and the limited impact that provision was having in raising them. Improvement since then has been satisfactory with some good features. The decisive response to the findings of HMI, immediately prior to the appointment of the new headteacher established a sound platform for her to communicate an unequivocal understanding of what needed to be done. The measurable indicators of good improvement since then include the greatly reduced number of exclusions and short-term staff absences. Satisfactory indicators include improving attendance, far less unacceptable behaviour and improved staff morale. Standards are higher than six months ago but are still not high enough. There is significantly less unsatisfactory teaching. Pockets of poor teaching and behaviour persist and the quality of provision is still too inconsistent across the college.

STANDARDS

The table shows the standards achieved by students at the end of Year 11 and sixth-form students at the end of Year 13 based on average point scores in GCSE and A level/AS level examinations. As the college opened in September 2000, results are available for only two years and a trend in results has not yet been established. There have to date been too few AS level candidates to make valid comparisons with results nationally and the first students to take A level examinations will do so in 2004.

Performance in:	compared with				Key
	All colleges			Similar colleges	
	2000	2001	2002	2002	
GCSE examinations	n/a	E*	E	E*	well above average A average B above average C average D below average E well below average E average E very low *
A-levels/AS-levels	n/a	n/a	n/a		

Standards at Year 11 are well below those that students are expected to reach nationally. They are somewhat higher than the GCSE results in 2002 when approximately one-fifth obtained five or more

grades A*-C, a very low proportion. The average points score was well below average for all schools nationally and in the lowest five per cent for similar schools. A high proportion did not sit the examinations. None completed all of their earlier education at the college and many had previously experienced severely disrupted provision within the local reorganisation of education. All national comparisons should be interpreted with considerable caution. There is no trend in results because the college has been open for only two years. The results in 2002 were an improvement on the previous year because the girls did much better but they were below target. The gap between the boys' and the girls' results is much wider than nationally. Year-on-year results declined in National Curriculum tests in Year 9. Progress in lessons and over time is slower and achievement lower than it should be. Both are unsatisfactory. Overall, however, standards and the rate of progress are higher this term, and particularly so in Year 7. Standards in Year 9 are very low and comparable with the National Curriculum test results at the end of Year 9 in 2002. These were well below average for all schools nationally and for similar schools. Standards are generally higher when learning is less dependent on the printed word, when there are opportunities for practical work and when audio and visual resources are well used. Standards are in line with those expected nationally in art, physical education and history in Year 11. They are higher than this in art in Year 9. In all other subjects they are lower than usually found nationally, and particularly so in English. Poor literacy skills are a major barrier to progress for a large number of students in many of their subjects.

STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the college	Unsatisfactory. Most respond well when expectations are high. If they are not, many are too easily distracted, some are disrespectful and a few are disruptive, occasionally defiantly so. The response to both praise and fair reprimand is invariably positive.
Behaviour, in and out of classrooms	Unsatisfactory. Movement around the college still lacks sufficient self-discipline. The frequency of unacceptable behaviour is much reduced since last year and the number of exclusions has reduced dramatically this term.
Personal development and relationships	Unsatisfactory. Some older students' personal development has been stunted by their experience of the local reorganisation of their education. Consequently, they are sometimes wary of trusting and respecting adults. Relationships are broadly satisfactory and incidents of conflict or bullying are few. Some still tend to pick on others younger than themselves.
Attendance	Poor. Still well below average but improving year on year. Attendance is currently two per cent higher than this time last year. Unauthorised absence is well above average. Punctuality to morning college is unsatisfactory.

TEACHING AND LEARNING

Teaching of students:	Years 7 – 9	Years 10 – 11	Years 12 – 13
Quality of teaching	Unsatisfactory	Unsatisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is unsatisfactory because it remains too uneven overall. Expectations are now more consistent and broadly satisfactory but several long-term absences and small pockets of poor teaching persist. The quality ranges from poor to excellent in Years 7-9 and from very poor to excellent in Years 10-11. The quality of learning and teaching is broadly satisfactory in English and science. It is a serious weakness in mathematics owing to enduring staffing difficulties. In nearly all subjects the quality of teaching and learning in Year 7 is good. The proportion of unsatisfactory teaching is greatest in Year 9. A small number of older boys are resistant to learning and about one third lack confidence or are reluctant to learn. Skilled management of behaviour allied to the careful planning of lessons lies at the heart of the best teaching and learning, well evidenced in art, history and modern languages. The quality of learning is generally better, and rarely less than satisfactory, when students contribute their own ideas in lessons or undertake practical tasks. Learning is weakest when pedestrian teaching methods do not engage the interest or require students' participation. The teaching of basic skills is unsatisfactory overall, and particularly the skill of listening. This is usually well taught in modern languages. The development of numeracy skills is broadly satisfactory. The contribution of classroom support assistants is a good feature of the overall satisfactory provision for students with special educational needs. The provision for gifted and talented students is good. The needs of students are in most cases met satisfactorily. The strong features in the consistently good teaching in the sixth form are the very good subject knowledge and the guidance and attention given to individual students. The teaching of key skills is unsatisfactory and most students are not good at organising their own learning.

OTHER ASPECTS OF THE COLLEGE

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Some aspects of its organisation are unsatisfactory, particularly in Years 7-9. New features in Years 10 and 11 are starting to make good provision for a more diverse range of needs, including special arrangements for a small number of disaffected students. Not all of the statutory requirements for ICT are fully met. Current setting arrangements sometimes result in low self-esteem amongst less competent students.
Provision for students with special educational needs	Satisfactory. Students are well supported by the classroom support assistants. The range of alternative provision is good overall and very good for those who have emotional and behavioural difficulties. The interpretation and use of individual education plans are unsatisfactory in lessons.
Provision for students' personal, including spiritual, moral, social and cultural development	Satisfactory. The provision for students' spiritual development is good. The impact of provision for moral and cultural development is broadly satisfactory. Provision for social development, including citizenship, has currently much less impact and is therefore unsatisfactory.
How well the college cares for its students	Satisfactory. The arrangements for students' health, safety and welfare are satisfactory. The procedures for monitoring and improving attendance are good. Those for monitoring and supporting behaviour and personal development are satisfactory. The monitoring of academic progress, including assessment and target setting, is now broadly satisfactory following significant recent improvements.

HOW WELL THE COLLEGE IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The initial, measurable impact of the new headteacher's leadership has been good. She has identified accurately the priority areas for improvement, managing very well the involvement of others. The contribution of the leadership group is good, sharing her commitment to persevere in the face of frequently daunting circumstances. It is far too early to evaluate the enduring impact on standards but there has already been a measurable improvement. The commitment as well as the capacity to improve the standards and provision of the college is satisfactory overall.
How well the governors fulfil their responsibilities	Satisfactory. Their commitment to improvement is sound. Some statutory responsibilities are not fully met. Good leadership has established a strong partnership with the new headteacher. This has helped governors to understand anew their role in setting the long-term direction for the college.

Aspect	Comment
The strategic use of resources	Satisfactory. The pattern of expenditure is broadly similar to the majority of colleges but the high costs of supply teachers place a heavy financial burden on the college. Longer term financial planning is unsatisfactory. The college as yet applies only partially the principles of best value. Learning resources are much better than two years ago and are broadly satisfactory. Many of the current staffing difficulties lie outside control of the college's management. Time tabling and the grouping of students are important linked areas for improvement. The sixth form is not currently cost-effective because the initial development costs are high.
The college's evaluation of its performance	Satisfactory. Improvement planning has started to set measurable, specific targets. The leadership group has sound technical understanding of where and how the college needs to improve. The effective analysis of performance data has started to improve but arrangements to monitor the quality of teaching across the college remain unsatisfactory because they are followed inconsistently.

PARENTS' AND CARERS' VIEWS OF THE COLLEGE

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high expectations. • The progress made by their child. • They are comfortable about approaching the college with questions or when problems arise. 	<ul style="list-style-type: none"> • Standards of behaviour • Information about students' progress. • Closer links with parents

Approximately one in five parents returned the questionnaire. Of those who did so, a higher proportion than usual also included written comments. Twenty-eight parents attended the pre-inspection meeting. A high proportion of the relatively small number who recorded their views in these ways expressed serious concerns about the quality of education provided for their children. Many appreciated that the causes sometimes lay outside the control of the college's management. Some were grateful for the efforts of several staff and a good proportion noted the immediate impact that the new headteacher has had. Their major concerns were about behaviour, the very frequent use of supply teachers, the impact this had on their children's learning, and the inconsistent application of policy across the college. Many of the parents' views are well founded. Those expressed at the meeting more accurately reflect the findings of the inspection than some of the written comments. Behaviour is better than it was but is still not good enough. The quality of teaching is better but remains too inconsistent. The level of supply teaching is less than it was because short-term staff absences have reduced significantly this term. It remains a major problem in mathematics.

INFORMATION ABOUT THE SIXTH FORM

The sixth form has 39 students and is much smaller than the average nationally. About one in four Year 11 students enter the sixth form, well below the national average. The sixth form has grown since it was first established in 2001. The number of female and male students is broadly similar in Year 12. There is one male student in Year 13. Most students were previously in Year 11 at the college. Such small numbers make national comparisons unreliable. Standards on entry to the sixth form are well below those usually found. Approximately half the students are eligible for an educational maintenance allowance and a similar number for free college meals. There are no students with special educational needs. Very few use English as a second language. Approximately one in four students is recognised as gifted and talented and is supported through the 'Excellence Challenge' consortium arrangements. Entry requirements for advanced supplementary, advanced, intermediate and foundation vocational courses in the sixth form are modest and interpreted flexibly. Slightly more than half of the students, mostly girls, are following a choice from 13 AS courses. There are no students following GCE A2 level courses. A small number are re-sitting GCSE examinations in English and mathematics. Group sizes are very small in this newly established sixth form. Nearly all who left the college in summer 2002 completed their courses.

HOW GOOD THE SIXTH FORM IS

There was no evaluation in the April 2002 report of HMI on standards and the impact of provision in the sixth form. Standards reached by the small number of students taking intermediate and foundation GNVQ examinations in 2002 were well below average; approximately one in three entries was ungraded. Some improvement has taken place recently and standards in work seen are now in line with those usually found nationally. Nearly all are making satisfactory progress when compared with their prior attainment on entry to the sixth form. Achievement is good overall at AS level because the courses are well structured, students know what is expected and the small size of teaching groups provides a high level of support and advice. Achievement on GNVQ courses is unsatisfactory because, despite good specialist knowledge and experience, insufficient attention has been given to monitoring the quality of provision and the standards achieved. The links between the vocational and the academic curriculum are unsatisfactory. A small but significant number of AS students follow courses, which meet their aspirations but not their potential. The curriculum provision for work-related experiences, general studies and personal, social and health education is unsatisfactory. Some make unsatisfactory progress because they lack the skills and confidence to organise their own learning, frequently relying too heavily on their teachers' drive and initiative. The cost of developing the sixth form is very high currently, resulting in poor cost effectiveness.

Strengths

- Students in Year 12 are making good progress overall in relation to their standards on entry and achievement is above expectations.
- Very good subject knowledge, understanding and methods are strong features of the good teaching.
- Students learn well because they receive considerable individual help in the small

teaching groups.

- Students and teachers work well together in lessons.
- Procedures for monitoring students' attendance and progress are good.

What could be improved

- The cost effectiveness of the overall provision.
- Standards reached by GNVQ students.
- The breadth, balance and relevance of the curriculum.
- Provision for careers guidance, work-related experiences and personal, social and health education
- Provision and standards in key skills, particularly those relating to aspects of personal development, to include taking a greater responsibility for their own learning.
- The attention given to the students' views.

The areas for improvement will form the basis of the governors' action plan. Strengths and areas for improvement in individual subjects are identified in the sections on individual subjects in the full report.

THE QUALITY OF PROVISION IN INDIVIDUAL CURRICULUM AREAS

The table below shows overall judgements about the provision in the subjects and courses that were inspected in the sixth form. Judgements are based mainly on the quality of teaching and learning and how well students achieve. Not all subjects in the sixth form were inspected.

Curriculum area	Overall judgement about provision, with comment
Mathematics	Good. Good teaching motivates and supports students well. Good relationships result in good progress. Weaknesses are in the use of ICT and the college's resources to support learning, especially independent learning.
Chemistry	Good. Good teaching and leadership, high expectations, strong student motivation and good relationships combine to ensure good progress. Opportunities to encourage students to make use of the very good college facilities and resources to assist in their learning are unsatisfactory.
Design and technology	Good. Standards are improving and are in line with national expectations. Students produce a good variety of original design. Their graphical skills are good. Teaching and relationships in lessons are good.
Information and communication technology	Good. Teaching is good overall and students make good progress. There is a very well planned scheme of work. Some aspects of assessment are unsatisfactory.
English	Good. The quality of teaching is consistently good. Students' academic progress is closely monitored and well supported. Students lack analytical skills and are not confident on putting forward their views on what they read.

Twenty-three lessons were observed in the sixth form. Five subjects were inspected in detail. These covered nearly all the AS and vocational courses offered. The quality of teaching and learning was good. No unsatisfactory teaching was observed. Teachers' very

good subject knowledge, planning, teaching methods and student management are strong features of the teaching. The provision for key skills is unsatisfactory.

OTHER ASPECTS OF THE SIXTH FORM

Aspect	Comment
How well students are guided and supported	Satisfactory. Information about sixth-form courses is good. The students agree that they receive good advice if they have difficulties with their work. They are less content with the advice they receive on personal issues and opportunities beyond college. Induction arrangements are good. Students' progress and attendance are well monitored and realistic targets for improving achievement are set. Provision for careers education and guidance is poor.
Effectiveness of the leadership and management of the sixth form	Satisfactory. Strategic management is unsatisfactory because, as yet, there is no set of priorities to guide the longer term development of the sixth form. The interests of the sixth form are not adequately represented in the leadership group. Operational management on a daily basis is satisfactory.

STUDENTS' VIEWS OF THE SIXTH FORM

What students like about the sixth form	What they feel could be improved
<ul style="list-style-type: none"> • Wide choice of courses that are well matched to their interests and aspirations. • Good teaching with appropriate challenge and expectations. 	<ul style="list-style-type: none"> • Advice on opportunities beyond college. • Feedback on progress. • Listening to their opinions and treating them in a manner that matches their age and maturity. • The range of extra-curricular activities and enrichment experiences.

Inspectors broadly agree with the positive views of the students. Feedback on progress is given to students but there is limited advice on opportunities available for their next stage in education or future employment. The range of enrichment experiences is limited partly because the general studies course is narrow in content. There was no evidence during the inspection that students are not treated as young adults.

PART B: COMMENTARY

- *In this report all young people are referred to as students because this is the custom and practice at the college.*
- *The word 'competent' refers to those students whose work is broadly in line with the standards expected nationally.*
- *The phrase 'more competent' refers to those whose work is higher than the standards expected nationally.*
- *The phrase 'less competent' refers to those whose work does not yet reach the standard expected nationally.*
- *The word 'results' refers to how well the students do in National Tests and GCSE, AS, A2 and GNVQ examinations. Occasionally, the word 'performance' is used instead. Comparisons and evaluations are expressed in terms of averages.*
- *The word 'standards' is used to define how well the students do when their work is compared with what others nationally are expected to know, understand and do at ages 11, 14, 16 and 18. Occasionally the term 'work' is used instead. Comparisons and evaluations are expressed in terms of the standards found, or expected nationally.*
- *The word 'level' refers to a particular standard of work described in the National Curriculum. Comparisons and evaluations are expressed in terms of averages.*
- *The word 'grade' refers to the public examination grading systems for GCSE. Comparisons and evaluations are expressed in terms of averages.*
- *The word 'achievement' defines how much progress students are making. It indicates whether they are doing as well as might reasonably be expected and whether they are working hard enough. It usually refers to how well they are doing at age 14 compared with what they were able to do at age 11, at age 16 compared with what they could do at age 14, and at age 18 when compared with what they could do at age 16. Evaluations are expressed in terms such as 'very good, good, satisfactory, unsatisfactory'.*

HOW HIGH ARE STANDARDS?

The college's results and students' achievements

1. Standards on entry to the college are well below those usually found nationally. They are particularly low amongst a large number of those who joined the college earlier than 2002, particularly those who did so at age 12 and older. Standards in the current Year 7 are significantly higher and broadly in line with those expected nationally. These students' National Curriculum test results in their final term at primary college were below average but standardised tests taken by the same students a term later in October 2002 are higher.

2. Many who entered the college in September 2000 and 2001 did so with damaged attitudes as well as serious weaknesses in skills, particularly in literacy and numeracy. When Her Majesty's Inspectors [HMI] reported on the college, six months prior to this inspection, standards were unacceptably low. Urgent action was required.

3. Several factors had led to this. Some, but not all, were outside the direct control of the current leadership and governing body, the students, their parents and their teachers. These included several changes of headteacher, a high turnover and absence of teaching staff, the late completion of the new college buildings, temporary accommodation arrangements for the first twelve months and a very serious lack of learning resources, many of which remained in store for that period.
4. Standards in Year 9 and Year 11 are currently well below those that students are expected to reach nationally. The unsatisfactory quality of learning and teaching means that progress in lessons is sometimes slower than it should be and achievement over time is, therefore, unsatisfactory. The students' attitudes to learning are sometimes a significant factor affecting performance. This was the case in more than half of the 136 lessons seen in Years 7-11. Standards were slightly higher in Years 7-9 than in Years 10 and 11. Approximately 20 per cent more students were working above the standard expected nationally in Year 7 than were doing so in the other year groups. Overall, the lowest standards in lessons were observed in Year 9 where almost two-thirds of the work was below the expected standard.
5. Standards of literacy are well below those usually found nationally. Many students do not adapt their writing to the varying demands of the curriculum. In some subjects the too frequent use of worksheets limits the range of opportunities for writing. Apart from the work of the most competent students, most writing lacks fluency. Standards of spelling, punctuation and grammar are frequently below those usually found nationally. Reading standards are better and most read accurately. Their ability to do so with expression is limited. The proportion of who do not readily understand the range of texts they meet in subject areas is high. Many lack confidence when called upon to speak to the class or to a large group. They are hesitant and volunteer only the briefest of observations. Listening skills are not well developed and this restricts their progress.
6. Standards in numeracy are also well below those usually found nationally. Only the more competent have a confident grasp of number and show confidence in the application of mathematical understanding and skills in other subjects. There is no college-wide strategy to raise standards of numeracy through their application and development in all subjects studied.
7. Standards overall are not yet high enough and achievement is unsatisfactory because there are serious weaknesses in the quality of students' learning, particularly in the development of skills and understanding. In most subjects and in all Years except Year 7, low standards were the result of:
 - poor skills in listening and speaking;
 - poor skills in the organisation of accurate writing;
 - poor thinking skills, including forgetting earlier learning;
 - the negative attitude of approximately one quarter of students in Years 8 –11;
 - a narrow range of methods and sometimes pedestrian teaching;
 - the unsatisfactory management of students' behaviour, particularly the less competent boys.

8. These current weaknesses in learning and teaching are, in part, the result of a pattern of provision and performance last year that included:

- very high levels of exclusion;
- low and erratic attendance;
- dispirited, disaffected and disillusioned attitudes to learning;
- disintegrating staff morale

all contributing to very slow progress, widespread underachievement and missed targets.

9. Standards in lessons and the rate of progress are now higher than they were six months ago and better than the most recent GCSE examination results because the new headteacher and her leadership group have led the college to take the first important steps towards improvement. The strongest impact to date has been in Year 7. Retrieving the situation is proving more difficult in Years 9-11. Standards in Year 9 are no higher than those in the National Curriculum tests in 2002 at the end of Year 9, and are very low overall.

10. Standards are starting to improve in mathematics and to rise also in science, particularly in Year 7. The previous lack of resources is no longer a problem in science but students' investigative skills remain weak. The temporary leadership in mathematics has persevered well to establish more consistent provision through a new scheme of work that supports well the non-specialist teachers. The rate at which standards are rising is still slowed by the high incidence of supply teaching. Progress is still not fast enough in English and achievement remains unsatisfactory, the result of a combination of many students' poor attitudes to learning and the inconsistent and sometimes low impact of the National Strategy for Literacy across the curriculum.

11. GCSE results in 2002 were well below average for all schools nationally and for similar schools. They were better than in the previous year with improvements recorded in English, mathematics and science. The proportion obtaining 5+ A*-C grades, approximately one-fifth compared with just over one half nationally, and 5+ A*-G grades, seven out of ten compared with nine out of ten nationally, was a little higher than in the previous year because girls did much better. The boys' performance did not improve, remaining very low. Low expectations and poor attendance resulted in a disproportionate number of students not being entered for GCSE examinations. This further reduced the overall results. Compared with other colleges in Bradford, none of which experienced the extreme difficulties faced by this college, results were well below average. They were below the somewhat arbitrary targets set. When compared with their results in national tests two years previously, they show poor achievement. The progress by the boys was very poor.

12. Results in the National Curriculum tests at the end of Year 9 were well below average all schools and for similar schools nationally. They were lower than in the previous year, below the college's targets and below the local average. Approximately two-fifths reached or exceeded the standard expected, Level 5, compared with two thirds nationally. The girls did better than the boys at this college. However, they were further behind their age group nationally than were the boys. Results in science were broadly in line with similar colleges nationally but dropped in English and greatly so in mathematics where they were in the lowest five per cent nationally. The statutory teacher assessments in the students' other subjects were well below average.

13. Trends in results over time are a more reliable indicator of performance. There are no such trends yet for the college because it is only two years old. Its history over that time also means that national and similar colleges comparisons should be treated with considerable caution.
14. Achievement is generally better where learning is less reliant on the printed word, where opportunities to undertake several practical activities are more frequent and where teaching methods make greater use of visual and audio resources, including ICT. These features are well evidenced in the provision for art and design where the good range of media, techniques and contexts results in lively and imaginative teaching that meets students' individual needs well to produce good achievement. Lessons in this subject, as also the project work undertaken by gifted and talented students, show what can be done when all pull together, expectations are high and imaginations released.
15. Where teaching emphasises the development of skills, standards are usually higher. This explains why, in design and technology there is such a wide range of results. The teaching of practical and thinking skills is much better in food technology than it is in resistant materials. The GCSE results reflect this. Many of the more competent students, who form the minority of the year group overall, develop a sophisticated range of skills through the increasingly good use of ICT. Less competent students struggle to grasp the basic skills required.
16. A main finding of this inspection is that standards are a serious weakness but the rate of improvement is broadly satisfactory because:
 - the quality of teaching, particularly the level of expectation is getting better;
 - some aspects of provision for the teaching of English are improving;
 - attendance is getting better and the rate of exclusions has dropped dramatically;
 - the determination to do better is spreading across the college.
17. Standards remain seriously weak and the rate of improvement is not yet as fast as it needs to be because:
 - difficulties persist in the recruitment of permanent specialist staff in mathematics;
 - pockets of poor teaching remain;
 - the impact of the National Strategy in Years 7-9 remains patchy;
 - attendance is not yet at the national average.
18. Despite these serious weaknesses there are several satisfactory or better features:
 - well-evidenced signs that standards are at least in line with, and sometimes ahead of those expected nationally, particularly in Year 7;
 - good provision for gifted and talented students results in their very good progress in science, art and ICT, as well as in French in Years 10 and 11;
 - improved provision for students with special educational needs, particularly through the impact of classroom support assistants, means that they now make at least satisfactory progress.
19. Consequently, the current quality of education provided by the college is acceptable in the light of its early history but shows evidence of serious weaknesses.

20. This confirms the views expressed by parents. Some are sceptical that improvement can be sustained. The evidence is that if students attend regularly and, approach lessons in a positive frame of mind, the provision is now in place for them to make at least satisfactory progress.

Sixth form

21. Standards on entry to the sixth form are much lower than those found nationally. Approximately half the students entering the sixth form study AS level courses and many of these have grades below the C normally required. Entry requirements are modest and are interpreted flexibly. Consequently a significant yet small number of AS students are following courses in which their aspirations do not match their potential.
22. In 2001, students were examined for GNVQ qualifications only. In GNVQ foundation examinations in leisure and tourism, two in five students obtained a pass grade. No student was successful at the intermediate level. No merit or distinction grades were awarded. In 2002, standards rose slightly but remained well below national averages. In foundation courses in business and health and social care, three out of five students gained passes but without merit or distinction grades. Students fared better at GNVQ intermediate level in the same courses. Twelve entries produced eight passes, one at merit level. GCSE re-sits in 2001 for eighteen subject entries produced no A* - C grades. Overall standards at GNVQ level are well below national averages.
23. Standards observed in lessons are much higher than the previous year's results suggest. This is because the teachers are gaining in experience, students and teachers are increasingly motivated and expectations are rising. At AS level students' attainment in mathematics and design technology is approaching national expectations. In ICT, chemistry and English, standards are below expectations.
24. Standards in key skills are well below the expected level. Oral skills are weak, in particular listening skills. Numeracy skills are insufficient to enable good progress to be made in those subjects that depend strongly upon them. Skills in ICT are much better but these are not used sufficiently to accelerate learning in all subjects of the curriculum.
25. Students identified as 'gifted and talented' are making good progress in learning because the AS course content and demands are more in tune with their potential and expectations.

Students' attitudes, values and personal development

26. Standards of general behaviour are unsatisfactory, as also are students' attitudes towards the college. Attendance is well below average.
27. HMI reported their very serious concerns in April 2002. The decisive and swift response of the new headteacher and her deputies has defined policy, shaped and sharpened the management of behaviour, dramatically reduced exclusions and started to improve attendance.
28. The impact of these actions has been noted and appreciated by most students, their parents and adult members of the college community. Overall improvement has been satisfactory but negative attitudes remain too regular a feature in lessons.

Standards remain uneven: on the one hand, with few exceptions, students follow the college's dress code and are generally of smart appearance; on the other hand, graffiti is evident in a significant number of classrooms and there is too much litter in some outdoor social areas.

29. Attitudes to work are generally good when expectations in lessons are high. On such occasions, approximately one fifth of the lessons seen, most respond well and are ready to work with each other. This is frequently a good feature of lessons in art and history and in a good portion of lessons in modern foreign languages and physical education. At other times, if work is not well matched to their needs or firm but fair indications not given about behaviour, evident in about one sixth of the lessons seen, then most are too easily distracted, some are disrespectful and a few are disruptive, occasionally defiantly so. Some quieter students tend to give up in the face of such behaviour. Standards and the quality of learning and teaching both suffer as a result.
30. Standards of behaviour are inconsistent. Unacceptable behaviour was observed in a Year 9 science lesson. In assemblies some are attentive whilst a minority are easily distracted. For example, in a Year 8 assembly several boys were rightly reprimanded for showing a lack of interest while more than 20 boys and girls were receiving public recognition for their hard work and contribution to college life.
31. Most move promptly and purposefully around the building, despite occasionally having to travel a considerable distance between lessons. A few dawdle, a significant number sometimes move along noisily.
32. Most respond satisfactorily to both the letter and the spirit of the new behaviour policy. Some are confused by its inconsistent application; a few exploit such occasions to the detriment of others' learning. The response to both praise and a fair reprimand is invariably positive.
33. Most now feel more included in the life of the college community. The extremely high levels of exclusion of last year, more than 1800 days, are now a thing of the past. Those who present highly challenging behaviour or who struggle to cope and control their reactions in lessons value the new opportunities to sort out their behaviour and attitudes within the learning support unit as well as for a shorter time in the student support unit. The frequency of unacceptable behaviour is much reduced since last year. The response by approximately 50 students to their alternative curriculum arrangements is generally good with improved attendance and more positive attitudes to learning.
34. Relationships are broadly satisfactory. Occasions of conflict and bullying are few. Some do tend to pick on others, particularly those younger than themselves, and set a poor example. Most get on well with each other at lunchtimes although far too much food and litter finds its way to the floor.
35. Personal development is unsatisfactory because there are not enough opportunities in lessons for students to voice their opinions and express their feelings in a constructive manner. A significant number do not yet demonstrate the qualities of modern citizenship, including the confidence, independence and self-esteem to question and challenge respectfully their own and others' values and views. Their own recent experience has caused a good proportion of the older students, particularly the boys, to doubt the reliability of others.

36. Attendance last year was well below the national average at 87 per cent and deteriorated as the students got older. The rate of unauthorised absence was well above average at 2.6 per cent. Approximately one third of students recorded at least one unauthorised absence. Some parents condone the truancy of their children.
37. Improvement has been broadly satisfactory since the HMI report in April 2002. Attendance for the first half of the autumn term 2002 was two per cent higher than for the same period last year.
38. Attendance during the week of the inspection indicates the maintenance of this improvement but the range of actions designed to improve attendance are only just starting to have a significant impact. Year 8 recorded the best attendance, close to the national average at 91 per cent. The lowest attendance, 81 per cent was in Year 11. On the final day of the inspection one hundred students were late for morning college. Punctuality was much better in the afternoon.

Sixth form

39. Nearly all have positive attitudes and value what their teachers do for them. Only a small minority continue their education at the college after Year 11. Those who do so are very positive about what the college has to offer. They want to do well but sometimes lack the confidence and maturity to manage their studies for themselves. There has been good improvement, nearly eight per cent, in the levels of attendance this year.

HOW WELL ARE STUDENTS TAUGHT?

40. There has been satisfactory improvement since HMI visited the college in April 2002. At that time, the quality of teaching and learning was a cause for very serious concern. It was less than satisfactory in just over one half of lessons seen, an unacceptable level. The quality of teaching and learning was good or better in about one fifth of the lessons seen. Overall, the quality was far too inconsistent.
41. The reasons for this were complex. Many lay beyond the control of the current leadership and were linked to circumstances and decisions taken at the time of the reorganisation of education in Bradford in 2000. The new leadership of the college is alert to the impact of the past but determined to concentrate on improving current and future provision.
42. The current quality of provision is unsatisfactory. It is still too inconsistent and the proportion of less than satisfactory teaching, despite significant recent reductions, is well above that found in most colleges nationally. Teaching was less than satisfactory in approximately one sixth of lessons seen. It was very good or better in one fifth. The new policy for teaching and learning is starting to influence practice. It is raising expectations at an acceptable rate but the formal monitoring of its impact by heads of subject remains unsatisfactory. Enduring improvement is seldom immediate; it requires rigorous monitoring. This remains patchy and its impact limited. The quality of students' learning still remains too narrow and shallow in some subjects, for example in some aspects of design and technology and occasionally in the core subjects of English, mathematics and science.
43. A good start has been made, particularly in dealing with instances of unacceptably poor teaching. The proportion of very good or better teaching and learning remains broadly similar to that at the time of the HMI visit in April 2002.

44. Several factors have contributed to the overall improvement. The action taken by the temporary leadership of the college in the summer term 2002 established a clear and measurable set of improvement objectives. Subsequently, the level of short-period absences by members of the teaching staff reduced greatly, as did the number of students excluded from college. Attendance has improved. Consequently, learning is less likely to be interrupted. Teachers' expectations are now broadly satisfactory. Several long-term staff absences owing to illness continue and small pockets of poor teaching persist.
45. Some inconsistencies in provision remain across the college and within individual subject departments. The quality ranged from poor to excellent in Years 7-9 and from very poor to excellent in Years 10 and 11. Nowhere was this more marked than in the ten personal, social, health and citizenship lessons observed. The quality of teaching and learning ranged from very good to very poor. Where teachers' knowledge and understanding were good and their methods thoughtful and well matched to the students' needs, learning was invariably good or better. In four of the lessons this was not the case and their impact on personal development was slight. The profile of teaching and learning in these lessons presents a useful indicator of the current strengths and areas for improvement in teaching and learning across the college.
46. The attitudes to learning of more than one quarter of the students in Years 8-11, not all of whom are less competent, remain unsatisfactory. The quality of learning and teaching in mathematics is a serious weakness, despite the high level of commitment shown by the temporary leadership because the proportion of supply staff remains very high. The situation has improved in English and remained steady in science.
47. The quality of teaching and learning in lessons seen was better in Years 7-9, where nearly half of the teaching was good or better, than it was in Years 10-11 where approaching two-fifths of lessons were of that quality. There was a similar imbalance in the proportion of very good or better teaching: one fifth in Years 7-9 and one eighth of lessons in Years 10 and 11.
48. The good quality of learning and teaching in Year 7 is an important indication that action taken by the leadership of the college is starting to work. Parents who attended the meeting prior to the inspection felt that this was so. The evidence of the inspection confirms that it was good overall with almost a third of lessons very good. On the other hand, in Year 9 it was good in one third but less than satisfactory in one quarter of lessons, several of which were poor.
49. The skilled management of behaviour as well as the careful planning of learning lie at the heart of the best teaching seen across the college and particularly in science, history, art, geography and modern foreign languages. It was also a feature of the best teaching seen in design and technology. Attention to individuals' needs was a good feature. Team teaching, including also the good use of classroom support assistants, sometimes further improved the pace and variety of learning, as well as affording individual students special attention. This improved their motivation and self-esteem. Many responded well when the teacher took a particular interest in what they were doing or offered help. If, very occasionally in other subjects, such as mathematics and even in science, a minority of older students sensed a teacher's uncertainty or lack of confidence, they could be quick to exploit it.
50. Where teaching and learning are good, for example in art and history, lessons are planned effectively so that students receive help on an individual basis. The pace of

learning gains from the good level of expectation and behaviour is managed skilfully. The attention to the needs of individuals is also a good feature of the best teaching in some aspects of design and technology. The impact on progress of such careful planning that takes account of individuals' needs is well evidenced also in the best teaching in English and science. Both tasks and methods on such occasions were well matched to the full range of students' needs and teaching met the requirements of the national strategy, being thorough, lively and imaginative. Consequently, good gains in understanding are a strong feature of the learning.

51. Overall, the quality of learning is better, and rarely unsatisfactory, when students of all levels of competence have the opportunity to participate and contribute their own ideas in lessons. Many do not find it easy to sit still or concentrate for long periods. Nor do they always find the printed word easy to understand or use. Consequently, when learning follows a different route and the teacher makes use of visual and audio resources or sets a sequence of short tasks with a practical emphasis, nearly all make greater progress, start to gain in confidence and value their learning. Such thoughtful planning and effective use of resources is a good feature in history, modern foreign languages and music.
52. These features are not present where teaching and learning are currently less than satisfactory. Where it is poor or very poor, learning is at its weakest when narrow teaching methods that do not engage the interest or require a response meet with resistant attitudes to learning and anti-social behaviour. The very good teaching in Year 7 of less competent students in modern foreign languages shows what can be done when pace, vitality and variety keep them busy and regular encouragement sustains their motivation. At such times, they visibly enjoy their learning. Sadly, some teachers appear unaware of how effective such methods can be. Occasionally in English, pedestrian teaching and unsatisfactory management of behaviour fail to engage reluctant or resistant learners. In one science lesson it was a small but determined group of students who were bent on disruption and largely responsible for the poor quality of learning overall.
53. Frequently, the attitudes that some students bring to lessons have a strong impact on the quality of learning that follows. Many, and particularly the older, less competent boys are reluctant to learn: some are resistant and others show indifference through their infrequent attendance. In a higher proportion of lessons than is usually the case nationally, the best-laid plans can have limited impact on learning despite the teacher's best endeavours. On occasions, the quality of learning is lower than the quality of teaching. Examples of this include some lessons in English and, to a lesser extent, in mathematics in Years 10 and 11, mainly as a result of students' poor attitudes. This tended not be the case where teaching was satisfactory or better overall, for example in modern foreign languages, science, history and art.
54. The overall quality of teaching is satisfactory in those subjects that are tested nationally at Year 9, namely English, mathematics and science. It is improving at an acceptable rate but this is slowed by the enduring staffing difficulties in mathematics where provision is unsatisfactory. The quality of teaching by permanent members of staff is satisfactory with some good features. They form, however, the minority of the teaching team. The quality of teaching is best in science where a third of lessons seen were very good, of which one was excellent.
55. The teaching of basic skills is unsatisfactory overall. In some subjects it is good, for example in science, art and geography where there is a good range of opportunities to write in a range of styles, both factually and imaginatively. The link between the

development of thinking skills and literacy skills are well made in music. In design and technology such links are unsatisfactory because some activities concentrate too narrowly on making a product rather than exploring the options for design. Overall, the teaching of speaking and listening skills is poor. In too many lessons, concerns about the students' attitudes, and pessimistic anticipation rather than positive expectation of behaviour, result in narrow teaching methods that do not encourage disciplined listening and confident, extended speaking.

Sixth form

56. The quality of teaching is good. In the 23 lessons seen, including five subjects inspected in detail, it was never less than satisfactory and sometimes very good. It is consistently good in English, chemistry and design technology. The teaching in history and physics was sampled but not reported upon. In these subjects the teaching was very good.
57. The very good lessons resulted from teachers spelling out clear objectives at the beginning of the lesson, checking the learning at times during the lesson and through the use of effective consolidation at the end of the lesson. In the satisfactory lessons, the pace of students' learning was diminished through their lack of confidence and over-dependence on the teacher for reassurance. In all lessons, the students' progress in learning benefited from the teachers' secure knowledge and understanding of the subject and their attention to planning, the methods they used and their classroom management. Relationships between the teacher and students were very good.
58. Students' progress is inhibited because they take insufficient responsibility for their own learning. The resources available for private study, for example the well stocked college library and the excellent ICT facilities, are insufficiently used outside of lessons. Consequently, students' skills in learning independently and researching knowledge are under-developed and these adversely affect extended learning through longer-term assignments. Most students rely too heavily on the teachers' drive and enthusiasm to compensate for their lack of initiative in using and developing independent learning skills.
59. The teaching of key skills to support students' learning in individual subjects is unsatisfactory; it is largely unplanned and unstructured. The college is aware of this and the provision is under review. Students following GNVQ courses fare better than those on AS courses because elements of key skills are built into the course provision. In the sciences at AS level, for example, weak numeracy skills inhibit progress in learning. Generally, students' knowledge, understanding and skills in the use of ICT are stronger than in numeracy and literacy but are not used systematically to improve learning in all subjects and courses. In the smallest teaching groups, there are limited opportunities for personal and social interaction. This means that key skills such as teamwork, shared decision-making and other important aspects of personal and social development are restricted. In some subjects, for example AS physics, compensation is made by using student presentations to their peers following other AS subjects and including in lessons some of these students when their private study time permitted. These good practices provide to some extent for the limited development of social and personal skills in a very small group

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO STUDENTS?

60. Provision is satisfactory overall. There are several unsatisfactory features within the generally sound range of opportunities in Years 7 - 9. In Years 10-11 the provision for careers education and guidance is poor but some good features are starting to emerge in the provision for disaffected students.
61. Recent improvements include enriched provision for the gifted and talented who comprise approximately ten per cent of each year group, special arrangements for those with special educational needs and alternative provision for about 50 students who struggle to see the relevance and value of academic courses. It is too soon for these initiatives to have had measurable impact on standards or achievement. There is evidence that they have started to improve behaviour, attendance and bring about a greater recognition of the values of social and educational inclusion.
62. Developments since the opening of the college until very recently have been largely piecemeal and pragmatic. The overall provision does not yet reflect fully the stated aims of the college. The new headteacher has placed a high priority on improving the quality of the curriculum. It lies at the heart of her long-term strategy to drive up standards, expressed very clearly in the longer-term strategic plan, 2002-2005.
63. The amount and allocation of time is broadly in line with national guidance and practice. Some features lack coherence and relevance. The provision of two European languages in Years 7 with the choice of one thereafter is well intentioned in theory, offering choice after an initial, introductory experience. In practice, whilst some thrive, the progress of the majority is delayed by almost a year and standards are below those expected nationally at Year 9.
64. Some other planning decisions designed to raise standards in one area result in lower standards elsewhere. For example, less competent students have less time in history and geography in order to have more time to improve their literacy skills. Subjects that promote personal and social development, such as art, drama and music, have less time than is usual in Year 9 so their impact is correspondingly reduced. Similarly, the impact on standards and the quality of learning of the modular course in design and technology in Year 9 is weakened because each section is not well matched to the different ages of the students. Consequently the continuity of their learning is weakened. The impact of the recently established provision for citizenship as well as personal, social, health education is uneven. The scheme of work for citizenship is satisfactory over all but the quality of lessons ranges from good to unsatisfactory because there has not been enough opportunity for those who teach it to participate in and gain a full understanding of its planning
65. The range of courses in Years 10-11 includes several new, diverse features that are starting to match more effectively the needs of particular groups of students. In addition to GCSE subjects, newly introduced GNVQ courses in business education and health and social care add a relevant, vocational dimension to which students, and particularly those who are less competent, respond well.
66. The allocation of time to different subjects is generally well planned in Years 10 and 11. It is better than in Years 7-9. However, there are a small number of areas for improvement. The reduction of time for mathematics adversely affects standards in the GCSE. A newly introduced Spanish course has appealed to very few students and is not cost-effective. The statutory provision of lessons in ICT does not continue into Year 11, and the quality of contributions to this aspect by other subjects is

inconsistent because it is not well monitored and managed. The provision for boys and girls in physical education does not provide similarity or equality of opportunity.

67. There is very good provision for gifted and talented students through programmes of extension activities in several subject areas, funded through Excellence in Cities [EiC]. The new learning-support unit is a major strength of the college's developing provision. Together with an alternative, work-based curriculum and mentoring scheme, the unit has succeeded in keeping in college several students at risk of permanent exclusion. These innovations are starting to provide an increasing number with viable options and additional support for their learning.
68. The range and quality of provision for additional activities are good. Many parents appreciate its contribution to the personal development of their youngsters. An increasing number of students value the growing number of daytime clubs and societies, the study visits locally and some excursions overseas. Concerts, art displays and stage productions display the talents of many students. Sports fixtures bring success to college teams and involvement in national and local competitions adds interest to the life of the college.
69. The importance given to links with partner colleges and institutions is broadly satisfactory. The turmoil of the last two years has hampered the growth of arrangements to provide a sound level of continuity in learning between the college and its local primary colleges. The first steps have been taken to promote this within the core subjects of English, mathematics and science. It is too soon to start measuring its impact. Similar early steps have also been taken to support students' personal development through strong links with the Church, the police and the local business community, all of which have given strong support to many of the college's most recent curricular developments.
70. The provision for students' spiritual, moral, social and cultural development is satisfactory overall. There is no planned provision across the college but some subjects contribute satisfactorily or well to these aspects of personal development.
71. Provision for spiritual development is good. Religious education makes a very good contribution, particularly in its emphasis upon respect for the achievement of world religions, and in history students reflect upon significant human experiences, for example in work on the Holocaust and attitudes towards bereavement in nineteenth century Bradford.
72. Opportunities for moral development are satisfactory. They were evident in assemblies: for example, in a Year 11 assembly, which tackled issues of violence and self-sacrifice. Also in several subjects, including history which addresses the issue of slavery in the British Empire; physical education in its discussion of personal achievement; and in geography when Year 9 students examine child labour in India. An opportunity was missed to discuss the moral issues in ICT relating to the confidentiality of data.
73. Provision for social development is unsatisfactory overall. In lessons where there is good management of behaviour together with planned opportunities for group work and the voicing of opinions, many students demonstrate a generally mature response. More typically, lessons do not address the need to develop students' social skills.

74. Provision for cultural development is satisfactory with, for example, multi-cultural displays in music and textiles; the link made in art between ethnic patterns and a modern fashion show and visits to local and national galleries; and an exploration of the area's industrial heritage in history. There is no provision made for students to learn about recent and contemporary multi-cultural features of Bradford.

Sixth Form

75. The curricular provision is unsatisfactory. This is largely because the academic and vocational strands stand independently of each other and do not form part of a coherent curriculum with links into the statutory curriculum in Years 10 and 11. Currently there are twelve subjects offered for choice leading to AS examinations at the end of Year 12 and thirteen subjects are on offer in Year 13. Vocational courses at foundation, intermediate and advanced level are offered in business education and at foundation and intermediate level in health and social care.
76. With 39 students in the sixth form this curricular provision is very expensive because groups are usually very small. The governing body has made a commitment to developing this emergent sixth form, which is subsidised from finances allocated for providing the curriculum for students in Year 10 and Year 11.
77. Students interviewed felt that the wide range of options offered allowed them to follow courses that were suited to their aspirations. They were much less positive in judging that they had been given helpful and constructive advice on the courses they should follow. This is confirmed in viewing the progress of a few individual students in some AS level groups who lack the potential to match their aspirations. Despite a carefully considered admission policy to courses post 16, which is sensitively applied, too many students are inappropriately placed on courses which are not closely matched to their potential and local needs. There is little flexibility at present to move between academic and vocational courses should the student discover that their ambitions exceed their aspirations.
78. Currently the college is actively involved in an initiative with other local schools and colleges to provide a more cost-effective curriculum to meet the needs of the students and the requirements of local industry, public services, business, commerce and the local community. Whilst this curriculum initiative is agreed and implemented, the college continues to develop quickly its sixth-form provision but without a long-term vision of the direction in which it is moving. For example, a recently initiated general studies course is narrow in concept. It serves well the needs of careers' advice for the continuing education for students on vocational courses but does little to address a wider curriculum need for the development of aspects of citizenship and personal, social and health education for all students. Areas including study skills, independent learning and methods of research result from the work of individual subject departments. This means that individual students learn largely by chance.
79. A structured programme of curriculum enrichment is at a developmental stage. There are some useful initiatives taking place including preparing for community sports leader awards, pre-driver training, business enterprise and lower college community service. The provision for key skills and work-related education lacks coherence. Students following vocational courses fare better than those students on AS courses because the provision for learning key skills and work related experiences are inherent in the schemes of work. The college has recently appointed a coordinator to develop a more coherent programme of key skills to guarantee that

the needs of individual students are met. The provision made for gifted and talented students is good and is part of a cluster arrangement organized and funded through Excellence Challenge and coordinated externally with a college link person who attends to the needs of about one in four students judged as meeting the criteria. There are no students on the register of special education needs and the influence of the department does not as yet formally extend to the sixth form. Extra-curricular activities are provided on a limited and individual basis and good use is made of local provision to extend student experiences including the provision for learning outside the planned college day.

HOW WELL DOES THE COLLEGE CARE FOR ITS STUDENTS?

80. The arrangements and procedures for students' health, safety and welfare are satisfactory. The procedures for monitoring and improving attendance are good. The procedures for monitoring and supporting behaviour and personal development are satisfactory.
81. Good procedures and guidance produce a safe environment for learning in science and physical education. Risk assessments and the recording of accidents are undertaken. The procedures for child protection meet statutory requirements satisfactorily and include appropriate training
82. Pastoral care is satisfactory. Many form tutors fulfil their responsibilities well. Most know their students well and take a sensitive interest in their welfare. The overall satisfactory quality of care gains much from the contribution of the chaplain and learning mentors. Communication with parents is satisfactory overall.
83. The procedures for monitoring and supporting students' personal development are satisfactory. Heads of Year maintain a comprehensive recording system for each individual. This supports the prompt identification of problems and provides generally effective support. Most students do not have enough opportunity in lessons or at other times to develop the confidence, independence or maturity that are characteristics of the responsible citizen
84. Procedures for monitoring and improving attendance address thoroughly issues such as punctuality, internal truancy and lateness to lessons. As a result attendance rates have improved slightly and unauthorised absence has been reduced.
85. The procedures for monitoring and promoting good behaviour are also satisfactory. Unacceptable behaviour is now rare. The positive emphasis of the new behaviour policy is starting to change students' attitudes. Rewards and sanctions are clear. Students now better know where they stand. Sometimes inconsistent application of the policy can result in confusion. Overall, systems and procedures are better understood but their implementation remains inconsistent.
86. Procedures for assessing students' standards and progress are now broadly satisfactory following a new appointment to the leadership group. A start has been made to establish an electronic bank of assessment data so that students' academic progress can be more effectively monitored. It is too early to measure its impact on raising standards and the quality of students' achievement.
87. Procedures to set targets are now much more effective because they are based more rigorously on the students' prior attainment. Previously, procedures had been arbitrary and the basis of the target neither known to nor shared with all staff.

Consequently, previous targets were not met. Only during the week of the inspection did it prove possible to trace data that showed convincingly how extremely low had been the prior attainment of those students who took GCSE examinations in 2002. There is now a well-planned programme of assessment reviews that includes target setting for individual students as well as for year groups, based on more reliable data and more realistic expectations.

88. There are several important areas for improvement, some of which have already been identified by the leadership group. A significant gap in current arrangements lies in the failure to analyse and compare the performance of different groups of students in the college. The skills and understanding required by heads of subject to interpret and use assessment data to raise standards on several fronts are currently unsatisfactory and lower than are found in many colleges nationally.
89. The college's new assessment policy provides good guidance on the marking, recording and reporting of students' work. It is too early to measure its impact on raising standards and, overall, most students do not yet possess at least a satisfactory appreciation of how well they are doing. The application of policy remains inconsistent: ranging from very good recording systems in art and the good use of assessment to inform planning in geography to unsatisfactory procedures in mathematics and design and technology. The students' effective use of their planners to record assessments is particularly patchy. Most have a very limited understanding of their current standards and what they need to do to improve. This is a weakness in the current provision for target setting

Sixth Form

90. Procedures for monitoring and supporting students' academic progress are much better in the sixth form, partly because the numbers involved are much smaller. Overall, the quality of provision is good and effective use is made of an external agency to analyse 'value added'. The opportunities for guidance on an individual basis are well taken and this enables both the student and the teacher to keep a keen eye on progress

HOW WELL DOES THE COLLEGE WORK IN PARTNERSHIP WITH PARENTS?

91. Parents' views of the college are positive overall. Many who attended the meeting before the inspection or who wrote in with their views express their appreciation for recent changes and improvements. Most consider the college to be approachable and agree that it offers a good range of activities outside lessons. They feel that the college has high expectations for their children and that they make good progress. Many parents have significant concerns about the students' behaviour and the way the college handles bullying. They are unhappy with the information they receive about the progress of their children, and with some aspects of the way the college works with parents. At the meeting held before the inspection and in letters received, many parents also expressed great concern over the effects upon their children's learning of staff changes and the difficulty the college has in establishing stability.
92. The inspection findings support parents' views that the college is approachable and that it has a growing and positive relationship with its parents. They also confirm that the college offers a good range of activities and that these are popular. The college's expectations of its students are broadly satisfactory but the quality of learning overall is unsatisfactory. Parents are rightly concerned about the standards of behaviour in the college and some disruption in lessons. The college recognises this and has

made considerable progress in addressing the issue. Staff, students and their parents alike feel that significant improvement has occurred recently. Those students with whom inspectors spoke do not consider bullying to be widespread and feel that it is dealt with swiftly and effectively. The information parents receive about their children's progress is satisfactory but the quality of information provided varies greatly. The college recognises and supports parents' concerns about the staffing arrangements.

93. The college has reasonably effective links with parents and the role of the form tutor is important in maintaining them. Parents are contacted regularly with both, positive news, as well as about concerns. Parents can gain insight into their children's learning through the inclusion of samples of work and reviews contained in the college newsletter and by attending the wide variety of explanatory meetings held, for example Year 7 induction events and Year 10 examination choices. College performances and prize giving allow parents to join in the celebration of talent and success, most recently in a well-attended occasion at Bradford Cathedral.
94. The impact of parents' involvement is also satisfactory. Parents support meetings well and attendance at consultation events is generally good. There is an active Friends Association that provides social and fundraising events and allows parents to provide support for their children learning in this way.
95. The information provided for parents is satisfactory overall. The college brochure, newsletters and booklets give clear and useful information about all aspect of college life. The governors' annual report meets requirements in general terms but its content is very brief. The college recognises the need to improve some aspects of its day-to-day communication with parents and is addressing this. Parents are unhappy with the arrangements for reporting on progress. Whilst the college holds regular well attended consultation events, the written reports vary widely in their quality and usefulness. Some provide very good detail about achievements, difficulties and how they might improve, others are scant and of little use and some do not report all the subjects studied. The college has good plans to improve this provision and to provide termly reviews of progress in the students' planners.
96. In the sixth form, reporting arrangements are unsatisfactory. Parents are invited to consultation events but written reports are only available on request and are not provided for all parents as a matter of course each year.

HOW WELL IS THE COLLEGE LED AND MANAGED?

97. The impact of leadership and management on raising standards was fragmented and unsatisfactory when HMI reported on the college in April 2002. Following the early and unexpected departure within two years of the two previous headteachers, the two deputies successfully, and with little assistance, save for the skilled guidance and support of an external consultant, maintained a good degree of operational, day-to-day stability despite declining staff morale.
98. The heavy demands on their supportive role understandably left little opportunity for strategic planning, for evolving effective management systems across the college or for the monitoring and evaluation of provision and performance. It is to their great credit that they held the college community together as well as they did in the spring of this year. That had to be their priority in the circumstances.

99. The suitably experienced, newly-appointed headteacher provides early evidence of good leadership and very good management skills. Basic aspects of management, particularly the definition of 'who does what?' has quickly replaced a tendency to manage on the principle of 'somebody do something about it if you can'. She has defined well her longer-term strategy to develop effective, accountable and well-supported management across the college.
100. Her analysis of the challenges ahead, including the identification of priorities and the definition of the pace of response, and change is very good. She has grasped quickly, calmly and confidently the major changes facing the college as it seeks to leave the serious difficulties of the past two years behind and move positively to fulfil its well defined aims more effectively through its curricular provision. Communication is lucid and information is shared openly and widely. All have the opportunity to be included in the processes of very necessary change and improvement.
101. The initial, measurable impact of other aspects of her leadership has been good. The link between intention and successful action is much stronger: exclusions have reduced dramatically, as also has the level of short-term staff absences. Standards have started to rise at an acceptable rate, given past and current circumstances, unacceptable behaviour has reduced and attendance has started to improve. Above all, the morale of the staff has been rescued, if not yet fully revitalized.
102. Under her leadership, the college community is starting to look ahead, building on the well-defined action plan prepared by the deputies immediately prior to her arrival at the college in June of this year. She has set firmly the longer-term direction of the college in a development plan for the next three years. This builds on a thorough audit of the earlier action plan that followed the report by HMI. Longer-term improvement is not so sharply defined because the plan does not yet include explicit, quantifiable longer-term targets agreed by the governing body.
103. The overall management of the college at a senior level is much stronger than it was six months ago. It is now broadly satisfactory and improving, with some good features. The responsibilities of each member of the leadership group have been reviewed and the knowledge of 'who does what?' and 'who is responsible to whom?' is much clearer. There remains an understandable emphasis currently on the assigning of management tasks rather than the fulfilment of management roles across the team. This is a temporary state of affairs and not, therefore, a significant weakness. The aptitude, as well as the wish to assume broader roles, is good. The team is relatively inexperienced overall but has grown quickly under its new leadership. Some technical skills, including timetabling and the shared understanding about the use of data to inform management action and decision-making are currently less than satisfactory. Steps to improve them are underway.
104. The monitoring and evaluation of performance are satisfactory. The understanding of this function is sharper in the leadership group than it was when HMI identified it as an area for improvement. It remains unsatisfactory amongst subject leaders, many of whom equate monitoring with 'checking up' rather than gathering evidence to measure the impact of their team on standards and the quality of provision, particularly teaching and learning. There is also confusion between review and evaluation that restricts the effectiveness of their monitoring.
105. The shared commitment and capacity to succeed are satisfactory overall. They are good within the leadership group where the commitment to persevere in the face of frequently daunting circumstances is strong. It is more uneven amongst subject

leaders where the quality of leadership and management ranges from very good in art and history to satisfactory in the majority of subjects. It is satisfactory overall within the college's provision of care for its students.

106. The governors fulfil their responsibilities in a generally satisfactory manner. Their commitment is strong and exercised well through their defined links with particular subject departments. Their partnership with the new headteacher is strong. This has helped them to understand anew their role in setting the longer-term direction for the college. They know the work of the college increasingly well but their key roles, in addition to committee leadership and membership, have yet to be defined. Some are ready to ask challenging questions; all want to help the college to succeed. The statutory requirements within some areas of responsibility, including the monitoring of the progress of students with special educational needs as well as systematic procedures to gather information about provision, are not fully met.
107. Until this term, there has been a serious weakness in strategic financial planning. Operational functions have also been weak. These are now better but the links between financial planning and longer-term development planning remain unsatisfactory. As yet, the college applies only partially the principles of best value and does not yet study comparisons with patterns of expenditure in other colleges locally or nationally. Special funding, including additional income from the standards fund, is correctly allocated but arrangements to evaluate its impact remain unsatisfactory. The evaluation of the above-average budget to provide for students' special educational needs is also unsatisfactory. There are no mechanisms in place to evaluate the impact on students' learning of the well-above average expenditure on educational support staff and also on staff development.
108. The strategic use of resources is satisfactory. The broad pattern of expenditure is similar to the majority of colleges nationally. Overall, its allocation is well considered and tailored to the particular and changing circumstances of the college, for example in the sharply increased expenditure on learning resources this year made possible in part by a planned reduction in supply staff costs as the level of short-term staff absence reduces.
109. Despite a recent history of staffing shortages and continuing serious difficulties in mathematics, there is an adequate range of expertise and experience to meet the needs of the National Curriculum. The quality and range of expertise in modern foreign languages are a welcome strength. One quarter of the teaching staff left the college in its first year. This reduced to one-eighth last year. The early signs this year are that it is continuing to move towards greater stability.
110. The new buildings have several good features, including suited accommodation for subject departments. The provision of indoor social areas, apart from the spacious if acoustically harsh dining facilities, is unsatisfactory. Given the need to manage more effectively the behaviour and movement of students, some design features, particularly the size of some classrooms and the main corridor, are unsatisfactory.
111. Provision for learning resources is now satisfactory, gaining from the additional expenditure in the current financial year. The ratio of computers to students is above average. Library provision is currently below the recommended level and not available to students at lunchtime. Shortages remain in science. These impair the quality of investigative work. Where learning is good, and particularly in art, history and modern foreign languages, good use is made of audio and visual resources as well as the printed word.

WHAT SHOULD THE COLLEGE DO TO IMPROVE FURTHER?

Having faced the most challenging of circumstances over the past two years and despite some significant recent improvements so that it now provides an acceptable quality of education, Immanuel College has several serious weaknesses in its work. In order to improve the current unsatisfactory performance and provision, the headteacher, her staff and governors should:

- Raise achievement, standards and results at Year 9 and Year 11 by:
 - defining clearly within schemes of work the standards expected at the end of each unit of work and at the end of each year;
 - monitoring closely the performance of groups of students;
 - setting targets for individual students and also groups of students;
 - providing a good level of challenge in tasks that are well matched to the needs of the students;
 - placing more emphasis on the development of students' understanding and skills, particularly their thinking skills.(Paragraphs 1,4,10,11,12)
- Improve students' skills in writing, reading, speaking and listening by:
 - developing a consistent approach to teaching language skills across all subjects;
 - promoting the use of group discussion in lessons;
 - extending the range of written tasks in all subjects;
 - placing more emphasis on reading for understanding.(Paragraphs 5, 55)
- Improve the proportion of satisfactory or better teaching, particularly the range of methods and the management of students' behaviour by:
 - developing opportunities for students to take a more active part in lessons through discussion and group work;
 - making better use of a wider range of visual and audio resources;
 - improving the use of ICT to extend the range of learning;
 - establishing and monitoring the consistent application of the college's behaviour policy.(Paragraphs 42,49,52)
- Improve students' behaviour, their attitudes to work and their social skills in lessons and around the college by:
 - providing greater challenge and more consistent levels of expectation;
 - communicating clearly the standards of behaviour that are to be expected;
 - developing students' readiness to listen to others in lessons.(Paragraphs 29, 30, 34, 35, 51, 53)

- Improve attendance, particularly the number of unauthorised absences by:
 - monitoring closely the attendance of each tutor group;
 - working closely with the parents and carers of persistent non-attenders;
 - making greater use of ICT to monitor attendance.
 (Paragraphs 36, 38)
- Improve the strategic aspects of financial planning by:
 - making clearer the links between development planning and financial planning;
 - identifying the allocation of specific funding more clearly;
 - costing accurately the longer-term development plans;
 - applying fully the principles of best value.
 (Paragraph 102)
- Improve the quality, range and organisation of learning opportunities in Years 7-9 by:
 - reviewing the organisational arrangements for art, music, drama and design and technology;
 - ensuring more consistent provision for personal, social and health education.
 (Paragraphs 45, 63, 64)

Sixth form

- Improve the cost effectiveness of the provision by:
 - increasing the size of teaching groups;
 - costing the curriculum more rigorously.
 (Paragraph 76)
- Raise the standards reached by GNVQ students by:
 - setting targets based on prior attainment;
 - monitoring progress on a regular basis.
 (Paragraph 22)
- Improve the breadth, balance and relevance of the curriculum by:
 - developing better links between the vocational and academic courses;
 - providing more flexible opportunities for students to choose both academic and vocational courses;
 - match the curriculum more closely to the needs and circumstances of all students.
 (Paragraphs 24, 58, 59, 78)
- Improve provision for careers guidance, work-related experiences and personal, social and health education by:
 - reviewing the current curricular provision;
 - providing timetabled opportunities for all students in these areas.
 (Paragraphs 78, 79)

- Improve the provision and standards in key skills particularly those relating to aspects of personal development, including a greater responsibility for their own learning by:
 - developing students' skills and confidence in private study skills;
 - identifying the contribution to be made to development of key skills in each subject.(Paragraphs 24,58,59,78)
- Give closer attention to the views of the students by:
 - providing further opportunities for consultation;
 - providing additional opportunities for them to express their views on a regular basis.

It is recommended that attention also be given to the following issues for possible inclusion with the college's action plan in response to this inspection:

- monitoring and evaluating the effective use of students' individual education plans in lessons;
- improving arrangements to report on students' progress in the sixth form;
- ensuring that statutory requirements for ICT are fully met and that the necessary ICT skills are taught in all subjects of the curriculum;
- making planned provision to develop numeracy skills in all subjects of the curriculum.

THE ASSESSMENT OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

112. Overall the procedures to identify and assess those students with special educational needs is satisfactory. During the last year just over two hundred students have been assessed for interventions through college action and college action plus within the new code of practice.
113. The needs of students across a range of learning, behaviour, social, medical and physical conditions are identified on entry to the college. There has been some difficulty in establishing a comprehensive profile because the transfer of information was unsatisfactory at the time of the local reorganisation of education. The college has done as well as it could in the circumstances.
114. There are well-planned arrangements for the annual review but some parents do not attend. Consequently, their involvement in the on-going assessment of progress and target setting is sometimes unsatisfactory. External agencies are no longer available to attend.
115. The links between assessment outcomes and the provision made for students with statements are good and there is a good level of information provided to all teachers on the needs of individual students. Classroom support assistants maintain regular, weekly records but these do not inform subsequent reviews or target setting.
116. The use of individual education plans [IEPs] by teachers in lessons is unsatisfactory because they do not have a full understanding of how these might be used to set individual targets and measure progress in each subject.
117. A major strength of the provision is the very good work undertaken within the Learning Support Unit for those students who present particularly challenging behaviour. The assessment of need is made prior to admission to the unit. It is both rigorous and sensitive, covering behaviour, attendance and social competence. Great care is taken to identify learning needs that might initially be masked by behaviours. The teaching methods used thereafter are very well matched to the individual student's needs.
118. A contract with agreed targets provides the foundation for subsequent assessment of progress. A very good feature of this successful provision is the degree to which the students themselves become increasingly aware of their own progress and improving behaviour. The growth of self-awareness is an important feature of the assessment arrangements. Displayed work is also very well used to provide illustrations of progress made and standards achieved. Report sheets using students' targets are taken to mainstream lessons to be checked by subject teachers. They are then discussed by the learning support unit staff with individual students.
119. Overall, there have been several recent improvements in procedures following the HMI report in April 2002. Identification and initial assessment procedures are now good but, as yet, not enough attention is given to assessing subsequent progress over time, particularly in the use of standardised tests to measure improvement.

PART C: COLLEGE DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	Years 7 – 11	136
	Sixth form	23
Number of discussions with staff, governors, other adults and students		79

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Years 7 – 11							
Number	2	21	38	54	13	7	1
Percentage	1	15	28	40	10	5	1
Sixth form							
Number	0	5	11	7	0	0	0
Percentage	0	22	48	30	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting the percentages for the sixth form as each lesson represents more than four percentage points.

Information about the college's students

Students on the college's roll

	Y7 – Y11	Sixth form
Number of students on the college's roll	1174	40
Number of full-time students known to be eligible for free college meals	267	0

Special educational needs

	Y7 – Y11	Sixth form
Number of students with statements of special educational needs	41	0
Number of students on the college's special educational needs register	245	3

English as an additional language

	No of students
Number of students with English as an additional language	0

Pupil mobility in the last college year

	No of students
Students who joined the college other than at the usual time of first admission	61
Students who left the college other than at the usual time of leaving	47

Attendance

Authorised absence

	%
College data	10
National comparative data	7.8

Unauthorised absence

	%
College data	3
National comparative data	1.2

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3 (Year 9)

	Year	Boys	Girls	Total
Number of registered students in final year of Key Stage 3 for the latest reporting year	2002	134	104	238

Where there is a second bracket, the second one requires the 2001 figures as well

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	46	49	58
	Girls	51	47	44
	Total	97	96	102
Percentage of students at NC level 5 or above	College	42 (52)	45 (46)	44 (46)
	National	66 (64)	67 (66)	66 (66)
Percentage of students at NC level 6 or above	College	18 (20)	26 (20)	12 (15)
	National	32 (31)	45 (43)	33 (34)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	43	71	59
	Girls	51	63	56
	Total	94	134	115
Percentage of students at NC level 5 or above	College	40 (43)	56 (49)	49 (46)
	National	67 (65)	70 (68)	67 (64)
Percentage of students at NC level 6 or above	College	11 (10)	26 (20)	25 (13)
	National	32 (31)	44 (42)	34 (33)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 4 (Year 11)

Number of registered students in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2002	93	68	161

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	11	66	87
	Girls	20	52	67
	Total	31	118	147
Percentage of students achieving the standard specified	College	19.3 (15)	73.3 (69.3)	91.3 (87.5)
	National	50 (48)	91 (91)	96 (96)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score Per pupil	College	23.14 (19.9)
	National	39.8 (39.1)

Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	College	50
	National	
		40
		No data

Ethnic background of students

Exclusions in the last college year

Categories used in the Annual College Census	No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	1104	312	13
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	2	2
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	7	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	9	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	4	0	0
Chinese	4	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	65
Number of students per qualified teacher	18

Education support staff: Y7 – Y13

Total number of education support staff	28
Total aggregate hours worked per week	817.5

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	76
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Average teaching group size: Y7 – Y13

Key Stage 3	26
Key Stage 4	26

FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	3,411,987
Total expenditure	3,452,837
Expenditure per pupil	3,013
Balance brought forward from previous year	186,528
Balance carried forward to next year	145,678

Recruitment of teachers

Number of teachers who left the college during the last two years	27.6
Number of teachers appointed to the college during the last two years	95

Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1214
Number of questionnaires returned	233

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes college.	35	46	13	5	1
My child is making good progress in college.	32	49	8	4	6
Behaviour in the college is good.	13	39	26	14	7
My child gets the right amount of work to do at home.	24	46	21	7	1
The teaching is good.	16	60	11	3	9
I am kept well informed about how my child is getting on.	13	38	26	13	9
I would feel comfortable about approaching the college with questions or a problem.	39	42	9	7	3
The college expects my child to work hard and achieve his or her best.	46	48	3	2	115
The college works closely with parents.	15	40	26	13	6
The college is well led and managed.	16	43	15	12	14
The college is helping my child become mature and responsible.	26	49	13	6	6
The college provides an interesting range of activities outside lessons.	32	45	8	5	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES IN KEY STAGES 3 AND 4

ENGLISH

Overall, the quality of provision in English is **satisfactory**.

Strengths

- The high morale of key staff sustains the work of the department.

Areas for improvement

- The low results in public tests and examinations.
- The low proportion of students entered for GCSE examinations and the unsatisfactory provision made for those who take the examinations.
- The means to disseminate the good teaching practice, which exists are not in place.

120. The proportion obtaining a grade in the A* to C range in the 2002 English Language examinations was low and although virtually all those who took the examinations gained at least a grade G, many were not entered for the subject. The performance of boys and girls was equally weak and but their progress overall was satisfactory given their very low levels of attainment on entry to the college. Twelve were entered for the Certificate of Achievement in 2002 and six passed. When account is taken of the small number of students entered for the English Literature examinations in 2002, results were also low. Results in drama were poor with only two students obtaining a grade in the A* - C range. Progress in both these subjects was satisfactory when compared with standards on entry to the college.
121. Results in the 2002 National Curriculum tests at the end of Year 9 were poor and represented a significant drop in standards from 2001 for both boys and girls. This was the case for those reaching Level 5 and above and Level 6 and above. Results in English at Level 6 and above were worse than those in mathematics.
122. The standards of work seen in Year 11 are well below average and reflect students' attainment in the public examinations. There were satisfactory levels of achievement, however, as was the case at GCSE. Many show a poor recall of the work already covered in the term and the failure of a significant minority to produce coursework reflects badly on their attitude to the subject. Progress can be satisfactory in lessons, as was seen in the work on Shakespeare's *Romeo and Juliet* where many understood well the conflict between the Capulet family and Juliet. The learning is not sustained over time, however, because most rely too heavily on the teacher's explanations and prompts and do not take sufficient responsibility in developing their own analytical skills. Some do not learn as well as they should because of their poor attitudes to the subject. There are some more competent students in the year group whose standards are above average but the gap between their level of attainment and that of others is great. This is also the case in Year 10 where more competent students are attaining high standards, although overall attainment in the year group is still below expectation. In one lesson on media texts, for example, most were able to identify the techniques used to sustain viewing figures and evaluate their effectiveness. They showed a mature appreciation of the power of the media. The standard of work seen in drama in Year 11 is well below average and students' achievement is unsatisfactory. They have not developed performance skills and their ability to shape dramatic material is very limited.

123. The work seen in Year 9 is well below average but achievement is satisfactory given the very low standards on entry to the college. Many do not write fluently and accurately and key pieces of extended work are often disorganised. They need a great deal of help with paragraphing. The presentation of some of the written work is poor and is indicative of the negative attitudes displayed by some in lessons. Less competent students are not developing a range of written styles. In one set of books seen, for example, the only formal writing attempted was a letter. More competent students are able to adapt their writing to different readerships by developing a more extensive vocabulary and varying sentence structures. This skill is not widespread, however, and there are students with special educational needs whose basic writing is disjointed and inaccurate. Students are not using computers for drafting and developing their written work and presenting it in varied ways. This was also true of the work seen in Years 10 and 11. The standard of work seen in Drama with the younger students is also well below average because they have not mastered basic skills and they lack fluency and confidence in communicating with each other. Progress overall is unsatisfactory.
124. Standards of speaking and listening throughout the main college are poor and students are not developing these skills as they should. This is particularly apparent in relation to listening, where many fail to learn as they should because they do not listen to what others are saying. Standards of reading across all year groups are higher than for writing but are still below average. Most read aloud with reasonable levels of fluency. The level of understanding of less competent students is limited, however, and they need a considerable amount of individual support with their reading. Overall, the standards in these three skills are as they were reported by HMI in April 2002, at which time they were identified as a significant weakness.
125. The standard of teaching overall is satisfactory and there was twice as much good or very good teaching seen as unsatisfactory. The gap between the good and very good teaching seen and what was unsatisfactory is marked. In the best of lessons the work was carefully prepared, the teacher knew the students well and could adapt the teaching approach to take account of individual needs. Such teaching was lively and challenging and, therefore most learnt how to use the English language. This was seen in a Year 9 lesson where students' understanding of the techniques of mass communication resulted from the teacher's high expectations and his ability to present the work in a challenging way. There were occasions, however, when the teaching was pedestrian and failed to stimulate interest. There were also occasions when class management techniques were not sufficiently developed to engage those students whose attitudes to the subject were negative. On those occasions, the teachers had a hard task because the students' disenchantment was deep rooted and linked to past staffing difficulties, which were outside the college's control. In drama the good teaching of the newly appointed staff and the quality of the leadership and management are beginning to have an impact on students' attitudes to the subject and are creating a more positive learning environment. There is therefore the capacity to improve standards in this subject.
126. Leadership and management are satisfactory. A start has been made to addressing the issues identified by HMI in their report last April but the strategies for raising standards and managing behaviour have yet to have an enduring, measurable impact. The legacy of the disruption two years ago is still evident in the poor attitudes of many. The head of department has been successful in keeping her core team of committed teachers together at a time of staffing turbulence. The high morale of key teachers is no mean achievement given the turmoil the subject has had to endure in recent years. Teachers have raised the standards of the more competent in Years 9,

10 and 11. Considerable work has also been done on the National Literacy Strategy. A monitoring and assessment policy is now in place although it is not being implemented consistently. Newly qualified teachers are well supported. There is as yet no departmental system in place to monitor the quality of teaching and to spread the good practice, which exists. She and her staff are well aware that the priority now must be to raise standards overall and that the quality of teaching and its continuity are fundamental to future success. The current team has the capacity to succeed.

MATHEMATICS

Overall, the quality of provision in mathematics is **unsatisfactory**.

Strengths

- The quality of teaching of permanent staff.
- The relationships with, and respect for, students - including those who show quite challenging behaviour.
- Emerging leadership and management under extremely challenging staffing conditions.

Areas for improvement

- Standards overall, especially the difference in performance between boys and girls in National Curriculum tests and GCSE examinations.
- The planned use of ICT to support learning.
- The extent of targeted support for SEN students.
- The more detailed analysis of test and examination results in order to pin point and reduce areas of low achievement, and to monitor the achievement of different sub-groups.

127. Standards in mathematics on entry to the college are below the national average. Until this current year they were well below.
128. Results in the National Curriculum tests at the end of Year 9 in 2002 were well below the national average and also well below average for similar colleges. There were no significant differences in the standards of boys and girls. The 2002 results were slightly lower than those in 2001, but it is impossible to draw any conclusions about trends. Standards in mathematics are below those in English and science.
129. Results in the 2002 GCSE examinations were well below the average, both for national and also similar colleges. The proportion of girls achieving A*-C grades was almost double that of boys. The results for 2002 were higher than in 2001, due solely to the large improvement in the girls' results – there was little change in boys' results. It is not possible to make secure judgements regarding trends. Standards in mathematics are below those in English and science.
130. For students up to the end of Year 9 the standard of work seen during the inspection was below average, but higher than that suggested by the National Curriculum tests. This difference can be explained by improvements in both learning and teaching brought about by the use of new in-house schemes of work, produced in response to comments by HMI in April 2002.

131. Achievement is unsatisfactory overall, but with some evidence that it is slightly higher in Years 7 and Year 8. More competent students show a higher level of achievement because they have a more positive attitude to the subject. Poor levels of attendance slow down progress and contribute to the poorer test performance relative to the work seen in college.
132. Achievement is not always unsatisfactory. When teaching is good students make good progress. The least competent in Year 10 understood simple algebraic conventions and were able to add algebraic expressions, as a result of good teaching which provided support, realistic challenge and pace.
133. In Year 9, after some initial basic errors, the most competent use the formula for the area of a circle but are less secure when dealing with negative numbers. Competent Year 9 students confidently simplify expressions involving algebra, but their volume of work produced is sometimes less than might be expected and some work is left uncompleted. Least competent students calculate areas by counting squares, perform money calculations – sometimes with the aid of a calculator - but are inclined to make careless errors in whole number calculations involving the recall of number facts. These students are prone to leave work uncompleted, suggesting a negative attitude to the subject.
134. For students up to the end of Year 11 the standard of work seen during the inspection was below average but higher than GCSE results suggested. As with end of Year 9 test results, this is a result of improvements in teaching and learning. Differences in attitudes between boys and girls are very apparent and explain the significantly relatively poorer performance of boys in the GCSE examinations. Very poor attendance in Years 10 and 11 contributes to poor levels of achievement.
135. The volume of completed work by the least competent Year 11 students is less than expected. The boys produce markedly less than the girls. Nevertheless these students can calculate the areas of simple shapes, recall the mathematical names of common solids and substitute into word equations, but are unsure how to use percentages. Competent Year 11 students substitute into formulae, change between different metric units and reflect and rotate shapes on squared paper. These students, however, experience difficulties performing calculations involving negative numbers and with solving ratio problems involving different units. By Year 11 the most competent students are able to solve complicated equations, calculate volumes of solids and estimate the answers to calculations, but are still careless over units and make the occasional numerical error.
136. Students with special educational needs make unsatisfactory progress overall. They often find themselves in teaching groups where the learning and teaching is less than satisfactory. Learning support assistants, when available, are a useful and effective source of support, but there is no system of targeted support in mathematics. Gifted and talented students make satisfactory progress because they are taught together in groups where the teaching tends to be better.
137. The overall quality of teaching that students receive in Year 7 to Year 11 is unsatisfactory. This is because of the high proportion of groups that have more than one teacher. Many students' learning experiences are disjointed, for example all the present Year 11 students were taught by different teachers in Year 10 and at the time of the inspection some groups had already had three different teachers. Lack of continuity means that students tend to lose interest and develop negative attitudes. In some instances, the teachers' knowledge of the subject is poor, for example in a Year

11 lesson for least competent students, both the supply teacher and the learning support assistant had very scant knowledge of negative numbers. The result was very poor learning and behaviour.

138. Lessons with shortcomings are characterised by a lack of clear learning objectives for the class, inadequate management of unsatisfactory behaviour, and insufficient confidence, flexibility or experience to change an unsuccessful activity. The least learning occurs in lessons where students merely work from text books, resulting in poor levels of work, behaviour and progress.
139. Teaching by full-time members of the department, including non-specialists, was satisfactory or better in nine lessons out of ten and good in over a half of these. Good lessons are characterised by good relationships, a variety of teaching styles, a brisk pace and a supportive atmosphere. A Year 7 group of less competent students made good progress in their understanding of decimal addition. The lesson involved volunteers working at the board, quick-fire question-and-answer sessions and work from the text book. It provided challenge and pace as well as support for those who might have struggled.
140. The support given to literacy is unsatisfactory. Attention is usually paid to mathematical vocabulary, teaching rooms have word lists on their walls but these are rarely referred to in lessons. There were several missed opportunities for students to read aloud and to take part in extended writing activities.
141. The department is aware that ICT is not used sufficiently to support learning in mathematics and is taking steps to address the problem.
142. The analysis and use of test and examination data in order to identify and take steps to eliminate underachievement is underdeveloped at present. There is no consistent use of short-term targets to motivate students. However, some useful initial analysis has been done using the optional national tests for Year 7 and Y8 students.
143. There has been a relatively recent change in the leadership of the department. Leadership and management are now satisfactory. Every attempt is made to mark and monitor the exercise books of those students who are being taught by supply teachers, but the sheer weight of numbers sometimes makes this task impossible. Reference to the recent HMI report show that satisfactory improvements have now been made, including the production of new schemes of work, which are rightly seen as critical in the determined strategy to raise standards.

SCIENCE

Overall, the provision in science is **satisfactory**.

Strengths

- Standards are improving in Year 7.
- The attainment of girls is improving in Year 11.
- Gifted and talented students make good progress in Years 7 to Year 9
- Teaching is good in Years 7-9 because teachers use their good subject knowledge to plan lessons well and employ a good range of effective teaching methods.

Areas for improvement

- Standards at the ends of Year 9 and Year 11 are well below those expected.
- Poor listening skills restrict the progress in learning of many students, especially in Year 10 and Year 11.
- The breadth and balance of the curriculum for Year 7 to Year 9 is unsatisfactory because insufficient resources restrict students' learning through investigative science.
- Aspects of departmental management require attention if standards are to be raised.

144. Standards in science on entry to the college are broadly average. Results in the national tests taken at the end of their primary college education indicate a satisfactory level of knowledge overall. They are higher than this in the current Year 7. Progress in learning in Year 7 is good overall, with the more competent students making very good gains in knowledge and understanding. The improvement in their investigative skills is slower. In Year 8, students' progress over time is patchy. The more competent, particularly those who are gifted and talented, make good gains in improving their knowledge and understanding of scientific ideas but most other students are not making enough progress. They do not reach the standards expected nationally because the presentation and completion of their classwork and homework are unsatisfactory. Those with special educational needs make good progress because learning support assistants work closely with the teachers to help them with their learning difficulties.
145. Overall, progress is now satisfactory at Year 9. Standards are higher than those indicated by the well-below-average results in the National Curriculum tests for the last two years. Girls and boys reached similar standards but the performance of the more competent was well below the expected level. Standards overall had been low on entry to the college and progress and attitudes had both suffered because of the discontinuity of provision resulting from the local reorganisation of education. Despite this, results in 2002 were in line with those of similar colleges, providing solid evidence that the introduction of the National Strategy has been satisfactory overall.
146. GCSE results declined in 2002, when only the double science examination was taken. The number of students not entered for any examination in science increased because attendance was low and staff absence, coupled with unsatisfactory supply cover, meant that the required work was not completed. Whilst the well-motivated girls did much better than those who took the examination in 2001, the standards achieved by the boys remained very low. Low levels of performance stemmed from students' low prior attainment, discontinuities in their learning when changing colleges, and the unsatisfactory provision of supply teachers when the regular teachers were absent. With improving curriculum continuity and staffing stability, standards in Year 11 are just starting to rise.

147. The quality of teaching is satisfactory overall, with some good features in Years 7 to 9 where good subject knowledge, linked with effective planning and teaching methods, helps most to make satisfactory progress.
148. In the many lessons where teaching was good or better, the teacher laid down strict parameters of acceptable behaviour to which the students responded with maturity. Several good features characterised these generally well planned lessons, including a punctual start, the good use of questions to promote understanding and involve all students, the display and use of learning objectives and the well-displayed examples of students' best work.
149. Where progress in learning is less than satisfactory, particularly amongst the least competent students, weak listening skills, poor concentration and lack of interest make excessive demands upon the teachers' class control and their management of disaffection. A few teachers are inadequately prepared to meet these demands and on occasions teaching and learning are less than satisfactory. In a poor lesson in Year 9, a significant number of less competent students immediately took advantage of the poor classroom management skills of the teacher, a few shouting out and openly defying several reasonable requests. The teacher was wise to stop a practical investigation when the behaviour of the more disruptive students' became unsafe to others.
150. In Year 10 and Year 11, teaching is satisfactory. However, effective learning proves difficult for most average and least competent students, including those with special educational needs, because their concentration, application and interest levels are superficial. Even amongst the more competent, few have made any progress in taking any significant responsibility for improving their own learning. However, there is a stronger motivation to learn within the small group of gifted and talented students. Many others, especially those in Year 11, attend sporadically and this affects adversely their progress. This also means that course work is not completed for examination requirements.
151. Leadership is satisfactory overall but some aspects of management are unsatisfactory. Recent appointments provide an opportunity to establish the more consistent implementation of policies across the department. Arrangements to delegate responsibilities remain unsatisfactory, including the overall monitoring of teaching and learning and particularly the consistent marking of work. Several unsatisfactory features of current provision remain to be addressed, including the curriculum for Year 10 and Year 11 and assessment procedures that include individual targets that are known and understood by all, including those with special educational needs.
152. There has been satisfactory improvement since HMI visited the college in April 2002. Several aspects of the quality of teaching are better because staffing is now more stable. Improvements in setting objectives help the more competent to better understand their learning but the management of some less competent students' challenging behaviour remains unsatisfactory.

ART AND DESIGN

Overall the quality of provision for art and design is **good**.

Strengths

- Very good leadership of the department.
- Very good achievement by students in Years 7 to 9.
- Very effective planning makes very good use of the limited timetable.
- Very good management of students allows students to work undisturbed.

Areas for improvement

- The proportion of higher grades at GCSE is well below the national average.
- Art has insufficient time in Years 7 to 9 to cover the national curriculum and consolidate learning.
- The establishment of a folio of assessed work, with an explanation of the criteria being used, to serve as a point of reference for staff and students and to bring consistency to the assessment of art.

153. Standards by Year 9 are good. The good standards reached by Year 9 represent very good achievement when compared with what they know, understand and can do on entry to the college. The strength of this achievement lies in the broadening of their appreciation of materials, techniques and contexts for art and design work rather than the development of higher-level skills. Less competent students and those with special needs achieve well in acquiring a good range of basic techniques in printmaking, collage and construction to a satisfactory standard. They gain from the strong emphasis on oral and practical activities, rather than on written work as well as from the individual attention given by the teachers to address their particular needs. Displays of projects that link ethnic patterns with modern fashion show standards of skill and perception that are, overall, above national expectations with some examples of work being well above. The timetable allocation for art and design in Years 7 to 9 is insufficient to revisit and consolidate skills and knowledge. As a result, only higher-attaining and highly motivated students develop fluency in drawing and painting. Most students' retained knowledge of artists' work is generally weak
154. At Year 11, standards are broadly in line with those that students are expected to reach nationally. This represents good achievement by those whose art and design education has been disrupted by reorganisation and temporary accommodation prior to their GCSE course. In 2001 GCSE results were well below the national average with just over one out of five gaining the higher grades compared to three out of five nationally. 2002 results show a significant rise from this with more than one out of three gaining higher grades. Girls perform better than boys in attaining the higher grades but they are equally represented in the lower ones. Drawings and paintings are well presented, often in a neat graphic style. As in earlier years, higher-attaining students show more fluency in their use of colour and brushwork, as demonstrated in some very strong images derived from natural forms. Standards achieved by the newly formed sixth-form group are satisfactory overall. Sketchbooks contain good, well presented research work but have little personal comment or exploratory work.
155. Standards in the basic skills of literacy, numeracy and ICT are satisfactory overall. In Year 9 students' writing about Picasso's 'Guernica' showed a good understanding and responsiveness to expressive symbolism. Numeracy skills are taught as required for projects and standards are satisfactory. A series of tessellating designs from shaped printing blocks demonstrated good planning and control of the medium.

ICT is used to good effect within lessons by students of all abilities for research and image manipulation.

156. Students' attitudes and behaviour are good. They co-operate well and clearly enjoy their lessons. Rules of behaviour in the art rooms are negotiated and form a very good foundation for the good relationships between students and their teachers.
157. Learning and teaching are good overall. Teachers prepare and organise lessons very well to make fullest use of the time available. Most students gain confidence and self-esteem from the teachers' enthusiastic and positive approach. Less competent students in particular respond well to the teachers' individual guidance and are keen to please. Lively introductions set a good pace and teachers' high expectations create a busy working environment. Occasionally introductions went on too long, resulting in a loss of concentration by some students. Challenging behaviour is well managed. Students in the small sixth-form group are making good progress in developing their skills as a result of the teachers' extensive individual advice and the extra time available to them.
158. The curriculum for art and design in Years 7 to 9 is unsatisfactory due to insufficient time allocation, particularly in Year 9 where there is provision for one term each of art, music and drama in the year. A good, thorough scheme of work provides a good range of activities and experiences across the age group but there is insufficient time for consolidation. Larger-scale three-dimensional work is restricted to after-college sessions and as such is not available to all. Procedures for assessment are good and teachers' judgements are sound. However, there is no folio of levelled work to help students in Year 9 to assess their own work and clearly see what is expected of them. The provision of spiritual, moral, social and cultural development is good overall and students in Years 10 and 11 enjoy opportunities for cultural enrichment. GCSE groups visit local and national galleries and there are opportunities to work alongside artists in college and at special workshops. A collaboration between gifted and talented students in Year 10 and a leading British artist resulted in a striking major art work for the college's foyer based on digital images of the college environment.
159. Leadership and management of art and design are very good. The leadership of the department is excellent, creating a very strong, supportive ethos with a clear and purposeful vision for the wider role of art in the college. Recent staff changes have been efficiently absorbed through the very close collaboration of the teachers. Frequent monitoring through focused lesson observations and meetings to agree standards has quickly established them as a consistent team, though formal evaluations of observations have not been written. Teachers show excellent enthusiasm and commitment to the success of the department, and to improving standards through raising students' motivation and self-esteem. Good progress has been made in establishing the department since the opening of the college.

CITIZENSHIP

The overall provision in citizenship is **unsatisfactory**.

Strengths

- Good contribution of personal and social education.

Areas for improvement

- More opportunities given for participation and responsible action by students.
- More involvement by subjects in delivery of both knowledge and skills.

160. Most students' knowledge and understanding are limited because, as yet, there is no planned provision across all subjects of the curriculum. In lessons seen within the personal and social education programme in Years 7 to 9, Year 8 students gained good knowledge of safety issues in the use of electricity in the home and satisfactorily developed some understanding of the various reasons for crime. A Year 12 lesson on aspects of the law offered very good opportunity to analyse the power of judges. In general, however, there is no evidence that subject areas are implementing the opportunities identified in central planning. Personal and social education is not timetabled for Years 10 and 11. Provision varies considerably in Years 7 - 9 with examples of good, unsatisfactory and poor teaching in Year 9 lessons on democracy.
161. Students' development of the skills of enquiry, participation and responsible action are limited by the newness of the college council, and the lack of a college-wide forum such as a magazine; by the lack of opportunity for older students to assume responsibility, for example in a prefect system; and by the weak listening and speaking skills of many students. The college's emphasis upon personal targets and rewards was taken seriously by Year 9 students in assembly and the promotion of team ethos and rules are accepted in physical education.
162. Leadership and management are satisfactory. A good recent start has been made by a new postholder for personal and social education to establish a satisfactory curriculum and to begin to identify areas for subjects to contribute.

DESIGN AND TECHNOLOGY

Overall the quality of provision in design and technology is **satisfactory**.

Strengths

- Standards, particularly for girls, are well above the college average, and similar to the national averages at GCSE.
- There is a good ethos for learning in the department, which is due to effective leadership and the commitment of teachers.
- Relationships and behaviour are often good.

Areas for improvement

- Assessment is not yet used effectively to inform curriculum planning and monitoring of pupil progress, and evaluate effectiveness of teaching and learning.
- Continuity in developing drawing and sketching techniques.
- Links with industry and higher education.
- Reduce fragmentation between the various material areas that collectively deliver design and technology.
- Health and safety risk assessment procedures .

163. Standards in design and technology on entry to the college vary and are at best satisfactory. The appreciation design is less well developed than the practical skills of making. Standards in Year 9 are below national standards overall, with variations between the different material areas. Many do not always recognise and use the knowledge and skills acquired in earlier work to help them with increasingly demanding design and make activities. Most use a satisfactory range of hand and machine tools safely for designing and making. The variable standards in sketching and drawing hinder progress in designing. Investigative activities do not always inform designing and making, for example designing and making a wallet in textiles. Here students research a broad range of fabric materials, using the electronic microscope and computer and yet all of the wallets are then made from an identical material provided. Research, analysis and evaluation are, however, used effectively as methods of learning in food technology, for example when investigating and testing desserts.
164. Teachers set appropriately high expectations and all students receive a high level of individual support in the better lessons. In other lessons, teachers are over directive and the focus of the lesson is directed towards the outcome at the expense of developing learning to the depth and breadth expected; for example, when designing and making a sailing boat from wood.
165. The proportion of students achieving grades A*-C at GCSE in 2002 was below the national average and none achieved the highest A* grade. There were wide variations between each of the various design and technology subjects. The girls' results were significantly high and there has been good improvement from 2001 at GCSE. The proportion of girls gaining grades A*-C in resistant materials and graphics was similar to the national average. In the work seen during the inspection in Year 10 and 11, standards were extremely variable. There is still underachievement in sketching; for example, in Year 10 the majority of boys did not fully understand how to produce a three-dimension drawing of their moving toy, showing the cam mechanism. Greater use is being made of ICT to improve presentation and to increase the range of design possibilities. For example, students designing a uniform based on an Egyptian theme scanned their designs into a computer, made appropriate changes and printed them on the textile-printing machine. The recently acquired digital camera in food technology introduces new systems for the students to record and evaluate their work. The more competent consolidate their skill acquisition in food technology through good research, organisation and evaluation and produce folders of a good standard. In electronics, the more competent have carried out complex circuit designs using the computer and appropriate modelling software. The recently acquired computer-assisted milling machine enables the control aspects of the National Curriculum to be met in full.

166. Students with special educational needs make similar progress to others because they are well supported in lessons. Many, including those with special educational needs, increase their rate of progress by taking advantage of supervised access to the specialist rooms at lunchtime and after college.
167. Teaching in design and technology is at least satisfactory and often good. The main strengths are teachers' good management of their classes, their secure subject knowledge and team spirit. As a result, students' attitudes and behaviour are often good. The main weakness is the inconsistent use of students' previous experience to inform planning, following transfer from one material area to the next, as is required within the carousel curriculum arrangement.
168. Leadership and management are satisfactory and the fairly recently appointed head of department leads well by example and has worked hard to remedy many of the existing issues since moving into the new accommodation. Specialist teachers have secure subject knowledge and their experience and expertise are well used. The department development plan is comprehensive but lacks detailed quantifiable success criteria for some of the priorities identified. The achievement in the HMS Ark Royal challenge was most creditable; the college reached the finals out of more than 70 entries nationwide. The department needs to extend links with industry and higher education institutions. Technician support in resistant materials is effective in the smooth running of the department.
169. The department does not undertake risk assessments and this issue should be addressed as a matter of urgency.

GEOGRAPHY

The overall quality of provision for geography is **satisfactory**.

Strengths

- Achievement in Year 11 is good.
- Staff share a commitment to improvement.
- Assessment in Years 10 and 11 informs teachers and students of progress.
- The subject makes good provision for literacy and numeracy.

Areas for Improvement

- The use of ICT especially as a working tool.
- The curriculum for the less competent students in Year 8.
- Completion of schemes of work.
- The link between assessment and National Curriculum levels in Years 7 to 9.
- Students' awareness of place.
- Monitoring of teaching to iron out inconsistencies, and acknowledge and share good practice.

170. Standards in geography are satisfactory. Students enter the college with a varied but generally limited prior exposure to the subject. They lack geographical knowledge of place. Few can locate Bradford on a map of the British Isles. They have little understanding of environments other than their own. From this meagre start they make satisfactory progress so that, by the end of Year 9, standards are much closer to national expectations. They can use simple terminology appropriately and are able to harness a growing range of geographical skills, although many have difficulty in

retaining knowledge and understanding and most continue to struggle with place and location.

171. Less competent students and those with special needs make similar progress because teaching is responsive to their needs, worksheets are adapted and support used effectively. Less competent students in Year 8, however, lose half their geography lessons for extra English. This hinders continuity of learning, compromises subject coverage and ignores the opportunity to develop literacy within a geographical context. Gifted and talented students make good progress because they are taught together in high-attaining groups and their work is appropriately challenging.
172. No students were entered for GCSE geography in 2002. The results in 2001 had been very poor, reflecting weaknesses which no longer apply. The work of current Year 11 students suggests that their attainment, whilst still below average, is much nearer to national expectations, representing good achievement. There is insufficient evidence on which to compare the performance of students from minority ethnic groups and there is little difference in the performance of boys and girls.
173. Students generally relate well to teachers and contribute willingly to question and answer sessions. Most enjoy the subject and stay on task. Sound management of behaviour means that lessons are normally orderly and purposeful. Those lessons, which are well structured with short bursts of written or other tasks punctuated by discussion, have the greatest impact on learning because knowledge, skills and understanding are acquired at a steady pace. Those which fail to fully engage students because of weak planning - a Year 7 class copying a textbook map for example - or unshared objectives, restrict learning because students' productivity and concentration falter. The erratic attendance of a number of students impedes learning. Unit tests and self assessment in Years 7 to 9 provide students with some insight into their progress but, current arrangements are less rigorous than in Years 10 and 11, where students and teachers are well informed by individual profiles, which use prior attainment and on-going test results to update targets in terms of GCSE grades.
174. The quality of teaching is satisfactory overall and occasionally better but there are inconsistencies. Two of the lessons observed had significant weaknesses. Teachers generally match their expectations to the needs of groups formed on the basis of prior attainment. Very good learning occurred in a lesson which was carefully planned with the appropriate pace and challenge for the most competent students in Year 9 who explored the moral dilemma of child labour in India. They used debate and video to promote incisive creative writing and were left with the challenge of researching Article 32 and the work of agencies like Christian Aid. Another teacher, faced with a full range of competencies in a mixed-ability, Year 10 class deployed a worksheet strategy to engage students in self-learning so that he and two support assistants could tackle understanding with groups and individuals at appropriate levels, ensuring that all but a handful of disaffected youngsters were accommodated and made good progress. A less competent set in Year 8 was well engaged and kept on task by the teacher's drive and enthusiasm so that the link between weathering and soils was well understood.
175. Student self-study was the basis for a Year 11 revision lesson on farming in the UK but the key to effective learning here was the teachers' support. His insistence on the use of proper terminology, on depth when answering questions and the pace at which he moved the lesson along, interspersing it with plenary sessions so as to sustain

concentration and keep up the momentum, making the students work quickly and accurately. Schemes of work whilst incomplete are often innovative and include a planned contribution to the development of literacy and numeracy. Homework in Years 7 to 9 often features creative writing. Oral skills are promoted through class discussion and the department makes good provision for the overall development of literacy and numeracy.

176. A committed teacher leads the geography team effectively. Good development planning identifies relevant issues for improvement. Key areas include further work on assessment in Years 7 to 9, tying progress more clearly to level descriptors, completion of schemes of work and increased use of ICT as both a working tool and a source of information. A department scheme for the monitoring of teaching has not yet been implemented so that inconsistencies in the quality of learning persist, as at the time of the HMI visit in April, whilst good practice is not readily shared and goes unacknowledged.
177. A revision club operates regularly for year 11 students and fieldwork opportunities for GCSE students are good. Gifted students in Year 8 studied coastal erosion but the opportunity for all students in Years 7 to 9 to undertake fieldwork or other visits especially to rural areas would not only bring reality to the subject, it would also boost the social development and broaden the horizons of a largely urban student body.

HISTORY

Overall the quality of provision in history is **good**.

Strengths

- Very good leadership and management.
- Good teaching which leads to good learning.
- Improving standards at GCSE.

Areas for improvement

- The use of ICT to support students' learning.
- Strategies to support the literacy needs of sixth-form students and less competent students in Years 7 – 9.

178. Results at GCSE in 2002 rose to the national average and were the best achieved locally amongst 26 colleges. Standards of work seen in GCSE classes show that students are currently producing work broadly in line with national expectations across the ability range, and that most make good progress. Younger students also reach national expectations in Years 7 to 9 and make good progress. The department is working satisfactorily to ensure that the teacher assessments in Year 9, which were below average this year, accurately reflect the attainment of less competent students. The advanced subsidiary level has been introduced into Year 12 this year and early work is of a broadly average standard, although below-average literacy skills are currently limiting students' achievement. By Year 9 more competent students have a good understanding of nineteenth century working conditions and can comment sensibly on the attitude of skilled workers to the labouring classes. Year 11 students are able to evaluate satisfactorily the advances made during the Renaissance regarding knowledge of the human body and the causes of disease. Year 12 students satisfactorily understand how the Russian intelligentsia were excluded from political institutions in the nineteenth century.

179. The quality of teaching is good. Most learn well because individual lessons and sequences of lessons are well planned. For example, Year 9 students were able to build upon prior knowledge of nineteenth century working conditions to reach a sound understanding of the attitude of artisans to the labouring classes. The best lessons set a brisk pace of learning which is sustained throughout, as seen in a Year 10 lesson on Greek medicine where students were helped through a rapid series of questions to use their knowledge of supernatural and scientific explanations to evaluate the function of the Asclepia. Most respond positively to the drive and enthusiasm of teachers and this was particularly seen in Year 11 revision work where there was also good preparation for examination papers. Sixth-form students are learning at a satisfactory pace and they are considerably helped by the use of stimulating materials and the good subject knowledge of teachers. Most lessons seen enabled students to learn well through well designed oral questions, which tested and explored their understanding. The teaching of less competent students needs to make more explicit links to their prior knowledge.
180. Leadership and management are very good. Very good leadership has established a clear process of action planning and review, which has raised standards. The good curriculum is sensibly reviewed so that topics are evaluated for their impact on learning, for example a Year 8 unit on the Islamic world which was redesigned after assessments showed that students had difficulty in some areas of understanding. The addition of a unit on the Roman Empire enables students to reach an informed opinion as to 'How civilised were the Romans?' There are clear opportunities for economic and political analysis in Year 9. For example, in detailed statistical evidence about urban living conditions and a particularly stimulating local study at GCSE of a local cemetery which also contributes to the students' spiritual development in its study of nineteenth century attitudes to burial arrangements. The provision of text books is very good in Year 12 and the quality of resources throughout the college is good except in the library. Issues of historical interpretation are well planned, for example regarding the leadership of historical figures such as Hannibal, Ghandi and 'Bomber' Harris. The study of the Holocaust and slavery provides students with good opportunities for spiritual and moral development. Students gain a good understanding of some aspects of local cultural history through well-established visits, for example the National Mining Musuem, and a unit on the migration of Irish people to Bradford.
181. The most notable improvements since the opening of the college are the rising standard of GCSE results and the establishment of a coherent curriculum which together are enabling students to make good progress. Areas for development include the use of computers to encourage historical research, and teaching strategies to engage the younger and less competent students and thereby raise their achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

The overall provision in information and communication technology is **unsatisfactory**.

Strengths

- A head of department aware of the major issues.
- Good hardware resources, textbooks, worksheets and Intranet support materials

Areas for development

- Monitoring the quality of teaching strategies and classroom control.
- The management, monitoring and assessing of cross-curricular ICT.

- The improvement of formative assessment to provide better guidance to students as to how they might improve their work.
182. When the college opened, there was little provision for ICT and students did not receive any timetabled ICT lessons. Since September 2002, ICT is taught as a separate subject to all in Years 7, 8, 9 and 10, but not in Year 11, where some but not all students use ICT in their other subjects. In Year 11, therefore, the college is not meeting the statutory requirements of the National Curriculum.
 183. Standards on entry to the college are well below those usually found nationally and teacher assessments at the end of Year 9 show that they are still well below average. This represents unsatisfactory progress during years 7 to 9.
 184. The tasks set in Years 7, 8 and 9 are at a low level and do not allow students to improve significantly. In Years 7 and 8 most demonstrate only basic skills in using the facilities of the software. Many in Year 7 import clipart into text, though not all match the graphic to the context of the text nor place the picture next to the relevant paragraph of text. Year 8 students combine text and graphics to produce an attractive front page cover sheet for their coursework. They do not extend the Year 7 tasks as they do not take account of the audience nor explain why they have chosen the text and graphics. Year 9 students create a web page and access the Internet to obtain information and graphics, cutting and pasting these into their own page. They demonstrate and explain only basic level ICT skills.
 185. Girls and boys perform equally. Those with special educational needs make progress in lessons similar to other students. Provision for the gifted and talented in Year 9 is good and they are undertaking a GCSE course in ICT. They make good progress.
 186. Since September 2002, all Year 10 students take a full or short GCSE course. Most can design a computer based solution to a problem. They use a framework on the computer to guide them through each stage of the process. Most have extended their understanding of problem solving by recognising the need to state the elements of the problem as well as the data required. They sensibly explain a number of relevant ICT terms such as *validation, macro and system flowcharts*. The more competent analyse the problem and state which is the most appropriate type of software to assist in the project. They make satisfactory progress using this framework.
 187. The quality of teaching and learning is unsatisfactory overall. Some satisfactory teaching was observed in Years 7 and 8 with some good teaching in Years 9 and 10. Where teaching is unsatisfactory, the preparation lacks sharpness, as the teachers are not always secure in their knowledge of the topic. They do not present the material and tasks clearly, confusing students with too much unexplained information. This has a significant impact on standards achieved in lessons. The pace of lessons is poor, the set tasks are low level and do not challenge the students. Teachers do not manage the classroom well and allow students to go off task without being confronted. As a result, many do not improve their skills or knowledge of ICT and how it is used. The competent and less competent broaden their knowledge and skills to some extent, but their understanding of ICT concepts is not improved. When the teaching is satisfactory or better most make good progress in extending their knowledge and understanding of how ICT is used to solve problems.
 188. Behaviour is satisfactory in some classes but unsatisfactory or poor in others. When the teaching is unsatisfactory, many students do not keep to task and are able to

switch screens from the work they should be completing to the Internet or games. This means that they do not complete the work they have been set and so do not make satisfactory progress. Where the teaching is satisfactory or better, they make an effort to respond to the teacher and keep to task. They work independently and demonstrate an ability to use the facilities of the software to develop their knowledge and skills in ICT.

189. The Head of Department came to the college in September 2001. He recognises the main issues and is committed to managing them. He has managed the installation of good quality resources and initiated new schemes of work in Years 7, 8 and 9. These do not set challenging tasks and do not support the efforts to improve standards. The unsatisfactory teaching is also impeding improvement in attainment and this is not being tackled through rigorous monitoring and in-service training. Overall the management of ICT is unsatisfactory.
190. The college now has a range of good resources including well equipped ICT rooms, good textbooks, supportive workbooks and materials on the college Intranet. Two technicians manage the networks and support the curriculum development.
191. Use of ICT by other subjects is unsatisfactory overall. Powerpoint presentations are used in science, though equipment is not available for data logging. There is good use in design and technology and some satisfactory use in geography and mathematics. The use of ICT in other subjects is unsatisfactory. There is no structure or working team to develop, manage, monitor and assess the use of ICT across the curriculum.

MODERN FOREIGN LANGUAGES

Overall, the provision in modern foreign languages is **satisfactory**.

Strengths

- The leadership and management of the department are good.
- Teaching is good, with very good subject knowledge, so that most students learn well.
- Most students learn one European language to age 16 and many learn two in Years 7-9.

Areas for improvement:

- GCSE results in French have been well below average in recent years.
- Boys' attainment is below that of girls.
- Teaching and learning strategies require development to become more widely effective.
- The use of ICT is underdeveloped.

192. Standards of work seen during the inspection remain below the national expectation, although many achieve well in relation to their ability. Standards have risen in French and many have started to make satisfactory progress in Spanish because teaching in the two languages is good overall. Good management has led to improvements in teaching and learning although not all lessons observed were satisfactory.
193. In 2002 GCSE results in French at A*-C, from a large entry, were well below average and lower than in the previous year. Girls attained higher grades than boys although both were lower than the national average and lower than results in the students' other subjects. In both years, most entering have gained grades in the range A*-G.

194. Teachers' assessments and observations in college show that standards at Year 9 are below national expectations. Students enter the college in Year 7 with little or no knowledge of French or Spanish. They study one or both languages in Years 7-9 and many achieve well, acquiring good language skills. A minority of less competent students find the demands heavy and their progress is slow. Students of all abilities, including some with special educational needs, follow those lessons taught in well selected French or Spanish. They make brief, largely accurate spoken contributions. Sparing and judicious explanations in French ensure that no students are left behind. In French in Years 8 and 9, most express their opinions simply about life at home and in college. They read and understand short accounts of life in French and Spanish speaking countries. Many adapt their writing to different styles for posters, dialogues or short informal letters. A minority use computers, producing bright displays for classrooms and corridors. They often use number for dates, prices and surveys. Their knowledge of grammar and idiom is basic but satisfactory, acquired in separate sections of their lessons. Talented linguists make good progress in achieving national expectations in French, but standards are lower in Spanish, due to some teachers' lack of confidence and shortage of teaching time.
195. Virtually all study French in Years 10-11 and a few have made a satisfactory beginning in Spanish. Current standards are higher than recent GCSE results but still well below average. Many more competent students use different tenses to describe their career plans or suggest local activities for tourists. A minority of these talk and write more fully and creatively about topics such as healthy living and work experience. Students prepare short talks about personal interests and simulate predictable or unusual situations encountered abroad. Less competent students, including those with special educational needs, consolidate earlier work, acquiring basic language needed for living and working overseas.
196. The quality of teaching and learning is mostly satisfactory and overall it is good. Teaching styles are varied and complementary, adding to the effectiveness of students' learning. Teachers are mostly fluent in French and Spanish, presenting good models to copy. They make the language challenging or accessible as required, explaining grammar and idioms in English where it helps students to understand. In both French and Spanish, teachers usually have good expectations of spontaneity and accuracy in speaking. Together with their assistants, they encourage and support the less competent linguists. Teachers' knowledge of the National Curriculum and examinations is very good but they rarely extend learning beyond the basic content of the courses. Lessons are usually well planned to present short, varied activities that sustain interest and involvement. Teachers use conventional resources effectively, including bright relevant textbooks that most students appreciate. Many learn equally well by listening and looking. They respond well to the songs, chants and visual prompts that teachers use to help them absorb and recall new language. Most teachers use computers occasionally, but a minority are not yet confident to teach lessons based on the available software. Teachers mark written work regularly in ways that students understand, but refer too infrequently to National Curriculum levels. Many lessons are linked by relevant homework providing continuity and a basis for work in class. Bright wall displays and neatly presented exercise books show the patience and care that many students take. The work in a minority of exercise books is poorly presented or incomplete due to frequent absence, lack of commitment or because tasks are not well matched to their abilities.

197. The leadership and management of the department are good. After a turbulent and trying period, a strong sense of regeneration is evident. Teachers are loyal to one another and work hard. They continuously revise and improve both curriculum and teaching methods through training or by observing and evaluating each other's work. Documentation is clear and helpful, reflecting a consultative style and adherence to college values and principles. Assessment and the use of computers require further development. Accommodation is satisfactory and the language rooms help to create a strong sense of identity. There are a number of extra-curricular activities but the development of e-mail and college links in Europe would improve provision and motivation for the majority of students.

MUSIC

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

Strengths

- A clear understanding of and strategies to raise standards.
- Provision for students' spiritual, moral, social and cultural development translated into practice during lessons.
- Sharing National Curriculum levels with students so that they know how to improve their work.

Areas for Improvement

- Standards achieved at the end of Years 9 and 11.
- Analysis of and the use of assessment data to monitor progress and standards against national figures.
- Accommodation: suiting of music classrooms, linked to practice rooms .

198. Standards in music, overall, at the end of Years 9 and 11 are below those found nationally and some are well below. The assessments undertaken by teachers at the end of Year 9, and work seen in lessons and on recordings confirm a picture of attainment that is below the standard expected nationally. Students have had varied prior musical experiences when they arrive in Year 7: some know the names of notes and can perform short rhythm patterns accurately. For students in Years 8 and 9, the previous staffing instability and consequent disruption to learning means that for many their skills and knowledge have not developed as would be expected. By the end of Year 9, a few more competent students achieve as well as can be expected and are able to perform chord patterns fluently on keyboards while adding melodic improvisations. However, for others, including those with special educational needs, their use of musical language and their evaluative skills are lower than expected and they find it difficult to discuss or describe their music.
199. The GCSE examination results in 2002 were below the national average. However, there was 100 per cent pass at A*-G with boys achieving the highest grades. For many music was their best GCSE result. Currently, standards seen in Years 10 and 11, fall short of expectations compared with national figures with some examples of standards much worse than expected. For these students, several of whom have not chosen to study music, their negative attitudes mean that they have no particular interest or aptitude in music. This results in poor learning and attainment. Written work is minimal with compositions simplistic in style using sampled layered sounds and basic chords. Progress for all students, including those with special educational needs, is satisfactory but for the least competent their progress is unsatisfactory and sometimes poor.

200. The quality of teaching is satisfactory overall. The numbers of lessons observed was small and evidence was drawn from students' other previously completed work. There was one unsatisfactory lesson where the students' attitudes and behaviour impeded learning. Teachers are committed and enthusiastic, despite the reluctance of some students to learn and behave in lessons. Teachers encourage them to make progress and to fulfil their potential. Objectives are shared with students and teachers employ friendly but firm control, linked to good pace that results in those students who want to learn making progress. Teachers know their subject and select suitable resources and activities that appeal to students. For example the teacher demonstrated a shuffle-drumming pattern using the drum kit. Her expertise inspired and enthused students who took delight in achieving a simpler version or one with more complicated rhythms. At the end of the lesson students checked their individual progress against assessment criteria displayed on the walls. This means they know what they had achieved and how to improve further in the next lesson. Lessons are planned to ensure music impacts on other areas of learning. For example the relationships of different note values links to numeracy. This was seen where Year 7 students used their knowledge of fractions to work out a rhythm pattern ensuring that the note values were correctly played. Literacy is enhanced by the key words superbly displayed in classrooms, together with reading information and using mnemonics to help remember rhythm patterns. By saying the mnemonics students' playing remained rhythmical and accurate. Team teaching is employed during lessons for Years 10 and 11 students. This means that individual expertise is shared and that a teacher is able to teach while the other supports and motivates the disaffected members of the group. Consequently the learning for the majority is not disadvantaged. At present there is insufficient use of ICT in lessons; however, there are plans to increase its use.
201. Despite the very good efforts by the staff, some students show lack of tolerance when listening to others' and refuse to take an active part in lessons. At times students take too long to settle and therefore learning for all is compromised. However, for the majority they enjoy their lessons and when teachers' enthusiasm is caught, lessons are enjoyed. Those who attend extra-curricular groups display good attitudes and enjoy the social occasions afforded by these groups. In lessons attention is paid to other aspects of students' personal development. For example in the area of cultural development: through the music studied and by the displays in the music rooms that describe the varied styles of music.
202. Leadership and management are satisfactory overall. Teamwork is good and there is a clear commitment and determination to improve. The current amount of lesson time in Year 9 is unsatisfactory, as students have less than the recommended amount, and the carousel arrangement means there is a disruption to skills and knowledge. Accommodation is just satisfactory. The present arrangement for separate music rooms in different teaching blocks is unsatisfactory: some students having lessons in one room have no access to practice rooms for ensemble work. Lack of carpeting in another room means that acoustics are unsatisfactory and there is considerable dust in the room. At present there is insufficient use made of national data in order to compare and monitor progress by different groups of students. The uncertainty regarding funding for the department means that strategic planning is weak. However, the department is well aware of the priorities and strategies needed in order to raise standards and some of these are being implemented this term.

PHYSICAL EDUCATION

Overall the quality of provision in physical education is **satisfactory**.

Strengths:

- The leadership of the department provides clear educational direction.
- Teachers have good subject knowledge and set clear learning objectives.
- Effective curriculum planning and progression of activities.
- The extra-curricular activities programme provides good opportunities for all students.

Areas for improvement:

- Raising the attainment of girls.
- The range of teaching styles required to improve knowledge and understanding and increase students' independence.
- The range and provision of teaching approaches, feedback and setting of targets for students in the examination subject.
- The recording, monitoring and use of data to more effectively provide targets for students.
- The range of assessment strategies to involve students in their own assessment.

203. There is no data available relating to standards on entry to the college. By the end of Year 9 standards in physical education are in line with national expectations. Teacher assessments in 2002 show most are working below these national expectations, but the recent availability of more indoor facilities is having a positive impact upon learning. There is no teacher assessment data available at the end of Year 11, other than in GCSE physical education where the number gaining grades A* to C grades was 35 per cent, well below the national average. There are as yet no trends over time emerging, due to this subject only recently being taught in the college. Where data is available the achievement of girls is lower than that of boys.
204. Most make satisfactory progress as they move from Year 7 through to Year 9. By the end of Year 9 they are beginning to develop their skills in a range of activities, such as gymnastics, football and dance. In gymnastics in particular, many are able to extend their sequences, to include counter balance and supported balances very effectively. In dance they are able to repeat set motifs, that include canon and unison, and begin to perform their sequences with increasing confidence. Opportunities for the observation and evaluation of performances, where students are allowed to give constructive feedback and advice for improvement, are very limited. During Years 10 and 11 most continue to make progress particularly in football. By the end of Year 11 they are able to demonstrate good skill levels, being able to cross a ball for others to attack and create scoring chances. They also have a good understanding of the off-side rule and can apply this and other tactics effectively into the game. There are opportunities in Years 10 and 11 to use a variety of leisure facilities in the local area, such as weight training and ice-skating. Many are beginning to acquire the knowledge and understanding of factors that affect their fitness. During warm-up activities, they can demonstrate stretches necessary to improve flexibility in some of the muscle groups. During games they show consideration for each other, abide by the rules of the game and accept refereeing decisions well, although problem solving and decision-making opportunities to promote pupil independence are limited.
205. Teaching in physical education is generally satisfactory or better, with many examples of good or very good teaching, with two lessons being less than satisfactory. Teachers generally have good subject knowledge, and when teaching is very good they use this knowledge to provide students with a variety of challenging

activities. When teaching is good, the planning shows good progression and clearly identifies the learning objectives for the lesson. Where available, those with specific needs receive good support from the learning support assistant. Students' learning is often reinforced through the effective use of demonstrations, although their involvement in the evaluation of their own or others' activities, does not always improve understanding. Students are, however, given time to consolidate their learning and improve their skills, although they are not aware of their level of attainment, and are not involved in their own assessment. The range of teaching styles and strategies employed does not always fully promote independence or improve pupil knowledge and understanding. Similarly, teaching approaches, assessment strategies and the provision of feedback to students in their examination coursework is also limited. Where teaching is less than satisfactory there is inappropriate progression of activities as well as low expectations of the students. The difficult teaching environment and behaviour of non-participating students also contribute to the disruption of learning. When non-participating students are disrupting the learning of others, behaviour management strategies are not effectively implemented.

206. The management of the department is good. Departmental documentation identifies future targets and provides clear direction for curriculum development. Some management aspects continue to be developed, including the monitoring of teaching and the implementation of assessment strategies. Curriculum planning does not involve students in the setting of individual targets and the assessment data collected is not monitored or used to track the achievement and progress of different groups of students. There is no planned provision of cross-curricular issues such as literacy, numeracy, and ICT and there are no formal, annual risk assessment procedures in place, although risk assessments are identified and conducted before each lesson.
207. There is no benchmark data upon which to evaluate progress since the last inspection, although the appearance of students' clothing for physical education and the involvement of non-participants has improved.

PART E: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection five 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 college.

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

Intermediate vocational qualifications

Qualification	No in final year	% gaining qualification		% gaining merit		% gaining distinction	
		College	England	College	England	College	England
Health & social care	1	100	n/a	0	n/a	0	n/a
Business studies	11	63.64	n/a	9.09	n/a	0	n/a

SUBJECTS AND COURSES GROUPED IN CURRICULUM AREAS

MATHEMATICS AND SCIENCES

Mathematics and chemistry were inspected in detail. Work in biology and physics was also sampled.

The college is in its first year of developing sixth-form courses and the inspection covered only advanced supplementary (AS) level. The teaching of numeracy as a key skill was inspected and it was found that there is no systematic structured course in key skills to help students with their learning in mathematics and the sciences. The group sizes for chemistry and physics are very small. In mathematics and biology they are larger but still small. Of the sixteen students following AS courses in mathematics and the sciences only three are boys. This is because the boys' results at GCSE in 2002 were very low and very few reached the college's minimum course entry standard of grade C. Overall, the teaching of mathematics and the sciences is good. A small number of students who did not reach the require GCSE grade in mathematics and who were allowed to embark upon AS courses in the sciences are re-taking the examination in 2003.

MATHEMATICS

The inspection covered AS mathematics. This is a course new to the college and involves a group of seven Year 12 students. At the time of the inspection, the course had been taught for a little over half a term. Two lessons were observed. All the work from the relatively small group of students taking AS was scrutinised. In addition, mathematics students were asked, during lessons, about their own experiences of studying mathematics so far.

Overall, the quality of provision in mathematics is **satisfactory**.

Strengths

- Good quality teaching which supports as well as challenges students.
- Good relationships between teacher and students.

Areas for improvement

- Develop the use of ICT, including software, to support learning.
- Increase students' range and depth of learning experiences by encouraging them to use external resources such as the Internet and the library.
- Improve the quantity, quality and breadth of the library provision to support the above.

208. Since this is the first AS mathematics course and the students have had only half a term, there have been no external assessments against which to judge standards and progress. The prime sources of evidence regarding standards are the students work books, in-house assessments and note books.
209. Standards are close to national expectations and students are making satisfactory progress. The group comprises six females and one male. There are no significant differences in attainment or progress between the genders. Because of the generally fragmented and unsatisfactory nature of their previous schooling, entrance requirements to the course are a 'C' at GCSE or above – more generous than in many colleges but felt necessary in order to give students a fair opportunity to study post 16 mathematics. Some students find part of the content, such as the algebra, difficult, however, they persevere and accept the challenge. All students are pleased with their choice of subject, enjoy the course and at this point would like to pursue it into Year 13 and A2 studies. They feel they know exactly how they are progressing and are mature enough to ask for help when problems arise.
210. The quality of teaching and learning is good. Clear explanations enable students to learn about a particular type of graph involving linkages. Lessons are well prepared, and subject knowledge is good. Marking is diligent and helpful, sometimes work is annotated with useful hints and part solutions. Homework is set and marked regularly. Students' progress is monitored by regular assessment. Knowledge and understanding of curricular and examination requirements are good. Help and support are available to students outside timetabled lessons. In lessons, which tend to resemble tutorials, students are often challenged to explain their methods and working – with an emphasis on correct mathematical language; for example, in a lesson on graphs, students were able to solve the problem using the content learned in the previous lesson. Students have little recorded information about the course content and the assessment criteria. The use of ICT to support and enhance learning is not yet fully developed, as is the use of out-of-class resources such as the Internet and the library.
211. The department is involved in running after college GCSE re-sit lessons, for about ten students. It also supports students taking GNVQs, one lesson of which was observed. Students, supervised by a supply teacher, were working through an exercise involving classifying data. They had a positive attitude and made satisfactory progress over the lesson.
212. Management and leadership are satisfactory. The department is committed to raising standards.

CHEMISTRY

Overall, the quality of provision in chemistry is **good**..

Strengths

- Good progress because students benefit from individual teaching with a high level of support and enthusiasm.
- The quality of teaching is good because the teachers' subject knowledge, understanding and practical skills are very good.
- Students are well motivated to learn and they keep well-organised notes to assist their learning.

Areas for improvement

- Teaching which encourages students to be more involved in their own learning.
- More attention to strengthening the use of key skills to help learning in chemistry.

213. This is the first year of the AS course and comparison with national averages are not possible. The two female students began the AS course in September this year. They had modest grades in GCSE double award science. One student had not reached an A*-C grade in mathematics and is re-sitting the examination next year. Both students intend to follow careers in medicine and they are realistic about the demands and expectations necessary for them to enter appropriate higher education courses. Both students are taking AS biology and one is taking the three sciences at AS level. The student meeting the college's entry requirement for mathematics is taking the subject at AS level. Assessments using unit tests and marked homework show both students to be making satisfactory progress. Their attainment in unit tests to date indicates AS grades in the C-E range.
214. The quality of teaching is good. There are significant strengths in the teacher's knowledge, understanding and skills. The teacher's preparation and planning, the effective use of assessment and the appropriateness of teaching methods are additional strengths. Expectations of the students are high and effective challenges through well-matched questions regularly check students' understanding. Lessons move at a good pace and match closely the students' capabilities to assimilate new ideas. Learning is helped by the students' positive attitudes towards the subject and the care and attention they give to organising their course and written material. Practical skills are very well taught with an emphasis on correct techniques. In a lesson to establish the concentration of an unknown solution, students' learning progressed significantly because each was given expert instruction and demonstration in weighing small quantities, using a burette and pipette correctly and reading results accurately. Students benefit from the close attention given which is made possible because of the small size of the group.
215. The leadership and management of the subject are good. The AS course is being developed progressively. The teacher is receiving appropriate professional training to meet the changing nature of the content and assessment practices. The teaching benefits from very good accommodation and adequate resources. Students have access to new and accurate equipment. Provision for independent study to extend further learning in students' non-contact time is available but not fully exploited. Students use a wide range of information technology skills but there is no systematic and structured teaching of skills in numeracy and literacy to meet their requirements. Areas of key skills are taught as required within a lesson. The students benefit from added resources from the Excellence Challenge scheme that provides for visits to

centres of higher education and attendance at appropriate events with sixth-form students from a cluster of local colleges

ENGINEERING, DESIGN AND MANUFACTURING

PRODUCT DESIGN

The overall the quality of provision in product design is **good**.

Strengths

- Teachers have a good knowledge of their students, which helps them to meet their individual needs.
- Students have very good relationships with the teachers and each other.
- The impact of ICT is beginning to show in standards of work.
- The standard of teaching is good and this has a direct impact on standards .

Areas for improvement

- Links with industry and higher education institutions specialising in design and manufacturing.

216. GCSE attainment and sound approach to the subject indicates satisfactory level of achievement for each of the seven students. Satisfactory progress has been made from GCSE to A level following the introduction in September of AS level Product Design.
217. The standard of students' work observed during the inspection is closely linked to GCSE. Design folders show that students make sound use of product analysis techniques in their first unit of work. For example, students were producing original and creative solutions to existing designs when modelling 'kettles'. The use of the Internet is beginning to have an impact on depth of research. Here design and research skills are developing. For example, Art Deco and how this was influencing individual students product designs. Some students lack confidence and tend to rely heavily on the teacher for reassurance. Others and in particular those who also study A level Art, tend to take more risks when designing.
218. Teaching is good. The teachers know the students well and teacher-student relationships are good. Lessons are well planned and challenging, enabling students to move to a fuller and deeper level of understanding through a series of well-timed teacher interventions.
219. The links with industry and higher education institutions specialising in industrial design are inadequate. This is a need to ensure that students, including those at age 16 who are considering the next stage of their education, are well informed about all career opportunities in design and manufacture.
220. The students' work is regularly assessed and the usefulness of teacher comments positive.
221. The leadership and management are good. Continuity has been maintained by deploying the same teacher from GCSE to A level. Clearly firm foundations have been laid in the very short time that advanced level has been introduced into the department.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in the sixth form overall is **good**.

Strengths

- Good quality teaching which ensures a constructive learning environment.
- Good resources including hardware, work booklets and material on the college Intranet.

Areas for improvement

- Development of a structure for evaluating more precisely progress and performance in lessons.

222. This is the first year that ICT has been offered in the sixth form. 14 Students are undertaking the AS course in ICT, which is suitable to their level of prior attainment. The quality of the work at this early stage is good and suggests that at the end of the year the results should be in line with the national average and that over half the students should be able to progress to A2 ICT.
223. The teaching in the sixth form is good, with constructive tasks, which are explained clearly. The pace of lessons ensures that students keep to these tasks and improve their learning. The teacher has created an atmosphere in which the students have taken responsibility for managing their own learning.
224. The work seen indicates that the students have progressed well since the start of the course. They have completed the first element of their course work to design, implement and print a menu card with graphics and text in a foreign language. The quality of the printed cards is high and shows imagination indicating that students can relate other subjects such as art and modern languages to their ICT work. They are now preparing a presentation on health and safety. They have made good progress in researching the topic using the Internet and have begun to create attractive and original Powerpoint slides.
225. Students have a positive attitude to the subject and attendance is exemplary. They work independently, but cooperate with each other. They make relevant notes without prompting and keep to task in lessons. They demonstrate a good range of ICT skills and a wide knowledge of the content of the topics currently studied. They have made good progress since the start of the course, considering that they did not study ICT in Years 10 or 11.
226. The head of department's management of the sixth-form course is good and positive and he makes effective use of the full resources available. The presentation of the subject creates a sound environment for learning and the students take full advantage of this. From this well organised course, the students should produce good results.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

PHYSICAL EDUCATION

227. A recreational activities programme is provided for students in the sixth form. These students have the opportunity to opt into a variety of activities such as squash, ten-pin bowling and ice-skating, provided at local leisure facilities. These activities are generally well supported and enjoyed by the students. They have the opportunity to receive coaching and undertake proficiency award schemes.

228. The planned future provision of a Community Sports Leaders Award (CSLA) will provide good opportunities for students to develop independent and leadership skills, as well as provide good opportunities for the college to establish links and liaise with the local primary colleges.

ENGLISH, LANGUAGES AND COMMUNICATION

The quality of provision in English is **good**.

Strengths

- The quality of the teaching which is consistently good.
- Students' academic progress is closely monitored and well supported.

Areas for improvement

- Students lack analytical skills and are not confident in putting forward their own views on what they read.

229. The present Year 12 students are the first to be studying English Literature in the sixth form. Although they have good GCSE results in English, they are finding the demands of the Advanced Subsidiary course challenging. As a result they have yet to form independent views on their set books which are well supported with textual evidence. They are hesitant about putting forward an argument and they rely heavily on the teacher for prompts to gain understanding. Standards are therefore below average and progress over time has been less than expected. Their attitudes to the subject are very positive, however, and satisfactory progress was made in the lessons seen during the course of the inspection. This was the case in a lesson on Shakespeare's 'King Lear' where students gained insight into the moral obligations and loyalties of family life and the nature of ingratitude. Their ability to understand the complexity of these issues was because of the quality of the teaching.
230. The standard of the teaching is good because it is tailored to the needs of these students and focuses on building confidence. Teachers' support and encouragement is aimed at getting students to be critical in their analysis of what they read and successful in developing independent opinions and judgements. As a result students are beginning to use the language of critical analysis and they are helped in this by the teachers' own strength of feeling for literature. For example, their reading of 'Snow Falling on Cedars' by David Guterson was stimulated by the teacher's own enthusiasm for the novel. Students' progress is closely monitored and they receive extensive additional support in the form of individual help and guidance. Extra-curricular provision is in place to broaden their understanding of their literary heritage and they take full advantage of theatre visits.
231. The leadership and management of the subject are good. Sixth-form teachers collaborate closely, not only to ensure a consistency of approach in their teaching and support for the students, but also to share good practice. There are effective procedures in place for the monitoring and evaluation of students' progress. There is the capacity to improve on current provision and raise standards because staff look to ways to build on their own subject knowledge and improve their teaching strategies.