

# **INSPECTION REPORT**

## **FEVERSHAM COLLEGE**

Undercliffe, Bradford

LEA area: Bradford

Unique reference number: 133450

Headteacher: Jane Tiller

Lead inspector: Ann Wallis

Dates of inspection: 7<sup>th</sup> – 10<sup>th</sup> March 2005

Inspection number: 271704

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive  
School category: Voluntary Aided  
Age range of pupils: 11-18  
Gender of pupils: Female  
Number on roll: 524

School address: Cliffe Road  
Undercliffe  
Bradford  
West Yorkshire

Postcode: BD3 0LT

Telephone number: 01274 559500

Fax number: 01274 559509

Appropriate authority: Governing Body

Name of chair of Mr Mohammed Ibrahim  
governors:

Date of previous Not inspected previously  
inspection:

## CHARACTERISTICS OF THE SCHOOL

The college is a smaller than average sized voluntary aided school for Muslim girls ages 11-18 years. There are 524 students in the college altogether and of these 92 are studying in the sixth form. The current Year 11 is much smaller than Years 7 to 10 as the college is growing rapidly. The college is heavily over-subscribed and Bradford local education authority applies its very clear admissions policy rigorously. The college recently came top in the national league tables for value added between Key Stage 2 and Key Stage 4. It is located in Bradford but draws its students from a wide area and from 31 feeder primary schools. Attainment on entry is well below average. Attainment on entry to the sixth form is average. The proportion of students whose heritage language is not English is very high. The proportion of students with special educational needs is average. More students are eligible for free school meals than is the case in most schools.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3214 7	Ann Wallis	Lead inspector	Geography
1378 6	Susan Walsh	Lay inspector	
3332 4	Joanna Fullwood	Team inspector	English 11-16 French
2178 5	Veronica Kerr	Team inspector	Mathematics
2318 8	Jennifer Maunder	Team inspector	Science 11-16 Biology post-16
1786 8	Eileen Metcalfe	Team inspector	Art Citizenship Work-related learning
3212 2	Judith Straw	Team inspector	
2349 2	Helen Chadwick	Team inspector	Information and communication technology
3090 1	Susan Schofield	Team inspector	Design and technology
2358 8	Charanjit Ajitsingh	Team inspector	History Urdu
4676	Mary Griffiths	Team inspector	Physical education Special educational needs
4381	Rashida Sharif	Team inspector	English post-16 Health and social care post-16 Sociology post-16 English as an additional language
1515 0	Susan Wilkinson	Team inspector	Music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very good college**, with some **excellent features**, that provides **good value for money**. The headteacher, very well supported by the senior leadership team, provides excellent leadership. Her vision and very effective management initiatives together with the support of a very committed and hardworking staff have resulted in excellent student achievement. High expectations of both students and staff have contributed to rising standards and to very good teaching and learning.

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

- Students' achievement is excellent because they are very well taught, have very positive attitudes to learning and are determined to be successful in their studies.
- The college creates a very positive faith community where relationships are very good and students feel very happy, secure and well cared for.
- The headteacher is providing excellent leadership and shares with the governing body and the senior leadership team a vision which is resulting in rising standards and an improving curriculum.
- Students' personal development is very good and their views are respected and acted upon.
- The assessment of students' work is very good.
- The provision for gifted and talented students is excellent.
- The curriculum, although improving, is not yet broad enough to fully meet the demands of increased student numbers in a rapidly growing college and does not meet statutory requirements for the provision of music in Years 7 to 9 or a European language in Years 10 and 11.
- Information and communication technology (ICT) is not used fully to support teaching and learning.

#### Improvement since the previous inspection

The college has not been inspected previously.

### STANDARDS ACHIEVED

#### Year 11 and 13 results

Performance compared with:		all schools			similar schools
		2002	2003	2004	2004
Year 11	GCSE/GNVQ examinations	B	B	A	A*
Year 13	A/AS-level and VCE examinations	D	B	C	

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
For Year 11, similar schools are those whose pupils attained similarly at the end of Year 9.*

Students enter the college with standards that are well below those expected nationally but build on them very effectively. Results in the 2004 tests at the end of Year 9 were well below average overall but students had made significant gains in improving their levels of attainment, particularly in English. Results in GCSE examinations in 2004 were well above average and an improvement on those of the previous year. The progress made by students from Year 7 to their GCSE examinations in 2004 was better than any other school



in England. Work seen during the inspection showed that standards are below average overall by the end of Year 9 and above average by the end of Year 11. Students **achieve very well** by the end of Year 9 and their **achievement is excellent** in Years 10 and 11. Overall from Year 7, when students enter the college with well below average attainment, to Year 11, when they leave with above average attainment, students' **achievement is excellent**. Results in sixth form examinations in 2004, taken by a small number of students, were average and dropped slightly from the previous year. Sixth form students achieve very well. Throughout the college students with special educational needs make good progress towards their targets, occasionally overcoming their difficulties to make very good progress. The achievement of gifted and talented students is excellent because the college gives them a high profile and provides them with a very challenging curriculum. The college pays particular attention to the development of students' literacy skills and these are good by the end of Year 11, as are their numeracy skills.

Students' personal development is **very good**. Attendance is **good**. Attitudes and behaviour are **very good**. The provision for spiritual, moral and social development is **very good**. The provision for cultural development is **good**. Students are determined to succeed in their studies and work very hard. Relationships between students and teachers are very good and this underpins the harmonious and welcoming atmosphere which pervades the college.

## **QUALITY OF EDUCATION**

Overall, the quality of education is **very good**. Teaching and learning are **very good**. Teaching and learning are very good or better in almost two thirds of lessons. Lessons are challenging and conducted at a brisk pace so that students are productive. Students are enthusiastic and committed learners and respond very well to the very good teaching they receive. Arrangements for assessing students' work are very good so that students know how to improve. Very good ICT resources are now available in the new college building but they are not yet used sufficiently in all subjects.

The curriculum is satisfactory. It is being reviewed regularly as the college continues to grow. However, it does not fully meet the needs of all students because the range of options offered is not yet broad enough. There is no provision for students to study a European language in Years 10 and 11 and the provision for music is poor.

Procedures to ensure students' care, welfare, health and safety are very good. Overall support, advice and guidance are very good. The involvement of students in the college's work is very good. The college has very good links with parents. Links with the community are good and links with other schools are very good

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the college are **very good**. The leadership of the headteacher is excellent. Together with the senior leadership team and the governing body, she has a very clear vision of the blend of traditional Islamic values and high quality innovation that they all want to sustain. Management and governance are very good. There is a powerful partnership between staff and students which leads to excellent student achievement. The college does not meet statutory requirements for the provision of music in Years 7 to 9 or a European language in Years 10 and 11.

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

Both parents and students are highly satisfied with what the college offers. The college is popular and oversubscribed; it enjoys a very good reputation in the Muslim community for high academic standards and being caring and supportive.

### **IMPROVEMENTS NEEDED**

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

- Implement plans to broaden the curriculum in Years 10 and 11 and in the sixth form by developing further links with other schools and colleges.
- Make full use of ICT to support teaching and learning by providing further training for staff and integrating its use into the planning and delivery of lessons in all subjects.

and, to meet statutory requirements:

- Improve provision for music.
- Provide students with an option to study a European language in Years 10 and 11.

## THE SIXTH FORM AT FEVERSHAM COLLEGE

### OVERALL EVALUATION

The overall effectiveness of the sixth form is **very good** with some excellent features. It provides good value for money. Standards seen in the subjects inspected are above average and students achieve very well. Teaching and learning are consistently very good. Students are given excellent guidance and support by very knowledgeable and caring staff. The sixth form is very well led and managed and is an important and developing part of the college.

#### The main strengths and weaknesses are:

- Students achieve very well because they are very well taught and very highly motivated.
- Very good leadership and management underpin the excellent care and guidance that students receive.
- Students have excellent relationships with their teachers based on mutual respect and trust.
- Provision in English literature, mathematics, sociology, ICT and health and social care is very good.
- The curriculum is not yet broad enough to fully meet the demands of rising student numbers although increasing links with other schools and colleges are widening the range of courses available.

### QUALITY AND STANDARDS IN SUBJECTS AND COURSES OF THE CURRICULUM

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

Curriculum area	Evaluation
English, languages and communication	English literature: Provision is <b>very good</b> . Standards are above average. Very good teaching and students' very positive attitudes enable them to achieve very well.
Mathematics	Provision in A-level mathematics is <b>very good</b> . In the one entry to date, all gained pass grades and achieved satisfactorily. Standards in the present Year 13 are above average. Teaching is very good and achievement in lessons is currently very good.
Science	Biology: Provision is <b>good</b> . Examination results were above the national average in 2004 and are set to improve further. Students achieve well in relation to their GCSE results. Students are mature and highly motivated and make substantial gains in their learning.
Information and communication technology	Key Skills (K2): Provision in ICT is <b>very good</b> . Students achieve <b>very well</b> because teaching and learning are very good with objectives matching students' needs. Accommodation is excellent and students make good use of high quality resources to support their learning in ICT and in other courses.
Humanities	Sociology: Provision is <b>very good</b> . Standards are well above average and students achieve very well. Teaching is very good because teachers have good subject knowledge which enables them to challenge students well.

Health and social care	Vocational examinations (V1, V2, V3): Provision is <b>very good</b> . Standards in work seen are above average. The quality of teaching and assessment is very good which enables students to achieve very well.
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*The curriculum areas are broadly common across all post-16 education and training. They do not necessarily correspond with subjects and courses taught by the school. Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. Excellent and very good are equivalent to the judgement 'outstanding' in further education and sixth form college reports; poor and very poor are equivalent to 'very weak'.*

## ADVICE, GUIDANCE AND SUPPORT

The overall quality of support and guidance is **excellent**. Students' excellent attitudes to learning combined with their regular attendance support very good achievement. Relationships between staff and students are excellent. Staff know all their students exceptionally well and monitor their progress closely. Students mature into very responsible young Muslim women who are well equipped to take their place in society.

## LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

Leadership and management of the sixth form are **very good** and there is a clear vision for developing and improving the quality of sixth form provision. The college is increasing its existing links with other schools by working with a local confederation of sixth forms and colleges to broaden the limited range of subjects it currently offers. A small but very effective, committed and hardworking team of staff ensures that the sixth form runs smoothly so that students are able to achieve very well.

## STUDENTS' VIEWS OF THE SIXTH FORM

Students speak very highly of the sixth form and are exceptionally pleased with the support and guidance they receive. They think the sixth form is very well run and are very happy to be a part of it. They value the opportunities they are given to take responsibility and feel that the school respects their views and fully involves them in its life and work.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects and courses

Standards of work seen are **above average** overall. They are below average in Years 7 to 9, above average in Years 10 and 11 and above average in the sixth form. Students' achievement is **excellent** overall. It is very good by Year 9 and excellent by Year 11. Achievement in the sixth form is very good.

#### Main strengths and weaknesses

- In 2004 students' progress from Year 7 to GCSE examinations was the best of all schools nationally.
- Students are determined to succeed in their studies, which contributes significantly to their excellent achievement.
- From a very low starting point students' literacy skills improve to be close to the national average by Year 9.
- GCSE results have been improving faster than those nationally for the last three years.
- Students in the sixth form achieve very well because they are consistently very well taught.
- Poor provision in music leads to poor standards and achievement.

#### Commentary

##### Years 7 to 9

1. Students join the college in Year 7 with well below average levels of attainment. Literacy levels are very low. The college works very hard to achieve very good improvement in students' literacy levels so that by Year 9 results in national tests in English are close to the national average. Overall standards in national tests are below average by Year 9 but these results represent very good achievement for the students concerned given their much lower attainment when they joined the college. In lessons and work seen during the inspection, standards, whilst below average overall, were average in English and above average in mathematics. Students achieve very well in most subjects, and in mathematics and ICT their achievement is excellent. It is only in music that standards and achievement are poor. Students have very positive attitudes to their work and this is a major factor in contributing to their very good achievement. The college has very high expectations and reviews and evaluates performance data rigorously in order to improve standards further.

#### **Standards in national tests at the end of Year 9 – average point scores in 2004**

Standards in:	School results	National results
English	32.1 (32.6)	33.3 (33.4)
mathematics	33.1 (31.3)	35.5 (35.4)
science	30.1 (30.3)	33.1 (33.6)

*There were 90 students in the year group. Figures in brackets are for the previous year*

## **Years 10 and 11**

2. The table below indicates that students reached standards in 2004 that were well above the national average. These results were very high compared to those of similar schools. Students' achievement was excellent. Since the college was awarded voluntary aided status in 2001, results have improved faster each year than those nationally. In work seen during the inspection standards were above average overall and well above average in art. Students' achievement is excellent compared to their starting point when they entered the college. There are no subjects studied where students' achievement is less than good. All students build very well on their achievements in Year 9. This is because they are determined to succeed and have very good relationships with their teachers whose expertise they respect and trust. All students appreciate the very supportive teaching they receive that prepares them very well for GCSE examinations.
3. Students with special educational needs make very good progress towards their targets. This is due to high quality teaching and sensitive classroom support which challenge students to achieve to the best of their ability. Very good achievement from a very low base is due to students' very good attitudes to their work. The achievement of gifted and talented students is excellent because the college gives a high profile to these students and provides them with a very challenging curriculum.
4. Students with English as an additional language achieve very well by Year 11. Those who are at an early stage of learning English are very well supported by specialist teachers who respond rapidly to their language needs as soon as they enter the college.
5. This very strong picture is due to the highly effective leadership which has a firm focus on ensuring that every student achieves success as they move through the college. Leadership ensures that teaching and learning are constantly monitored and evaluated in order to bring about further improvements in standards.

### **Standards in GCSE/GNVQ examinations at the end of Year 11 in 2004**

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	68.0 (61.0)	52.0 (52.0)
Percentage of pupils gaining 5 or more A*-G grades	98.0 (96.0)	89.0 (88.0)
Percentage of pupils gaining 1 or more A*-G grades	100.0 (100.0)	96.0 (96.0)
Average point score per pupil (best eight subjects)	39.7 (37.8)	34.9 (34.7)

*There were 40 students in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

## **Sixth form**

6. Examination results in the sixth form were average in 2004, which was slightly lower than those of the previous year. However, the numbers of students involved was small and their attainment levels on entry to the sixth form vary from year to year. The proportion of students gaining the higher grades was well above average in design and technology and above average in science and religious education. In the subjects inspected standards seen are above average overall and students' achievement is very good when compared to their standards at the beginning of the course. Standards are well above average in health and social care and sociology. Students' achievement

is very good because they are highly motivated young women who are consistently very well taught.

***Standards in GCE A/AS-level and VCE examinations at the end of Year 13 in 2004***

	School results	National results
Percentage of entries gaining A-E grades	97.5 (90.2)	92.3 (92.3)
Percentage of entries gaining A-B grades	38.0 (44.3)	32.6 (35.6)
Average point score per pupil	247.9 (299.2)	265.2 (259.2)

*There were 29 students in the year group. Figures in brackets are for the previous year*

## Pupils' attitudes, values and other personal qualities

Attendance is **good**. Attitudes and behaviour are **very good**. The provision for spiritual, moral and social development is **very good**. The provision for cultural development is **good**.

### Main strengths and weaknesses

- Very good attitudes support excellent achievement in Years 10 and 11.
- Form time provides a thoughtful and welcoming start to the day.
- The promotion of Islamic values has a very positive influence on the spiritual, moral and social development of the students.
- Excellent moral development underpins the students' very good attitudes and behaviour.

### Commentary

7. Attendance is good because it is carefully monitored and students enjoy coming to college. The college is aware that extended holidays in term time still have a negative impact on attendance rates and slow learning for those students involved. However, the college's efforts and improvements in parental understanding of the importance of good attendance have reduced the problem.

### Attendance

#### *Attendance in the latest complete reporting year 2003-2004 (%)*

Authorised absence		Unauthorised absence	
School data	6.9	School data	0.5
National data	6.9	National data	1.1

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

8. Form time is used well to provide a thoughtful and welcoming start to the day and to reinforce high standards of behaviour and regular attendance. Students are very well motivated; they want to work hard and to be successful in their studies. Students work extremely well in groups sharing ideas and collaborating well. Very good relationships between teachers and students give students the confidence to ask and answer questions. They are not afraid to make mistakes. Younger students can be lively; they are interested, involved and keen to ask questions. Their teachers usually manage them well. Students usually retain interest even if the lesson is dull. However, in a physical education lesson they were noisy and this inhibited learning. Students mature into very sensible hard-working young women. The highest attaining students often have excellent attitudes. Older students have developed high aspirations, are willing to work hard to reach their goals, and persevere even if they find the work difficult. These factors promote excellent achievement in Years 10 and 11.
9. Behaviour is very good around college and in the classroom. There is a calm atmosphere and students and staff are smiling and welcoming. Good manners are encouraged. Strong moral values developed through the Islamic faith have a very positive effect on behaviour and are a strong feature of the way that good behaviour is managed and promoted. Expectations regarding standards of conduct are very high. Bullying is rare and disagreements between students are dealt with appropriately. Exclusions are unusual.





## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	5	0	0
Asian or Asian British – Pakistani	474	10	0
Asian or Asian British – Bangladeshi	17	0	0
Asian or Asian British – any other Asian background	10	0	0
Black or Black British – African	2	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	9	0	0

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

10. Assemblies are often of high quality. For example, in an excellent assembly which promoted very good spiritual, moral and social development as well as high standards of behaviour and regular attendance, older girls demonstrated to younger students the importance of greetings in Islam. Daily prayer and reflection are an integral part of college life. Students are called to *Zohar Salah* (prayer) each lunchtime and there are very good facilities for ablutions. Prayers are said at the beginning and end of every lesson. The college meets statutory requirements regarding a daily act of worship.
11. Spiritual development is very good. Students develop a very strong set of Islamic principles and beliefs that fully inform their perspective on life. Older students have a good understanding of other religious beliefs. History lessons and citizenship lessons help students understand human emotions and encourage empathy. Students certainly understand the importance of sustained effort and this is reflected in their own industrious approach. Spiritual development through appreciation of music and some aspects of aesthetic beauty are limited.
12. Moral development is excellent. Through their Islamic faith students develop an excellent understanding of the difference between right and wrong, based on a very strong moral code. They behave consistently well and carefully think through the consequences of their actions. In citizenship lessons students are able to make very well reasoned judgements about moral dilemmas based on their faith. They are very willing to express their views on ethical issues and carefully explain the background to their judgements and they can also relate these issues to other faiths such as Christianity. Their commitment to their personal and religious values is outstanding. Excellent moral development underpins the very good attitudes and behaviour seen in the college.
13. Social development is very good. Within the college there is a very strong sense of community. The college council is well regarded and through many lessons, including citizenship, students develop valuable personal qualities such as honesty, and respect. Students learn to work well together. Co-operation and collaboration are actively encouraged through group and paired work. Citizenship lessons help students to understand democracy and provide good opportunities for debate. There are good

opportunities for older students to develop responsibilities, for example by becoming *answars* (prefects).

14. Cultural development is good. There are plentiful opportunities for students to explore their own Islamic culture and values. There is much valuable work done to overcome prejudice including racism in citizenship lessons and race equality is well promoted. Work done in history and English provides students with information about British culture and history in order to increase their understanding of English literature and the society they live in. However, opportunities to experience other cultures are still limited. There is good attention to art from other cultures in GCSE examination work but the limited music and the relatively small number and variety of visits limit the students' experience of other cultures.

### **Sixth form**

Attendance is **good**. Attitudes and behaviour are **excellent**. Personal development is **very good**.

### **Main strengths and weaknesses**

- Excellent attitudes combined with regular attendance support very good achievement.
- Students mature into very responsible young Muslim women who are well equipped to take their place in society.

### **Commentary**

15. Attendance rates are good and students are keen to come to college. Students are very hard workers and are determined to make the most of the opportunities available to them. They are keen to take responsibility. They write very thoughtful letters of application to become head girl or *answars* (prefects) that clearly demonstrate strong moral values, their dedication to the college and their determination to do well. They are fully involved and committed to their lessons. Students listen very carefully and are very willing to answer questions. However, in subjects such as sociology, they are willing to accept what is taught and have not yet developed into critical thinkers. In English lessons these skills are starting to develop and students are beginning to challenge each other. Unusually, students are very aware of learning styles and revision techniques, and they are keen to talk about their work and their high aspirations. This leads to very good achievement and academic success. Personal development is very good. Spiritual development continues to improve and many sixth formers have a very good awareness of other religious beliefs such as Christianity and recognise the similarities and differences between Christianity and Islam. Students understand society but are able to continue to apply their own robust moral code. Their strong devotion to Islam continues with their commitment to become successful young Muslim women

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The college provides **very good** education for its students. Teaching, learning and assessment are very good in the main college and in the sixth form. The care, guidance and support of students are very good as are links with parents and with other schools and colleges. The curriculum is satisfactory.

## Teaching and learning

The quality of teaching and learning is **very good** across the college including in the sixth form. Assessment is **very good** in the main college and in the sixth form.

### Main strengths and weaknesses

- Students have very good attitudes to learning and work very hard.
- Teachers are very hardworking, committed and skilful.
- Assessment is very effective and helps students to improve.
- Work is closely matched to examination requirements.
- The teaching of literacy is given a high priority and is consistently good across the college.
- Insufficient use is made of ICT to support teaching and learning.

## Commentary

### *Summary of teaching observed during the inspection in 109 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
11 (10%)	58 (53%)	26 (24%)	12 (11%)	2 (2%)	0	0

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

16. Students learn very well as a result of consistently very good teaching. Both parents and students are very positive about the teaching at the college. The headteacher and the senior leadership team make improving teaching and learning their first priority. As a result of this teaching and learning are monitored regularly as part of the college's self-review process and this leads to the desired improvement. A very high proportion of good and very good teaching was seen in all subjects except music and physical education where teaching was satisfactory. Unsatisfactory teaching is very rare.
17. Teaching is very good because lessons are very well planned and are conducted at a brisk pace so that students are productive. Teachers use a wide range of approaches so that students who learn in different ways are engaged and interested in the lesson. Teaching is challenging and expectations are high with the result that most students produce their best work. In Years 10 and 11 teachers very successfully equip their students with the skills needed for examinations. Coursework is of a very good standard because students are encouraged and supported to produce their very best by the very hardworking, skilful and committed staff. The college places great emphasis on the teaching of literacy. Staff are well trained in teaching literacy skills and consistent good practice leads to very good improvement in students' skills as they move through the college. The college now has very good facilities for the teaching of ICT and whilst they are well used by specialist ICT teachers they are not used sufficiently by staff in all subjects.
18. Students have very good relationships with each other and with their teachers. Many lessons give students the chance to work together and they collaborate well, sharing ideas, exchanging views and working well as a group. Students trust and respect their teachers, have very good attitudes to learning and a real determination to do well. Students' opinions and ideas are valued and teachers use praise well so that students are given the confidence to ask and answer questions.
19. The college has recently produced a comprehensive assessment strategy with the result that assessment overall is now very good and tracking procedures are very effective. Students' work is marked thoroughly and regularly and students are given very clear guidance about what they need to do to improve. All students in Years 7 to 11 know what level or grade they are working at and what their targets are. Data is collected and analysed rigorously and contributes to developments in the curriculum and to teaching practice, as well as to tracking and monitoring the progress of each individual student. This has had the effect of helping to raise the standards of teaching, learning and students' achievement. The involvement of students in assessing their own work and that of their peers is well established. There is very good practice in almost all departments.
20. Teaching and learning for students with special educational needs is very good. Teachers are well informed about students' needs and play an active role in monitoring

their progress. Expectations are suitably high for students of all abilities and teachers are often rewarded with some outstanding work, particularly from those with specific gifts and talents. Teachers and teaching assistants are sensitive to the needs of all students and plan their work accordingly. Teaching assistants work very well alongside classroom teachers and are valued for their contribution to students' learning.

## Sixth form

21. Teaching in the sixth form is very good and has many of the same very good features as in the main college. Of the lessons seen during the inspection three-quarters were very good and the rest good. Teaching is very good in English, mathematics, sociology, health and social care, ICT and biology. This consistently high standard of teaching and learning, coupled with the excellent support and guidance that sixth formers receive, is leading to very good achievement.
22. Assessment in the sixth form is very effective. Progress is constantly monitored and students have individual interviews to reflect upon and discuss their work. Marking is detailed and contains diagnostic comments which help students to improve. Examination criteria are used effectively to give students a clear idea about the standard required. In some subjects students are not yet challenged sufficiently to develop their higher level thinking skills.

## The curriculum

The curriculum is **satisfactory** in the main college and in the sixth form. There is a **satisfactory** programme of extra-curricular activities. Accommodation and resources are **very good**.

## Main strengths and weaknesses

- The new college building provides very good accommodation.
- The college provides a curriculum which allows students to make excellent progress and to develop very well as maturing adults.
- The range of option choices available to students in the main college and in the sixth form is not sufficiently broad.
- There is thorough planning in place to broaden the curriculum as numbers within the college increase.
- Provision for a European language in the Years 10 and 11 and for music in Years 7 to 9 does not meet statutory requirements.

## Commentary

23. The college provides a satisfactory curriculum which meets the needs of students. It promotes their very good personal development and allows them to make excellent progress. The curriculum is inclusive so that all students have access to all the courses offered. Students follow a balanced curriculum within the constraints of a small but rapidly growing college. However, the breadth of the curriculum is restricted in modern foreign languages where the time allocation is too little and no European language is being offered and the delivery of the curriculum in design and technology is negatively affected by the lack of timetabled double lessons. The provision of music is not meeting statutory requirements as not all students have a music lesson. The music curriculum is constrained by the perceived need to conform to aspects of Islamic religious beliefs.
24. In all years there is good curriculum provision for citizenship, art and design, history and work-related learning, where students are offered a wide range of experience and learning opportunities. The size of the college narrows the range of subject choice in some areas but the curriculum has the potential to develop. There is thorough planning in place to broaden the curriculum as numbers within the college increase. Science has recently introduced three separate sciences in Year 10. Currently the only vocational course offered is ICT but the vocational curriculum is an area earmarked for development.

25. Students with special educational needs and those with English as an additional language have full access to the curriculum and to a range of extra-curricular activities. The curriculum is sufficiently broad, balanced and relevant to meet their individual needs. Most of the curriculum is delivered in mainstream classrooms where students are often grouped according to their ability. Occasionally they are withdrawn individually or in small groups for specific corrective teaching. The planning of most teachers identifies and takes into account the needs of all students.
26. Very good careers education together with the good provision for personal, social and health education ensures that students are well prepared for life after college. The personal, social and health education curriculum is generally good with a strong emphasis on health education and social education. Teaching is good in Years 7 to 9 and very good in Years 10 and 11 and students achieve well. The subject is well led and managed and there is a good vision for its further development. Lessons in other subjects also make a good contribution to the students' personal, social and health education. The use of visits and visitors is, however, limited.
27. The college provides a satisfactory range of extra-curricular activities overall. Many departments arrange revision classes in the run-up to examinations and provide opportunities for students to improve their coursework. Visits, though small in number, are arranged within subject departments to places of interest which extend learning beyond the classroom – for example, to the Museum of Photography in Bradford, the Thackray Medical Museum in Leeds and Skipton Castle. The physical education department offers a range of sporting activities and there is an artist in residence in the art department each year. Extra-curricular activities organised by the design and technology department are very good and include visits and after-college clubs. However, there is only a limited range of other clubs and societies and currently there are no musical activities.
28. The match of teachers to the curriculum is good, and often very good, except in modern foreign languages, music and physical education. Staffing is very good in English, ICT, art and history. Few staff leave and the staff turnover rate is low. Teaching assistants are effective in supporting students with special educational needs and those at an early stage of learning English. There is only one laboratory assistant. The secretarial, clerical and site management staff make a significant contribution to the smooth day-to-day running of the college.
29. Accommodation is very good overall. The beautiful building is spacious and impressive, creating a pleasing environment. The communal areas are particularly attractive. However, there are still problems to be rectified within the new building. For example, one science laboratory has no sinks. Accommodation for physical education is unsatisfactory because as yet there are no playing fields. The new sports hall is spacious and will be very good when the current problem with the acoustics is solved. Resources are very good in English, French, ICT, design and technology, art, geography and physical education and make a significant contribution to teaching and learning. The library is a spacious and attractive room with several computers available for students, though at present the stock of books is limited. The sixth form has its own dedicated common room and study area, again with a good range of computers for students' exclusive use.

### **Sixth form**

30. Sixth form courses build effectively on those in Years 10 and 11. Students have the opportunity to study a limited range of subjects within the college and links with another school



allow Year 12 students to study mathematics. Very good strategic planning to broaden the sixth form curriculum further through increasing links within a local confederation of schools and colleges is well under way and this will bring about more choice of examination courses. A strength of the curriculum is English where the students' critical knowledge, understanding of literary texts and theoretical knowledge are skilfully promoted and another strength is health and social care where the provision of advanced and intermediate vocational courses offers appropriate levels for students to achieve very well. The curriculum is very well delivered and thought out in sociology and product design. Guidance for those entering Year 12 is good and almost all complete their courses.

31. Sixth form students have an afternoon of enrichment activities in which they can pursue a number of activities such as aromatherapy, sports, religious education, debating, design and technology and health studies. Students following vocational courses in the sixth form have good opportunities to visit local nursing homes and catering establishments.

### **Care, guidance and support**

Provision for students' care, welfare health and safety is **very good**. Guidance, support and advice are **very good** in the main college and **excellent** in the sixth form. There is **excellent** involvement of students in the college's work.

### **Main strengths and weaknesses**

- Procedures to ensure pupils' care, health and safety are of a high quality.
- Very good induction procedures help students settle quickly.
- Very good careers advice helps to motivate students.
- Excellent support in Years 10 and 11 promotes success in GCSE examinations.
- Students' views are respected and acted upon.

### **Commentary**

32. Daily routines are carefully planned and students are well supervised. Decisions about health and safety are based on careful risk assessments. There have been some minor problems with the new building including the lack of ventilation in a chemical store and the lack of running water in one of the science laboratories. There are effective arrangements for the use of the Internet. Arrangements for child protection are comprehensive.
33. Induction is very good and ensures that students settle in quickly. Students come from a wide variety of primary schools. All are visited and receive a good quality welcome pack along with a personal invitation to the induction day where students meet their form tutors. There are special settling activities on the first day where sixth formers help younger students with routines such as prayer. Students are very well supported in Years 7 to 9 and receive excellent support in Years 10 and 11. There are many booster and revision classes. Students receive very good advice about learning styles, organisation, revision and examination techniques. Very good relationships between teachers and students ensure that personal support is of a high quality.
34. Careers advice and guidance are very good. The link between a good education and future employment is made early and motivates students. There is very good advice about GCSE option choices, the choice of the term 'pathways' helping to make it clear that decisions made in Year 9 will affect future career choices. Students are very well

informed about career routes through the good programme of careers education taught in citizenship lessons in Years 10 and 11 and through careers conventions. There are very good opportunities for work experience in Year 10 and Year 12. Good links with the Connexions service ensures that all Year 11 students have access to a careers interview. There is a high quality careers library. As a result of very good careers education, students have very good knowledge of career pathways and the value of qualifications.

35. Students' views are sought through regular questionnaires and students' opinions are invited regarding a wide range of the college's work. The active college council has brought about positive improvements such as the provision of lockers. Students express their views thoughtfully and responsibly. Students' views are respected and acted upon where appropriate. Students are aware that they influence all aspects of college life and that their well-being is paramount.

### **Sixth form**

36. Very good induction ensures that students have a very good understanding of the college's expectations of sixth form students. Students who come from other schools settle in very quickly and it is rare for students to drop out or even change courses. Students report that they get very good support from their subject teachers and also other students. A very good system of reviewing progress is valued by students and ensures that any concerns about attendance, attitudes, organisation or academic achievement are quickly addressed. There is excellent guidance for university applications and students are extremely well supported. Work experience arranged by the college extends the students' range of experiences. Careers advice is excellent and students are encouraged to explore a wide range of options pertinent to their individual circumstances, including higher education, local colleges, Open University and employment. Students' views are regularly sought and are very well respected. There is active involvement of the students in the college council and students have even had the opportunity to comment on the college improvement plan.

### **Partnership with parents, other schools and the community**

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

### **Main strengths and weaknesses**

- There are many opportunities for parents to come into college.
- There are very close links with the Muslim community.
- Good use of community languages enhances links with parents.
- Reports often focus too much on students' attitudes rather than on academic achievement.
- Very good links with other schools support the continuous improvement of provision.
- There is the potential to improve links with the immediate community.

### **Commentary**

37. Parents and the local community were instrumental in obtaining state funding and eventually a new building for the college. The college continues to be held in high esteem by the local Muslim community and parents and is heavily over-subscribed.

Parents are very supportive of the college and their children's education and this contributes to the students' excellent achievement. Information for parents is good. There are many opportunities for mothers, fathers and families to come into college. Individual concerns are dealt with appropriately and there is good access for parents. There is an early settling-in evening for Year 7 students and subject evenings for all year groups. The prospectus and the governors' report for parents meet statutory requirements and are complemented by newsletters which focus on the religious life of the college. Assessment procedures in the college are very good but this high quality information is not always reflected in reports to parents. Reports to parents, although satisfactory in overall quality, often focus on students' attitudes rather than on what they know, understand and can do and the progress they have made. Despite very good guidance for teachers regarding target setting, many targets are not specific enough. The majority of documents are translated into a community language and the many teachers and support staff who speak community languages enhance communication between parents and the college.

38. The college has very close links with the Muslim community and this is reflected in the governing body. The local community is used well to provide work experience but the use of local facilities to enrich the curriculum is limited. The college has recently relocated to its present site and links with the immediate community have still to be developed.
39. The college is very outward looking and has developed fruitful links with many local secondary schools and is highly aware of educational developments in the area. Links with other local girls' schools have enhanced provision for careers education.

### **Sixth form**

40. Parents and students value the sixth form. Parents receive very good information about the sixth form's work and are actively involved with decisions about their daughters' future. Reports about students' progress are of better quality than those in the main college and targets are often more specific. There are very good links with other schools. Links with the local confederation are leading to significant improvements in the post-16 curriculum and are bringing about a wider choice of examination subjects. Through these links students are already able to study A-level mathematics successfully at another local girls' school. Students have the opportunity to come into contact with a wider peer group, which broadens their horizons, breaks down barriers and increases understanding between different ethnic groups. The sixth form uses the community well to increase the students' experience through work experience and, in particular, to raise standards in health and social care. Links with local colleges and universities are being used very well to develop the students' understanding of higher education and increase their opportunities to access higher education.

## **LEADERSHIP AND MANAGEMENT**

The college is **very well led** and **very effectively managed**. The headteacher provides **excellent** leadership. The leadership and management of other senior and middle managers are very good. Governance is **very good**.

### **Main strengths and weaknesses**

- The headteacher is an inspiring and creative leader.
- The well-informed governing body actively promotes the values of the college.
- Senior and middle managers fulfil their responsibilities very well.
- The needs of the individual students and a deep commitment to enabling them to fulfil their potential are at the heart of the college's ethos and the focus of the college's leadership.

## Commentary

41. The governing body is very effective. The governors have worked tirelessly to develop the college, to raise funds, and to ensure the college's continuing success. They play a full part in shaping the direction of the college and contribute to the college's improvement plan. They have a good understanding of the college's strengths and weaknesses. There are breaches in statutory requirements in the provision for music in Years 7 to 9 and for a modern European language in Years 10 and 11. The governing body is well aware of these issues and plans are in place to put these matters right.
42. The leadership of the headteacher is outstanding. She is an inspiring leader of teaching and learning and is passionately committed to the students. The headteacher knows them well, monitors their progress and enjoys their success. Communications between all members of the college are open and information is shared, which ensures that staff and students work together effectively. The core values of courtesy, respect and the promotion of the Islamic ethos underpin the smooth running of the college. The headteacher is keen to promote and develop further links with the wider community and is ambitious for the college to reach its full potential as an active partner with other local schools.
43. A small but very effective team of senior colleagues supports the headteacher very well and shares her vision for the college and its future. Subject leaders play a major role in motivating and influencing other staff and students and create very effective teams. Strategic planning is excellent and across the college there is a feeling of shared vision, a striving for excellence and a commitment to improvement based on excellent self-review and evaluative systems.
44. The induction of staff new to the college is excellent. All staff, whether teaching or administrative, are very well supported in their professional development. Performance management is firmly in place and training needs are a high priority. The college's contribution to initial teacher training is very good. Young teachers are thoroughly satisfied with the support and encouragement they are given.
45. The management of the college is very good. The college functions very well on a day-to-day basis. Peer review, self-evaluation and departmental evaluations are excellent. They are fundamental to the professional approach apparent in the college. Subjects are held to account for the standards they achieve and given constructive support when this is needed. The analysis of performance data is excellent and the use of assessment is very good as a result of a recent initiative to improve the use of assessment across the college.
46. The management of the college's finances and resources is very effective and reflects the priorities in strategic planning. Thorough and careful budgeting and the efficient use of grant funding allow the college to address its main educational priorities very well. During the recent setting up of the new building the principles of best value were

rigorously applied. Expenditure is carefully monitored and the few issues raised on the recent auditor's report have been comprehensively dealt with.

## Sixth form

47. The quality of leadership in the sixth form is very good. A small but very effective team ensures that daily administrative arrangements work very well. The sixth form is an important and developing part of the college.
48. Students are known well individually and benefit from excellent levels of personal support. Those students joining the college in Year 12 are provided with additional support. Sixth form managers are keen to see that students are encouraged to widen their interests and to take full advantage of the opportunities open to them.
49. The college works well with the local confederation of sixth forms to broaden the range of subjects available to students and to develop a wider range of curriculum choices.
50. Strategies for monitoring and evaluating the progress of students are excellent, ensuring that students achieve their full personal and academic potential.
51. Funding is used in a cost-effective way to give students a satisfactory curriculum and a very good quality of education.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	1,945,807	Balance from previous year	137,224
Total expenditure	1,909,460	Balance carried forward to the next	173,571
Expenditure per pupil	4197		

## OTHER SPECIFIED FEATURES

### Work-related learning

Provision in work-related learning is **good**.

### Main strengths and weaknesses:

- Work experience is well planned for all students in Year 10.
- There are good opportunities for work-related learning in most subjects.
- A work-related learning co-ordinator has been appointed and there are detailed plans in place.
- There are few subject links with industry and commerce.

## Commentary

52. There are two weeks of well-organised work experience ensuring that all Year 10 students have relevant and interesting work placements within the city. Students have a choice and make good preparation for their placements within citizenship lessons. There are clear plans to follow up and evaluate their experiences afterwards. There is very good provision for extending students' knowledge of an appropriate range of occupations in the workplace. The Connexions adviser attends regularly and makes a significant contribution to the advice and guidance available to students about the opportunities in the world of work.
53. Schemes of work have not been fully reviewed with regard to work-related learning. The contribution of each subject has not been identified clearly or mapped out in the subject documentation. However, there are good opportunities within most subjects for students to develop the knowledge and skills of work-related learning. For example, in English students are made aware of advertising and the power of persuasion in business and commerce. In design and technology there are very good links with manufacturing and industry with regard to design briefs and quality control. In Urdu there are discussions on occupations and what people do for their communities. In ICT there is a good range of information available that prepares students well for work. In physical education students have opportunities to take the sports leader award and they are trained to go out and assist with festivals. There is a jewellery enterprise scheme in Year 10. Representatives from some companies, such as Business Education, visit the college. However, there are few significant links with industry within subject areas.
54. Work-related learning is well led and managed. The contributions of all subjects are thoroughly assessed and reviewed and their effectiveness is analysed. The co-ordinator has a clear view of the strengths of the provision put in place and there is an effective monitoring structure. There are still some gaps in what is already good provision and plans for further improvements are in place.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES**

### **SUBJECTS AND COURSES IN KEY STAGES 3 AND 4**

#### **ENGLISH AND MODERN FOREIGN LANGUAGES**

##### **English**

Provision in English is **very good**.

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

- Very good teaching improves students' literacy skills very effectively.
- Consistent constructive marking and regular assessment help students to know how to improve.
- Good use of cultural and cross-curricular links broadens the students' experience of the world.
- Good teaching and support for study skills help students to be effective learners.
- Lack of curriculum enrichment means that teaching is not sufficiently supported by theatre visits and workshops.
- Limitations in teachers' linguistic knowledge sometimes limit learning.

##### **Commentary**

55. Students entered Year 7 with well below average standards and by the end of Year 9, in 2004 national tests, they attained levels in line with national averages. This represents very good achievement. In Year 11 standards in language were also in line with the national average. Literature results in Year 11 demonstrated excellent achievement because they were very high in comparison with national averages. In work seen, standards are average at the end of Year 9, representing very good achievement, and above average at the end of Year 11, representing excellent achievement over five years.
56. Teaching and learning are very good. Lessons are very thoroughly planned and well designed to cater for the low literacy levels of the students on entry. Learning is organised in logical steps and thoroughly reinforced in a variety of ways. Students know the reasons for what they are learning and the criteria by which they will be assessed. They know their own capabilities as teachers mark effectively, keep good records and set manageable targets. Students understand how to achieve their targets because study skills are effectively taught.
57. Teachers work hard to resource lessons well so that students have access to background information, maps and pictures to bring the curriculum alive. They ensure that students' experience of the world is broadened through understanding the cultural and historic setting of the texts. Students respond enthusiastically to the subject which they say is well taught. Students are shown a variety of ways of investigating texts as well as how to plan and structure their work. Guidelines help lower attainers to organise their writing more effectively. Teachers set challenging tasks on suitable texts. Some texts challenge teachers' in-depth linguistic expertise or historical and cultural knowledge so that students' wider understanding of the text is disadvantaged as a result. However, teachers are keen to use research to remedy this. The limited number of theatre visits constrains the breadth of students' appreciation of literary texts.
58. The leadership and management of the department are very good. Meticulous and thorough documents are well presented to support teaching and record progress. Very good use is made of data to inform teaching so that it caters for individual students' needs. The department is consistent in its approach so that students are clear about expectations. Leadership is fully aware of the latest developments and the department strives to raise standards. Students' progress is closely monitored and teachers work with individuals to raise their standards.

Thorough departmental reviews ensure that the teaching team continues to develop its skills and expertise.



## Language and literacy across the curriculum

59. The college has worked very hard to achieve a marked improvement in the students' literacy levels. These are very low on entry but by Year 11 have developed well and are at least in line with national expectations. This has been managed through the work of a co-ordinator and professional training. Teachers implement the college policy which results in consistently good teaching of literacy skills. The process is well documented and monitored by the college as was seen in operation during the inspection. Teachers help students to break down words in order to read, understand and remember them; to note unknown words and use dictionaries to find meanings; and to learn spellings by means of different strategies. Teachers not only list significant words for students but also refer to them during lessons and make sure that students have plenty of opportunities to experiment with the use of them. The accurate use of the correct terms is encouraged especially in mathematics and physical education, science and design and technology. Students are taught to annotate and to make notes to help them in their studies. They redraft their work and in some subjects like history and art teachers mark grammatical and spelling errors. Guidelines are used to help students organise their writing. Many subjects give plenty of opportunity for students to discuss and practise their speaking and listening. Assisted reading sessions help those with particular difficulty in reading and the newly stocked library promotes interest in reading through competitions and displays. Examination responses are analysed to discover the weaknesses which should be worked on. Each fortnight the whole college concentrates on a particular literacy issue like the formation of the past tense. Gifted and talented students have the opportunity to attend workshops on texts in order to advance their skills.

## Modern foreign languages

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

### Main strengths and weaknesses:

- The college does not meet statutory requirements because no European language is offered in Years 10 and 11.
- Too little time on the timetable in Years 7 to 9 reduces the standards attained by all learners of language but especially the low attainers.
- Good, lively teaching engages students whose achievement is satisfactory, despite only studying the subject for a short time.
- A stimulating environment has been created by dedicated teachers who are keen to drive up standards.
- Access to very good target language familiarises students with the language and promotes achievement.
- Pace in some lessons suits the high attainers at the expense of the lower attainers.
- Too little time to teach the subject is resulting in some inconsistencies and poor practice.

### Commentary

60. Students enter Year 7 with very low literacy levels, never having studied the subject before and by Year 9 achieve satisfactorily, to obtain below average standards. A small proportion gain national averages and achieve well. Students in the present Year 9 have not studied French for the full three years.
61. Work seen indicates that reading and writing are better than speaking in a majority of cases, although students have good accents. However, as lessons are held only once weekly, when

students are asked questions in French about topics learned previously, they find it difficult to remember how to answer.

62. In writing, the students are able to express opinions and make negative and positive statements, as well as write simple sentences about themselves.
63. Teaching and learning are good. Lessons are lively, with teachers using mime and gesture well to indicate meaning; the pace of work is brisk with time challenges and changes of activity. Teachers have very good subject expertise and the target language is used as much as possible for instructions, reading the register, greetings and explanations. The teacher sometimes talks informally to the students in French and so students are learning to work out meaning by picking out key words. This skill is taught in written work too so that students answer questions effectively. Good efforts are made to enable students to understand constructions and to use correct grammatical terms. A lot of repetition reinforces learning. In the best lessons, planning ensures that activities are varied and timed to maintain interest; resources are appropriate and good use is made of technology to involve the students. Objectives in these lessons are logical, simple, shared and checked at the end of the lesson. Appropriate homework is set to consolidate learning. Marking criteria are clearly given in books, which are regularly marked. Students know the levels they have reached and the assessment policy is followed. Students are taught study skills so as to plan and organise their work effectively. In less successful teaching, the pace and resources are only suitable for the high attainers, thus jeopardising the progress of a majority of the students. The books of the higher attainers are more constructively marked than most of the rest where teachers' comments are sometimes too vague and poorly written to be helpful, and mistakes are ignored.
64. Leadership and management are satisfactory, having established this new course and having achieved so much with programmes of work and students' performance in so little time. A very bright stimulating environment has been created where students enjoy learning and have the support of an extra French assistant. The teachers are well supported with good programmes of work. Teachers are largely consistent in their approach. Good records of attainment are kept, which demonstrate good knowledge of student progress and targets. As a consequence, gifted and talented students are enabled to take the subject to a higher level where possible. However, department documents are generic in nature rather than reflecting this distinctive department; no meetings are documented and there are not enough resources that have been amended for the less able. Leadership is highly motivated to improve standards and enthuse students in French despite several important constraints: too little time allocation, resulting in lessons too widely spaced on the timetable in Years 7 to 9, and no course of any sort in Years 10 and 11. Considering this, the achievements of the department have been good.

## **Community languages**

65. The inspection focused on Urdu but a lesson of Arabic was also sampled. In this lesson teaching and learning were very good and students achieved very well. After learning Arabic for just over four terms, students acquire a good range of language and they express themselves well orally. Lessons are well planned and pronunciation and intonation are good.

## **Urdu**

Provision in Urdu is **good**.

## **Main strengths and weaknesses**

- Good teaching enables students to learn and achieve very well because teachers have a good command of the subject.

- Urdu contributes well to students' spiritual, moral, social and cultural development and to the Islamic ethos of the college.
- Urdu is taught to most students as a GCSE course.
- Higher achieving students are fast tracked to take GCSE and A-level examinations earlier than usual.
- Results are below average in GCSE examinations but there is continuing improvement.

## Commentary

66. In the GCSE examinations in 2004 all students gained a grade A\*-G. The proportion of students gaining the higher A\*-C grades was below the national average. These results represent good achievement for the students concerned compared to their attainment in Year 9. Teachers' assessments show that students' standards were and continue to be below average because Urdu is not introduced until the beginning of Year 9 and the subject requires students to read and write a new script. Most students choose to study Urdu for GCSE and they achieve very well from their very low starting point when they begin studying the subject in Year 9. The more able are fast tracked to take GCSE and A-level examinations earlier than expected.
67. In lessons seen and from the analysis of their work in Year 11, students demonstrate a good grasp of the skills of speaking and listening and responding. Their reading skills are satisfactory but their writing skills are below expectations. They engage in short conversations about different kinds of jobs and careers and they apply basic grammatical elements well. Students have good opportunities to develop their reading and writing skills through the support provided at home, outside lessons and at lunchtime.
68. All students achieve very well because the teachers are knowledgeable about the subject and know their students well. Teachers and support staff provide good individual support to all students including the gifted and talented, those with special educational needs and also those who are at the early stages of learning English. Teachers are widening their teaching methods and the resources they use. They use ICT to help students learn to read and write the script better and to build their learning of the vocabulary and structure in relation to examination preparation. Teachers, however, sometimes do not maintain a fast enough pace and this can lead to low-level disruption and a lack of focus for students. Marking and assessment are also not always consistent or developmental so that some students are unsure about how to improve their work.
69. Leadership and management are both satisfactory. There is shared leadership of the modern languages department and both of the teachers involved took up the post in September 2004, and are still developing it. They have adapted the statutory guidance for the teaching of Urdu and Arabic. The department contributes well to the students' spiritual, moral, social and cultural development, their own positive self-image and to the Islamic ethos of the college. However, the lack of opportunity to learn Urdu in Years 7 and 8 slows the development of Urdu skills for most students. Students are also affected by the lack of continuation in Arabic on the college timetable in Year 9 except as an after-college activity for a small group.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Students' achievement from Year 7 to 9 is excellent.
- Standards are rising.
- Teaching and learning are very good.
- Students' achievement in Year 11 is not as good as in earlier years.

- Good leadership has made the transition from being a small college to a larger one very successful.
- There are weaknesses in some of the management systems.

### **Commentary**

70. Results in the national tests taken in Year 9 were below the national averages in 2004 and have been so over recent years. However, when the 2004 results are compared with the students' prior attainment they demonstrate excellent achievement, with standards rising by a much greater margin than is expected. All students, including those with special educational needs, share this level of achievement.
71. All the evidence collected indicates that standards are rising and above average in Year 9. If present rates of progress are maintained, test results in 2005 should match the national norms and may well exceed them. Rapid improvement from a very weak base at the end of Year 6 shows excellent achievement. For example, higher attaining students in Year 9 have a secure grasp of expanding brackets in algebra. Lower attaining students in Year 8 already recognise lines of symmetry and can name most of the principal quadrilaterals, such as a trapezium.
72. Results in the 2004 GCSE examinations, taken by the small number of students in Year 11, were below the national average. Results in recent years have been similar. Comparison of the 2004 results with these students' attainment in Year 9 shows satisfactory achievement. Observation of lessons and analyses of students' books and test records indicate average standards and good achievement. Half the students in the present Year 11 are in line to gain a higher GCSE grade (A\*-C) and none should fail. Higher attaining students showed a real depth of understanding and great independence when proving the cosine rule, using Pythagoras' theorem. Lower attaining students are able to substitute in equations and are coming to terms with the complexities of subtracting negative numbers.
73. The much larger number of students in the current Year 10 are achieving very well. If the rate of progress observed continues, the GCSE results for this cohort could exceed the national averages.
74. Teaching is very good. Of the lessons observed, over four fifths were very good and a third of these excellent. The outstanding feature of teaching is the high aspirations that teachers have for their students. This results in lessons that are very challenging. Students persevere with tasks they find difficult and success fosters higher ambition and self-confidence. Relationships between teachers and students and amongst the students themselves are excellent and provide the ideal climate for learning. Adventurous methods encourage students to think problems out for themselves and are fun. A Year 7 class thoroughly enjoyed revising factors by being asked to hold up brightly coloured number cards at the appropriate moment. A Year 8 group improved their knowledge of metric units whilst enthusiastically measuring everything in sight! The use of individual whiteboards, so that all students respond to questions, is very effective in revealing misconceptions that are then addressed. Teachers have accurate insight into students' characteristics as learners. This is particularly evident with students who have experienced earlier failure. Teachers' sensitivity and encouragement rapidly help students to gain confidence and enjoy their work. The attention to the students' potential problems with literacy is excellent. Occasionally, a lack of consistency and weaknesses in planning result in less successful lessons. This happens more often in Years 10 and 11 than in Years 7 to 9.

75. Leadership of the department is good and management is satisfactory. The head of mathematics has guided the department through the rapid growth of the college and the move to the new building very well. Morale is high, standards are rising and there is a shared determination to improve every aspect of the provision. Partly because of the recent major changes, the development of appropriate management structures has lagged behind. Marking is inconsistent and not done to a common policy. The assessment of long-term progress is satisfactory but the use of data to monitor the effectiveness of teaching is underdeveloped. Procedures for guiding students through coursework are not sufficiently rigorous. Some of the cross-curricular aspects, for example ICT, are not fully integrated. Provision for students with special educational needs is very good. Setting and the excellent use of support staff (teaching and non-teaching) enable these students to achieve as well as their peers. Very well organised support for students outside normal lessons adds much to their learning. Support for new and non-specialist teachers is very good. Great care is taken to ensure that students who are at an early stage of learning English make progress that reflects their capabilities in mathematics.
76. Most of the relatively weaker performance evident in the achievement of older students is directly attributable to staffing problems. Senior management has recognised the difficulties and actions already taken have done much to rectify the situation. Given a complete resolution of the problems, achievement in Years 10 and 11 could match that of Years 7 to 9.

### **Mathematics across the curriculum**

77. Students enter the college with very low standards of numeracy. They do not know their multiplication tables and have insecure knowledge of the basic operations in arithmetic. The quality of teaching in mathematics lessons in the first years at this college ensures rapid improvement. By the time students are assessed in the National Curriculum their numeracy skills are good enough to support their learning in all subjects.
78. There has been some in-service training for all teachers to raise awareness of the importance of numeracy and a whole-college policy is being developed. The science, design and technology and geography departments are now contributing to this area of students' education. There is a need to continue this work, particularly to ensure that all teachers are adopting a common approach to mathematical techniques and terminology.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- GCSE science examination results for 2004 were an outstanding achievement.
- Very good teaching engages the students and holds their interest.
- Students' very positive attitudes and behaviour assist their learning.
- Investigative skills are not as good as students' scientific knowledge and understanding.
- There is not enough use of ICT to support teaching and learning.

### **Commentary**

79. In 2004, results in the national tests taken in Year 9 were below average. They were well above average when compared with the results in schools whose students had similar prior attainment. These results were slightly lower than in 2003, despite the

proportion of students reaching Level 5 or above being greater. Between 2002 and 2004 the trend in performance has been downwards in terms of average point score per pupil. GCSE results in 2004 were well above average, and represent outstanding achievement. The proportion of students achieving A\*-C grades has improved year on year, since 2000. Results in tests at the end of Year 9 in 2004 were below those of the other core subjects of English and mathematics. However, in Year 11 GCSE results were better than those of the other core subjects.

80. Currently, standards by Year 9 are broadly similar to those indicated by the test results in 2004, remaining below average. In view of the students' well below average attainment on entry to the college in Year 7, achievement for students of all capabilities and different ethnic backgrounds is very good by the end of Year 11 when they reach above average standards. They are not quite as good as those indicated by the GCSE results in 2004. Students in Years 7 to 9 have fewer opportunities than those in Years 10 and 11 to research appropriate information, think critically about what they are doing, and produce original extended writing. Consequently, many younger students often give answers lacking in depth and understanding. Throughout all years students are less competent in practical investigations and experimenting than they are in gaining scientific knowledge and understanding. Throughout Years 7 to 11 students with special educational needs achieve as well as other students because teachers and the learning support assistants make sure that the work matches their capabilities and interests.
81. Teaching and learning are very good. There is some variation in the quality of teaching, particularly noticeable in Years 7 to 9. The very good support, approachability and revision arrangements lift the overall teaching judgement to very good. The difference in the quality of teaching between lessons produces marked differences in students' response. The best teaching was invariably found in lessons where teachers were teaching their own particular science specialism. In these lessons teachers use their very good knowledge of the subject to engage students' active interest and to ensure that learning takes place progressively and at a good pace. The best lessons have a well-planned and structured range of stimulating activities that engross students in the work and motivate them to work very hard. Teachers' very high expectations and the level of challenge offered mean that students grasp new ideas quickly and make very good progress in lessons. When teaching is satisfactory or occasionally unsatisfactory the lessons are more ponderous, students have few opportunities to think for themselves and the usual crispness in lessons is missing. Students' attitudes are almost always very good. Even when the teaching is only satisfactory they get the most out of lessons because of their desire to learn. Students develop their skills in mathematics well through working out formulae and interpreting graphs. Teachers help students to improve their literacy skills, with an emphasis on key words and their meaning. Very good relationships between teachers and students and amongst the students create a climate of co-operation that enhances learning.
82. Leadership and management are good with the potential to be very good or better. The new head of department, in post for only a few months, has the capacity and the commitment to be effective in raising standards further. Staff work closely as a team and all share the same commitment to improving students' standards in science. There has been a successful overseeing of the movement of the department into a new college with the setting up of new and effective systems and procedures. There is a good awareness of the department's strengths and weaknesses with a clear vision for the future. Plans are well advanced for major changes to the curriculum in Years 7 to 9. The departmental monitoring of teaching and learning is not fully effective in sharing

good practice so that teaching, though very good overall, lacks consistency. There is insufficient use of ICT to gather, handle and display scientific data and students' practical and investigative skills are underdeveloped.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **very good**.

### **Main strengths and weaknesses**

- Expectations of achievement and behaviour are high.
- Very good teaching inspires students to achieve their best.
- Very good use of assessment, including a strong focus on literacy, means that students know how to improve.
- Technical staff provide efficient support with the result that curriculum time is not lost to maintenance and repairs.
- Excellent accommodation and very good resources support very effective learning.
- The curriculum is limited in Years 10 and 11 which, for some students, inhibits their achievement.

### **Commentary**

83. Students' attainment when they start at the college is well below average. In 2004, teacher assessments at the end of Year 9 were close to the national average, and had improved significantly since 2003. This represents excellent achievement. Students can exchange information using e-mail, present information for different audiences, change variables in spreadsheets, and understand how sensors can be used to monitor external events.
84. In Years 10 and 11, students follow a vocational course at an intermediate level. The first group of students will complete the course in 2005. In work seen, standards on this course are above expectations with students refining the quality of their presentations and developing an understanding of hardware and software. Students' opportunities to use a wider range of programs and equipment to monitor, measure and control events are not yet fully developed. Overall, all students achieve very well, with some lower attaining students making excellent progress in lessons.
85. Teaching and learning are very good in Years 7 to 11. Lessons are conducted at a brisk pace and teachers have high expectations of achievement and behaviour. Lessons are well planned and challenging and teachers use specific and measurable learning objectives well. They have very good subject knowledge and understanding of course requirements. Relationships are positive. All students benefit from an insistence on improving their literacy skills, for example finding the definitions of technical vocabulary, whilst gifted and talented students extend their knowledge and understanding through a variety of activities in the daily lunchtime computer club. Students work very well together, giving and receiving constructive criticism.
86. Leadership and management are very good. Strategic planning, based on performance data and self-evaluation, means that there is a clear direction for improving the curriculum in the future. The college's vision is put into practice by both the teaching and technical staff. Technical staff provide very efficient support for staff and students so that no learning time is lost due to maintenance and repairs. Excellent



accommodation houses a good number of computers in the ICT suite so that all students have individual network access in each ICT lesson. The department ensures that students have a clear awareness of Internet safety.

### **Information and communication technology across the curriculum**

87. Provision is satisfactory overall. Whilst the college has very high numbers of computers, they are not being used enough in lessons across the curriculum to support learning. The result is that students do not achieve as well as they could. In the sixth form, students use computers and ICT independently in their coursework.
88. ICT is particularly well used in design and technology and French. However, in science, mathematics, art, physical education, history, music and geography, the use of ICT is too often limited to research and presentation. Data loggers, for example, need to be used more to support students' understanding of how to measure external events.
89. Staff training is of good quality but insufficient quantity to give all staff the confidence to make full use of ICT. However, there is a growing understanding of the positive impact which ICT has on students' learning. The very few examples of the good use of industry-standard software need to be replicated in order to provide the best opportunities for students to prepare for life after they leave college.
90. The management of ICT across the curriculum is satisfactory. Arrangements for using the ICT suite, and for checking coverage of the curriculum, are good. The action needed to improve ICT provision across the curriculum, through further staff development and integrating high quality planning into all subject schemes of work, has not yet had the necessary impact.

## **HUMANITIES**

### **Geography**

Provision in geography is **very good**.

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

- Lessons are very well structured and fast paced so that students achieve very well.
- Students are determined to succeed and respond well to the very knowledgeable and challenging teaching they receive.
- Relationships are excellent and lessons are conducted in an atmosphere of mutual respect and trust.

- Very good leadership and management result in a department characterised by very high expectations of students and staff.
- There is insufficient use of ICT to support learning.

## **Commentary**

91. No students are currently studying GCSE geography. In 2004, results in teacher assessments at the end of Year 9 were below the national average. This represents very good achievement for the students concerned compared to their very low attainment when they entered the college. In work seen during the inspection standards were below average in Year 9 compared to national expectations. However, the students are achieving very well and are making very good gains in their knowledge and understanding from their very low starting point when they entered the college. Higher attaining students use specialist terminology confidently to give detailed explanations of, for example, the climate in deserts. Students with special educational needs achieve very well because they are given constructive individual help by teachers and classroom assistants.
92. Students achieve very well because teaching and learning are very good. A good deal of attention is paid to developing students' literacy skills in English which, for most students, is not their first language. Teachers' explanations are very clear and students' learning is checked constantly to ensure they understand new information and ideas. Teachers have high expectations of their students and lessons are challenging, well planned and conducted at a fast pace so that students are productive. ICT is not yet used fully by teachers or students to support learning. Most students have very mature attitudes to learning and respond very well to the very good teaching they receive. Students trust and respect their teachers and have excellent working relationships with them.
93. The leadership and management of the department are very good. There is a very clear vision for further improvement because the department reviews its work regularly and knows its own strengths and weaknesses very well. The department is highly organised and the work of several inexperienced, non-specialist teachers is carefully monitored to ensure a consistent approach. The assessment of students' work is very thorough and their progress is tracked carefully so that they know exactly how well they are doing and how to improve their work. This very hard-working department strives successfully to meet its own high expectations and has both the commitment and the capacity to improve further.

## **History**

Provision in history is **very good**.

## **Main strengths and weaknesses**

- Very good teaching and learning result in students making excellent progress overall.
- Results are above the national average in the GCSE examinations.
- Very good relationships promote very positive attitudes to learning.
- Leadership and management of the subject are very good, providing a strong focus on achievement.
- History makes a very good contribution to students' spiritual, moral, social and cultural development and to the Islamic ethos of the college.

- Opportunities for students to further develop their independent thinking and research skills are limited.

## Commentary

94. GCSE results in 2004 were above the national average and almost three quarters of the students attained the higher grades. These results represent very good achievement compared to the students' attainment at the end of Year 9 and excellent achievement from their starting point in Year 7. Teachers' assessments at the end of Year 9 show below average standards. However, in the work seen, standards are close to national expectations at the end of Year 9 and students achieve very well in Years 7 to 9. The standards of students who have chosen to study history beyond Year 9 and who are now in Year 11 are above the national expectations, representing excellent achievement over five years. All students recognise historical terminology and use it accurately in their work. The more able students explain and analyse cause and effect particularly well. Students also have good opportunities to develop their historical skills through visits to places of historical interest such as the Undercliffe Cemetery, Kirkstall Abbey, Skipton Castle and the Thackray Medical Museum.
95. Teaching and learning are very good. Teachers have a very good command of the subject and communicate this enthusiastically to their students. They plan and structure their lessons very well so that most students respond very positively to the very good teaching they receive and they work very hard. Teachers and learning support assistants give constructive support to students who have special educational needs and those who are at the early stages of learning English as an additional language, so that they achieve well. Teachers use a wide range of teaching methods and resources, such as the use of role-play and ICT, but these need to be further developed to encourage students to think and research more independently. Teaching is carefully tailored to the GCSE syllabus requirements, so that students develop the knowledge, understanding and skills to evaluate their own work better and to succeed in examinations.
96. The leadership and the management of the department are very good and suitable priorities have been identified for development. The head of department has systems in place such as mini-reviews to monitor and evaluate the department's work. Teaching and learning strategies, such as the more effective use of plenary sessions for improved assessment and consolidation of learning, are being reviewed and refined. The department works well collaboratively and shares good practice to raise standards further. The subject contributes very well to the students' spiritual, moral, social and cultural development, citizenship and the Islamic ethos of the college.

## TECHNOLOGY

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

## Main strengths and weaknesses

- Standards are improving rapidly because the quality of leadership and management is excellent.
- Very good teaching promotes very good learning at all levels.
- The very good level of achievement is strongly supported by the rigorous assessment systems.
- A high proportion of students achieve the highest GCSE grades.
- Students' attitudes and behaviour are very good and aid progress.

- The timetabling of single lessons in the Years 7 to 9 limits students' ability to realise designs.

## Commentary

97. The number of girls gaining GCSE grades A\*-C in 2004 was in line with the national average for girls' schools and above the national average for all schools. A higher than average number of students gained the higher grades of A or B and the overall point score was above average for girls' schools. Results have risen rapidly in the last three years. In the 2004 teacher assessments at the end of Year 9 results were below average.
98. Standards of work seen in the Year 9 are in line with expectations. Higher attaining students produce work of a very good standard and all students are developing skills to express their ideas well. The achievement of all students in lessons is very good. This is because the teaching focuses on the individual students' understanding of the subject. However, the timetabling of single lessons limits students' ability to realise designs and restricts their achievement over time. Standards of work seen in Year 11 textiles are well above expectations. Students produce high quality work, as can be seen, for example, in the folders of higher attaining students who use Egyptian and Indian design as an influence for very well manufactured cushions. The lowest attaining students achieve very well when building on technical skills. The achievement of all students in relation to their ability is very good. Students are challenged to focus clearly on the requirements of the GCSE examination and therefore understand what they need to do to improve. ICT is used very well to research and develop designs.
99. Teaching is very good and sometimes excellent, and consequently the students improve and develop their design skills throughout the college and learning is very good. The teacher's expertise, enthusiasm and commitment inspire and challenge students. The pace of learning is brisk and clear, lessons are sharply focused and objectives are shared with students. A very high level of individual support is given, including accurate and informed feedback. Teachers emphasise the development and use of technical vocabulary and this focus is having a positive effect on students' literacy skills. Numeracy strategies are used well in all projects. Effective classroom management is based on very good relationships. Attitudes to the subject are very good. A strong feature is the way students show interest in the activities, work co-operatively and support each other.
100. The leadership and management of the department are excellent and very well supported by the continued involvement and commitment of the teaching staff. The head of department has a very clear vision for the subject and its continuing development and has put in place very effective procedures which have driven up standards. Assessment is very well structured and well used to inform the curriculum, which is closely monitored and modified when necessary in order to increase the level of challenge. The subject leader's involvement in national and local initiatives extends her management and leadership skills. Due to the size of the college, curriculum choice is limited: students can currently study textiles only in Years 10 and 11.

## VISUAL AND PERFORMING ARTS

### Art and design

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

## Main strengths and weaknesses

- Teaching is very good and contributes directly to very good achievement.
- Standards are above average by Year 9 and well above average in the GCSE course.
- Students have very good attitudes to the subject, that contribute to their success.
- There is excellent leadership and management.
- There is not enough use of ICT to extend learning.

## Commentary

101. To date no students have taken the GCSE examination in art and design.

102. In work seen standards are above average by Year 9. From Year 7 onwards students acquire good techniques for achieving tone and texture in drawing. They gain a good knowledge of colour theory and apply colour subtly and with care. Drawing from direct observation is very good with regard to the use of line and the application of shading techniques. Students gain a clear understanding of what constitutes good composition in all years. By Year 9 they have a good knowledge of the use of symbols in art and can create their own symbols imaginatively. This represents very good achievement given their starting points on entry to the college. Where done, three-dimensional work is of a good standard but it is not extensive.

103. The GCSE course is being taken for the first time in Year 10. Standards here are well above average with all students showing potential to reach A\* to B grades and achieving very well. They have completed very high quality studies based on the topic 'Natural Forms'. Studies from direct observation are very detailed with exquisite drawings of cross-sections of fruit. All students are confident in using Batik methods to illustrate patterns and textures based on studies of art from a range of cultures. In all years students' work is characterised by a very fine finish that adds to the standards and achievement. There is little use of ICT in the creation and development of images at present although very good resources have been purchased recently. In all years students have very good attitudes to the subject. They are composed and serious and work diligently throughout all lessons, meeting the very high expectations of their teacher.

104. Teaching and learning are very good. The teacher has very good expertise and inspires students with interesting ideas. The key skills are taught formally and to a high level with very good demonstrations of techniques so that all can understand what is required. Students are encouraged and helped to be imaginative and creative and to research the work of art movements for ideas for their own work. All students get very good one-to-one guidance and support from the teacher so that all make equally good progress. Assessment is very good and students are given clear guidance on how to improve. There is very good support for all aspects of literacy.

105. There is excellent leadership and management of the subject. Art operates within the faculty of design and technology and benefits from this wider vision. There is excellent support for the art teacher and for all aspects of the subject.

## Music

Provision in music is **poor**.

## Main strengths and weaknesses

- Problems with recruiting a suitable music teacher are having an adverse impact on provision.
- Students underachieve and standards are too low.
- Resources are poor and accommodation for music is not sufficiently thought out.
- The college does not comply with statutory requirements for the provision of music in Years 7 to 9.
- In lessons seen during the inspection, teaching and learning were satisfactory.

## Commentary

106. No teacher assessments were made at the end of Year 9 in 2004. Inspection evidence shows that achievement in the current Year 9 is poor because of the ongoing difficulties the college has experienced in recruiting an appropriately qualified music teacher. As a result the college is not able to ensure that all students in Years 7 to 9 receive their full entitlement to music. Most students enter the college with a very narrow range of musical experiences and because many do not have regular music lessons in Years 7 to 9, they do not make the progress they should and standards are too low. There are no courses in music in Years 10 and 11. Attitudes and behaviour are satisfactory. In this practical subject focused on the use of the voice, students with special educational needs make progress similar to that of their peers.
107. Although ongoing staffing difficulties are having an adverse impact on standards, the quality of teaching and learning in lessons seen during the inspection was satisfactory. Teachers strive hard to encourage students and ensure that they make satisfactory progress in each lesson. Through positive reinforcement and an appropriate level of challenge, teachers encourage all to develop confidence and self-esteem in order to raise their aspirations. Teachers' subject expertise is secure and students are encouraged to develop their talents. The structure of each lesson and the use of key musical words are helping to reinforce students' understanding.
108. The curriculum is being developed with a focus on singing and the use of the hand drum (or *duff*) that matches the requirements of religious belief in this faith college. Students are beginning to recognise and sing the sounds of notes in a scale without assistance from instruments. More confident singers sing in small leaps as well as by step. Singing in up to three simple parts and patterns is successful in some classes. *Nashids* (Islamic songs) in the style of plainsong are sung well in assemblies. However, not enough is being done to develop students' performing, composing, listening and appraisal skills, especially involving appropriate music from other countries and cultures. Relationships are good and students co-operate well with their teachers and with each other. Music makes a good contribution to the students' social and moral education. Enrichment activities have not yet been developed.
109. Because the college has not been able to recruit an appropriate music teacher it is not possible to provide some classes in Years 7 to 9 with regular music lessons and this is having an adverse impact on standards. There are no practice rooms. Although a temporary scheme of work has been put in place from which teachers can work, this does not yet cover the requirements of the National Curriculum. Finance for resources is available, but currently there are no CDs, texts, computers, software or other music technology suitable to deliver music lessons. As a result, there are no recordings of students' work to provide an evidence base of any work undertaken. In the absence of

a manager for music, much remains to be done to bring music provision to an acceptable standard.

## **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Learning objectives are clearly defined and shared with students.
- Relationships are particularly good and teaching is positive and supportive.
- Provision of out-of-hours sporting activities provides students with opportunities to experience the wider world.
- Standards are not high enough.
- The attainment target is not effectively covered.
- Outdoor accommodation is currently unsatisfactory and the sports hall has poor acoustics.

### **Commentary**

110. Students do not take examinations in physical education. In work seen standards are average at the end of Year 9 and Year 11. From their starting point on entry this constitutes good achievement, which is maintained throughout their time in college. Students enjoy their work and relationships with teachers are particularly good. Many are keen footballers as well as participating in netball and basketball. They are able to throw, catch and kick a ball accurately using a range of passes in their games. However, the students are reluctant to jump for a ball and travel with it in a game of basketball. Noise levels when students are working in the shared teaching area are unacceptable and have implications for safety. Students with special educational needs are encouraged and supported enabling them to make similar progress to their peers. Opportunities for gifted and talented students to develop their skills further are good.

111. The quality of teaching and learning is satisfactory with some good features. The secure subject knowledge of teachers enables them to plan work well and to clearly identify objectives for the lesson which are then shared with students. Positive and supportive teaching helps motivate all students. There are insufficient opportunities for students to plan their own learning and reluctance on the part of students to comment constructively on their own performance and that of others. The use of ICT is underdeveloped but teachers recognise this and are taking steps to increase the opportunities for its use.

112. There is currently no leader and manager of the department. The assistant teacher and a supply colleague are effectively keeping the department functioning satisfactorily in the meantime. The assessment and recording of students' performance are good and are being developed still further. A high level of commitment by both teachers enables students to experience a good range of activities both in and out of college hours. Competition against other schools also contributes to their experience of the wider world. Outdoor accommodation is currently unsatisfactory. Playing fields and hard play areas are still to be developed. This has a detrimental impact on students' progress. Although the sports hall is a very good facility the acoustics are poor and do not lend themselves to an effective learning environment.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

### Citizenship

Provision in citizenship is **good**.

### Main strengths and weaknesses

- There are clearly identified lessons in citizenship in all years.
- There is good leadership and management in co-ordinating all elements.
- Students' very good attitudes show a commitment to good citizenship.

### Commentary

113. Standards are average by Years 9 and 11 and students achieve well. In all years students are actively involved in the life of the college and display very good attitudes and understanding about respect for others. They are able to discuss issues such as poverty and discrimination and express different points of view. They are involved in active citizenship and are engaged in ongoing fund raising for charities. They are able to justify their opinions on personal, social and ethical issues orally. Links with voluntary groups help to extend their awareness of the duties and responsibilities associated with citizenship. However, these links are limited. There is an active student council that provides good opportunities for students to contribute to the welfare of the college community. Sixth form students have prepared a very good *PowerPoint* presentation on the dangers of drugs for Year 7.
114. Teaching and learning are good. All the specific citizenship lessons are taught by Muslim teachers to ensure that the subject is taught in accordance with the Islamic ethos of the college. The teachers make use of a published scheme of work that covers the key aspects of citizenship. However, some of these topics, such as economic awareness, legal and human rights and the role of business and financial services, are not covered in enough depth. Other subjects also make a good contribution to citizenship. In English, students learn to understand the culture they live in, and in geography they gain knowledge of the social, economic and environmental issues that affect the citizens of other cultures. In design and technology they examine industrial practices and relate these to their own work. In science they consider issues such as smoking and pollution from a moral point of view.
115. The subject makes a good contribution to the students' spiritual, moral, social and cultural development by considering these topics within the context of the Islamic faith.
116. Leadership and management are good. There has been extensive research and preparation to ensure that all elements are covered. There has been an audit to establish what all subjects are teaching, although these are not fully evaluated. Assessment and reporting arrangements are well developed. There is a clear commitment to raising standards and ensuring that the subject has a growing and positive impact on the students' personal development.



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

Provision in personal, social and health education is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are very good in Years 10 and 11 and lead to very good achievement.
- Good use of key words expands the students' vocabulary and supports good learning.
- Students' attitudes are very good especially in Years 10 and 11.
- There is a strong Islamic influence, which underpins very good social and moral development.
- Improvements need to be made to monitoring to ensure that all students have access to an equally good curriculum.
- The use of visits and visitors is limited.

### **Commentary**

117. Students come into the college with below average standards. They have good ideas but lack the range of vocabulary that would allow them to express these ideas and they find this frustrating. By the end of Year 9 standards are average and by the end of Year 11 they are above average. By Year 11 oral work is strong, and students express mature, well-considered ideas. However, their use of grammar is not always accurate. Written work is very well presented and there is considerable extended writing containing interesting ideas and good knowledge and understanding, especially of health-related topics.
118. Achievement is good in Years 7 to 9 and very good in Years 10 and 11. It is good overall. The use of keywords in the early years improves the students' vocabulary. They are given necessary structure and learn how to express complex ideas well. The very good attitudes of older students support very good achievement. Students listen very well to each other. They refine their ideas and opinions in the light of new information. They use their Islamic culture and background well to explore issues. They are able to understand and empathise with Western issues and also take comfort from the strong moral guidance gained from Islam.
119. Teaching is good overall. It is good in Years 7 to 9 and very good in Years 10 and 11. It is made very clear to students what they are expected to learn by the end of the lesson. Key words are often used well to improve students' vocabulary and to increase their understanding but occasionally this is forgotten. In the best lessons expectations are very high, the students respond extremely well and achievement can be excellent. Satisfactory lessons are duller with a slower pace due to less effective organisation and planning and expectations are not as high. Most students continue to apply themselves well but on occasion students can become a little restless.
120. Leadership and management are good. There is a good vision for the further development of the subject. Monitoring has focused on the Islamic content of the lessons, which is very good. However, there are still some inconsistencies in the quality of teaching and students are aware that there are differences in what is covered in lessons. For example, although some students have experienced very high quality sex education taught very much within the Islamic ethos, other girls report that this subject has not been covered. The use of visiting experts and of visits to enrich the curriculum is limited.

## **SUBJECTS AND COURSES IN THE SIXTH FORM**

In the inspection, six 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 2004.

**Level 3 GCE AS-level courses 2004**

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Biology	7	57.1	65.7	0	10.8	14.3	20.6
Chemistry	1	100	72.8	0	14.4	20	24.1
English literature	6	100	87.8	0	18	30	30.5
Mathematics	2	50	66.2	0	17.3	10	23.5
Design and technology	6	100	79.4	16.7	19.8	36.7	28.4
Religious studies	2	50	84.5	50	28.4	25	32.8
Sociology	2	100	73.1	50	21.1	35	26.7
Urdu	4	100	82.5	75	46.5	47.5	37.8

**Level 3 GCE A-level and VCE courses**

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Biology	6	100	97	33.3	42.6	80.0	81.3
Chemistry	3	100	98.2	66.7	52.4	93.3	87.5
English literature	11	100	99.4	18.2	44.7	70.9	85.5
Mathematics	2	100	97.3	50	58.4	80	90.9
Design and technology	3	100	98.9	66.7	43.1	86.7	83.6
Religious studies	14	100	99.3	50	51.1	90	88.3
Sociology	12	100	98.6	50	47.4	93.3	85.9
Urdu	4	100	97.6	75	66.8	95	96.1
Health and social care*	12	100	93.9	46.0	25.5	76.0	70.6

**Level 2 vocational qualifications**

Qualification	No in final year	% gaining qualification		% gaining merit		% gaining distinction	
		<u>School</u>	<u>England</u>	<u>School</u>	<u>England</u>	<u>School</u>	<u>England</u>
Health and social care	10	100	N/A	40	N/A	O	N/A

## ENGLISH, LANGUAGES AND COMMUNICATION

121. The focus was on the provision for AS and A2 courses in English literature. Urdu was also sampled. In a very good lesson in Urdu, students achieved well because teaching was knowledgeable and they were given very good opportunities for self-assessment.

### English literature

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

### Main strengths and weaknesses

- Very good teaching and students' very positive attitudes enable them to achieve very well.
- Very good leadership and planning help to ensure that examination results are high.
- Assessment is very effective, and students know what they need to do to improve.
- Students' higher order critical thinking is not fully developed.

## Commentary

122. 2004 A-level results in English literature were below average; however, results were well above average when compared to those in schools whose students have similar prior attainment. Standards in current classes in Years 12 and 13 are well above average with many students working at high grades. Teacher assessments and target grades show that all students in Years 12 and 13 are predicted to achieve A to C grades at A-level in 2005. The rate of retention on this course is high.
123. Students' achievement is very good in Years 12 and 13. Students engage in discussion and debate at a high level, particularly when they are working in groups preparing model answers for an essay. In a lesson seen, students showed very good skills in making complex notes for examination revision and for writing essays. The examination essay on comparing the social and historical contexts in *Tess of the D'Urbervilles* and *To Kill a Mockingbird*, paying particular attention to the form, structure and language set at different periods, was a particularly good example of the process they went through to produce a final piece of work.
124. Teaching is very good. Achievements are high because lessons are well planned and students have a very good attitude to their work. They are highly motivated and make the best use of the time available. They know their achievement targets and what they need to do to reach them. Students collaborate well in lessons and work hard in their own time to read and to research the social and historical contexts of literary texts in order to develop their ideas. They show great dedication and commitment to producing critical writing.
125. Teachers make good use of their subject knowledge to enthuse and motivate all students. Assessment is very effective. Teachers tell students clearly what standards they have reached and what they need to do to improve further. The very good relationships between teachers and students help to create a purposeful climate for learning. Students have the trust and confidence to be able to challenge each other and the staff, knowing that their ideas are valued by both the teacher and other students. Lessons proceed at a good pace and present a good level of challenge. All students say that they enjoy studying English and describe their teachers as knowledgeable, enthusiastic and supportive.
126. The very good leadership and management of the subject provide an enthusiastic commitment to ensuring that high standards are part of everyday work. There is a collective determination to offer students a wide range of experience through a range of texts. The students find transition to Year 12 work smooth and supportive. The departmental handbook and accompanying schemes of work are detailed and helpful to ensure consistency and coherence. Attention to detail in selecting guidance material for any new assignment enables the students to make a good start.

## Language and literacy across the curriculum

127. The college literacy policy is extended into the sixth form where students are very interested in debate and articulate their views well. Students are encouraged to widen their vocabulary through the introduction of new words and technical terms, their definitions and practice in using them. They have good opportunities to practise their speaking and listening skills in presentations and role-play as well. Written work is rigorously marked and students know how to redraft. Standards of literacy are good at this stage.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Very good teaching results in very good learning.
- Leadership and management are very good.
- All the teachers are well-qualified specialists.
- Support and tuition given outside normal lessons do much to enhance learning.

### Commentary

128. In 2004, the first two candidates were entered. Both students gained pass grades and one obtained a higher grade (A or B). The small size of the sample invalidates comparison with national averages. Compared to their performance at GCSE, both candidates achieved satisfactorily.
129. Observation of lessons, discussions with the students and analysis of their records of work indicate that the current Year 13 students are achieving very well. If the present rate of progress is maintained, results will be above the present national averages with most students obtaining higher grades. They have, for example, a good understanding of differentiation. Their notes and assessed work show a full coverage of the syllabus with students mastering most of the important concepts.
130. Seven students took AS-level in 2004. All passed the examination and some gained the higher grades (A or B). Comparison with GCSE performance showed satisfactory achievement. There are only two students taking AS-level this year and both are following the course at a neighbouring school. Their progress to date indicates that both are achieving well and are in line to attain higher grade passes.
131. Excellent mastery of both the subject and the requirements of the examination underpins very good teaching. High expectation makes lessons challenging; students relish this approach and take pride in mastering difficult work. A strong emphasis on independent learning is helping students to develop very good learning skills that will be of great value in higher education. During a lesson on the equation of a circle, students worked in pairs to solve problems and then had to explain the solution to the rest of the class. Their confidence, accuracy and fluency showed full understanding of the concepts. Each student is given individual support and tuition, often outside normal lessons; this ensures that all are working at appropriately high levels. Relationships between teacher and taught and amongst students themselves are very good. A shared love of the subject and pleasure in success make both the teaching and learning rewarding.
132. All aspects of the provision are very well led and managed. Resources to support learning are of high quality. ICT, including an interactive whiteboard, is well used to enhance learning. Many of the printed resources are produced within the college and are of a very high standard. Carefully planned preparation for the examinations helps each student to gain the best possible result. The assessment of attainment and the use of data to track individuals' progress towards ambitious targets are very good. The work of the two students studying elsewhere is carefully monitored and supported.

During discussions, all the students in Years 12 and 13 expressed confidence in the provision and their pleasure in learning the subject.

### **Mathematics across the curriculum**

133. Most students enter the sixth form with good enough numeracy skills to support the courses they have chosen. The key skills programme for post-16 students does not yet include numeracy. Such a course would be of benefit to some students.

## **SCIENCE**

134. The main focus was on biology but chemistry was sampled. In chemistry in 2004, for the small number of students taking the examination, results were well above average and were an improvement over those of the previous year. Of the three students that were entered for the examination in 2004, two attained the higher grade, grade B. Students' achievement is very good when account is taken of their GCSE results. The take-up rate for the subject has been low, overall. Retention rates are good. One lesson was observed, in which students were able to explain the concept of electrophiles and nucleophiles. Most showed a very good understanding of the mechanism of reactions between halogenoalkanes and hydroxide ions very well.

### **Biology**

Provision in biology is **good**.

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

- A2 results were above average in 2004 and represent good achievement for the students concerned.
- Students' attainment is well tracked using available data.
- Students' positive attitudes and behaviour assist their learning.
- There is insufficient use of ICT to support teaching and learning.

### **Commentary**

135. A2 results in 2004 were above the national average, and all students achieved a pass. There was a decrease in the proportion achieving the highest grades, A and B, so that the overall average point score per student was lower than that of the previous year. Compared to students' GCSE grades on entry to the course this represents good achievement. AS results in 2004 were average. A good number of students take biology in the sixth form. The rate of retention is good.
136. Current standards in Year 12 are above average. This indicates good achievement overall for students of all capabilities. In Year 12, students understand the purpose of the mammalian circulatory system and most can give a good account of the structure and function of the various parts of the heart. In Year 13, achievement overall is good on the A2 course. Students have a good knowledge and understanding of the process of photosynthesis and of respiration. In one lesson seen, most had a good understanding and overview of the environmental topic that they had just completed.
137. Teaching in biology is very good, enabling students to learn well. However, many students find the transition from GCSE to A-level very hard, so that learning is not always quite as good as the teaching. Teachers' subject knowledge is very good, so

that clear explanations are given to students which help them to understand difficult concepts. Lessons are well planned and have a brisk pace, which maintains the interest of students. Teachers' expectations are very high and students are questioned frequently during lessons to reinforce knowledge and understanding. Friendly working relationships between the teacher and students mean that students are not afraid to ask for help if they need it. Much of the teaching is teacher-led, although there are some opportunities for independent learning. The independent work that students undertake is well prepared and the tasks set complement the lessons well. Most students extract information from books and use ICT to help them in their research. Skills in ICT are developing, but progress in data logging techniques is hindered by the lack of appropriate resources. Students display competence in practical skills and work co-operatively together, sharing ideas in a mature and sensible way. Assessment takes place regularly and students are always aware of their progress.

138. Students are enthusiastic and have a desire to learn. Many of them need to do well in biology because of their career aspirations, which further motivates them. They respond well when directly questioned and higher attaining students frequently give very comprehensive answers, indicating a very good understanding of the topic under discussion. They are, however, reluctant to initiate discussion or challenge concepts. The analysis of students' files indicates that most are well organised, with care taken over the copying up of notes.

139. The department is well led and managed. There is a commitment to improving standards further. Assessment and record keeping are very good. Target setting based on an analysis of students' performance in tests is becoming well established and is working well. The department receives very good support from the technician.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

140. The focus was on the provision for the key skills course in ICT.

### **Key skills information and communication technology**

Provision in information and communication technology is **very good**.

### **Main strengths and weaknesses**

- Learning objectives match students' needs very well.
- Very good use of assessment in lessons helps students to improve their work.
- Excellent accommodation and very good use of resources by students encourage independent learning.
- Efficient support from technical staff maximises students' use of ICT to enhance their learning in other courses.
- There are restricted opportunities for reflection on the use of ICT in the wider community.

### **Commentary**

141. Standards in the sixth form key skills course are satisfactory. This is the first year in which the key skills course has been run and students have not taken any other ICT course prior to this. Year 12 students' work shows that they can use a range of software to present their work effectively, generate graphs using spreadsheets, and

work independently. They are able to plan a personal budget and work out their best options for career decisions from the information. Standards of work demonstrate that all students are working at key skills level 2, including students of lower ability, which represents very good achievement.

142. Teaching and learning are very good because learning objectives are matched very well to the students' needs and prior knowledge. For example, short-term targets are displayed on the interactive whiteboard and blocked in as soon as a target has been met during a lesson. However, students have limited opportunities to develop their independent thinking skills by discussing issues such as the impact of ICT on their lives and on society.
143. All sixth form students benefit from being able to use the excellent accommodation and high numbers of computers in the college to work independently and to support their learning on other courses. Students are particularly good at researching information on the Internet and presenting work effectively.
144. Leadership and management are very good. Consideration has been given to the development of ICT in the future when larger groups of much more skilled and knowledgeable students will require greater challenge in their ICT courses.

## HUMANITIES

145. The focus was on the provision for AS and A2 courses in sociology.

### Sociology

Provision for sociology is **very good**.

#### Main strengths and weaknesses

- The proportion of students gaining higher examination grades rose in 2004.
- The very good quality of teaching, including the use of assessment, leads to very good achievement.
- Students have very positive attitudes towards sociology and learning in general.
- Well-designed assignments and classroom activities, guidance and supportive materials promote very good learning

#### Commentary

146. Results in sociology at A-level in 2004 were above average. Standards observed in lessons and in students' written work are very good overall. Students demonstrate a secure grasp of principles and practice with regard to research methods: they can analyse texts, present arguments and evaluate their own and each other's work, linking their analysis and findings to different sociological traditions.
147. Students' achievement in lessons is very good. In lessons observed, students gained a much clearer understanding of some difficult concepts relating to theory and methods, as a result of very good teaching and the provision of good quality guided reading materials and structures. Students enjoy their lessons, and they apply themselves well in written work, which is well organised and presented.
148. Teachers' knowledge of the subject is very good. Lessons are very well planned and include a range of activities that challenge students and stimulate their interest. Well-structured opportunities are provided to debate and discuss issues. Teaching establishes the right mixture of tasks to encourage independent thought and helpful opportunities to check what students know.
149. Students develop a good understanding of different sociologists and their theories about the way society works. Students use a well-designed framework to help them write their research, focusing on their initial hypotheses, aim, context and concepts in their main research method. Teachers show a very good understanding of students' needs and their different learning styles; comments on written work are clear and detailed and give students the information they need in order to improve their standards. Students are very appreciative of the help they are given and articulate this clearly in their responses to questions about why they enjoy the subject. They confirm the positive effects their studies have had, not only on their development in sociology but also on their approach to learning in general and its relevance to their future careers.
150. Leadership and management are very good. Teachers support one another well and are united in a common approach towards maximising students' performance and increasing their self-confidence. They are ambitious for their students and have, for example, established good assessment procedures and a framework for guidance on how to undertake research and structure their assignments. Schemes of work are comprehensive and sufficiently detailed to provide a very good framework for coverage of the syllabus, as well as giving many opportunities to assess progress. Resources are very good and ensure that students can access a sufficiently wide and up-to-date range of materials to support their studies.



## **ENGINEERING, TECHNOLOGY AND MANUFACTURING**

151. No subjects were inspected in depth. Design and technology was sampled. One product design lesson was seen where AS and A-level students were taught together. Teaching and learning were very good. Students competently used computer-aided design applications to develop and present ideas for their fashion project. They were strongly supported by the teacher's very high level of expertise and knowledge of the industrial program being used. Design folders were well presented and reflected a good level of pride.

## **HEALTH AND SOCIAL CARE**

152. The focus was on the provision for health and social care.

### **Health and social care**

Provision in health and social care is **very good**.

### **Main strengths and weaknesses**

- Teachers have good subject knowledge and are able to draw on their experiences to help students in their learning.
- The quality of teaching and assessment is very good.
- Teachers are committed to helping students to succeed.
- The department is very well managed and led by an enthusiastic and committed member of staff.

### **Commentary**

153. Students study courses in health and social care at foundation, intermediate and advanced levels. Results in 2004 were above average on the advanced course and average on the foundation and intermediate courses. These results represent very good achievement for the students concerned compared to their attainment when they entered the sixth form.

154. Work seen during the inspection shows that students make clear improvements in both Years 12 and 13 and achieve very well. This is evident in assignments already completed and assessed by teachers. Students are confident in undertaking independent research and preparing presentations. The research undertaken is thorough, using a wide range of research methods including the use of the Internet. The presentations are original and varied using imaginative techniques. However, some students lack confidence in speaking in front of the class and resort to reading from a script. Attitudes and behaviour are very good. Assessment is a strength of the department and the information gathered is well used. Students are encouraged to strive to reach higher levels through a clearly staged process of knowing and understanding what needs to be done in order to further improve.

155. Teaching is very good and leads to very good learning. The teachers have good subject knowledge and the planning and preparation of lessons are a strong feature, ensuring that the needs of all students are met. Teachers prepare very detailed guidance for students, including research materials. Relationships across the groups are positive and productive, and promote good learning. Teachers are very knowledgeable and draw on personal experience and expertise to highlight issues very well. Students in Year 12 understand the work presented to them but are sometimes reticent and lack confidence in responding to questions or initiating discussion in class. However, in informal discussions they speak enthusiastically of their enjoyment of the course and their appreciation of the help and support they receive from their teachers. Written work is well presented, clearly indicating students taking pride in their work. In one lesson, students in Year 12 spoke fluently and with enthusiasm from a prepared script

about tackling qualitative and quantitative methods, using primary and secondary data and sampling validity and reliability.

156. The work of the department is very well organised and strongly led by a capable and committed leader. There is a clear vision relating to the opportunities available for students in vocational subjects and recognition of a need to provide alternative courses to A-level. This new course has already proved to be very popular and successful with strengths in management, teaching and learning. The department is well placed to make further improvements in the future. There is a shared commitment to helping the students to succeed through having high aspirations.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Sixth form grade</i>	<i>School grade</i>
<b>The overall effectiveness of the sixth form and the school</b>	<b>2</b>	<b>2</b>
How inclusive the school is		2
How the school's effectiveness has changed since its last inspection	8	8
Cost effectiveness of the sixth form / value for money provided by the school	3	3
<b>Overall standards achieved</b>		<b>1</b>
Pupils' achievement	2	1
<b>Pupils' attitudes, values and other personal qualities (Ethos)</b>		<b>2</b>
Attendance	3	3
Attitudes	1	2
Behaviour, including the extent of exclusions	1	2
Pupils' spiritual, moral, social and cultural development		2
<b>The quality of education provided by the school</b>		<b>2</b>
The quality of teaching	2	2
How well pupils learn	2	2
The quality of assessment	2	2
How well the curriculum meets pupils' needs	4	4
Enrichment of the curriculum, including out-of-school activities		4
Accommodation and resources	2	2
Pupils' care, welfare, health and safety		2
Support, advice and guidance for pupils	1	2
How well the school seeks and acts on pupils' views	1	1
The effectiveness of the school's links with parents		2
The quality of the school's links with the community	3	3
The school's links with other schools and colleges	2	2
<b>The leadership and management of the school</b>		<b>2</b>
The governance of the school	2	2
The leadership of the headteacher		1
The leadership of other key staff	2	2
The effectiveness of management	2	2

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