

INSPECTION REPORT

Reporting inspector : Mr M Patterson

Ofsted Number - T11571

Dates of inspection : 10 - 14 June 1996

Report publication date: 19 July 1996

Inspection carried out under Section 9 of the Education (Schools) Act 1992

Information about the college

Type of college : City Technology College

Type of control : Independent CTC

Age range of students : 11 to 19

Gender of students : Mixed

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Appropriate authority : The Board of Governors

Name of chair of governors : The Baroness Brigstocke
(where appropriate)

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Main findings

1 *Landau Forte is a good college with some outstanding features.* The college offers a wide range of opportunity and high quality education to its students. The college is well regarded by parents and achieves high standards in many areas of college life.

Educational standards achieved by students

2 The college has an average intake. There is a normal distribution of ability, measured by non verbal reasoning tests which students take prior to admission. On arrival students take screening tests for key skills in English and mathematics. The vast majority of students make good progress as they proceed through the college as a result of intensive and well designed teaching.

3 Attainment in the vast majority of subjects is well above national expectations at both key stages and Post-16. Attainment in **English, mathematics and science** is above average with high levels of achievement recorded for a significant number of students in the Key Stage 3 national standard assessment tests and teachers' assessments. An increasing number of more able students are being given the opportunity to take GCSE information systems and English as early as Year 9 with very good results. The college will not have students in Year 11 taking GCSE until 1997. Attainment at Post-16 is very good, with good results which usually exceed the national expectations in 'A' level GCE and BTEC National examinations.

4 The attainments of students in **English, mathematics, science, information technology, business studies, GNVQ, history, geography, modern foreign languages, religious education, dance, performing arts and music** are generally above average. Attainment in **design and technology** is always at least sound and frequently good. Attainment in **physical education** is sometimes good, frequently sound and with older students occasionally unsatisfactory. Attainment in **art** is sometimes good, often sound but sometimes unsatisfactory.

5 The overall achievement of students in reading, writing, and speaking and listening is good, both in **English** and across the curriculum. Students are able to read accurately, fluently, and with attention to meaning. They organise their ideas well when writing. Standards of written accuracy are mostly sound. The range of students' expressive and creative writing is not well developed. Standards of speaking and listening are especially good. Students are articulate and confident and express their own ideas well whilst at the same time being prepared to listen to the ideas of others. The work of students in **performing arts** is particularly noteworthy.

6 Most students are competent in using number not only in **mathematics** lessons but also in **design and technology, business studies and science** where they achieve good results. However, there is a need for further attention to ensure the wider use of these skills across the rest of the curriculum, where attainment is sound at best and under-developed in **history, geography and art**.

7 In **science**, students' knowledge is good across a broad range of topics. The vast majority

of students are able to demonstrate good ability to form hypotheses but need to have further structured opportunities to undertake research investigations.

8 The vast majority of students make good or very good progress in their lessons. There is a significant degree of progress from their earlier attainment.

9 The progress of some particular groups of students needs to be reviewed and improved: more able students in **design and technology, art and history** and the progress of some less able students in **science, English, religious education, and geography** at Key Stage 3, plus some older students at Key Stage 4 and Post-16 **physical education**. The progress of students with learning difficulties (SEN) is generally good.

The quality of education provided

10 The curriculum provision is broad and equally accessible to all students. The curriculum is organised in line with the aims and objectives of the college and has an appropriate emphasis on mathematics, science and technology. The requirements of the National Curriculum and religious education are met. The curriculum provides a very good range of experiences which is successfully developing the intellectual, aesthetic, physical and personal development of the students. The range of vocational and academic opportunities which are offered to students as they progress through the college is very good and provides students with a rich learning experience with many opportunities to specialise beyond the basic curriculum through a relevant 'core and extension' system. The curriculum is very well resourced, with especially good access to information technology equipment for most students. However, the size of the information centre limits its effectiveness in supporting students' learning.

11 The staff of the college have a very good command and range of subject expertise. They are a very motivated and committed group of professionals and, in the vast majority of cases, they work hard to a common goal of providing high quality education for the students. Work is very well planned and often well matched to the needs of all abilities though, in a few cases, the work is not always well matched to the needs of the more and less able students. The staff supporting the learning needs of students with special educational needs (SEN) undertake their role effectively. The quality of teaching is generally of a high order with more than nine out of every ten lessons being satisfactory or better and over three fifths of all lessons good, very good or excellent.

12 The staff support the students' learning in many ways. The students' work is regularly marked. However, the use of assessment to inform most students' future work and target setting (including those with SEN statements) is not well developed. Display materials of good quality and range are used very effectively to celebrate students' achievements. A good range of extra curricular opportunities is provided, which include educational exchange visits abroad as well as many field and residential centre visits. These are well supported by students. The curriculum is also extended by links with local industry and commercial links, especially through work shadowing and work experience programmes which are established for all students in all key stages at the college. The college needs to extend the influence of these industrial and commercial links within the curriculum at Key Stage 4.

13 The communication system between the college and parents does not include a regular

newsletter and parents feel that they would benefit from a greater degree of information from the college.

The spiritual, moral, social and cultural development of students

14 The hard working staff, mature and responsive students and the modern buildings have combined to create a remarkably good working atmosphere within the college. The general sense of purpose which permeates the college has a very positive effect upon all. The personal tutor system is a significant strength of the college. It has made a major contribution to the personal development of students. The growth of a very mature student attitude to work and a sensitive appreciation of the needs of others can be credited to the staff who have dedicated much time and effort to developing in a very successful manner the cross-year group daily gatherings. Attention is needed to ensure that the students at Post-16 have time to develop a team ethos together, as well as contributing to the whole college personal tutor system.

15 The relationships shown between staff and students, and by the students among themselves, are very good overall. The levels of behaviour and discipline are very good, based upon mutual respect and a loyalty to the college. The college provides a safe, supportive and stimulating environment. The vast majority of students indicate that they enjoy the college. There is both racial and social harmony.

16 The college has introduced a clear and effective policy for the spiritual, moral, social and cultural development of students. It promotes good equality of opportunity and provides particularly well for students' moral and social development. The college provides sound cultural opportunities for students. The college successfully meets the requirement to hold a daily act of collective worship for all students. However, the contribution of the whole curriculum to multi-cultural education and to spiritual development needs further attention.

17 The college also plays a major and significant role in the life of the local community.

The efficiency with which the financial resources available to the college are managed

18 The college has produced a clear mission statement and aims, much of which is being implemented in the daily life of the college. In the first four years of its life the college has made significant progress. The Principal, the College Executive, and the wider senior management team have established a sense of common purpose and leadership which sustains high morale and good professional standards among the staff. The staff work well together in teams to promote a very positive ethos and an effective learning environment which promotes good standards.

19 The quality of management at various levels across the college is generally good. Most curriculum areas are well organised, developing sound policy in line with whole college policy. The governors fulfil their statutory duties and keep aspects of the college's work under review. The finance and general purposes committee has clear terms of reference and monitors financial aspects effectively. The education committee does not have written terms of reference and its role and remit is less clear. The position of the Principal as a chief executive who is not a full member of the governing body or its sub-committees is anomalous. The governing body does not

include representation from parents or college staff. These matters need to be addressed to enable the college to progress successfully from its current stage of development.

20 The revised management structure is still in the process of consolidation but is working effectively in many respects. Staff are clear about lines of accountability and there is regular consultation. The monitoring and evaluation role of the senior team is not clear. Practice is uneven and there are widely differing expectations of the process both within the senior team and among staff more generally. There is a need for a more focused procedure to be used by managers at various levels for monitoring the effectiveness of curriculum provision, the quality of classroom work and, particularly, the college's degree of success in promoting the highest achievement of which students are capable. The quality of development planning is sound and the college is giving further appropriate attention to the necessary linkage to finance. A process of annual written reviews has been introduced but the use of the plans for regular monitoring of progress throughout the year is an area for further development.

21 Effective use is made of the well qualified and hard working staff and of the high quality accommodation. Learning resources are efficiently used. The financial control in the college is very satisfactory as is the standard of internal administration. The college operates smoothly. Internal communication is effective and the day-to-day administration, aided by a considerable investment in information technology which many staff use with confidence, is efficient.

22 Taking into consideration the starting point of students upon entry to the college, the attainment and progress of students throughout the college, the cost of this education and the quality of education provided, the college provides good value for money.

Key issues

23 To build on the good progress made by the college in its first four years and to sustain and develop the good standards already achieved, the governors and staff should:

- ◆ further develop processes for monitoring and evaluating the quality of the college's work and the attainment and progress of students, including the use of value-added measures;**
- ◆ continue to develop materials which meet the needs of all students and ensure that all students achieve their potential in all subjects;**
- ◆ further develop written assessment comments to give greater assistance in student target setting;**
- ◆ continue to provide close links between development planning and finance;**
- ◆ clarify and develop the partnership role between governors and the staff of the college;**
- ◆ enhance communication with parents.**

Introduction

Characteristics of the college

24 The college is sited in the centre of Derby and serves the population of the city. All the students come from the 20 electoral wards which make up the city. Half of the places are allocated to students who live in the seven inner city wards. The college is four times over subscribed. After application of the inner city outer city criteria for the college, places are allocated on the basis of technological aptitude as indicated by an oral test designed by the Assessment Performance Unit (APU). The college has an average intake. There is a normal distribution of ability, measured by non verbal reasoning tests which students take prior to admission. On arrival students take screening tests for key skills in English and mathematics.

25 The college has 752 students, 385 boys and 367 girls. 18% of the students are from ethnic minorities with about 6% from families where English is not the first language spoken at home. Approximately 30% of students are in receipt of some form of financial support from the college (uniform grant, free meals etc.) and approximately 34% of students are from single parent or 'split' families. Fourteen percent of students receive free meals.

26 1.4% of the college's students have statements of special educational need (SEN). Fifty three students are on the special needs register for SEN, with the vast majority (38) at level 1. Those on the register at higher levels have special learning (3), moderate learning (2), emotional and behavioural (4), physical (1) difficulties.

27 The current College priorities are:

The college has a three year development plan. The plan for 1996-97 includes the following.

- 1 Further development of the academic and vocational curriculum 14 - 19.
- 2 Implementation and support of the use of multimedia.
- 3 Preparation and implementation of the Year 10 work experience policy and programme.
- 4 Development of the Landau Forte Record of Achievement into the National Record of Achievement.
- 5 Audit and review of the Post-16 courses and 'common programme'.
- 6 Implementation of the revised individual needs policy and code of practice

(SEN).

7 Extension of the college building to provide additional accommodation for technology, science, information technology and general teaching spaces.

28 Key indicators
Attainment at Key Stage 3

Number of registered students in final year of Key Stage 3

for latest reporting year : 1995

Year	Boys	Girls	Total
'95	78	74	152

National Curriculum Test Results		English	Mathematics	Science
Number of students at NC Level 5 or above	Boys	51	54	63
	Girls	54	51	54
	Total	105	105	117
Percentage at NC Level 5 or above	College	69.1%	69.1%	77%
	National	55%	57%	56%
Percentage at NC Level 6 or above	College	31.6%	46.7%	39.5%
	National	20%	33%	25%

Teacher Assessments		English	Mathematics	Science
Number of students at NC Level 5 or above	Boys	68	59	55
	Girls	69	53	52

	Total	137	112	107
Percentage at NC level 5 or above	College	90.1%	73.7%	70.4%
	National	62%	61%	59%
Percentage at NC Level 6 or above	College	59.9%	45.4%	27%
	National	32%	34%	28%

Attainment at Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year : 1995

Year	Boys	Girls	Total
'95	0	0	0

The college will have students in Year 11 for the first time in the academic year 1996-1997.

Attainment in the Sixth Form

Number of students aged 16, 17 and 18 who were entered for

GCE A/AS examinations in the latest reporting year : 1995

Year	Male	Female	Total
1995 (1994)	35 (32)	21 (14)	56 (46)

Average A/AS points score per candidate	For candidates entered for 2 or more A levels or equivalent			For candidates entered for fewer than 2 A levels or equivalent		
	M	F	All	M	F	All

College	18.9(14.3)	17.0(15.73)	17.95(14.8)	4.75(6.0)	6.7(5.3)	5.27(5.9)
National	-	-	17.5	-	-	3.2

Number of students in final year of approved vocational qualifications, and

Number	% Success Rate
17 (35)	100 (94.3)

Percentages/figures in parentheses refer to the year before the latest reporting year
percentage of such students who achieved these qualifications :

College	-	100(94.3)
National		-

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year : 1995

		%
Authorised Absence	College	7.9%
	National comparative data	8.0%
Unauthorised Absence	College	0%
	National comparative data	1.0%

Exclusions

Number of exclusions of students (of statutory school age) during the previous year :

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which was :

	%
Very good or better	20.7%
Satisfactory or better	90.1%
Less than satisfactory	9.9%

PART A: ASPECTS OF THE COLLEGE

Educational standards achieved by students at the college

Attainment and progress

29 The college has an average ability intake. There is a normal distribution of ability, measured by non verbal reasoning tests which students take prior to admission. On arrival students take screening tests for key skills in English and mathematics. The vast majority of students make good progress as they proceed through the college as a result of intensive and well designed teaching.

30 Attainment in the vast majority of subjects is well above national expectations at both key stages and Post-16. Attainment in English, mathematics and science is above average with high levels of achievement recorded for a significant number of students in the Key Stage 3 national standard assessment tests and teachers' assessments. An increasing number of more able students are being given the opportunity to take GCSE information systems and English as early as Year 9 with very good results. The college will not have students in Year 11 taking GCSE until 1997. Attainment at Post-16 is very good, with good results, which usually exceed the national expectations, in 'A' level GCE and BTEC National examinations.

31 In English, a particular strength is students' speaking: students express themselves well and are able to develop clear arguments. From early in their time in the college students enter into lively discussion and debate. Students' contributions suggest that they listen well to other speakers. Students' writing is good in its descriptive qualities but opportunities for and evidence of extensive creative writing are less evident. In mathematics, students handle data well and have a competent grasp of the use of numbers. However the range of opportunities to exploit and develop this key skill across the curriculum are not currently sufficient. In science, students' knowledge is good across a broad range of topics. The vast majority of students are able to demonstrate good ability to form hypotheses but need to have further structured opportunities to undertake research investigations.

32 The attainments of students in English, mathematics, science, information technology, business studies, GNVQ, history, geography, modern foreign languages, religious education, performing arts, dance and music are generally above average. Attainment in design and technology is always at least sound and frequently good. Attainment in physical education is sometimes good, frequently sound and with older students occasionally unsatisfactory. Attainment in art is sometimes good, often sound but sometimes unsatisfactory.

33 The attainment of different groups of students within the college is generally good with little variation between boys and girls. However, the performance of some girls in science at Key Stage 3 and in physical education at Post-16, and the performance of a few boys in modern foreign languages needs to be monitored and evaluated. The more able students are achieving well in English, mathematics and science, particularly at Key Stage 3. The use of homework to support Key Stage 4 art, the attainment of students within information technology and religious education lessons at Key Stage 3, and the self assessment abilities of GNVQ students at Post-16

are all strengths of the college. However, some students with learning difficulties could achieve more in their English, religious education and science lessons at Key Stage 3. Some more able students could achieve higher standards in some lessons of design and technology and history, particularly at Key Stage 3. Whilst students' levels of information technology capability are generally at least good, the extent to which this aspect of the curriculum supports subjects is variable, especially in mathematics and art.

34 The college is generally sustaining above average attainment in the vast majority of subjects. An analysis of the trends of students' attainments across recent years is very positive, with the exceptions of information technology, due to increased pressure on capital equipment and staffing resources, physical education and art. The college is beginning to gather statistical information in a systematic manner in order that staff can evaluate the degree of 'added value' in all aspects of the curriculum. At this stage of the development of the college, this information is clearly needed in order that further targeting and extension work can be appropriately planned, monitored and evaluated.

35 The vast majority of students make good or very good progress in their lessons. There is a significant degree of progress better than might be expected from their earlier attainment. The progress of some more able students in design and technology, art and history and the progress of some less able students in science, English, religious education at Key Stage 3 plus some students in Post-16 physical education need to be reviewed and improved. The progress of students with learning difficulties (SEN) is generally good.

Attitudes, behaviour and personal development

36 The aims of the college include a clear commitment to mutual respect and to placing trust in students. These aims are largely being fulfilled and students respond appropriately. The quality of students' response to lessons is mainly good, often very good and rarely unsatisfactory. Students are well motivated, take an interest in their work and demonstrate enjoyment in learning. In the great majority of lessons students sustain their concentration, participate willingly and take responsibility for managing elements of their own learning. There is a high level of collaboration between students, supported by good organisation of resources and the ability to take appropriate decisions. Not all students enter Year 7 with well developed learning skills. However, there is evidence of increasing maturity of response as students progress through the college. Students with SEN are well motivated and are encouraged effectively by staff to sustain concentration and persevere with their work.

37 The high quality of relationships within classrooms is supported by an ethos of co-operation and shared responsibility around the college. The common areas of the college are treated with respect and attitudes of mutual support exist between students and staff. Students exhibit self-control and a capacity for appropriate autonomy. The daily tutorial periods provide striking examples of supportive relationships across the full age range of the college. Student participation in the daily act of collective worship is widespread, and many examples were observed of students showing respect for the views and beliefs of others. Racial harmony is evident, supported by good opportunities to discuss issues of prejudice, justice and religious diversity.

38 Students' behaviour is very good. Staff employ a very limited range of sanctions in the management of student behaviour. Incidents of misbehaviour are addressed largely through effective use of 'the quiet word'. The incidence of exclusion of students is negligible. There are numerous occasions when students readily accept responsibility, for example in performing arts, taking part in daily gatherings, or in contributing to the Trade Fair. The ethos of the college is quite distinctive, characterised by a maturity of student behaviour and attitudes which are largely a response to the respect and trust demonstrated by the staff.

Attendance

39 Students' attendance is good and is a strength of the college. The effect on students' attainment and progress is also good. There was no unauthorised absence last year. As one parent remarked, the problem is not to get students to come to the college but to persuade them to return home after normal college hours. Authorised absence at 7.9% is not, however, so impressive and, in co-operation with parents, should be kept under review. Statistics on attendance are appropriately given in the college prospectus and Annual Report of the Governors to parents.

40 The registration system, based on 'swipe card' electronic registration supplemented by manual registration at each lesson, is robust and effective. The follow-up of unexplained absence is good and efficiently undertaken, although varying a little between individual personal tutors. In the rare cases of truancy, links between the college, educational welfare officer, police and parents are very satisfactory.

41 Punctuality on arrival at college is very good and punctuality between lessons is not a problem. Any lateness is dealt with firmly and effectively by the staff.

Quality of education provided

Teaching

42 The quality of teaching is a strength of the college. In nearly three-fifths of the lessons observed the teaching was good, very good, or excellent. More than nine out of ten lessons were satisfactory or better. The quality of teaching is good across both key stages and Post-16. The quality of teaching contributes strongly to students' attainment and progress.

43 Most teachers are knowledgeable about their subjects. They are effective in planning lessons which provide variety and interest to students. There is a good range of teaching strategies and learning styles in use. Lively presentations and effective questioning are strengths of many teachers e.g. in some English, history and design and technology lessons. Particularly enthusiastic teaching is a feature of most music lessons. Classrooms are well managed and teachers use time and resources well, building on the good attitudes and willingness to work clearly displayed by most students. The positive relationship which exists between the vast majority of teachers and students is a strength of the college. Most teachers have appropriate expectations of students and good levels of support are given to individuals; expectations are

exceptionally high for most students in English.

44 *For example: one modern foreign language teacher made a middle ability Year 10 class fully aware of the need to try to communicate in the foreign language. They almost outdid the teacher, without further prompting, in their readiness to speak the language. The teacher made good judgements about when to correct grammar or pronunciation and created an admirable learning atmosphere.*

45 In some lessons, while expectations are generally appropriate, further challenges could be offered to the more able students, particularly in history and design and technology at Key Stage 3. Some students with learning difficulties in Key Stage 3 English, religious education and science require further attention to achieve appropriate standards.

46 *For example: In some Key Stage 3 lessons, teachers asked all the questions and gave the class limited opportunity to respond effectively. Oral reinforcement was cut off far too early in favour of a long writing session which mostly involved copying.*

47 While much of the teaching is good and most is satisfactory, about one in ten lessons are unsatisfactory. Even in lessons which have a generally positive effect there are aspects of the teaching which can be improved. Some class discussion can be further developed building on students' good oral skills. Some teachers are not always effective in explaining the objective of the work, e.g. in some art lessons. Teachers' assessment of students' work varies in effectiveness and does not always clearly indicate to students how they can improve their performance. Teachers' response to the individual education plans of students with special educational needs is not sufficiently precise. In some lessons, teachers do not pay enough attention, to planning or organising resources, for the range of different learning needs in the class.

The curriculum and assessment

48 The college curriculum is broad, has some innovative aspects and is successfully promoting the intellectual, aesthetic, physical and personal development of the students. The curriculum is organised in line with the aims and objectives of the college and has an appropriate emphasis on mathematics, science and technology. The college is meeting statutory requirements of the revised National Curriculum and religious education, but there is a need for further development and enhancement of the work in art, and on aspects of research in science. The schemes of work for subjects are generally very thorough and well developed, and appropriate checks are made to ensure that they are being used properly. The management of subjects at the curriculum area manager level is good.

49 At Key Stage 3, the college is successfully mapping the contribution that each area makes to cross curricular themes but now needs to give attention to the 'gaps' that are identified. The trend away from focused study units (FSU) at Key Stage 3 towards developing cross-curricular contributions to a collective purpose, such as the Trade Fair in Year 8, is appropriate. This initiative is developing successful learning and meaningful links between subjects and a wide involvement from the world of work. Attention is appropriately being given to developing similar events in Key Stage 3, particularly in Years 7 and 9.

50 At Key Stage 4, the college has developed a broad core of educational experiences in

keeping with its focus on mathematics, science and technology. All students are successfully enabled to study both academic and vocational 'pathways'. The college is aware of the small number of students who do not follow a humanities subject through to GCSE level. The curriculum experience for students is enhanced by the arrangements for residential and off-site learning. The college is aware that it needs to continue to give greater consideration to the links with local industry and commerce, especially in Key Stage 4. The college has recently introduced GNVQ units for all students at Key Stage 4. Although at an early stage of development these courses are already proving to be very popular with students. Links with GCSE courses are being identified but the curriculum does not yet successfully link the academic and vocational pathways.

51 The Post-16 curriculum is broad and successfully meets the needs of the current students who joined the college for Post-16 education. The college is aware of the need to plan and enable a smooth transition when its own trained students move into the Post-16 provision in 1997.

52 The staff of the college have worked hard to revise subject policies and produce new long term plans for each subject. These form a very sound basis for continued development and are already having a positive impact on standards in most subjects.

53 The college promotes good equality of opportunity and provides particularly well for the moral, social and cultural development of students. The personal tutor system which involves students mixing across all year groups is a very successful and effective aspect of the college. The gender balance of some classes in Key Stage 4 and Post-16 needs to be kept under review. Consideration should be given to how to allow the Post-16 students to have some time to further develop their own community as well as take part in the personal tutor system. The college has satisfactory policies in place with regard to sex education and health education. However, the contribution of the whole curriculum to multi-cultural education and to spiritual development needs further attention.

54 The college provides substantial support to a number of students on the special needs register sometimes by withdrawing them from class and also by helping them within classes. Sound systems are in place to meet the code of practice. Students' individual education plans are relevant and being followed, but further refinement is needed on some individual targets, particularly those targets set for curriculum areas.

55 The college offers a good range of extra curricular activities including orchestra, choir, youth theatre, amateur radio, chess and health awareness. It also offers a wide range of curriculum clubs and sporting activities and takes part in various competitions locally. A high percentage of students take advantage of the good range of enrichment opportunities provided for them. The college benefits from a wide range of out of college visits, including a number of very successful exchange visits to Europe, field study visits and theatre and residential experiences. This aspect of the college life is well organised and managed.

56 Overall, the curriculum successfully provides sound continuity and progression of learning, but would benefit from further development of monitoring and evaluation systems.

57 The college has a sound careers education system. The tutorial system gives due attention to the development of students' thinking and understanding of the range of training and

employment. The co-ordination of this aspect is good with good central facilities and resource rooms. The work observation and shadowing scheme in Year 9 and the work placement scheme at Key Stage 4 are particularly effective and well managed. However, further attention is needed to staff training and development in this aspect of education. Teachers' meetings to support careers education need to be more formally planned and the outcomes systematically monitored.

58 The system for assessment and recording is well managed at a senior manager level. The assessment of the students' work is regularly undertaken by teachers and records are appropriately up to date. Curriculum areas currently use a variety of assessment systems but the college needs to consider how to work towards providing a more consistent experience for students. The use of student study guides is good and is valued by most students. However, the quality and depth of written comments given by teachers is variable. In most subjects there is room for the further development of this aspect, especially in enabling students to set appropriate targets for their future work.

59 There is much evidence of assessment being used effectively to help teachers plan new work for students. Occasionally, day-to-day assessment may influence the way students are taught. A particularly good example of this is the use of assessments made on entry to guide individual activities for design and technology. The use of assessment in all curriculum areas to monitor student progress in a systematic manner, which would enable 'value added' analysis, is at an early stage of development.

60 The college has produced a student portfolio system in which examples of students' work are stored following assessment. Individual student portfolios of significant work are kept which provide a useful picture of students as they transfer from one year to the next. The Record of Achievement system works very well and is well managed both at a personal tutor and central level.

Students' spiritual, moral, social and cultural development

61 The mission statement of the college includes a commitment to creating an environment in which all people are valued and respected. Particular emphasis is placed on equipping students with personal skills and attitudes required for successful adult life. It is clear from the relaxed yet purposeful atmosphere of the college that students and staff share this vision. Mutual respect underpins relationships and fosters a sense of responsibility and co-operation. In this environment, students develop positive attitudes and learn successfully.

62 The college has introduced a policy for the spiritual, moral, social and cultural development of students and curriculum areas are beginning to address this dimension in their planning. Some aspects of this policy are more developed than others. The curriculum offers some opportunities for reflective and imaginative experience, discussion of beliefs and values and asking questions of meaning and purpose. This is particularly well developed in religious education and students respond with insight and sensitivity. In general, however, insufficient advantage is taken of the potential across the curriculum for providing a context for spiritual development.

63 The college has successfully implemented a collective worship policy, identifying

themes and guidelines for the weekly 'gatherings' and daily tutor based collective worship. The 'gatherings' foster a sense of community and provide opportunity for prayer and reflection. The involvement of staff and students is of a high standard, promoting shared values and the significance of the spiritual and moral dimensions of life. Whilst there is some inconsistency, the great majority of tutor time collective worship sessions are also quality occasions, with students often taking responsibility for presentations.

64 The college has high expectations of staff and students. The moral framework is rooted, at all levels, in respect for the individual and responsibility to the community. Students exercise self discipline and are able to distinguish right from wrong. Students take pride in the college and feel privileged to belong to it. There is a widespread acceptance that good attitudes and behaviour promote the well being and success of the whole community. Moral and social issues are addressed in a number of curriculum areas including religious education, history, geography, French, English and drama. *One notable example of cross curricular involvement in such themes is the 'Trade Fair' project recently undertaken in which students considered moral questions in the context of environmental and developmental issues.* The sex education programme effectively links the science and religious education departments in teaching sexual development in the context of relationships and moral values.

65 Contact with the wider community is developing through links with industry and commerce and through community service. In mathematics students are given the opportunity to work with a visually impaired visitor in order to understand the strategies used in coping with number in everyday life. Students participate in fund raising activities and organise a Christmas party for senior citizens. A wide variety of extra curricular activities is offered to students and these develop social skills and cultural awareness. Music and performing arts make notable contributions to the life of the college and enjoy a high reputation. There is a variety of educational visits organised for students, including visits overseas. The appreciation of a wider range of cultures is fostered in such subjects as religious education, English, drama and dance but in other subject areas this is less secure in planning and resourcing terms. The policy for spiritual, moral social and cultural education has moved the college forward in its awareness of these issues and it now needs continued monitoring and development.

Support, guidance and students' welfare

66 The personal tutor system successfully combines responsibilities for students' personal development and oversight of their academic progress. Tutor groups, containing small numbers of students from each year group, have a daily timetabled lesson; this is a major strength of the college. Students' needs are well understood by their personal tutors through individual and small group discussions. Students also support each other with senior students acting as effective role models and mentors. There are a number of very effective structures in place to support the tutorial role. In particular the combination of the personal organisers and student study guides provides a focus for self assessment and dialogue. In the main these are well used by tutors to monitor the work of students. However, there is some inconsistency in the extent to which learning tutors use the system to communicate targets for improvement, and in the use of student study guides by personal tutors.

67 The 'buddy' system for tutors, together with the careful phasing of key tutorial

activities throughout the year, enables tutors to address a range of responsibilities efficiently and diligently, including the monitoring of attendance and behaviour. Students in all year groups and of all abilities are well served by the system, although some flexibility would be appropriate to ensure that the needs of Post-16 students are fully met. The particular guidance needs of different year groups, including Year 9 option choices and Year 12 university applications are appropriately accommodated by a combination of year group presentations and individual support. Tutor roles are enhanced and supported by the curriculum manager for the tutorial cycle, and by well understood relationships with directors of studies.

68 Students report that their personal needs and concerns are sensitively handled. They feel secure within the college environment. Child protection procedures are well documented, and appropriate arrangements are in place including good relationships with external agencies. Good discipline is achieved without resorting to a wide range of sanctions. Occasional incidents of inappropriate behaviour are addressed largely through effective use of 'the quiet word'. The follow-up of unexplained absence is good and efficiently undertaken, although varying a little between individual personal tutors. In the rare cases of truancy, links between the college, educational welfare officer, police and parents are entirely satisfactory. The college nurse and a large number of staff with first-aid training, and appropriate strategies for the supervision of the site, work together to promote the well-being of students. However, there are a number of health and safety issues which need addressing in the design and technology area.

Partnership with parents and the community

69 Communications with parents are sound and developing in the college. There are two annual formal occasions to report to parents and they are invited to discuss their children's progress after each report cycle with the personal tutor. The majority of parents are satisfied with the work pupils are expected to do at home. There is no regular newsletter from the college to parents and the college relies on students translating written communications to parents where English is a second language. Parents are able to attend an evening surgery to see governors so that their views are represented on the governing body.

70 Through the Link Association information evenings, social and fund-raising events are organised three or four times a year and are well attended. Some parents assist in the running of the information technology print room, with modification of written learning support materials and a range of other activities. However, the degree to which the parents' commercial and industrial expertise contributes to the work related curriculum of the college, is limited. The Link Association is involved with planned activities during the holidays for students.

71 Links with business and industry are developing and an annual Trade Fair organised by Year 8 students is well supported by local employers. Work experience from Year 9, when some students go on work shadowing, plays an increasingly important role in developing relationships with local businesses. All Year 10 students go on two weeks, and Years 12 and 13 students go on four weeks work experience each year. All students have the opportunity to visit businesses and to go on extra-curricular

visits as an integral part of their courses.

The management and efficiency of the college

Leadership and management

72 The college has produced a clear mission statement and aims, much of which is being implemented in the daily life of the college. In the first four years of its life the college has made significant progress. The Principal, the College Executive, and the wider senior management team have established a sense of common purpose and leadership which sustains high morale and good professional standards among the staff. The staff work well together in teams to promote a very positive ethos and an effective learning environment which promotes good standards.

73 The quality of management at various levels across the college is generally good. Most curriculum areas are well organised, and develop sound policy in line with whole college policies. The management of equal opportunities and of SEN education is good. All statutory requirements are fully met.

74 The governors, many of whom are directly associated with the foundation and initial financing of the college, support the college and its development through full meetings and two sub-committees, one focused on finance and the other on the educational dimension. They fulfil their statutory duties and keep aspects of the college's work under review. The finance and general purposes committee has clear terms of reference and monitors financial aspects effectively. The education committee does not have written terms of reference and its role and remit is less clear. Governors could consider whether this committee should operate as a monitoring and support committee bringing in a wider range of expertise from the college's management. The governing body encompasses a wide range of commercial and educational expertise which is helpful in the development of the college. The extent to which individual governors are able to take an informed view of the details of the college's context and the quality of its work varies markedly - some of the locally based governors are well informed through frequent visits to the college. The position of the Principal as a chief executive who is not a full member of the governing body or its sub-committees is anomalous. The governing body does not include representation from parents or college staff. The inclusion of parent representation is under active consideration and has the potential to strengthen the partnership between the college and its community.

75 There is a clear procedure for the production of the college development plan which brings together whole college and curriculum area priorities. The development planning process, based on a three year rolling plan, has many good features. These include the well focused target plans for each part of the overall plan which are clear and thorough but have not hitherto been costed in sufficient detail. Current draft plans show more attention to this issue. The plans, with their useful focus on performance indicators and success criteria, have the potential to form part of a sharply focused and regular monitoring process, but practice in this respect is uneven. A process of annual written reviews has been introduced but the use of the plans for regular

monitoring of progress throughout the year is an area for further development.

76 The revised management structure is still in the process of consolidation but is working effectively in many respects. Staff are clear about lines of accountability and there is regular consultation. The monitoring and evaluation role of the wider senior management team is not clear; practice is uneven and there are widely differing expectations of the process both within the senior team and among staff more generally. There is a need for a more focused process to be used by managers at various levels for monitoring the effectiveness of curriculum provision, the quality of classroom work and, particularly, the college's degree of success in promoting the highest achievement of which students are capable. The inclusion of monitoring and evaluation as a major area for development in the draft college development plan for 1996/7 is timely.

77 The college operates smoothly. Communication is effective and the day-to-day administration, aided by a considerable investment in information technology which many staff use with confidence, is effective.

Staffing, accommodation and learning resources

Staffing

78 The college has a well qualified teaching staff whose qualifications match the needs of the curriculum. The work of the college is efficiently supported by its non-teaching staff. Attitudes of staff are professional and constructive. They work hard and morale is good. There is a commitment to the goals of the college. The staffing of the college has a beneficial impact on the quality of the education provided.

79 A significant proportion of the teaching staff are young and relatively inexperienced. In some cases a teacher's inexperience has an impact on the quality of classroom management, and in such cases there is a need for close monitoring and support. More generally young teachers have a positive effect through their fresh ideas, enthusiasm and energy.

80 The college has a very good student-teacher ratio which enables it to sustain a longer working day than most schools. The favourable ratio enables reasonable class sizes for most lessons. It is particularly beneficial in the daily tutorial session and in the support of students where, by virtue of deploying nearly all of the teaching staff as tutors, the college has two staff with every tutorial group.

81 There are sound arrangements for the induction of new staff to the college and for the support of newly qualified teachers and initial teacher training students. There have been changes in the current year in the arrangements for supporting newly qualified teachers. These arrangements are generally effective and include several opportunities for classroom observation. The arrangements for personal support through a mentor work well but could be further developed by a structured programme for discussion and review and opportunities for new teachers to meet together.

82 Teaching staff are appraised through a process of annual review which includes self-review, peer discussion and a review meeting with a line manager at which targets are agreed.

There is an appropriate link between appraisal and in-service training. Non-teaching staff are not, as yet, part of the review system. There is an intention to extend the appraisal process to non-teaching staff but the staff concerned are not clear about how and when this will happen. Although most have access to relevant training, there is no process for non-teaching staff that helps to link training to individual targets arising from a formal review process and not all staff are satisfied that they have the opportunity to become aware of training opportunities that would help them to do their work better.

83 The college's involvement with 'Investors in People' is an important feature of its commitment to staff training and development. The college spends more than schools of similar size on curriculum development and staff training. The impact of this investment has a positive effect on the quality of the education the college provides. There is an opportunity for staff to report back on the quality of external training they attend and to evaluate internal training but no mechanism for evaluating the impact of particular expenditure on training on standards and quality.

Accommodation

84 The accommodation is modern, well-designed and, overall, is appropriate to current needs. It is well and tastefully maintained, free from graffiti and litter and provides an environment highly conducive to learning. The library provision in the information centre is, however, of limited size. A growing problem is the extent of availability of accommodation for information technology equipment; however, this will be overcome by the provision of new accommodation, to be built later this year. In hot weather a few classrooms, for example in information technology/business studies, become excessively warm and ventilation is insufficient in music practice rooms. During the college day room utilisation is about 75% (this will increase significantly when the college reaches capacity) and the buildings are used well and extensively after normal teaching hours by students and by the local community.

Learning resources

85 The college is well resourced overall with materials appropriately matched to the planned curriculum and styles of learning. Equipment levels are notably high in design technology and science and the ratio of computers to students throughout the college is much more favourable than is commonly found in secondary schools. In most subjects, resources are well chosen and adequate to need, but there is scope for improvement in the range of book resources in science, history, geography and religious education.

86 Although there are good computer facilities, there are no computers in the art areas and they are limited in special needs support. Software to support further development of literacy and to encourage the work undertaken by special needs students is inadequate. Information technology plays an important part in the work of the college and the siting of computers in different subject areas is improving the use of computers as a tool for learning across the whole curriculum. The impact of IT across the curriculum does not yet match the level of skill shown by pupils in information technology lessons. The development of multi-media facilities, which was a part of the college development plan for 1995/6 has been delayed by financial constraints.

87 The college library is known as the information centre and combines a range of resources

including access to a number of computers. The centre is well used throughout the college day including sessions before and after formal lessons. The management of the centre is sound and it plays an important part in students' learning in many but not all subjects. The book stock is up-to-date and appropriate but the number of books per student has not yet reached recommended levels and the available space in the library precludes expansion of the stock to appropriate levels. The size of the centre is inadequate given its place in the work of the college and the growing number of students. The information centre supports students' learning through a range of periodicals, a press cuttings library, access to information technology and video and audio cassettes. The college will need to keep the role of the information centre under review both in terms of the adequacy of its accommodation and its place in students' learning. There is a need to integrate more closely the planning of information technology developments and the role of the information centre.

88 The use of resources beyond the college is generally good. There are visits to museums and historic sites in history and fieldwork in geography. More use of visits to museums and galleries is desirable in art. There is some use of outside resources in design and technology but more is needed.

The efficiency of the college

89 Financial planning in the college is good and works on a 3-year rolling cycle. From this year financial planning is being integrated with the college's 3-year rolling development plan. However, that process is not yet complete. Moreover, the college development plan, although it is good in comparison with those in many secondary schools, does need to be fine-tuned in respect of setting priorities and in monitoring outcomes. The anomalous position of the Principal, who is not a governor, and the structure of the education sub-committee, which is composed entirely of governors, are potential causes of difficulty in strategic planning.

90 Effective use is made of the well qualified and hard working staff and of the high quality accommodation. Learning resources are efficiently used. The financial control in the college is very satisfactory as is the standard of internal administration. Appropriate use is made of specific grants and funding of SEN.

91 The socio-economic status of the students at entry is a little below the average for England but their attainment at entry is average. The quality of teaching at the college is good. Examination results at 'A' level GCE are significantly above the national and local averages and last year 79% of the Post-16 students went on to universities, the great majority to study science subjects, engineering and business studies. All the others undertook further studies or entered employment. The results obtained by the few Year 9 students who took GCSE subjects have been extremely good. Attainment at Key Stages 3 and 4, response to teaching and progress are all significantly above average. Standards of behaviour, attitudes and the personal development of students are very good. The college also plays a major role in the life of the local community. These results are achieved at a cost per student which is above the median for secondary schools with sixth forms. Taking all these features into consideration, the college provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

English, mathematics and science

English

92 The overall achievement of students in reading, writing, and speaking and listening is good. At Key Stage 3 most students are attaining well above national expectations. In 1995 the Key Stage 3 national test results show that the percentage of students reaching levels 5 and 6 is well above the national average. Some students also reached the very highest levels. Students are able to read accurately, fluently, and with attention to meaning. They organise their ideas well when writing. Standards of written accuracy are mostly sound. Standards of speaking and listening are especially good. Students are articulate and confident and express their own ideas well whilst at the same time being prepared to listen to the ideas of others. At Key Stage 4 attainment is also above national expectations. The examination results of students entered for GCSE at the end of Year 9 are good. In this key stage students show that they are able to apply the skills they have acquired to study literature in greater depth, to write in a more complex way about ideas, and to use spoken expression with great confidence. Attainment at Post-16 is sound with examination results consistent with the range of students enrolled on the courses. Students show that they can handle complex ideas in discussion and write analytically. More opportunities need to be given to all students to write their own poetry and other forms of creative expression.

93 Students make good progress. Reading test scores confirm that some students make good progress over a period of time. The reading logs show significant numbers of students are increasing the range and amount of their reading, especially in Years 7 and 8. Sound or better progress is made in writing and students learn to write at greater length and with a more confident grasp of expression. The achievement of some students who find writing difficult would improve if more focused systematic help were provided for them in their mainstream English work especially in the area of spelling. Good progress is being made by students at Key Stage 4 who are beginning to extend their range of communication skills to include perceptive analysis of media. Students at Post-16 make good progress in the appreciation of the texts they study.

94 Students have very positive attitudes to this subject and it is very popular with many of them. Standards of teaching are good, and sometimes very good, in the majority of lessons. They are never less than sound. Teachers have high expectations of all students and set very good levels of challenge. They organise lessons well and make especially good use of time. Their knowledge of the subject is excellent. Teaching would be made even more effective if the findings of assessment were used to help individual students overcome particular weaknesses in their written work.

95 Students are able to apply their reading skills to advantage in all subjects but some low achieving students would benefit from the use of more differentiated reading materials in history, geography and science. Students use their writing skills to good effect in most subjects but would gain from more opportunities to write in extended form, particularly in music and science, and in history in Year 7. Whilst standards of accuracy in written work are sound overall, teachers of all subjects need to stress its importance and in particular to insist upon the use of correct spelling. The excellent speaking and listening skills of the students are well exploited in the curriculum as a whole. The management of this curriculum area is good and the teachers work as a team to ensure that students reach good standards.

Mathematics

96 Good standards are achieved in mathematics. The vast majority of students achieve above average attainment. The Key Stage 3 national test (SAT's) and 'A' level GCE results for 1995 are well above national averages. Attainment is always at least sound or better and is good or very good in more than half of all lessons observed. Students show understanding of the work covered and are articulate in their explanations. In Year 7 students review their understanding of fractions and continue working at an appropriate level. Most students are proficient in the use of fractions and use calculators appropriately. As part of a cross curricular project to plan a tour of Britain students are able to work collaboratively to collect and interpret data. By Year 9 students are undertaking enquiries in real situations. A wide range of attainment is evident across the different sets at Key Stage 4. Some students in Year 10 commence 'A' level GCE studies whilst other students are struggling to cope with basic ideas. In pure mathematics, Post-16 students are able to apply their knowledge effectively. A numeracy policy across the school is in place but evidence indicates that, other than in design and technology, science and business studies, opportunities for its use are not fully exploited.

97 At Key Stage 3 students generally progress at an appropriate pace as they monitor their progress against work set in the student guide. Students of high ability make greater progress when they work as a group. Students are arranged in ability sets at Key Stage 4. Students of high ability make excellent progress. The progress of other students varies, largely in relation to the quality of teaching. The progress of low ability students at Key Stages 3 and 4 is enhanced by the quality of support. Progress of students Post-16 is always satisfactory and sometimes good. Attitudes to learning are very good and students sustain concentration throughout lessons. An atmosphere of co-operation and respect promotes and encourages learning. Students manage their resources well. Work undertaken in the withdrawal group enable students with learning difficulties to make good progress with multiplication.

98 Teachers achieve their aim of being facilitators of learning. At Key Stages 3 and 4 schemes of work are outlined in tutor and student guides. The most effective teaching is based on clear learning objectives using a variety of teaching and learning styles. In over half the lessons observed teaching was good or very good. Enthusiastic and highly committed tutors challenge the students in discussion and provide learning opportunities through mental, practical and investigational activities. Teaching is less

effective when tutors rely too heavily on the guide so that work is insufficiently challenging, repetitive or explanations unclear. Books are sometimes not marked. Teaching at Post-16 is based effectively on exposition and supported self-study, complemented by additional support sessions. The subject is efficiently managed through good organisation and team work. The subject is based in very good accommodation. The display of students' work is a good feature.

Science

99 This is a successful department where students' attainment and progress is good. The national test (SAT) results at Key Stage 3 and GCE 'A' level results are well above average and national expectation. Students of all abilities are making good progress, but the most able at Key Stage 4 are developing their problem solving skills particularly well. However, the performance of some girls at Key Stage 3 needs to be monitored more closely to ensure that appropriate progress always made. Most students are able to apply their existing knowledge and understanding in lessons and to communicate their ideas effectively using the correct scientific terms. The vast majority of students are able to demonstrate good ability to form hypotheses but need to have further structured opportunities to undertake research investigations.

100 The majority of students show an enthusiastic interest in science. They work hard in lessons, and respond well to challenging questioning from their teachers. Relationships between students and teachers are business like, and students are keen to manage their own work. Students work well in groups, making their own contributions effectively and listening to those made by others.

101 Teachers are highly committed to helping students reach high levels of achievement. All teachers have a good command of their subject and most are very successful in interesting and involving their students through the use of a variety of teaching methods. Teachers plan their lessons well; however, tasks are not always successfully matched to the ability of less able students at Key Stage 3. Guides, written by teachers to help students to plan their work, have a positive impact on standards.

102 The department has introduced GNVQ units as part of the curriculum at Key Stage 4. Although at an early stage of its development in the college, GNVQ is already proving effective in meeting the demands of a wide range of students, and teachers are enthusiastically committed to its further development. The links between GNVQ and GCSE are not yet developed and current documentation does not fully meet the requirements for GNVQ recording.

103 The management of the curriculum area is good and effective, and has ensured that the department is well resourced for the courses it offers. Some aspects of the department's work are monitored, but this process has yet to extend to some areas, such as the moderation of teacher assessment of practical work at Key Stage 3.

104 Science laboratories are well equipped and well maintained. The department offers a safe working environment, but current health and safety reviews are not successfully monitoring all of the key requirements.

Other subjects or courses

Design and technology

105 Attainment is at least average and broadly in line with national expectations across the college, being mostly sound and frequently good. However, the attainment of some more able students, particularly at Key Stage 3, is not high enough. Attainment in GNVQ manufacturing is sound and in line with national expectations. Attainment at 'A' level GCE is sound. Attainment at BTEC Engineering is at least sound and often good. There is much evidence that the older students are on course to meet those targets at a level appropriate to them. The progress of students in all key stages is at least sound and in the majority of cases is good. The progress made by the more able students, particularly at Key Stage 3 needs further attention.

106 Good work is observed in electronics, graphical communication, food and in many resistant materials lessons. At Key Stage 3 students apply their technology knowledge and understanding to solve a problem of designing and making a device for raising underground water on their 'desert island'. They communicate their ideas through well annotated design solutions and they manipulate tools safely and with precision. Similarly, students designing food products are able to recognise that their designs can be improved after testing against the design criteria. A review of the work produced in the recent Year 8 Trade Fair demonstrates that the event successfully enabled a range of good quality toys to be designed and made as well as developing successful links with other subjects, particularly mathematics and science. At Key Stage 4 there is much evidence that both designing and making skills are being well developed. The 'A' level GCE work on display is of a good standard. The student use of computer aided machines to design and create their projects is a very good feature of the design and technology provision at Post-16. The award of first place in the recent national 'build a hovercraft' competition is particularly noteworthy. The development of an electronics control system in this area, whilst in its early stages, has the potential for some very exciting project work which is worthy of a wider audience.

107 The attitudes of students to their work are never less than satisfactory and are good or very good in the majority of the lessons observed. The students are well behaved and generally committed to their design and technology work. Their interest is further encouraged by the good quality of some displays in the technology area.

108 The quality of teaching is sound or better in all of the lessons observed. However, there is some unevenness in the quality of teaching and learning which needs to be addressed. The teachers' planning for lessons is generally good and follows the subject's scheme of work closely. Methods and organisational strategies are generally appropriate with students working both individually and in groups, getting appropriate help from the teacher or other adults. Management of the students is generally good and resources are effectively organised. In some cases the structure of lessons and the effectiveness of some teaching strategies needs to be further monitored. Attention is needed to the quality of the teachers' written comments about project work to ensure that students are fully informed as to how they can improve their work. Teachers' planning is enhanced by the logical progression in the college's scheme which meets the National Curriculum programmes of study and clearly specifies the part each year group

should follow. The curriculum manager has played, through the development of this scheme and clear leadership, a vital part in laying down a firm foundation for the development of this subject within the college. The management of the subject area is very good. Whilst it is clear that significant progress has recently been made, further attention is needed to monitoring and review to ensure that all teaching is of the highest quality possible.

109 Accommodation is very suitable for the delivery of design and technology with the potential for flexible use of space. The textile technology facility needs further attention as does a number of health and safety issues in some workshops. The college has allocated its budget to appropriate materials and technology equipment and is well organised to teach the planned curriculum.

Information technology

110 Attainment and progress in this subject is at least sound and very often good or better throughout the college and is generally well above national expectations. Attainment is good at Key Stage 3, being well above national expectations for most students by the end of Year 9. Pupils demonstrate competent, confident and autonomous use of information technology (IT) across a range of activities, both within specialist IT lessons and to support learning in many other curriculum areas. Where college staffing resources have enabled a group of more able pupils to take IT at GCSE level, the results have been very good with students achieving high grades. At Key Stage 4 attainment is at least sound, but mostly good, with students further developing their IT capabilities. Post-16 students have a wide range of attainment levels, reflecting their experiences before joining the college. However, the core IT lessons provided for all Post-16 pupils are enabling satisfactory levels of attainment to be reached. Students following 'A' level GCE Information Technology have not yet taken external examinations, but are achieving satisfactory levels in course and project work. Examples of Post-16 work using IT in other subject areas, particularly in design and technology, demonstrated the acquisition and application of high-order IT skills.

111 The IT courses meet the statutory requirements at Key Stage 3 and the forthcoming requirements at Key Stage 4. Pupils work through a variety of activities, developing their IT skills with practical tasks which may be completed through the appropriate use of IT. Students show a keen interest in their work and the development of their IT skills. They are able to communicate their knowledge and understanding clearly in writing and are particularly adept at explaining their choice of IT tools and processes to tackle a range of tasks when questioned. Good progress is made by the average and more able pupils as they are able to take advantage of the open-ended tasks. Materials have been produced to support the work of less able students following the same tasks, which supplement the individual support sessions by teachers during practical activities.

112 Students work well in a variety of classroom situations and are provided with a range of opportunities for both group and individual learning. They are used to making many of their own choices and use the computer facilities effectively during break periods and outside of the school day to support their work in IT and other curriculum areas. There is evidence in the students' books and in the subject schemes of work, of the well developed use of IT in many curriculum areas, with the notable exception of mathematics and art.

113 The quality of teaching is satisfactory to good at all key stages. Lessons are carefully planned with clear objectives. Good exposition of objectives enables the students to be clear about the tasks which are to be achieved within each lesson. Where IT is used within other curriculum areas, support provided on occasion by IT specialist teachers is effective and delivered appropriately within the subject context. The induction programme includes specific support for new staff in their use of IT which is effective in developing both their confidence and IT competencies. Some staff require further training to update and maintain their level of IT skills and acquire awareness of the new learning opportunities offered by the Internet facilities in the college.

114 Assessment mechanisms are in place to record student progress in IT across the curriculum as well as in IT specific sessions. Although most assessment does take place within the IT subject area, other subjects do contribute to this assessment by using focused tasks which have been agreed by the subject and IT co-ordinators.

115 Management of information technology in the college is good. Within the IT department, management and implementation strategies are clear, with well developed schemes of work. There are good support materials produced by the college and a range of appropriate textbooks. The college is well resourced with IT equipment, at just over 6 students per computer. The network and computer facilities are well managed to provide ease of access to students and effective sharing of printing and storage facilities. Available generic software is suitable to support a range of activities across all subject areas. However, access to computers and software for students with learning support needs should be improved. The current arrangement of computers provides good access for students but does not meet some individual subject departments' preferred arrangement of computers for access during lessons. As the college increases in population and further develops its IT specific courses, the computer resources will need to be increased, and the arrangements diversified to meet the full range of subject demands. IT accommodation is good in one room but needs to be improved in another computer room and in the information centre. The extent to which information technology is used by all areas across the curriculum needs to be reviewed.

Modern foreign languages

116 A wide range of languages is taught at the college, with German in Year 7, French or Spanish added in Year 8 and Italian Post-16. A language is already compulsory for all at Key Stage 4 and, unusually, Post-16 as well, where 'A' level GCE and beginners' courses are offered. An appropriate range of examinations is available.

117 Students' attainment is nearly always up to national expectations and often beyond. Written work is generally accurate and pronunciation is good. Grammatical awareness is high and this is not usually at the expense of oral fluency. The current level of students' GCSE work is above national expectation in French, German and Spanish. In Year 12, beginners and 'A' level GCE students are reaching at least sound standards. At Key Stages 3 and 4, boys are attaining less well than girls and are under-represented in upper sets. Students generally make good progress in all modern foreign languages.

118 In all languages, all years and all levels of ability, student attitudes are excellent

and do not deteriorate at the end of a long working day or at the end of hour-long lessons. Students work constructively in pairs, use dictionaries well and follow learning paths set out by teachers. Little supervision is needed. In some classes, students regularly address the teachers in the foreign language even when not prompted to do so. In others, however, this happens infrequently.

119 Language learning takes place in an outstandingly attractive environment where display is appealing and useful. The area is well resourced but some of the resources are under-used. The language laboratory is little used for individual recording and some cassette players are of insufficient quality. Access to the computer room is limited and there are no free-standing computers in classrooms, which means that only infrequent use is made of the subject area's enterprising data-base for French, German and Spanish. There are sufficient text-books but some worksheets use English unnecessarily.

120 The management of the subject area is very good and the documentation is admirable. Policies are closely linked to college policies and aims. Assessment is better developed and the National Curriculum better understood than in most schools, although there is need for more guidance on comparative levels of attainment. Teachers work hard and conscientiously. They are well qualified and all can teach at least two languages. They are all good classroom managers who ensure a good atmosphere for language learning. They do their best to keep lessons in the foreign language but some do not place enough emphasis on incidental communication. A fine range of foreign visits and exchanges is being established, sometimes in conjunction with other curriculum areas.

History

121 Overall attainment is somewhat above national expectation in both key stages. There is work of a high standard by some able students. The attainment of students clearly rises as they move through the school. By the end of Key Stage 3 many students have good history skills. They use historical terms with understanding and have well developed analytical skills. They show skill in handling historical sources and have a grasp of the limitations of sources of evidence. They have sound knowledge and understanding of the work they have studied. Students' oral skills and ability to answer questions and discuss their work are a strength. Skills in extended writing about history develop more slowly and need more attention, particularly in Year 7. At Key Stage 4 standards are in line with national expectations for GCSE. More able students are developing good essay writing skills showing an ability to analyse causes, consequences and the critical features of a situation.

122 Students of all abilities make at least sound and often good progress at both key stages. There are clear developments in skill and understanding as students move through the college. Many higher attaining students become confident in analysing situations and in expressing their views about them, but are capable of developing their skills still further with more challenging and demanding resources. Most students make clear progress in oral work. Lower attaining students make satisfactory progress, particularly in oral work.

123 Students' attitudes to learning are good and often very good. Of particular note are the skills they bring to group work, where they work very well together, sharing tasks and combining their ideas effectively to reach conclusions. They listen to each other and build on each other's views. Students show interest in history and are willing to think about their work. Students do not have enough opportunity to ask questions for themselves and seek answers to them.

124 The teaching is never less than satisfactory and usually good or very good. Lessons are well planned and teachers have clear objectives. Teachers know their subject well and are enthusiastic about it. They form good relationships with students and manage classes effectively. Resources are well organised to keep students active and develop their skills of analysis. Teachers set a good pace and present information in an interesting way. Questioning is effective. The teaching is supported by well planned schemes of work which could be further developed by a more precise focus on the needs of slower learners. The subject area is well led and efficiently organised. Resources are adequate but could be improved by a wider range of back up materials and texts which would challenge more able students further and a broader range of video resources for Key Stage 3. Students' skills in the use of information technology are not yet fully exploited in the history curriculum.

Geography

125 In all lessons observed at Key Stages 3 and 4 standards of attainment were at or above the national average. In the majority of these lessons the attainment of most students exceeded national expectations. At Key Stage 3 students make good use of appropriate subject vocabulary, for example in their study of National Parks and environmental conflict. They have a sound understanding of geographical concepts and are able to express their views fluently both orally and in writing. Geographical skills are well developed, including confidence in the use of atlases, Ordnance Survey maps and local fieldwork. Standards at Key Stage 4 show evidence of progression in knowledge and understanding. Whilst no GCSE results are yet available, there are examples in both class work and examination course work of assignments worthy of higher grade results. The majority of students continue to use appropriate terminology, express a clear understanding of theory, and demonstrate the ability to apply their knowledge to local case studies, for example in the development of the Derby southern by-pass. 'A' level results for the last three years include no failures and half the students were awarded B or C grades. Current class activities and assessed items of work maintain these standards with evidence of some students attaining standards appropriate to the highest grades.

126 Students of all abilities are achieving appropriate standards at both Key Stages 3 and 4. All students demonstrate success and there is evidence of progress in knowledge and understanding both within individual lessons and retained from previous lessons. Students in Year 8, for example, were quick to learn and apply new terminology associated with earthquakes. A very small number of low attaining students fail to make sufficient progress due to limited access to individual learning support in the subject. At Key Stage 4 there is significant evidence in GCSE course work of students' ability to undertake an individual enquiry, the application of techniques and skills, good

organisation of resources, clear analysis of data and the ability to present reasoned conclusions. Post-16 students experience a noticeable 'step up' in the standards required of them and the great majority respond appropriately, demonstrating the ability to understand and explain complex concepts, for example in the study of advanced meteorology.

127 Students in each key stage demonstrate good, and often very good interest in their work. A minority of students in Year 7 have immature learning skills and limited concentration. However, the overwhelming majority of students clearly enjoy their work and are prepared to work hard for their teachers. Take-up rates in the subject at Key Stage 4 and Post-16 are good and result in groups of well motivated students. Students support each other and work collaboratively to good effect. Responsibility to get on with the job, without reluctance, is the norm. There is also evidence of initiative in the ability to provide personal resources and to take decisions in the management of individual and group tasks.

128 The quality of teaching was at least satisfactory in all lessons observed. In the majority of lessons teaching was good some very good features. Teachers have a good command of their subject and the ability to present it in ways which motivate students and set high expectations. Planning is very good and lessons appropriately structured to ensure the involvement of all students, although class discussion is not always fully developed. Students are not always clear about the precise objectives for each lesson, although teachers maintain an appropriate pace and sense of purpose by thoughtful interventions and awareness of individual needs. Good opportunities are provided for students to undertake individual enquiries which in Year 9 have the potential to prepare students for Key Stage 4 course work requirements.

129 The subject area is very well led. Subject organisation is orderly and systematic. There is a clear vision of the contribution which the subject makes to students' experience and an appropriate allocation of responsibilities to fulfil this vision. The monitoring of the work of the department relies upon a degree of informality; there are insufficient formal structures to ensure rigorous review as the department continues to expand.

Art

130 Attainment in art is variable, ranging from just sound at Key Stage 3 and sound or slightly better at Key Stage 4; overall it is generally in line with national expectations. 'A' level GCE results over the last two years compare favourably with national figures. In 1995, the Post-16 examination grades achieved indicate that the college enables students to make good progress. BTEC results are sound. GCSE examinations have yet to be taken. At Key Stages 3 and 4 there is over reliance on copying from artists' reproductions or from photographs rather than direct experience and observation. This limits the range of attainment particularly for the more able students.

131 At both Key Stages 3 and 4 progress made by students in lessons ranges from satisfactory to good. Progress made by students in the long term, as indicated by the scrutiny of students' work and in discussions with individual students, is sound overall.

Preparatory exercises are not always developed. High ability students are being extended through homework and an after school art club. Museum and gallery visits are offered at Key Stage 4 but not at Key Stage 3 which hinders development of critical studies. The progress of average and lower ability students ranges from good to satisfactory, being generally sound at Key Stage 3 and sound or better at Key Stage 4. They work steadily but sometimes without real challenge.

132 The level of interest shown in most lessons is sound and sometimes better. The majority of students listen well, work independently, take responsibility for their own learning and solve problems in their work as necessary. There is a relaxed working atmosphere in most lessons.

133 The teachers' command of the subject is good. Information technology is currently only used for word processing and should be exploited more fully in the curriculum. Lesson introductions do not always give a clear picture to the pupils of what is to be tackled and achieved in a lesson. The range of teaching methods is fairly narrow and the pace of lessons could be brisker. Teachers need to provide opportunities to review and modify work through whole class discussion. Assessment at Key Stage 3 has yet to be developed to make use of the National Curriculum end of key stage descriptions.

134 The subject area does not have its own technician to support the organisation of materials, tools, equipment and display. Both art rooms have a shortage of sinks. Large scale examples of artists' work are required to develop whole class teaching. The art co-ordinator is the only full-time art teacher. However, meetings are not held between the three art staff, this needs to be addressed if the subject is to be effectively monitored and developed.

Music

135 Music is taught within the context of performing arts. Music is taught as a separate subject only at Key Stage 3.

136 The attainment of students in relation to national standards is good at both key stages. Students' progress is good at both key stages and sometimes very good at Key Stage 4. Progress is demonstrated through improvement in composition and performance at Key Stage 3. Students have a clear practical understanding of the elements of music and well developed performance skills. These are encouraged by the predominantly practical approach to music in the college. Rhythmic control, the ability to perform together and confidence in performance are particularly strong. This attainment can be seen in the regular group composition work which is undertaken in all modules. Attainment in peripatetic lessons is variable with a modest number of students learning a variety of musical instruments. Technical standards suffer from the use of non-specialist teachers with some instruments.

137 Attitudes of students towards music are good especially at Key Stage 3. Concentration is good. Behaviour is good and shows respect for other people and musical instruments.

138 Teaching is very good. It is enthusiastic, effective and demonstrates excellent subject knowledge and a wide range of appropriate skills. Lessons are well planned and organised and full of stimulating ideas. Relationships with students are very good and encourage interest in their work. Consideration will need to be given to the coverage of music teaching as the numbers in the college expand especially as students move into Year 11 and, in the future, to Years 12 and 13. Consideration should be given to the further use of assessment within each lesson. The curriculum allows for equal access for all students. There are opportunities for instrumental lessons which require payment, and a wide range of extra curricular activities which enhance the cultural life of the college.

139 The accommodation is generally appropriate, tidy and well managed. Space is limited in the main music room. Practice rooms are not well ventilated. Within the performing arts area there is no access to the lighting box from the theatre. This causes problems during lessons. Resources are appropriate and well used. Some percussion needs replacement through regularity of use. The quality of music and performing arts has a positive effect on the cultural life of the college as seen in support for performances both at the college and in other locations.

Physical education

140 Across the college standards of attainment are generally in line with national expectation. In the youngest learning groups and in the GCSE group standards are often above. Standards are sometimes lower than expected amongst older pupils. In the main pupils make satisfactory progress. They display good control and co-ordination in all aspects of physical education. Games skills are at least sound and often good. In athletics throwing events students make good progress both in performance and understanding of mechanical principles. Where standards are good students are able to evaluate their own and others' performance, for example in analysing technique in athletics. This aspect is less consistently developed in games. Students are not making sufficient progress in some games sessions. This was most noticeable in older groups where they do not have the expected knowledge, for example of scoring systems in tennis. Generally game play and tactical awareness are under developed. The Post-16 course provides at best a valuable recreational opportunity but lacks purpose or learning objectives and most students are making little progress.

141 Most students respond very positively in physical education sessions and maintain good levels of physical activity. Standards of co-operation are very good and this is particularly evident when students work in pairs and small groups. Good concentration and well developed listening skills are a feature of most lessons. The length of double sessions does however make it difficult for a very small minority of older pupils to maintain interest and involvement for the whole session.

142 Overall teaching is sound, but variable, with equal numbers of good sessions and sessions with shortcomings. Most sessions are well organised and the purpose and objectives for the session are clearly explained to pupils, but not consistently in all sessions. Where standards are good there is a good use of questioning to encourage

and enable students to both reflect and to evaluate performance. This was particularly well developed with the youngest pupils in athletics. Learning tutors interact well with individual pupils to help them to improve their performance. In the main activities are appropriate although in some sessions, particularly games, work is pitched too low. The majority of sessions give insufficient attention to developing students' tactical awareness and ability. Where there are significant shortcomings teaching is not well paced and the content not sufficiently interesting or challenging; this adds further difficulties for students in maintaining interest and motivation in the double sessions.

143 The physical education curriculum meets statutory requirements but does not match the aims stated for the subject in all respects. At Key Stage 3 it is broad but not sufficiently well balanced. In the core course at Key Stage 4 there is depth but not adequate attention to how each element builds upon the previous experience. Whilst there are plans for development of the Post-16 course, present provision is not good and does not provide continuity from earlier courses. Physical education is soundly managed. Development planning is well established and used to inform spending and allocation of resources. Curriculum planning is sound but needs to be more closely linked to the National Curriculum programmes of study, particularly in planning for student progress in learning. Ongoing student assessment is in place but not yet well established nor used to inform curriculum or development planning. Therefore use of assessment it is not yet effective in raising standards of attainment. However, as part of its own evaluating and monitoring procedures the subject area has reviewed student attitudes to the curriculum and to extra curricular activities. This information is being well used to address aspects of curriculum organisation and the extra curricular programme. Extra curricular activities are a positive feature and attendance is good with approximately half of the college's students attending.

Dance

144 In dance standards of attainment and progress are mainly good and often very good. Where standards are very good, technical ability is appropriately developed according to the age and ability of students. In the optional extension course some students, particularly the youngest reach high standards for their age. The ability to compose dance phrases and to evaluate performance is well developed in students in line with the requirements of the National Curriculum. Post-16 students, some of whom have not danced before attain at least sound and often good standards.

145 Students have positive attitudes to dance and where it is a new activity persevere with the new challenges well. Concentration is very good particularly in the technique classes where learning can be challenging. Evaluation and observation skills are also well developed and students confidently share their observations and express opinions. They work hard to improve the quality of their work. In dance and expressive arts sessions students are sensitive to the performance of others and there is a high standard of co-operation and collaboration.

146 Teaching is good and sometimes very good. Planning is good and activities are well chosen and appropriate to the type of course. For example, core courses give appropriate attention to the National Curriculum programmes of study, extension

courses give opportunity for more challenging technical work and Post-16 courses are sensitive to the students' wide range of dance background. At present there are no opportunities for in depth dance courses, but further Post-16 expressive arts courses are planned.

Performing arts

147 This is a well managed subject area which benefits from very good leadership. It enjoys good facilities and has good technical support. Its work is well documented. The quality of the teaching is very good, an especially distinctive feature being the effective way in which teachers work as a team. Opportunities for students to work together are excellent. They show good skills of collaboration, take initiatives, and are able to produce stimulating work combining elements of dance, drama and music. Students use their imagination well. They are confident when presenting their work and are able to respond appropriately to the work of one another. Self assessment is well advanced and there are good examples of students evaluating their work in a very mature way. Good links exist with other areas of the curriculum, especially English. Students are well disciplined, work to good effect, persevere with tasks, and are rightly proud of what they achieve. They enjoy what they do. The course is adding breadth to the curriculum for many of them. An added dimension could be provided if more extension work were offered. Care needs to be taken over trailing leads in the studio. More storage is required for the drama area. Use of the information centre needs to be further developed.

Religious education

148 Standards of attainment are above national expectations for the vast majority of students of all abilities at Key Stages 3 and 4. Standards are particularly high in the area of understanding how religious belief has practical application to everyday life. As students move through the key stages, they develop a clear awareness of the dimension that religion brings to the evaluation of social and moral issues. They make very good progress in their ability to explore and analyse their own and other people's beliefs and values. They show confidence and maturity in their discussion of these areas. Speaking and listening skills are a major strength in the students' response to religious education. However, the attainment for some students with learning difficulties needs further attention. It was not possible to observe Post-16 religious education classes but inspection of the core element of community service indicates that students successfully increase their personal maturity through an experience of the needs of the wider community.

149 As students move through the college, they make sound progress in their knowledge and understanding of Christianity and other major world faiths. The progress of the students is supported by the use of good study guides which enable students to organise and evaluate their work and to set personal targets for improvement. Whilst most students are conscientious in the use of these guides, many find it difficult to identify specific targets that relate to religious education or to link their self assessment to the aims of the units being studied.

150 Students show very good levels of motivation and interest in the subject and

most respond to the challenge of a wide variety of learning styles. For example, they are able to research and present personal projects on such issues as 'fair trading', using information technology very effectively. They are confident in using role play to interpret biblical passages. They show sensitivity in creative prayer writing and responding to a visit to a monastery. The quality of extended written work improves as they move through the college although some of the less able students find this difficult to structure.

151 The quality of teaching ranges from good to excellent and is mostly good. Lesson preparation is good and the quality of relationships between teachers and students is extremely high. A particular strength of the subject area is the way teachers engage and motivate students, and challenge students to think about religious issues through the use of skilful questioning techniques. The religious education department is managed very well. Students' work is monitored regularly but written comments do not focus sufficiently on areas of strength and weakness linked to the unit aims. The curriculum is broad and balanced and the core programme for Key Stage 4 and Post-16 is developing well. However, resources, particularly textbooks, to support the teaching of world faiths are inadequate. Resources to support the learning needs of the full ability range are not sufficiently varied. A pleasant learning environment has been created with the use of some religious artefacts and these need complementing in order to sustain and stimulate the interest and motivation of students in religious education.

Business studies

152 This is an effective subject area where high quality teaching encourages students to develop their knowledge and understanding at a good pace. Exam results achieved by Post-16 students are well above national averages, with a 100% pass rate for both 'A' level GCE and BTEC courses. Although most apparent in those studying the GNVQ course, the majority of students are able to plan their work successfully and to use correct business terms to describe their work.

153 Nearly all students show a good level of interest and involvement in their work. Relationships between teachers and students in the department are good, and students show respect for student teachers. Students concentrate on their studies and work effectively in teams. When using computers, students work carefully to enter data correctly, and many check the accuracy of the calculations.

154 The teachers have a very good command of their subject, and are successful in helping student teachers develop their competence both in the subject and in the skills of teaching. The quality of teaching by these experienced staff is always at least good or better. A range of well designed case studies has been prepared by teachers to help students develop their understanding of the operation and effects of business and the economy. These are successful in motivating students to learn, particularly where the evidence is gathered directly by the students themselves. The curriculum area has successfully introduced GNVQ programmes. Teachers are committed to the further development of these programmes which are already proving very effective in meeting the needs of students at Key Stage 4 and Post-16. GNVQ is well managed in the department and assessment practice is developing well, particularly at Post-16.

155 Students make effective use of information technology resources, although there is a lack of some basic equipment such as a FAX machine. Accommodation for the department is very well maintained, although the computer facility does not have an adequate temperature control.

156 The quality of management is very good, and ensures that the subject area is successful in meeting its aims. There is a lack of a health and safety policy that applies specifically to the work of the subject.

General National Vocational Qualification (GNVQ)

157 Although recently introduced into the college, GNVQ courses are already proving successful in meeting the needs of a wide range of students at both Key Stage 4 and Post-16. Students studying Advanced Business are achieving the course units at a good rate, and the level of this achievement is broadly equivalent to that of 'A' level GCE. Many students at Key Stage 4 have made good progress in developing the skills of planning their own work and of evaluating their own performance, and are successful in managing their own learning.

158 Teachers across all subjects are committed to the successful development of the GNVQ programme. The GNVQ curriculum manager has a good level of understanding of course requirements and has developed procedures to enable students to manage their own learning, although these procedures are not yet adopted by all subject areas. The teaching is usually well planned to help students develop both knowledge in the subject and the skills to apply knowledge.

159 There is a clear management structure for the GNVQ, although not all teachers have a clear understanding of the purpose of the GNVQ development at Key Stage 4.

PART C: INSPECTION DATA

Summary of inspection evidence

160 The inspection team consisted of 14 inspectors, one of whom was a lay inspector. A total of 48 inspector days were spent in the college. During the inspection, 213 lessons, 25 registration and tutorial sessions, 4 assemblies, and a large range of extra-curricular activities were seen. All full-time teachers were seen teaching at least once and many several times. 66 planned discussions were held with members of the teaching and non-teaching staff and with members of the governing body. The available written work of a representative sample of six students from each year group was analysed. Planned discussions were held with these students and informal discussions with many others. A large amount of documentation provided by the school was scrutinised. The Registered Inspector held a meeting attended by 60 parents. The team considered over 190 responses to a questionnaire from parents concerning their opinions of the college.

161 Data and indicators

STUDENT DATA

	Number of students on roll (full-time equivalent)	Number of students with statements of SEN	Number of students on colleges' register of SEN	Number of full-time students eligible for free college meals
Y7 - Y13	752	11	50	106

TEACHERS AND CLASSES

Total number of qualified teachers (full-time equivalent)	57.2
Number of students per qualified teacher	13.15 : 1

Total number of education support staff	12
Total aggregate hours worked each week	480

Percentage of time teachers spend in contact with classes: 74%

Average teaching group size:	KS3	19.9
	KS4	18.34
	Post-16	16.25

FINANCIAL DATA

Financial year: 1995

	'95
Total Income	£ 2,264,651
Total Expenditure	£ 2,224,334
Expenditure per pupil	£ 3,713.41
Balance brought forward from previous year	£40,317
Balance carried forward to next year	£99,763

PARENTAL SURVEY

Number of questionnaires sent out :	752
Number of questionnaires returned :	190
Percentage return rate :	39%

Responses (percentage of answers in each category) :

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the college.	28%	58%	8%	6%	0
I would find it easy to approach the college with questions or problems to do with my child(ren).	54%	36%	4%	5%	1%
The college handles complaints from parents well.	29%	49%	18%	3%	1%
The college gives me a clear understanding of what is taught.	32%	46%	11%	9%	2%
The college keeps me well informed about my child(ren)'s progress.	45%	37%	8%	8%	2%
The college enables my child(ren) to	56%	38%	4%	2%	0

achieve a good standard of work.

The college encourages children to get involved in more than just their daily lessons.

I am satisfied with the work that my child(ren) is/are expected to do at home.

The college's values and attitudes have a positive effect on my child(ren).

The college achieves high standards of good behaviour.

My child(ren) like(s) college.

54%	42%	3%	1%	0
35%	48%	9%	7%	2%
54%	36%	7%	3%	0
46%	46%	6%	2%	0
66%	28%	4%	2%	0

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