



John Cleveland College

Inspection Report

Unique Reference Number 120299
LEA Leicestershire
Inspection number 283969
Inspection dates 11 January 2006 to 12 January 2006
Reporting inspector Paul Brooker HMI

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

Type of school	Secondary	School address	Butt Lane
School category	Foundation		Hinckley
Age range of pupils	14 to 18		Leicestershire LE10 1LE
Gender of pupils	Mixed	Telephone number	01455 632183
Number on roll	1564	Fax number	01455 638030
Appropriate authority	The governing body	Chair of governors	Mr Geoff Wass
Date of previous inspection	14 January 2002	Headteacher	Mr Andrew Harris

Age group 14 to 18	Inspection dates 11 January 2006 - 12 January 2006	Inspection number 283969
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

Description of the school

John Cleveland College is much larger than most secondary schools. The college draws its student population from across Hinckley, and reflects the town population. The vast majority of students are from White British backgrounds. The proportion entitled to free school meals is much lower than the national average. At 7%, the proportion of students identified by the college as having learning difficulties and/or disabilities is lower than average. The college accommodation is spread over an awkward site on different levels and in a large number of separate teaching blocks.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The college provides a satisfactory education for its students and has sustained rapid improvement since its last inspection. The college's assessment matches that of inspectors. It has a number of strengths. The college provides very good care and guidance for its students, and their personal development is consequently a notable strength. The students behave well and generally have positive and mature attitudes to learning.

The principal's unwavering leadership and rigorous management very effectively guides the college's development and its drive to raise standards. The quality of teaching has continued to strengthen since the last inspection. It is satisfactory overall with notable strengths. However, the quality of learning is rather uneven within and between lessons because planning does not always take sufficient account of the range of ability in each class. The curriculum is good and is constantly under review. There is a good range of extra-curricular provision. The college is rightly proud of its many sporting and musical achievements.

Standards of attainment have continued to rise across the college and are above national average figures in the sixth form. However, the college recognises that a minority of students in Years 10 and 11 could achieve more, particularly those who enter the college with low levels of attainment and those with learning difficulties and/or disabilities.

The college has the capacity for further improvement. Rigorous systems for self-evaluation ensure that the college has an accurate and robust view of its own strengths and areas for development. This information is used very well to plan the college's development. Moreover, staff at all levels demonstrate an energy and determination to improve.

The college offers good value for money. Financial management has very effectively turned round a budget deficit. The cramped and shabby accommodation remains an impediment to providing high quality education despite judicious improvements since the last inspection.

Effectiveness and efficiency of the sixth form

Grade: 2

The sixth form provides a good education for its students. Results in the most recent A-level examinations in 2005 improved on the previous year and reflected a rising trend. Standards of attainment are well above average which, given the students' starting points, represents at least satisfactory achievement. The students' personal development is good because of the very good systems the college has for their care, guidance and support. The curriculum is good and offers many opportunities for students to widen their interests. Moreover, sixth form students make an important contribution to the wider college community. The leadership of the sixth form is good

and is well focused on raising standards. Self-evaluation is accurate and is effectively used.

What the school should do to improve further

- Continue to improve achievement and raise standards of attainment for students with learning difficulties and disabilities and those with low levels of prior attainment in Years 10 and 11.
- Ensure that the quality of learning is consistently good by planning more carefully to meet the individual needs of all students in lessons.
- Further develop the accommodation so that it better meets the needs of the students and the college's aspirations.

Achievement and standards

Grade: 3

Achievement is satisfactory overall. The students' attainment on entry to the college in Year 10 is broadly in line with that seen nationally. In general, the students make satisfactory progress in Years 10 and 11 and standards in GCSE examinations are broadly in line with the median for all schools. The proportion of students attaining five or more GCSE grades A* to C has increased significantly in recent years and rose to 60% in 2005, a figure that is above the national average. By contrast, however, the results show that more could be expected from students with low levels of attainment on entry and those with learning difficulties.

The college makes good use of assessment data to analyse results, to track the students' progress and to guide intervention and development planning. Areas where standards need to improve are highlighted and suitable steps taken to address these. Intervention strategies were particularly effective in 2005 in ensuring that higher-attaining pupils achieved well.

Students enter the sixth form with standards that are well above those in most schools, and results in public examinations reflect this intake. Standards reached by students at the end of Year 13 are well above the national average. Given their starting points, achievement is satisfactory in the sixth form, although students do better than this in many subjects, particularly psychology.

Personal development and well-being

Grade: 2

The students' personal development and well-being are good. They are mature and behave well around the college and in lessons. They are tolerant and relate well to each other, and are confident, articulate and readily communicate their views with adults. In general, students work purposefully and have positive attitudes to learning. When teaching is rather mundane, most students retain their concentration well but others tend to drift off task. Most students enjoy their lessons and many take part in the wide range of other activities outside the classroom. However, there are relatively few opportunities for them to develop spiritually and to extend their understanding of other cultures.

The students are able to make a positive contribution to their college and the wider community, particularly through the work of the college council and through fund-raising for charity. Students respond well to the many opportunities for self-development through extra-curricular activities, trips and residential visits. A significant number benefit from participating in the Duke of Edinburgh Award scheme and/or the college's voluntary service programme. Students feel they are listened to very well. The college and governing body regularly survey their views and act on the findings. In addition, they appreciate the fact the college responds positively to specific requests for additional activities.

The students adopt safe procedures both in lessons and around the college. They feel safe and are confident that procedures to combat bullying are applied consistently. The recent developments to encourage healthy eating are beginning to take good effect.

The experiences and skills that the students develop at the college, combined with the guidance that they receive, ensure that they are well prepared for the next stage of their education and for their future economic well-being.

The college has had significant success in raising levels of attendance in recent years and in achieving its ambitious target of 92.2% for 2004/5.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall, with many good and some outstanding features. In general, work is carefully prepared and well directed. One notable strength of the teaching is the relationships that exist between teachers and students; these help to build students' confidence and contribute to their personal development.

In the best lessons work is planned in detail to ensure that students of all abilities make good progress. The best lessons seen on the inspection were characterised by sharply focused tasks, varied activities, challenging and well-targeted questioning and skilful management. Lively presentations, including good use of information and communication technology (ICT), motivated the students to respond and engage in their learning. The most effective teaching made very good use of assessment to plan work for different students, often with different outcomes. In addition some excellent marking outlined for students precisely what they need to do to improve their work and gain good examination grades. When teaching is outstanding, students of all abilities make excellent progress in lessons and over time.

When teaching is less effective the students are not involved enough in the lesson, and the quality and pace of learning is too uneven. In general, the students who did not participate fully made less progress than others. In some lessons too many students were passive when the teacher dominated proceedings. In these lessons students are not encouraged to take full responsibility for the work.

Curriculum and other activities

Grade: 2

The curriculum provides well for students across the college. The college provides a good range of option choices, including a wide range of vocational subjects for students in Years 10 and 11, and good flexibility, for example, with early examination entry. Gifted and talented students are very well provided for through special activities and challenging work in classes. Students who are disaffected by mainstream subjects are well provided for through a course partly based at the local college of further education. Suitable steps have been taken to ensure that courses for lower-attaining students and those with learning difficulties and/or disabilities better meet their needs. However, not all students follow a course in ICT.

Extra-curricular provision is good, with a wide range of sports clubs, musical and other activities. The Duke of Edinburgh's Award is flourishing.

The college liaises closely with local high schools to ensure that courses meet students' individual needs and aspirations, and it works closely with the local college of further education to offer a wide range of courses that meet the needs of the sixth form students well.

Care, guidance and support

Grade: 2

The college is a very caring community that students describe as 'friendly' and where 'relationships are good'. Students know that their progress is monitored carefully and the college directs help at those who need it, including the use of a strong team of learning advisers. Effective use is made of targets to guide the students' progress. Following rapid recent improvement, support for students with learning difficulties and/or disabilities is now satisfactory.

Procedures to combat bullying and racism are good. The college provides good guidance for students, for example, through the careers library and preparation for work experience. There is a good programme of health education, for example, providing effective sex and drugs education and guidance on healthy eating. There are good links with other agencies, and training in and awareness of Child Protection procedures are good. The college provides a safe and healthy physical environment.

Transition arrangements are good. The college makes sure that students settle quickly and know what to expect before they arrive at the college.

Leadership and management

Grade: 2

The principal provides unwavering leadership and rigorous management for the college. He continues to sustain the rapid improvement that took the college out of special measures just over two years ago by effectively embedding the college's systems for effective self-evaluation. He provides a clear strategic direction for the college and

he has a detailed grasp of its everyday work. Furthermore, he is skilful in developing leadership at all levels within the college and delegating management responsibilities. He is well supported by strong and effective leadership teams. Curriculum leadership has strengthened since the last inspection and is good, and the pastoral system has been sensibly restructured. Collectively, senior and middle managers implement robust systems for checking the work of the college. Line management systems are well developed and effectively hold people to account. Information from monitoring is effectively used to guide training and development across the whole college and to provide effective support for weaker teachers. The programme of continuing professional development is good, and has steadily improved the quality of teaching and has had a demonstrable impact on standards. However, the college is not complacent. There is a sharp focus on improving achievement, based on accurate and systematic self-evaluation.

The college's financial management is very effective. In just three years the college has turned around a £500,000 budget deficit. Despite financial constraints, a number of significant steps have been taken to improve the college's poor accommodation: the 'bridge' art gallery is an example of the innovative way that funds have been used to improve facilities as well as raising aspirations and celebrating achievement. The college makes the best of its accommodation, some of which is inadequate. Very good work has been done to make classrooms stimulating learning environments.

The college's science college status makes a positive contribution in science and mathematics and has been well used to foster good links with feeder schools and the wider local community.

The governing body is well organised and well informed. Clear procedures are in place to monitor the work of the college and to effectively hold it to account.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	3	3
The standards ¹ reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	3	2
The behaviour of learners	3	
The attendance of learners	2	2
How well learners enjoy their education	2	2
The extent to which learners adopt safe practices	2	2
The extent to which learners adopt healthy lifestyles	2	2
The extent to which learners make a positive contribution to the community	2	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	2	2

¹ 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

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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

John Cleveland College Butt Lane Hinckley Leicestershire LE10 1LD

Dear Students,

Thank you for welcoming us when we came to inspect your college recently. We enjoyed talking to you and seeing your work. It was interesting and very helpful, not least because your opinions were honest and perceptive and enabled us to confirm what the college told us. You described clearly the improvements that have been made and the areas for improvement, and articulated your views well. Many of you are appreciative of the wide range of courses and extra-curricular opportunities offered. You were also rightly proud of what you contribute to the college and the wider community, such as your mentoring work and the many fundraising activities.

It is clear that the college has continued to make good progress since the last inspection. The exam results have improved and many of you do very well at GCSE and in the sixth form. The college has many strengths: for example, it is well led and managed; the principal's leadership is strong; there is a very good level of care and guidance; and we agree that the sixth form is good. However, there are always areas for improvement. In each case the college is well aware of the issues and has already made suitable plans to address them:

The overall results at GCSE and A level have risen in recent years and are often above national average figures. However, the college knows that some students could achieve more.

The quality of teaching has many strengths. However, the quality of learning is best when teachers have high expectations of your involvement, and when lessons are planned in detail. In some lessons you are allowed to be too passive and the work needs to be more challenging.

The site is not ideal, and many of you have to put up with cramped or shabby accommodation, for example, in some classrooms, assembly and social spaces. The college has done very well in using its resources to make improvements, and needs to continue this.

We wish you all every success in the future.

Yours sincerely,

Paul Brooker HMI Lead inspector