



# Melbourn Village College

## Inspection Report

**Unique Reference Number** 110868  
**LEA** CAMBRIDGESHIRE LEA  
**Inspection number** 278539  
**Inspection dates** 5 October 2005 to 6 October 2005  
**Reporting inspector** Mr. Ian Hill LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary	<b>School address</b>	The Moor
<b>School category</b>	Community		SG8 6EF
<b>Age range of pupils</b>	11 to 16		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01763 223400
<b>Number on roll</b>	621	<b>Fax number</b>	01763 223411
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.A Smith
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr. Ron Berry

<b>Age group</b> 11 to 16	<b>Inspection dates</b> 5 October 2005 - 6 October 2005	<b>Inspection number</b> 278539
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and one additional inspector.

## Description of the school

Melbourn Village College is a small mixed comprehensive school for 621 students aged 11-16. Around 90 per cent are from white British backgrounds and about 3 per cent speak English as an additional language. Few students come from homes experiencing economic hardship. There are below average numbers of students with learning difficulties and disabilities, but a higher than usual proportion have a statement of special educational needs. The college has had specialist status in performing arts since 2002. It is located in a rural area south of Cambridge.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Melbourn Village College is a good school with some outstanding features. The college is well viewed by its students and their parents, and with just cause. All groups of students make at least good progress and, in most subjects, reach standards which reflect their potential. The college serves its community very well. It has developed effective links with a wide range of external bodies and institutions which enhance the educational opportunities and welfare of its students. The college looks after its students very well. They are encouraged to lead healthy lifestyles, feel safe and enjoy their time at the college. Standards of behaviour are high. The college's specialist status in performing arts has added an extra dimension to students' education and contributes significantly to their personal development. However, specialist school targets for whole-school performance have not been met. Most teaching is good, and some is outstanding. The teaching in some lessons observed does not sufficiently challenge students and some marking is not sufficiently helpful. Almost all the issues identified in the last inspection have been addressed, despite funding difficulties. The college provides a rich curriculum for its students. However, it still does not meet fully statutory requirements for the provision of religious education in Years 10 and 11. The college is well led and managed. The governing body takes an active part in supporting and improving the college's work. Effective monitoring of performance and results has led to clear improvement in some subject areas. Managers demonstrate a determination and strong capacity to improve even further. Value for money is excellent.

### **What the school should do to improve further**

- Take effective action to ensure that specialist school targets are met.
- Secure greater consistency in teaching and learning and standards achieved across all subject areas.
- Improve consistency in marking students' work.
- Ensure that statutory requirements for the provision of religious education in Years 10 and 11 are met fully.

## **Achievement and standards**

### **Grade: 2**

Overall standards are good. Students make good progress, especially in English. Attainment on entry is close to the national average. The progress of students during years 7, 8 and 9 is good in mathematics and science and even better in English. By the end of Year 9 the standards achieved in English, mathematics and science (the core subjects) are significantly above the national average. In 2005 the college met its own high targets for English and mathematics and exceeded the local authority's target range in science. At the end of Year 11 the proportion of students gaining five or more GCSE passes at grades A\* to C is slightly above the national average. Nevertheless, the college's specialist school targets for the numbers of pupils achieving these higher grades have not been met for the past three years. The percentage of pupils achieving A\* to G grades is significantly higher than the national average. The progress made

by pupils in the core subjects in years 10 and 11 is good, especially in English. The progress made by pupils with special educational needs is very good. Overall the GCSE results show some variability by subject and year, which is not uncommon in schools with small year groups. However, most subjects showed an improvement in 2005.

## **Personal development and well-being**

### **Grade: 1**

Inspectors agree with the college that the overall personal development and well-being of students are outstanding. Students' moral, social and cultural development is good. This is exemplified by the way students interact with each other in form meetings and in the formal organisations of the college such as the school council. It is also indicated by the positive reports from external organisations in which students have worked. Students' spiritual development is sound: in religious education lessons they learn about other religions and cultures but, as a wider feature of college life, this aspect could be further developed. Students enjoy lessons and this is demonstrated by their considerate behaviour, their positive attitudes and the very good attendance. The college has an orderly and calm atmosphere. Students participate in a wide range of out-of-school cultural and sporting activities. Sport is very popular in the college. In science and through its sporting and meals policies students are encouraged to adopt healthy lifestyles. They respond very well to this ethos. Students report that they experience little bullying. They feel safe in the college and understand where to turn if in personal difficulties. There are few examples of racial intolerance. Students participate in many communal activities. Inspectors were impressed by the enthusiasm of new pupils to start fund-raising events in the college. A strong tradition of activities in preparation for citizenship is in place. The college prepares students well for the world beyond the college. A very high percentage of students go on to full-time post-16 education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good overall, and some work is outstanding. Consequently, students learn well, make good progress and reach standards above the national average at all ages. Teachers manage their classes very well because relationships are very good. Lessons are usually very well planned. Teachers make students well aware of the learning intended. Students report that they are highly motivated by teachers who are expert in their subjects. This results in their responding to teachers' questions in an interested and animated way. However, in a small number of lessons students are not challenged well enough. Students behave very well in class, and have positive attitudes to learning. They say that they enjoy their lessons, which they think are often exciting and fun. For example, Year 8 students learned how to make music creatively in a brisk-paced, stimulating lesson in which they made excellent progress in composing keyboard variations. While marking in some subjects is very helpful to students, some is not

good enough, because it does not give them sufficient indication of what to do to improve. Teaching assistants are deployed effectively and provide well-targeted support.

## **Curriculum and other activities**

### **Grade: 2**

The college gives students worthwhile learning opportunities at all ages. Provision for the arts and sport is outstanding. A very good range of courses is available in Years 10 and 11, including vocational opportunities, three foreign languages and extensive options in science. Students gain many opportunities from the college's performing arts specialist status. The take-up of instrumental and vocal tuition far exceeds that of most schools. Statutory requirements are not fully met for religious education in Years 10 and 11, and it is for this reason that we cannot judge the curriculum to be outstanding. In addition, students do not have an opportunity for collective worship each day. Students have equal access to all courses and, in addition, much extra help with literacy, numeracy and information technology (ICT) is given to those who need it. All students benefit from education for health, fitness, responsibility in sexual relationships and the use or misuse of alcohol, cigarettes and drugs. Students appreciate their very good access to careers guidance. The college has an outstanding range of extra-curricular opportunities to enrich learning, especially in the arts and in sport.

## **Care, guidance and support**

### **Grade: 1**

The college takes great care of its students. All staff show an outstanding commitment to meeting students' needs. For example, the excellent learning support department enables students with a very wide range of physical, emotional and intellectual needs to make very good progress. The support given to students by the department at lunchtimes is exceptional. Vulnerable children are very well supported. Child protection arrangements are fully in place and record-keeping is thorough. Staff are made fully aware of their responsibilities and know how to act if concerns are raised. Systems to deal with bullying are well known to students who say they feel safe and very well supported. Very good links with primary schools enable students to manage transfer at age 11 very well. Those identified as being at risk of underachieving in Year 9 receive additional, regular support and guidance to help them reach the standards they should. Students appreciate that the school listens to their views and responds actively and positively. It ensures they receive valuable guidance about educational and vocational opportunities.

## **Leadership and management**

### **Grade: 2**

The college evaluated its leadership and management as outstanding. This inspection has identified significant strengths in leadership but also some areas where we feel further improvement to be needed. The warden and his senior management team lead

the college well. A clear vision is communicated effectively to staff and this contributes significantly to the quality of provision for students and to the good progress they make. Effective day-to-day management ensures that the college operates calmly and efficiently. Managers have a shrewd awareness of how well the college is performing and take action where weaknesses are identified through quality assurance procedures. They set clear targets for improvement and these are monitored rigorously. They make effective use of external sources of support to drive up standards. However, better use could be made of the outstanding practice identified in some of the teaching to improve areas where the quality of teaching and assessment is less consistently high. Governors understand well the college's strengths. They are involved in monitoring the standards it achieves and in seeking further improvement. However the college's achievement of specialist school targets has not been monitored effectively. The college has managed the implications of its deficit budget very well and value for money is excellent. The college's ability to provide well for its students and enable them to fulfil their potential, despite a deficit budget, is one of its outstanding strengths. The college is very well regarded by parents and students. Teachers are well qualified and committed and some high quality new appointments have been made. Accommodation is satisfactory and resources are used very well. This good school has the determination and a strong capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Earlier this week a team of Ofsted inspectors visited your school. We met and talked with many of you, sat in on some of your lessons and looked at your work. We also talked with your teachers and read many letters from parents. During our visit you were friendly, polite and helpful to us. We would like to thank you for that. Your school is a good one, with some real strengths, as many of you and your parents told us. We were particularly struck by your good behaviour in lessons and also around the school, despite the difficulties caused by the building works. We were pleased to hear that there is very little bullying. You are very well supported and looked after by your school, and your teachers are committed and teach you well. Some of the teaching we saw was excellent. These factors help you to make good progress in lessons and achieve good GCSE results. The teachers who lead and manage your school have been successful in making sure that you have at least as good a range of opportunities as would be available to you in a much bigger school. One example of this is the school's specialism in performing arts. We feel that this really adds to your education. Although your school is already good, there are some things it could do to become outstanding. In particular, exam results can improve further, and this could be helped by the features of the best teaching we saw being used by all teachers. This would include their always making clear to you how they think you can improve your work. Your school also needs to make sure that you have enough time in which to study religious education in Years 10 and 11. Your school will be working on these issues, and you can help by continuing to behave well and work with your teachers. We wish you well, and thank you again.