

# INSPECTION REPORT

## **CHESSINGTON COMMUNITY COLLEGE**

Chessington, Surrey

LEA area: Kingston-upon-Thames

Unique reference number: 102599

Principal: Mr David Kemp

Lead inspector: Carmen Markham

Dates of inspection: 9<sup>th</sup> – 12<sup>th</sup> February 2004

Inspection number: 259342

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Modern (non-selective)
School category:	Community
Age range of students:	11 - 18
Gender of students:	Mixed
Number on roll:	700
School address:	Garrison Lane Chessington Surrey
Postcode:	KT9 2JS
Telephone number:	020 8974 1156
Fax number:	020 8974 2603
Appropriate authority:	Governing body
Name of chair of governors:	Ms Carolyn Doherty
Date of previous inspection:	17 <sup>th</sup> November 1997

## **CHARACTERISTICS OF THE SCHOOL**

Chessington Community College is a mixed 11-18 non-selective secondary modern school with 700 students situated in the south of the borough of Kingston-upon-Thames. It shares post-16 provision with two other local schools, Hollyfield and Southborough. The three schools support the Kings Collegiate and students travel between the three sites. The college serves an area where selective and independent schools, including two selective girls' schools, take high attaining students and this means that the school is not the first choice of many parents and has never admitted its full allocation of students. There are more boys than girls in the college. Students come from a variety of ethnic groups and 27 different languages are represented in the college. Nearly 22 per cent of students are from ethnic minority groups and speak English as a second language. This area has a mobile population. Although employment in the area is high, there is a higher than average level of deprivation.

The college is the only community college in Kingston and has been successful in making itself the focus of community sports and leisure activities. It is the main provider for adult education in the locality.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19599	Carmen Markham	Lead inspector	
11072	Shirley Elomari	Lay inspector	
3162	Philip O'Neill	Team inspector	English Religious education
32251	Peter Bratton	Team inspector	Mathematics
24453	Gordon Jackson	Team inspector	Science Citizenship
2971	Kathy Hooper	Team inspector	Design and technology
12110	Roger Bailess	Team inspector	Modern foreign languages
4223	Garth Collard	Team inspector	Geography History
28106	Michele Majid	Team inspector	Special educational needs Information and communication technology
31705	John Mason	Team inspector	Music
23137	Ron Fewtrell	Team inspector	Physical education Business education Leisure and tourism
31688	Brian McGonagle	Team inspector	Art and design
18547	Chetana Shah	Team inspector	English as an additional language
32777	Jim McVeigh	Team inspector	Chemistry

The inspection contractor was:

Altecq Education  
102 Bath Road  
Cheltenham  
Gloucestershire  
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>10</b>
Standards achieved in areas of learning, subjects and courses	
Students' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>15</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>23</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>27</b>
<b>SUBJECTS AND COURSES IN KEY STAGES 3 AND 4</b>	
<b>SUBJECTS AND COURSES IN THE KINGS COLLEGIATE SIXTH FORM</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>59</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Chessington Community College is **a very effective school which provides students with a good quality of education**. Provision for many aspects of school life and a range of subjects is very good. The college is well led and managed so students are cared for and they thrive in the well planned learning environment where teaching is good. The college welcomes students from a variety of social and ethnic groups. It works with the community and with parents to ensure that all these students have their needs met. Students achieve well and make good progress. **The college provides good value for money.**

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

- The very good leadership of the college; in particular, the excellent leadership of the principal.
- The college is a learning community for students and members of the wider community. It is very inclusive.
- Effective management and very good systems for evaluating the college's strengths and weaknesses have produced improvements in students' achievements and attitudes to learning.
- Standards are not high enough in English or in literacy throughout the college.
- Very good use is made of performance data to raise standards through target setting but assessment is not used consistently in the classroom to promote learning.
- Provision for gifted and talented students has not been fully developed.
- Provision for citizenship in the curriculum is unsatisfactory.
- Unsatisfactory accommodation makes it difficult for the full range of the curriculum to be delivered in some areas.

### Change in effectiveness since the previous inspection

The college has made **good progress** since the previous inspection, although standards overall have not risen. This is because the new management team has only been in post for 18 months and it is too early for new strategies to have a significant impact on standards. Teaching has improved and very good progress has been made in whole-school assessment and target setting. Attendance figures have improved. The number of excluded students has fallen. The management and efficiency of the college has also improved as areas for development are recognised and strategies are put in place to address them. There is a very positive climate for learning. The curriculum is broader than it was previously but there are still some areas that have insufficient curriculum time. Extra-curricular provision has been widened. The provision for information and communication technology is now good.

### STANDARDS ACHIEVED

The standards attained by students at age 14 and 16 are **below the national average** in the core subjects with the exception of science at age 16 which is above the national average. However, they are **in line with the average for similar schools** at age 14 and 16. This demonstrates good achievement and progress, which continue in the sixth form where in 2003 students attained results similar to all students nationally.

Over a third of Year 7 students enter the college with levels of attainment in English below the national expectation of Level 4. In mathematics only half the Year 7 students have attained Level 4. The college has also had a rapid rise in the number of students who have English as a second language in the last two years. These students are provided with the extra help and support they need to make progress so that by the end of Year 9 standards are rising in mathematics and science but they are still too low in English.

In Years 10 and 11 students make better progress. In 2003 the proportion of students who gained five GCSE grades A\* to C was 42 per cent, the highest that it has been since 1996. Standards were highest in science, history and ICT. There was also a substantial improvement in the number of students achieving five A\* to G grades and one A\* to G grade. Although these pass rates are still not high enough, they are the result of the college admitting students who find it difficult to attend school and have had a long history of non-attendance elsewhere.

Students enter Year 12 with standards that are below the national average. By the end of Year 13 they are close to the national average in terms of GCE A-level results.

### Year 11 and 13 results

Performance compared with:		all schools			similar schools
		2001	2002	2003	2003
Year 11	GCSE/GNVQ examinations	D	E	D	C
Year 13	A/AS level and VCE examinations	E	E*	C	

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose students attained similarly at the end of Year 9*

Students with special educational needs and English as an additional language achieve well. Girls achieve better than boys in English; in mathematics and science their performance is similar. Boys achieve above average standards in the sixth form. Standards in literacy are not high enough.

The college has a very positive ethos. Consequently, students achieve good standards in their attitudes towards others and have a clear sense of responsibility to the college community. They respect and understand cultural diversity but their awareness of, and response to, the spiritual is less well developed. Students know right from wrong. However, there is a small minority of students who are not well motivated and do not, on occasions, behave as well as they should.

### QUALITY OF EDUCATION

**The quality of education provided by the college is good.** Teaching is good and all students make good progress in their learning. However, provision for very able students has not been developed systematically across the college. The college offers a satisfactory curriculum and a good range of out-of-school activities.

Relationships in the college are good and teachers know their students well. Teachers provide good support and guidance. The college has good partnerships with parents, other schools and the wider community.

### LEADERSHIP AND MANAGEMENT

Leadership is **very good** and management is **good**. The principal, with the full support of effective governors, provides **excellent leadership**. With college staff they have developed and implemented the strategies through which their vision of high achievement can be attained. Effective management teams ensure that identified areas for development are systematically addressed.

### PARENTS' AND PUPILS' VIEWS OF THE COLLEGE

Parents believe that the college is a happy, well ordered environment that is a real community college. They describe it as inclusive, caring and responsive. They recognise the improvements that have been made since the appointment of the new principal in terms of the learning environment and increased expectations of students. They also recognise the hard work of staff. They identify standards in English, the poor behaviour of a minority of students and accommodation as issues that the college needs to address.

Students are proud of their college and recognise that it serves the local community. They value the college council and feel very involved in decisions it makes. Students feel safe and well cared for.

### IMPROVEMENTS NEEDED

**The most important things the school should do to improve are to:**

- improve standards in English and literacy;
- improve the use of assessment in the classroom to promote learning;
- develop effective provision for citizenship in the curriculum;
- develop provision for gifted and talented students in the college;
- improve the accommodation in the college.

## KINGS COLLEGIATE SIXTH FORM SECTION OF THE SUMMARY REPORT

The Kings Collegiate is a sixth form consortium comprising three Kingston schools: Hollyfield, Southborough and Chessington Community College. It provides for 270 students, some of whom travel between the schools. The consortium offers a wide range of academic and vocational courses.

### OVERALL EVALUATION

The effectiveness of the sixth form consortium is **satisfactory** and it is **cost-effective**. Teaching and learning are good in all three schools, ensuring that most students achieve well and have positive attitudes to their work. Examination results are below the national average, but individual subject results fluctuate yearly, owing to the small number of entries in some subjects. The leadership and management of the consortium are satisfactory, although there are marked differences in effectiveness between the schools. The consortium is at an early stage of development, but already the advantages gained by students far exceed any operational problems that the schools have had to overcome.

#### The main strengths and weaknesses are:

- There is a high level of commitment to the consortium, so students benefit from the co-operation of the three schools.
- Good teaching ensures that students achieve well and have positive attitudes to their work.
- The consortium provides a wide range of courses for students.
- The lack of consistent, well planned monitoring of the whole provision means that weaknesses are not easily identified, or dealt with at an early stage.
- Sixth form accommodation in each school is unsatisfactory, which restricts students' progress.
- Although the curriculum is broad, many students choose courses that make too heavy demands on their limited literacy skills or that only run in their own school.

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

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

Curriculum area	Evaluation
English, languages & communication <b>English</b>	Provision is <b>good</b> . Good teaching ensures that students achieve well. Standards are above average and students of all abilities make good progress. Effective leadership and management ensure collaborative teamwork. Assessment is very detailed and this supports students' learning.
<b>Mathematics</b>	Provision is <b>satisfactory</b> . Lively and challenging teaching in Year 12 motivates students to learn well. Students achieve well. In the 2003 A-level examinations results were above average.
Sciences <b>Biology</b>  <b>Chemistry</b>	Provision is <b>satisfactory</b> . The standards of students' work are close to average. Teaching and learning are satisfactory, so students achieve as well as expected. Leadership and management are satisfactory. Provision is <b>satisfactory</b> . A-level chemistry results in 2003 were below average for all collegiate students, but their achievement was satisfactory overall. The course is taught in all three schools. However, the quality of teaching and learning is inconsistent as there is no formal monitoring of the provision.
<b>Information and communication technology</b>	Provision is <b>satisfactory</b> . Standards overall are below average. Teaching is effective and specialist knowledge is used well to develop students' understanding and technical skills. Overall, achievement is satisfactory as are leadership and management.
Humanities	No subjects were inspected in this curriculum area.
Engineering, technology and manufacturing <b>Design and technology</b>	Provision in design and technology is <b>good</b> . Standards are above the national average and students achieve well. Teaching and learning are good. Teachers have very good specialist knowledge and students are well supported by good assessment procedures.

Visual and performing arts <b>Art</b>	Provision in art is <b>good</b> . Standards are above average and students achieve well. Teaching and learning are good and students have very positive attitudes towards the examination courses. The subject is led and managed very well.
<b>Media studies</b>	Provision is <b>satisfactory</b> . Standards in A-level courses are below average, as confirmed by examination results. Students achieve satisfactorily in response to enthusiastic teaching, but they have underdeveloped communication skills and contribute insufficiently in lessons.
Hospitality, sports, leisure & travel <b>Leisure and tourism</b>	Provision in leisure and tourism is <b>good</b> . Students achieve very well due to very effective teaching. However, standards and examination results vary considerably between years. The retention of students to complete the course is proving difficult and too few stay on to the end and get a qualification.
<b>Business</b>	Provision is <b>very good</b> . Very good teaching ensures above average standards and that students achieve well. Very positive relationships ensure a good work ethic. Leadership of the subject is excellent.
<i>The curriculum areas are broadly common across all post-16 education and training. They do not necessarily correspond with subjects and courses taught by the college. Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. Excellent and very good are equivalent to the judgement 'outstanding' in further education and sixth form college reports: poor and very poor are equivalent to 'very weak'.</i>	

### ADVICE, GUIDANCE AND SUPPORT

The provision of support, advice and guidance given to sixth form students is good. This provision is especially strong at Chessington, good at Southborough and satisfactory at Hollyfield. Students welcome the good support provided by individual subject teachers. There are good arrangements to provide for the care and welfare of students. Across the consortium good procedures have been established to ensure that students' views are sought and valued. This feature was especially strong at Chessington. Students receive good careers advice and are supported well if they choose to apply to universities. Commendably, many students are first generation university entrants.

### LEADERSHIP AND MANAGEMENT OF THE KINGS COLLEGIATE SIXTH FORM

The quality of leadership and management is **satisfactory** overall, but varies considerably between the three schools. This situation has been exacerbated since the former director of the consortium has not been replaced. The three schools work in a co-operative manner and there is close agreement on the timetable, courses and the deployment of teachers. The leadership within the consortium is good. There is a clear vision and purpose in raising students' attainment and achievement. Management across the consortium is satisfactory overall. However, at Hollyfield, the monitoring and review of students' achievement, personal development and attendance is ineffective, although there is satisfactory monitoring of students' work taking place in subject areas. The lack of formal strategies for ensuring consistency of teaching and the implementation of the curriculum across the consortium is a weakness that all three schools are aware of. The governing bodies of each school are fully involved in all new developments through an effective sub-committee structure.

### STUDENTS' VIEWS OF THE KINGS COLLEGIATE SIXTH FORM

Students are very positive about the sixth form provision and most say that they have no regrets about their choice to join the Kings Collegiate. Sixth form students talk loyally about life at their school and in the consortium. They get on well with students from other schools and appreciate the support that teachers give them. Students say that they are well taught and supported in familiar surroundings. They comment positively on the good relationships that exist between staff and students. They would like more extra-curricular activities and more involvement with school life. They feel that they are listened to and that action has been taken as a result.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

The standards achieved by students at the end of Years 9 and 11 are **below the national average**. Standards are lowest in English and highest in science. However, when standards are compared with the standards in similar schools they are **broadly in line**. Students make steady progress and the achievement of students is **good**.

#### Main strengths and weaknesses

- Students make good progress. Their achievement is good in relation to their standards at the beginning of Year 7.
- Low standards in English and literacy throughout the college have a negative impact on attainment across the curriculum.
- Standards in science are high.
- The lack of consistency in terms of standards achieved in the core subjects is a weakness.
- The college has been successful in reducing by a half the number of students who leave the college with no GCSE pass grades but numbers are still too high.

#### Commentary

1. A third of Year 7 students enter the college with levels of attainment in English that are below the national expectation of Level 4. In mathematics only half the Year 7 students have attained Level 4. This reflects the non-selective intake of the college. There are several other factors that have a negative impact on standards. In the last two years the college has had a rapid rise in the number of students who have English as a second language; this group now represents 22 per cent of the college's population. There is also a smaller but still very significant group of students with special educational needs. High pupil mobility, including students who have been excluded from other schools, also depresses standards. As many as 40 per cent of students in Year 11 did not start the college in Year 7.

#### Key Stage 3 (Years 7- 9)

##### *Standards in national tests at the end of Year 9 – average point scores in 2003*

Standards in:	School results	National results
English	28.2 (28.9)	33.4 (33.3)
Mathematics	33.1 (33.5)	35.4 (34.7)
Science	31.5 (32.1)	33.6 (33.3)

*There were 87 students in the year group. Figures in brackets are for the previous year*

2. Achievement is good in most subjects. By the end of Year 9 students attain standards in line with those in schools whose students attained similarly at the end of Year 6. These students have started to close the gap between their attainment in most subjects and the national average and they are poised to make more rapid progress in Years 10 and 11. However, overall standards seen in lessons were below average with the exception of science, mathematics, physical education and art and design. Standards in modern languages are poor. The college did not achieve the targets set by the local education authority in the three core subjects of English, mathematics and science in the national tests at the end of 2003. For many students poor skills in literacy and English mean that many students are unable to access the full curriculum effectively.
3. Students with special educational needs make good progress but additional support and better provision in English would enable students with English as an additional language to make faster

progress. The school banding system ensures that most students with special educational needs are taught in smaller groups and make very good progress in a specific reading programme.

### Key Stage 4 (Years 10 and 11)

#### Standards in GCSE/GNVQ examinations at the end of Year 11 in 2003

	School results	National results
Percentage of students gaining 5 or more A*-C grades	42 (33.6)	50.3 (49.9)
Percentage of students gaining 5 or more A*-G grades	82 (75.2)	88.6 (90.9)
Percentage of students gaining 1 or more A*-G grades	93 (85.2)	94.7 (96)
Average point score per pupil (best eight subjects)	30 (31.3)	33.8 (34.7)

*There were 127 students in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

- In Years 10 and 11 students achieve well and the gap between standards achieved by the school and the national average continues to close. However, although the college achieves standards that are similar to those achieved by other non-selective schools, at the time of the previous inspection it achieved results that were higher than those. In the intervening years the changing college population and uncertainties relating to college management have had a negative impact on standards. The new college management team has addressed this. The 2003 results compare well with the 1996 results when 44 per cent of students achieved A to C grades compared with 42 per cent in 2003. There was also a significant improvement in the percentage of students achieving five A\* to G passes and one A\* to G pass, but too many students are still leaving the college without appropriate qualifications. The college has worked hard to improve these pass rates. However, as it is required to take significant numbers of students with very poor attendance records who have been transferred from other schools it is difficult to see what more could be done. Standards of work seen in English and geography were below average, in music they were well below average. Standards in science, history and art and design are above the national average. All other subjects reflect national expectations.
- There is little overall difference in the achievement of boys and girls. Girls do better in English but boys and girls perform similarly in science and mathematics. While the majority of students achieve well in relation to their ability, the achievement of very able students is not as good in subjects that do not have a programme to meet their needs. However, in science and physical education very challenging teaching ensures that they achieve in line with their ability while in mathematics and religious education early entry to examinations provides challenge and good achievement.

### Kings Collegiate sixth form

Across the consortium examination results have been **below** average, but are rising. The standard of work seen in lessons and students' folders is mostly **in line** with expectations. Most students **achieve well** in relation to their prior attainment at GCSE.

### Commentary

- Students at Hollyfield enter Year 12 with standards of attainment below the national average. Standards in post-16 examinations for the students have been below the national average. They have declined during the last few years, but students have achieved satisfactorily. The standard of work currently done in most subjects is average. The achievement of students within individual subjects has varied widely yearly, depending on which students chose to study a particular subject. In the subjects inspected at Hollyfield, achievement is good in art, geography, music and mathematics. However, standards are not high enough, due to unsatisfactory management and a lack of clear focus on raising standards.
- Students at Chessington enter Year 12 with standards below the national average. By the end of Year 13 they are close to the national average in terms of A-level results. Standards in

GNVQ courses are well below national expectations. The numbers of students entering for each subject is small, so the data is unreliable in terms of trends over time. However, in 2003, results were close to the national average. This reflects very good achievement. However, results in GNVQ examinations indicate that standards and achievement are lower. In a cohort of nine students only a third achieved a pass grade in 2003. Standards seen in lessons and work scrutiny at Chessington were average overall, and in design and technology they were good.

8. Students at Southborough enter Year 12 with standards below the national average. The pass rate for advanced level examinations taken by sixth form students in 2003 was close to the national average. The proportion of higher grades was well below average, reflecting lower prior attainment at the start of the course. Work seen during the inspection revealed average standards in biology, mathematics and law, and below average standards in English and media studies. All of these reflect students' continuing good achievement. Standards are well above average in physics and here achievement is very good. Business studies students achieve well, exceeding their predicted grades. Some sixth form students, particularly on the media studies course, find that their limited literacy skills make it difficult to cope with advanced level work.

### **Students' attitudes, values and other personal qualities**

Attendance is significantly improved and is now **good**. Punctuality is **satisfactory**. Students' attitudes to school are **good**. Behaviour is **good** in lessons and around the school. Students' personal development is **good** overall.

### **Main strengths and weaknesses**

- Students' attitudes to learning and to college life are good.
- Students behave well and form good relationships with others.
- Students who have emotional and behavioural difficulties are very well supported so that they also behave well.
- Levels of attendance have improved significantly because the college monitors and promotes attendance very well.
- The personal development of students is good. Their social and moral development is very good and their cultural awareness is good.

### **Commentary**

9. Almost all students have a positive attitude to learning. They are willing to work and often enjoy their lessons, especially in practical subjects such as science and physical education. Students generally listen well to the teacher and try hard to complete the work set. They work well in pairs and small groups when offered the opportunity to do so but are less confident to engage in discussion. There is a difference between the two teaching bands, with students in the foundation band being less likely to persevere with work they find too hard or uninteresting. However, they usually settle to work in response to the teacher's encouragement. Students appreciate the wide range of extra curricular activities on offer, particularly the great variety of sports, and many choose to participate.
10. Behaviour throughout the college is good. Almost all teachers have high expectations of students' behaviour and they respond well. Those students who find it hard to control their behaviour are very well supported so that they rarely disrupt the learning of others. The college has a very good range of successful strategies in place to help students to take responsibility for their own behaviour. This has resulted in a significant decrease in the amount of time lost to exclusions, which fell from 574 days in 2000 to 2001 to 86 days in 2002 to 2003. Students form good relationships with one another, which helps to keep the level of bullying low. Students are confident that bullying is dealt with quickly and effectively when it is reported. Relationships between teachers and students are good. There is a good level of mutual respect. The school is an orderly community.

## Exclusions

### *Ethnic background of students*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	493	65	0
White – any other White background	40	1	0
Mixed – White and Black Caribbean	2	0	1
Mixed – White and Black African	1	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	9	0	0
Asian or Asian British – Indian	4	1	0
Asian or Asian British – Pakistani	4	1	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	39	0	0
Black or Black British – Caribbean	9	0	0
Black or Black British – African	17	4	0
Black or Black British – any other Black background	22	0	0
Chinese	3	1	0
Any other ethnic group	48	3	0
No ethnic group recorded	2	0	0

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

## Attendance

11. Attendance has increased steadily over the last three years, from 88 per cent in 2000 and 2001 up to 91 per cent last year. In the same period unauthorised absence decreased significantly, from 1.9 per cent to 0.5 per cent. College staff analyse and monitor attendance very closely in the drive to improve attendance. The college rewards good and improving attendance, which motivates students well. There is a range of options in place in Years 10 and 11 to provide a more relevant curriculum for disaffected students. Those students involved are well motivated by it and therefore attend regularly. The college admits a significant number of students, over the age of 11, who transfer with poor attendance records from other schools. In the light of this, the college has proved very successful in raising attendance. The attendance of a small minority of students remains a cause for concern and has an adverse effect on their education. However, the college has a very good range of strategies, including alternative educational provision, in place to ensure that these students do not opt out of education altogether. The dependence of many students on public transport leads to some lateness but the majority attend on time. Most lessons begin promptly.

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

### **Authorised absence**

### **Unauthorised absence**

School data

91.0%

School data

0.8%

National data

91.7%

National data

1.1%

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

12. Students' personal development is good. The college fosters their self-esteem and confidence well so that they are willing to take an active part in the life of the school. The strong moral code promoted by staff results in students developing a strong sense of right and wrong. They generally take good care of their own and college property. Students have many opportunities to work and play with others, for example in team games, and this ensures that they develop a sense of social responsibility. The college council offers them a real voice in the development of the college and students are proud of its achievements. The college celebrates its cultural diversity well. In particular, events have been held so that Korean and Asian students can share aspects of their culture with others. In art, students have produced work of a high standard that shows a good understanding of aspects of their own and others' cultural life. Religious education makes a significant contribution to spiritual development but many other subjects do not recognise and use opportunities to develop this aspect.

### **Kings Collegiate sixth form**

The attitudes and behaviour of students in the consortium are **good**. Students' attendance and punctuality are **satisfactory**. The students' **positive** attitudes contribute well to the standards they achieve. Students are good role models in raising the aspirations of younger students.

### **Commentary**

13. Students in all three schools have good attitudes and behave well. Most take at least adequate responsibility for their own learning. At Chessington, students have very good attitudes to their studies. Students' generally respond well to the help and support they receive from the sixth form staff and develop a mature approach to studying. They work hard to achieve the examination grades they need to further their career aspirations.

14. A few students participate in enrichment activities when given suitable encouragement, but this remains an area for development across the consortium. Students are very co-operative and respectful in their relationships with others. At Hollyfield, students are not given sufficient opportunities to develop their personal skills and their minimal contribution to the school and the wider community is inadequate for their personal development.
15. Most students attend lessons regularly because teachers follow up absence very carefully. For example, the three heads of sixth form e-mail one another each day with names of absent students. Attendance is particularly good at Southborough. Students from all three schools try hard to arrive in good time, but are occasionally late because of the need to transfer between schools for different lessons. At Hollyfield the procedures to promote attendance and to monitor absence are unsatisfactory.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The college provides a **good** education. The quality of teaching, the use of assessment data and extra-curricular activities are good. Pastoral care is very good and there are good links with parents.

### Teaching and learning

**Teaching is good** overall so all students learn effectively, but those with English as an additional language do not have enough support in class. Assessment is **satisfactory**.

### Main strengths and weaknesses

- The quality of teaching has improved substantially since the previous inspection
- Teachers plan effectively to meet the full range of students' needs and they make very good use of classroom support assistants when they are available. However, there is insufficient pace and challenge for very able students in some lessons.
- Teachers are effective in managing pupil behaviour through the use of the college behaviour policy and through the development of good relationships with students; this promotes effective learning.
- Individual education plans to support students with English as an additional language are good but many teachers lack the skills to communicate with these students, which limits their progress.
- The college has a very effective strategy for assessment and target setting but it is not consistently applied in the classroom. The marking of students' work is not thorough enough. It does not help students to know what they need to do to improve.
- Some departments make very good use of a variety of teaching styles to support learning, but this is not a consistent feature of all subjects.
- Teachers do not systematically plan to develop literacy and mathematics in their lessons.

### Commentary

#### Summary of teaching observed during the inspection in 126 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5 (4%)	32 (25%)	45 (36%)	34 (27%)	9 (7%)	1 (1%)	0 (0%)

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

16. The table above indicates that 65 per cent of lessons were good or better while 92 per cent were satisfactory or better compared with 86 per cent in the previous inspection. The quality of teaching has improved considerably since that inspection when 20 per cent of lessons for students aged from 14 to 16 were found to be unsatisfactory. Now 93 per cent of lessons for students in Years 10 and 11 are satisfactory or better. Teaching is slightly weaker for students in Years 7 to 9 where most of the unsatisfactory teaching was seen. There is also a difference in the quality of teaching in different subjects. Very good examples were seen in mathematics, history, physical education and science. It is in these subjects that good marking is evident, where literacy is well taught and where the provision for students with English as an additional language is at its best. These are also the subjects that are confident enough to use a full range of teaching styles and to explore methods to improve the performance of different groups of students. They are also characterised by strong leadership and management.
17. Teaching is good because relationships are very positive and behaviour is well managed in most lessons. Teachers understand that their students come from very diverse backgrounds and that their teaching must take account of this diversity in the planning and delivery of lessons. Since the previous inspection there has been an improvement in the use and quality of individual education plans. These now identify the support needed by students with special educational needs and also the targets that they should aim for. Therefore teaching is more

relevant to them and students feel motivated and involved in lessons. The plans for students whose heritage language is not English are particularly good. However, inadequate funding for these students means that they have limited classroom support. It is directed towards students in the very early stages of second language acquisition. Therefore other students who speak English as an additional language can be unchallenged in class and often do not receive the support they need. However, where classroom support is available for these students it is well used and they make good progress.

18. The increasing use of assessment and target setting is also motivating students who do not have individual education plans as they are beginning to understand their work and what is expected of them. In the subjects where assessment and target setting are well used, such as science and history, standards are high and rising. However, overall assessment and target setting strategies are not consistently applied across the college. This also means that very able students are not being systematically identified and challenged in many subjects. It is significant that the proportion of GCSE A\* and A grades is highest in history, science and business studies where target setting is well used.
19. The most successful lessons observed were practical lessons. In these lessons students are very engaged in their work and show that they can work independently. However, many teachers are not making full use of the range of teaching styles that are currently being recognised as good practice, including the Key Stage 3 Strategy which is intended to improve the quality of teaching for students in Years 7 to 9. Also teachers are not consistently planning to teach the skills of literacy, mathematics and ICT in their lessons and this restricts the achievement of students.

### **Kings Collegiate sixth form**

Teaching and students' learning in Years 12 and 13 are **good**.  
Arrangements for assessment in the consortium are **good**.

### **Main strengths and weaknesses**

- In several subjects teachers have very good subject knowledge.
- Monitoring of teaching and learning to identify strengths and weaknesses is inadequate, especially where subjects are taught at more than one school.
- Unsatisfactory accommodation detracts from students' learning.
- Lessons are well planned, taking into account students' current knowledge and understanding

### **Commentary**

20. In all three schools an analysis of students' work and talking with students confirmed the good level of teaching and learning. Lessons are well planned and relationships are good, so students achieve well, including those with special educational needs and using English as an additional language. The complexity of the consortium's organisation makes the monitoring of teaching and learning in the sixth form difficult for each school. The unsatisfactory quality of much of the sixth form accommodation also detracts from students' learning.
21. Teaching in the sixth form at Hollyfield is good, but has not improved since the last inspection, largely because there is insufficient regular review and monitoring or any intervention by the head of sixth form and his management team. Information about students' attainment at the end of Year 11 is used well to measure progress and set targets for sixth form students. Tutors play a key role in discussing with students how well they are developing academically and personally, but the head of sixth form does not have a strategic overview of the outcomes. Most departments operate the assessment system well. This is particularly so in English, where very good target setting and rigorous feedback consistently inform students about how to improve their standards. In information and communication technology assessment is only satisfactory, because targets are not consistently set by the four different teachers, a weakness which hinders students' progress. Assessment is good and students are shown how to improve their work.

22. At Chessington, teaching has improved since the previous inspection. Most lessons seen were lively and well taught. However, when only one or two students are following a course, such as in mathematics in Year 13, they are not likely to experience a wide enough range of teaching styles. Such students also miss the collaborative learning that was a good feature of much of the provision seen elsewhere. Teaching does not always challenge the most able students. Assessment at Chessington has also developed well and is used effectively to identify students' needs and to support them in their learning. Teachers are secure in their subject knowledge, which enables them to challenge their students and extend the range of the curriculum.
23. At Southborough teaching and learning are good in the sixth form and assessment is satisfactory. Assessment procedures are effective, but the information obtained is not used effectively to plan the next stage of work. Very good teaching in physics, law and business education is based on very good subject knowledge, a keen appreciation of students' needs and a level of probing and challenge that maintains a brisk pace of learning by all students. Students with English as an additional language often have very good communication skills in the sixth form, but frequently have difficulty in understanding concepts and technical language. At Southborough, teachers are not sufficiently aware of the potential problems this causes for these students.

### The curriculum

The college provides a broad and **satisfactory** curriculum that meets the needs of all its students. Students' learning is well supported by **a wide range of activities outside lessons**. There is a **good** programme of vocational courses.

### Main strengths and weaknesses

- The curriculum is well planned, helping students with various needs to achieve their potential.
- The range of extra-curricular provision is good, particularly in physical education, sport, cultural awareness and the arts.
- Accommodation is unsatisfactory with major deficiencies in several important areas.
- New vocational courses in Year 10 are well matched to the needs of lower attaining students.
- There is insufficient curriculum time for personal, social and health education, citizenship, humanities, music, religious education and design and technology.

### Commentary

24. The breadth of the curriculum has improved since the previous inspection. A particular strength of the college is the support it gives to students with special educational needs, particularly those at an early stage of learning English as an additional language. This reflects the high priority placed by the college on equality of opportunity and the right of all students to be fully included in its work.
25. The National Curriculum is implemented throughout the college and the requirements for religious education and collective worship are now met. In Years 7 to 9 the Key Stage 3 Strategy is well established in English, mathematics and science. Other departments are at different stages of incorporating the strategy into their curriculum planning and teaching. In mathematics there are good examples of curriculum innovation with separate classes for boys and girls provided in order to raise attainment. However, the short units of work in the design and technology curriculum limit students' progress, particularly that of lower attainers. In geography and history in Year 8 there is insufficient time for students to reach their full potential.
26. A wider range of courses is now offered in Year 10. These include four GCSE double award courses, basic skills programmes and courses provided in partnership with the local college of further education. These vocational courses are becoming more popular with students and are well matched to individual career aspirations. The vocational ICT course includes excellent links to local businesses that help students relate their learning to the workplace. In

mathematics students now take their GCSE examinations in Year 10 rather than Year 11. This early entry results in increased motivation and achievement. The pattern of option choices offered to students now in Year 10 has resulted in only small numbers taking history and geography. Problems in staffing have led to a modern language being provided only in Year 11. The college now has plans to provide a more balanced curriculum in these subjects.

27. There are particular strengths in physical education and sport. Facilities for indoor work are excellent with a very wide range of activities offered both in and out of school. The overall range of activities supporting students' learning at lunchtime and after school is good. Clubs and groups cater for many different interests and needs. These activities are well attended and include amongst many others drama, ICT, science, homework and book clubs. Students with English as an additional language enjoy meeting together to learn about English traditions and culture. International project groups work on developing links with students in other European countries. This is well planned and organised, making a significant contribution to students' awareness of other cultures and traditions.
28. The college's accommodation is unsatisfactory. The principal, together with teachers and parents, has made great efforts to improve the learning environment. The external appearance of the college has been made much more attractive. However, the college has no playing field facilities and only a very limited play area on site. Facilities for the sixth form and in art and music are poor, consisting almost entirely of external classrooms. These have only been kept in an acceptable state of decoration through the efforts of parents and teachers. Many science lessons are taught in non-specialist rooms. This reduces practical activities and adds to teachers' workload. Catering facilities are cramped. The space and access to independent learning facilities in the library are inadequate for the size of the college.
29. Across the school resources are usually satisfactory. The computer suite is adequately equipped for whole-class teaching. The library, although small, has a good range of well chosen stock. In a few subjects classes have to be taught by two teachers but the majority of staffing problems have now been overcome.

### **Kings Collegiate sixth form**

The curriculum provided across the consortium is **good**. Enrichment, including out-of-school activities, is **satisfactory**. The accommodation and resources for the sixth form are **unsatisfactory**.

### **Main strengths and weaknesses**

- The range of courses is good and increasing, attracting higher student numbers.
- The monitoring and co-ordination of those subjects shared between sites is inconsistent.
- There is good continuity of learning between Year 11 and the sixth form courses.
- The quality of sixth form accommodation is unsatisfactory in all schools.

### **Commentary**

30. A broad range of courses is offered by the consortium. These include vocational courses and re-sit courses for GCSE in English and mathematics, complementing over 20 A-level and AS-level subjects. A growing number of students are subscribing to these courses as the consortium becomes better established. Almost half of the courses are split between the partners in the consortium, which results in problems with punctuality and time lost through travelling between the schools. Several subjects have coherent links between the curriculum in Year 11 and that in Year 12. This continuity is most notable in preparation for psychology GCE through the health and social care GNVQ, for music technology GCE through music GCSE and in business studies. However, no courses in community languages are offered by the consortium. Sixth form students with special educational needs are well supported. The three schools in the consortium ensure that copies of their individual education plans are distributed to all teachers. Where necessary, teachers work closely with the student and the family.

31. The resources at all the consortium schools are satisfactory, but all have serious weaknesses in accommodation. For example, the common room and study area at Hollyfield does not provide a good working environment for students, since they are currently cold and poorly furnished. However, the school has just been allocated external funding and has extensive plans to rectify these shortcomings.
32. At Hollyfield, the skills for developing independent learning are particularly good in English. All students have good access to ICT facilities in their free time. Extension and enrichment activities are limited in scope and are not monitored satisfactorily, especially with regard to absenteeism. The participation of students in enrichment activities is poorly organised. However, some departments, such as English, provide highly stimulating trips, which supplement and enliven their courses.
33. At Chessington, students receive good advice and guidance in relation to subject choices and future education and career pathways. A wide range of vocational and advanced courses is provided across the three schools. Although only a limited range of new GCSE courses is presently available, planning is under way to broaden this choice. Some students prefer not to travel between sixth form sites, which limits their choice of courses. The sixth form personal, social and health education programme is well organised and effectively taught. Excellent contributions are made by external organisations such as the local drugs education unit.
34. At Southborough, the joint consortium arrangements with the two other consortium schools allow students to choose from a wide range of courses. This enables the boys to continue their studies on familiar territory, and meets the needs of many who might otherwise lose touch with learning. The range of courses does not yet meet the full range of students' needs. For example, there is a minority of students enrolled on the advanced level media studies course who do not really have the basic literacy skills to cope. They would be better suited to vocational and work-related courses. Such cases show that curriculum pathways from 14 to 19 are insufficiently developed. The personal, social and health education programme is well organised and effectively taught. Students have good opportunities to be involved in extra-curricular and enrichment activities.

### Care, guidance and support

**Very good** procedures are in place to ensure students' care, welfare, health and safety. Students receive **good** support, advice and guidance throughout their time in the college. Their views are sought, valued and acted on **very well**. The induction procedures for students new to the college are **very good**.

### Main strengths and weaknesses

- The support and guidance students receive on personal issues is very good and good for academic matters.
- The very safe environment makes students feel secure because teachers and other staff know them individually.
- The arrangements to support students when they join the college are very good and especially helpful to those who join at times other than the beginning of Year 7.
- The college regularly seeks, values and acts on students' views so that they make a strong contribution to its life and improvement.

### Commentary

35. The college has very good systems in place to support, advise and guide students throughout their school career. Teachers and other staff know the students well and use their knowledge sensitively to guide and support them. Although form tutors are the principal contacts for students in need, there is a wide range of strategies and support available to all those who need it. These include the learning support unit, learning mentors and behaviour specialists within the college as well as a wide range of outside agencies such as the welfare service and the educational psychology service. When concerns are identified they are addressed quickly

and effectively so that students can concentrate on their work. Form tutors are fully involved in monitoring the academic achievement of their group. Academic reviews take place regularly to involve students in setting their own targets. However, students do not understand what they need to do in order to achieve their targets in all subjects. The effectiveness of support, guidance and advice helps all students to make good progress.

36. The college is successful in providing a safe, caring environment in which students can concentrate on learning. Students feel safe in school because they trust teachers and other staff to have their best interests at heart. Procedures for child protection fully comply with legal requirements and staff are well trained in this area. Care is taken to ensure that health and safety requirements are met. Arrangements for first aid are good. The majority of students are confident that teachers are approachable, so they are likely to share any problems they may have. Students believe that their problems and concerns will be taken seriously and know that their care is a high priority for the college.
37. The college has a very good induction programme enabling students to settle quickly and confidently into school. The college has established good working relationships with the large number of primary schools from which it draws its students. Both students and their parents are very well informed about the college and have a good range of opportunities to visit it. A very significant number of students enter the college other than at the beginning of Year 7 and they too are helped to settle in very well. Their needs are assessed as soon as they are admitted so that they can be placed in classes that best suit them. Students for whom English is an additional language and those with special educational needs receive appropriate help.
38. The college values highly the views of all its students. Questionnaires are used twice a year so that the views of as many students as possible are gathered. The results are carefully considered and incorporated into the college development plan. As a result, students know that their opinions make a significant difference to college life. The college council provides a very good forum for students to put forward their ideas for improving the school. Changes initiated by the council have had a positive impact on students' lives. For example, girls are now allowed to wear trousers. Students have a range of responsibilities. In Year 11, a large number are prefects and help to make the college an orderly place. After a carefully evaluated trial last year, plans are in hand for Year 10 students to be trained as peer mentors.

### **Kings Collegiate sixth form**

Arrangements for the care and welfare of students are **good** for sixth form students. Arrangements for supporting and guiding students and involving them in the school are **good** in the consortium.

### **Main strengths and weaknesses**

- Students benefit from a good level of individual support, advice and guidance.
- The induction arrangements for students coming into the sixth form are good.
- All schools assiduously seek students' views and act positively on them.
- Students are positive about the provision in the sixth form.

### **Commentary**

39. The provision of support, advice and guidance given to sixth form students is good. Students welcome the good support provided by individual subject teachers. There are good arrangements to provide for the care and welfare of students. Across the consortium good procedures have been established to ensure that students' views are sought and valued. This feature was especially strong at Chessington. Students receive good careers advice and are supported well if they apply to universities. Teachers monitor and guide students' work and attendance carefully. Students are provided with good support when they first join the sixth form and induction arrangements are good. Students are very positive about the sixth form provision and most say that they have no regrets about their choice to join the Kings Collegiate. Sixth form students talk loyally about life at their school and in the consortium. They

get on well with students from other schools and appreciate the support that teachers give them.

40. At Hollyfield, the support, advice and guidance students receive are satisfactory. The involvement of students through seeking, valuing and acting on their views is also satisfactory. However, the school lacks an effective system for routinely monitoring all aspects of the students' life in school. Tutors do not know exactly where students should be, what they are doing and they do not meet all of them daily. This restricts tutors' ability to offer prompt, relevant guidance, so students do not feel as well supported by their tutors as by their subject teachers. A significant minority of students are not sufficiently involved in school life.
41. At Chessington, the support, advice and guidance students receive are very good. The involvement of students through seeking, valuing and acting on their views is good. The head of sixth form at Chessington ensures that all students frequently meet one-to-one with their tutor or another key member of staff. Clearly defined systems are in place so that students' attendance and work are regularly checked. Students receive good careers advice and are supported well if they apply to universities. Arrangements for the induction of students into the sixth form are very thorough so that students understand the different ways they will be working. Students chair the college council and take an active part in improving the school for its community. This prepares them well for life beyond school. However, the collegiate system means that they spend time on other sites, which limits their involvement in the daily life of the college.
42. At Southborough, the support, advice and guidance students receive are good. The involvement of students through seeking and acting on their views is also good. The school's strong ethos and pastoral care is carried through to the joint sixth form. Sixth form students get good academic and personal support from their tutors. The introduction of students to the sixth form is effectively managed. This beneficial process ensures that all students are guided towards a relevant choice of post-16 courses. The students appreciate the guidance given and feel well supported. The school responds positively to students' ideas.

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

The college has developed a **good** partnership with parents. The links established with the local community and with other schools are **good**.

### **Main strengths and weaknesses**

- The college provides parents with a wide range of very high quality, accessible information about its life and work.
- The quality of annual progress reports is poor but they are in the process of being developed.
- The college is very committed to seeking parents' views, taking them fully into account when planning change.
- The college works well with other schools and colleges to support its students.
- Links with the community are used well to widen students' experiences.

### **Commentary**

43. The college informs parents very well about its expectations and routines. The prospectus, curriculum information and the college website give parents a clear picture of college life. The quality and amount of information parents receive about what is taught has increased since the previous inspection and is now very useful. When concerns arise, for example about attendance or behaviour, teachers contact parents at an early stage so they can work together to resolve the issues. Parents of students with special educational needs are well informed and involved in decisions about their child's education. Parents of students in Years 9 and 11 are fully provided with information to help them guide their child's choices for the next stage of education. Information is made available in heritage languages. The college has held some very successful events for Korean parents to explain the English education system and what is on offer at the college.

44. The quality of students' reports is poor because they provide minimal information and do not include subject teachers' comments on the year's work. Parents are provided with target National Curriculum levels for each subject and an indication of whether their child is working above, below or at the appropriate level. A set list of comments, such as 'make greater efforts' and 'listen to teachers carefully' indicates areas for improvement but these are too general to help parents guide their child's progress. Those parents who attend consultation evenings have the opportunity to find out in detail how their child is getting on in each subject. However, those who are unable to attend are seriously disadvantaged by the lack of written information about the progress their child has made.
45. The college is committed to seeking the views of parents and giving them due consideration when planning change. Parents receive a questionnaire twice a year and the results are carefully analysed. Their views are incorporated into the priorities for development. Consultation with parents is an important part of the college's process of self-review. It contributes positively to the good partnership the college has developed with the parents by opening up a dialogue and following through the issues raised.
46. The college has good links with other schools that help to support students in a variety of ways. Links with the primary schools are well developed and contribute well to the ease of transfer to secondary education. A very significant number of students enter the college as over-age transfers from other schools, both local and further a field. Many of these students arrive with well-established patterns of poor behaviour or attendance. The college uses the information it receives to make sure that each pupil has the support needed so that he or she settles in quickly and can focus on learning. The school works closely with the local college and the pupil referral unit to provide a range of individually designed alternatives to full time school attendance when needed. This is successful in motivating students in Years 10 and 11 to continue learning.
47. The college remains a real focus for activities within its local community and is used extensively for adult education and sporting activities. The college has established a range of good links with the community that expand students' opportunities and experiences well. For example, all students benefit from work experience with a wide range of local firms. In Year 9, an industry day is held that involves local industries and businesses. However, such links are not consistently well developed in every department. Students raise funds for charity and help to organise events, such as the annual Christmas party, for local residents. The sponsorship by a prominent local business of the rewards for good attendance has helped the college to raise its attendance significantly in recent years.

### **Kings Collegiate sixth form**

All three consortium schools have established **good** links with the local community and with local schools and colleges, which benefit the sixth form students.

### **Main strengths and weaknesses**

- The consortium has strengthened its links with the local community.
- Effective links with other schools are improving.

### **Commentary**

48. The collegiate arrangements ensure that students have access to a broad range of courses, visits and other experiences. Students undertake voluntary work in the community as part of their programme of personal and social education. The three heads of sixth form work well together, so that students benefit from the provision and mostly study courses relevant to the next stage of their education. Local primary and secondary schools share their expertise with one another and the heads of sixth form in the three collegiate schools co-operate closely together. To minimise loss of lessons, staff training and students' academic reviews take place on the same day.

49. At Hollyfield, parents are kept very well informed about school life and this successfully encourages parents' participation with the school. Links with other schools, including those in the consortium, are organised well. Links with the community are improving rapidly. However, sixth form students do not benefit sufficiently because their enrichment programme is neither well organised nor monitored and a significant minority of students do not participate.
50. At Chessington, students are actively involved with, and benefit from, links with the community. They gain much, particularly from community service they undertake as part of their personal and social education programme. A small but increasing number of students take qualifications enabling them to work with younger students as sports leaders. Links with other schools and colleges are very good.
51. At Southborough, good links have been established with local primary and secondary schools that all share their expertise with one another. Links with the community are also good. These include regular involvement with the local church and sports clubs as well as business partnerships.

## LEADERSHIP AND MANAGEMENT

The leadership of the principal is **excellent**. The leadership of other key staff including heads of department and pastoral heads is **very good**. The governance of the college is **good** and the overall management of the school is **good**.

### Main strengths and weaknesses

- The leadership of the principal is excellent. He has a clear vision for the future of the college.
- The college's high commitment to inclusion ensures that all students have every opportunity to be valued members of the community and to achieve their full potential.
- The college governors are well informed and know the strengths and weaknesses of the college.
- The quality of the leadership of key staff is very good; it ensures very good pastoral care and departmental provision.
- Management systems in the college are good as they are informed by effective monitoring and an extensive programme of college self-evaluation.
- Very good arrangements are in place for performance management and the professional development and care of all staff.

### Commentary

52. The principal provides excellent leadership. He has a vision for the college in terms of high achievement in an effective learning environment that has a strong commitment to the needs of all individuals in the college community. He achieves this through a very thorough knowledge of the college's strengths and weaknesses, careful strategic planning and the appointment of staff with the knowledge and skills to implement the planned change. The senior management team is strong and reflects this considered approach. Each member of this team has clearly delegated roles which are all executed very effectively. At the same time they work well as a team to promote change and are good role models for all staff. The leadership of middle managers is good overall but there are several areas where leadership is not as good because of high staff turnover, as in English, or lack of clarity about the role, as in personal, social, health and citizenship education. Where it is very good, teams are clear about college priorities and acknowledge their roles in achieving these. Parents speak very positively about the leadership of the college and recognise the positive changes that have taken place since the appointment of the new principal.
53. The management of the college is good. Strategies for improvement are consistently implemented and arrangements for monitoring by governors and managers are in place. They are normally effective but in citizenship and personal, social and health education they have not been thorough enough. Monitoring evidence is carefully evaluated and used to inform new action. The development of assessment and target setting is a good example of management

in action. In this instance senior managers developed strategies, shared them with departmental managers, who sought individual responses from their departments. The responses were then used to update the process and students' targets.

54. A good example of effective management is the learning support unit, where the head of the unit has a clear vision of what needs to be done for students and a commitment to help them to achieve. She is very well supported by an assistant headteacher, the teacher in charge of behaviour support and the speech and language teacher. Staff share a common purpose and the management team work well together. The college therefore meets its statutory obligations in line with the Code of Practice and there is a clear special educational needs policy.
55. Very good arrangements for performance management are now in place, having been delayed initially due to the ill health of the previous principal. The process is managed by a member of the senior management team who has responsibility for staff welfare. This also includes professional development, induction and the management of initial teacher training. This is a new role that is in the process of development. At present professional development is not sufficiently linked to development planning. However, the training needs of the college are well addressed. The local education authority has been very supportive of the college's needs. It has ensured high levels of consultancy that have made a good contribution to raising standards and achievement.
56. The college is very closely involved with students in initial teacher training courses and staff at the college are trained and qualified to mentor and support these students. This aspect of the college's work is excellent as it not only benefits the students but also the college. It ensures that it is aware of educational developments and provides a pool of suitable new teachers for the college to draw on at a time when there is a shortage of teachers in the area. This strategy forms part of the college's policy for the effective recruitment and selection of teachers. Staffing is stable and over the last year a number of teachers who left the college previously have returned to work with the newly appointed principal. These have been very effective appointments.
57. The governance of the college is good as governors are fully involved in the life of the college. Each department has a link governor and heads of department are regularly invited to report to the curriculum group. Governors have a good knowledge of data relating to the college and they use this to inform discussions and decisions they make. They have played a significant role in the decisions to apply for sports college status and in fund raising. They have also ensured that all statutory requirements are met. They are closely involved in financial management as the college roll is consistently well under the recommended number of students for admission and funds therefore require careful management. The principles of best value are followed.

#### Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	2,574,964	Balance from previous year	-1,631
Total expenditure	2,562,660	Balance carried forward to the next	10,673
Expenditure per pupil	3,759.00		

#### Kings Collegiate sixth form (Leadership and management)

The quality of governance is **good**. The leadership of all the collegiate's key staff is **good**. The effectiveness of management is **satisfactory**. The sixth form is cost effective and gives **satisfactory** value for money.

## **Main strengths and weaknesses**

- The progress made by the collegiate has been good and is based upon the close co-operation of the three schools.
- The collegiate's development plan clearly identifies the issues to be addressed and proposes strategies designed to bring about improvement.
- The absence of strategies for ensuring the consistency of teaching and the curriculum is a weakness.
- The governing bodies are fully involved in all new developments through a sub-committee structure.

## **Commentary**

58. The Kings Collegiate is a relatively new initiative and has made good progress in providing students from its three schools with a wide range of curriculum provision and examination courses. Although each school has its own good review procedures, there is no monitoring process common to the three schools to ensure consistent quality of provision. Consequently, some students enjoy a better quality of education than others. There are, however, good examples of informal management liaison in English, geography, chemistry and design technology. Although the new sixth form provision was designed to extend access to a range of courses, this is not always the reality, as some options are impractical in terms of time spent travelling to other schools. The governing bodies are fully involved with sixth form initiatives and keep a close watch on the financial implications for their own school.
59. At Hollyfield, the leadership of the sixth form is satisfactory, but management is unsatisfactory, as there are insufficient procedures to systematically monitor and support the overall academic progress, personal development and attendance of students. In previous years the management of the sixth form provision was jointly held by a director for the consortium and the head of sixth form. At that time, new strategies to improve the monitoring of students' academic and personal progress across the three schools were devised. These policies have not been fully established and the present head of sixth form does not systematically monitor attendance, teaching, assessment information or the level of support given to students. Good intentions are not followed through and the very good statistical information provided by the assistant headteacher is not used effectively to raise students' attainment or achievement.
60. The head of sixth form interacts well with students and interviews them twice a year to discuss career aspirations and their plans for the future. Form tutors conduct individual student interviews during the year to set subject targets, but some inconsistencies persist in the effectiveness of this initiative. Monitoring of the system has, furthermore, not been implemented. In some areas, such as attendance, there is very little dialogue between the head of sixth form and form tutors, which results in a lack of rigour in monitoring and improving students' attendance.
61. The sixth form is included in the schools' review system. Satisfactory strategies enable the senior management team to monitor teaching. However, the head of sixth form is not part of that team, never formally observed or evaluated any sixth form lessons and does not have an accurate overview of the quality of teaching, learning and students' achievement.
62. At Chessington, leadership of the sixth form is very good and its management is good. The head of sixth form has been successful in the day-to-day management of sixth form provision. He has demonstrated very good leadership skills in relation to the Kings Collegiate since the departure of its first director. He has strong commitment to ensuring the success of the provision. He also recognises that the successful improvement of the provision rests in the implementation of the good development plan and the careful use of resources. The governors have been fully involved in discussions to develop the Kings Collegiate sixth form provision and also in its management through a governors' sixth form sub-committee.

63. An effective team of tutors oversees students' academic and social welfare. The college regularly evaluates sixth form students' progress and it is careful to involve them fully in this process. Teaching within the sixth form provision at Chessington is monitored well.
64. At Southborough, the leadership of the sixth form is good. The recently appointed head of sixth form has already built up a good working relationship with the other two schools in the collegiate. This was seen as a priority, as the former director of collegiate's post has not been filled. There is a clear vision of how this relatively new initiative should progress. The curriculum is planned to be extended to include more vocational courses relevant to a wider range of students. This is essential to the collegiate for increasing the number of students and improving its inclusive nature even further.
65. Governors have a clear understanding of the strengths and weaknesses of the developing sixth form collegiate, and of the challenges that it faces. They appreciate the need for a local and familiar provision for some students who are still maturing as learners. Governors are committed to continuous development of coherent vocational pathways providing an increasingly inclusive curriculum.
66. At Southborough, the management of the collegiate is good and is based upon vital close co-operation of the three schools. After procedures for monitoring attendance and assessment data were recognised as areas of weakness, the new procedures for checking on attendance are more rigorous and have had a positive effect on the students' achievement.

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

## SUBJECTS IN KEY STAGES 3 AND 4

### ENGLISH AND MODERN FOREIGN LANGUAGES

#### English

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- The department, which is well led and managed, has taken effective steps to raise standards of attainment.
- The arrangements in Year 9, by which all students experience the full range of expertise in the department, work well.
- Relationships with and management of students with special educational needs are good.
- Teachers' monitoring of students' progress helps them to improve their work.
- Lessons do not always start in a way that secures the attention of all students, particularly those who have difficulty in managing their behaviour.
- Teaching occasionally fails to include all students fully in discussion and questioning.
- In many lessons group work is not always managed in a way that makes best use of students' own ideas.
- Good teaching in drama supports the development of students' confidence in expressing their ideas.

#### Commentary

67. Overall standards of speaking, listening, reading and writing are below the standards expected nationally for students in Year 9. Results in the 2003 National Curriculum tests at the end of Year 9 were very low. These results are consistent with the students' particularly low levels of attainment when they joined the school and are not reflected in the work of the current Year 9 students. From very low levels of attainment at the start of Year 7, students make steady progress in their work. By the end of Year 9, standards evident in lessons and in written work are below average. The highest-attaining students often write with flair and imagination. Most of the students are prepared to take risks with language, particularly when speaking and writing about themselves. Few read widely for pleasure, although most do so fluently and with expression when invited to in lessons. Standards in the GCSE examinations in 2003 were below average. This represents satisfactory achievement in relation to the attainment of these students on joining their courses and to the very high percentage of lower-attaining students entered for both the English language and the English literature examinations. Boys' attainment in the GCSE examination is lower than that of girls, in line with the national trend.
68. Teaching is satisfactory, with a significant proportion that is good. A small amount of very good and unsatisfactory teaching was also seen. What strengthens teaching in the best lessons is the clarity of objectives and the consistent maintenance of classroom routines. In many successful lessons teachers handle difficult behaviour well. Occasionally teaching is less satisfactory due to the failure of teachers to include all students in learning or make use of students' ideas, particularly in group work. Poetry is often taught well. This usually shows in the confidence with which students analyse poems and in the convincing justification with which they support their views, particularly in Year 11.
69. As a result of good teaching in drama, students in all years acquire increasing confidence in exploring moral and social issues. This is evident in their improvisations and scripted pieces of work. Students who are at an early stage of learning English are supported well in building their confidence. Those with special educational needs get the support they need to overcome their difficulties in writing and in recognising unfamiliar words.

70. The department is well led and managed. Staffing difficulties which depressed standards have been mainly overcome. The head of department has now established a cohesive, self-critical team of committed staff with a will to improve. The department adopted the National Literacy Strategy in Years 7 - 9 with varying degrees of success, depending on the competence of the teachers in the department. As a result, teaching has improved, but there are residual weaknesses in the start of some lessons when the purpose of the lesson is not made clear enough to the students. In the better lessons the first few minutes are used to good effect in improving students' vocabulary in readiness for what is to follow. The department is now set to improve and move forward significantly in its development.

### **Language and literacy across the curriculum**

71. Standards of literacy across the school are below average. The policy for the development of literacy is not implemented in all departments with the same rigour. In science and history there are some very good examples of the use of language in writing and in discussion. In these departments there is a strong emphasis on using the technical vocabulary of the subjects as well as on accuracy in writing. In all departments relevant key words are on display but there is insufficient encouragement of students to use more analytical language in most other subjects.

### **Modern foreign languages**

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

### **Main strengths and weaknesses**

- Only small numbers of students in Years 10 and 11 study a modern language.
- There is very effective teaching in both French and Spanish.
- A small number of higher attaining students in French do not achieve well.
- Activities and resources are very carefully organised to guide students' learning.
- Effective planning is now in place to improve the popularity of learning a language.

### **Commentary**

72. In Year 9 students' standards in both French and Spanish are a little below the expected National Curriculum levels. Frequent changes to staffing and the leadership and management of the subject in the last few years have had a negative impact on these standards. Students' mobility has resulted in variations in the amount of time they have spent learning French and Spanish. This has also resulted in lower standards in a subject that relies heavily on continuity and building on previous learning.
73. GCSE results in 2002 in French and German were below the national average. In 2003 too few students took the examination to make a valid comparison with national figures. However, of the 14 entering for GCSE French, the majority attained an A\*-C grade. Overall the standards reached by boys and girls are comparable. No languages are at present taught in Year 10 as a result of too few students opting for the subject. In the present Year 11 standards are broadly in line with those expected nationally, although across a wide range of ability.
74. The achievement of students in Years 7 to 9 is usually satisfactory. In Year 9 Spanish they progress to confident recognition of past tenses and description of holidays, but still rely heavily on work sheets and written guidance. In Year 7 Spanish students make very good progress in learning how to express likes and dislikes, having already acquired a good range of vocabulary. In French in Year 9, however, poor behaviour by higher attaining students limits their progress, particularly in oral work. Students in Year 11 achieve very well, understanding their teacher's rapid French as well as reading and classifying statements about the importance of school rules.
75. Teaching and learning are satisfactory. Teachers have good subject knowledge, although in a few lessons too much English is used in trying to help students understand. Carefully prepared and organised work sheets provide good guidance for reading and writing but reflect an emphasis on skills other than speaking. There are many very good lessons in both French and

Spanish. These are well structured to include students with special educational needs and English as an additional language. In these classes the extensive use of the foreign language challenges students to listen carefully. Good relationships and behaviour result from praise and support for individual students. In a minority of lessons students' behaviour is not well managed. The excessive amount of unfocused chatter means that they are not following the lesson activities, and little learning takes place. Homework is regularly set. Students' work is marked in good detail to help them learn from their mistakes and they are fully aware of their National Curriculum levels.

76. The leadership and management of the department are satisfactory. Staff work well together and are planning effectively for improvements to students' interest and motivation in learning languages. Frequent changes in staffing and leadership of the department have not allowed satisfactory progress to be made since the last inspection. The very good quality of some of the teaching seen shows that the department now has the capacity to make further improvements.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Very good leadership and management create a mutually supportive and confident team of teachers.
- Good teaching in Years 7 to 9 is raising students' achievement.
- Positive relationships and a variety of teaching styles create effective learning experiences.
- Insufficient use is made of assessment data to set targets and monitor students' progress.
- The monitoring of teaching is not planned well enough to share good practice or focus on particular areas for development.
- Attractive classroom displays create a very good environment for teaching and learning.

### **Commentary**

77. In 2003 standards attained by students in the national tests at the end of Year 9 were below those for all schools but well above those for students in similar schools. The trend in improvement of results over the past four years is similar to the national one but the college's results remain consistently lower. The standards attained by these students represent good achievement, since their attainment on entry to the school was well below average.
78. The GCSE results of students in 2003 were similar to those in the previous two years. They were below the standards attained by students for all schools nationally but in line with those of students in similar schools. There is no significant difference between the attainment of boys and girls and both make satisfactory progress. Students in the top ability set in Year 11 are working at a level that is notably higher than GCSE standard after having taken the examination at the end of Year 10. The achievement of these students is very good.
79. There has been considerable improvement in teaching since the previous inspection. The majority of teaching across all year groups is now good or better with some that is very good or excellent, compared with half previously. Teachers use a variety of teaching styles to promote learning. This is particularly so in Years 7 to 9 where good teaching is raising achievement. Teachers create frequent opportunities in lessons for students to collaborate. Students respond well to this effective teaching method. A good example was seen in a lesson where Year 10 students were productively discussing number sequences. Teaching is enhanced in some lessons by the very effective work of assistants who support the learning of students with special educational needs or whose heritage language is not English. All classrooms have very attractive and relevant displays that create a positive learning environment for students. These take account of those for whom English is not their first language by having key mathematical words written in other languages. The relationships between teachers and students are very good, so students feel confident in their learning and are keen to make progress. Teachers

plan their work thoroughly and make good use of the time available in each lesson. Homework is set regularly.

80. The leadership and management of the department are very good. A very able colleague supports the experienced head of department in managing the department and together they offer effective leadership. They lead a mutually supportive and strongly committed team of well-qualified teachers who are well matched to meet the needs of the curriculum. The team includes a member of staff who has been identified as a leading mathematics teacher by the local education authority. Some monitoring of teaching has taken place but this is not used well enough to share good practice or to focus on specific aspects of teaching. Leadership is innovative and reflects an ambition to raise standards. The department has recently created two separate gender teaching groups in Year 9 to compare achievement but it is too early to evaluate the effectiveness of this strategy. It has also adopted a policy of entering all students in Year 10 for GCSE in order to encourage motivation and raise standards.

### **Mathematics across the curriculum**

81. A policy for numeracy is in place but is at an early stage of implementation across the curriculum. Very few examples of numeracy across the curriculum were seen during the inspection. Teachers of other subjects have identified areas of their curriculum that include mathematics and there is some evidence of the use of graphs in science, history and geography and the use of formulae in ICT. Business studies and design technology also develop mathematical skills.

## **SCIENCE**

Provision in science is **excellent**.

### **Main strengths and weaknesses**

- GCSE results are consistently well above the national average.
- The head of department shows excellent leadership and management.
- In a high proportion of lessons teaching and learning are good or better so students of all abilities achieve well.
- Work in students' books is of an exceptionally high standard, providing a very good basis for learning and revision.
- Excellent wall displays in each laboratory create a stimulating learning environment.
- Inadequate laboratory provision limits all students' experience of practical work but does not have an impact on standards.

### **Commentary**

82. Results in Year 9 tests in 2003 were below the average for all schools nationally. However, the proportion of students with grades of Level 5 or above was well above the average for schools with similar pupil intakes. At Level 6 or above, the proportion matches the average for such schools. This represents good achievement based on students' attainment on entry. Science results were in between those of mathematics and English and there was no significant difference between results for boys or girls. Results in all core subjects showed a decline from 2002, indicating that this was largely due to a lower ability cohort, compounded by the significant numbers of students entering the school at various times over the previous three years.
83. In 2003 GCSE results continued to be as impressive as in previous years. They were well above the national percentage for students gaining grades A\*-C, this being the pattern since the previous inspection. The proportion of boys gaining the A\* grade was twice that found nationally. The proportion of girls gaining A\* grades was similarly high. Science results for these students were significantly greater than those they gained in their other subjects.
84. Work seen during the inspection indicates that nearly all students are making very good progress in science. Standards are broadly in line with national expectations for students in

Years 7 to 9. In Years 10 and 11, the quality of work is generally impressive. This was especially true of work seen in students' books where the writing and presentation indicated that students had pride in their work and levels of achievement were high. This applies to students of all abilities, including those with special educational needs. Scientific enquiry skills are being well developed, with students making and testing predictions. They handle equipment with confidence and work cooperatively with each other. In one excellent lesson undertaken in a non-laboratory area, a group of lower ability students were using their powers of observation and sense of touch to identify soil samples against the 'key' provided. They were very well supported by both the teacher and the learning support assistant. As a result these students made very good progress, both in terms of their development of literacy and in their appreciation of the scientific process. Emphasis on essential vocabulary, linked to topics and teachers' emphasis on speaking and reading aloud in class, is helping the large number of students with special educational needs, and those who are at an early stage of learning English. As a result these students also achieve well, particularly on those occasions when teaching assistants are present. Students' work is well marked, with praise given for good effort. Teachers are increasingly making constructive comments with suggested targets which enable students to identify areas for improvement, leading to greater attainment.

85. A high proportion of lessons with good, very good and excellent teaching were observed, leading to high levels of learning. The large majority of students were well behaved, well motivated, clearly interested in the topics taught, and were generally keen to be involved in their own learning. As a result, teachers were able to concentrate on teaching to the learning objectives indicated in the thoroughly produced lesson plans. The better lessons were characterised by the presence of welcoming and enthusiastic teachers who set a brisk pace. They stimulated the students with varied and interesting activities, and with teaching material well matched to the students' needs. In these better lessons, effective questioning is used to challenge and extend the students' thinking and praise is effectively used. In the only unsatisfactory lesson seen, a small group of unsupported students with behavioural problems constantly disrupted the lesson. This made effective teaching very difficult and so led to unsatisfactory learning, despite the good planning undertaken by the teacher. Although the department provides opportunities for students to use ICT in lessons, the lack of interactive whiteboards and digital projectors limits opportunities for teachers to use ICT as a teaching aid.
86. Since the previous inspection, very good progress has been made in the areas identified as requiring attention. Although the college is still short of laboratory accommodation, reported in both previous inspections, the department ensures that all students experience some practical work. However, the fact that one teacher teaches in 12 different locations during the week adds extra organisational and planning requirements. The location of the technicians' work area also continues to cause difficulties in servicing the laboratories.
87. The very effective team of dedicated, well qualified teachers and technicians contribute fully to the work of the department. Their hard work contributes greatly to the very good progress made by students. Needs and requirements are identified in the department's development plan, so that action, where possible, is taken. Relevant documentation and policies are particularly thorough and cover all aspects of the department's work. The second in department has co-ordinated the recent revision of schemes of work and produced new lesson plans and teaching material, particularly for work in Years 7 - 9. The department's excellent wall displays help students to develop a wider interest in science. The hard work of the two technicians is also a major feature of the department's success. They contribute fully to department meetings and planning. Uniquely, the assistant technician runs the very popular junior science club, with staff support. Leadership and management of the department are excellent and there is a clear vision for its future development.

## INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for ICT is **good**.

### Main strengths and weaknesses

- Leadership and management provide a clear vision for improvement and a willingness to continue to move forward.
- The GCSE courses, including the new applied GCSE course, are very effective.
- Teaching is good overall and there is some very good teaching in Years 10 and 11.
- Less able students would benefit from more support during the lessons.
- Some weak teaching in Key Stage 3, related to the behaviour management of students, adversely affects progress.

### Commentary

88. GCSE results in 2003 were above average compared with those nationally. The proportion of students attaining an A\*-C grade was above the national average. Girls achieved better than boys. The trend over the last three years is up because of the good and often very good teaching in Years 10 and 11. Teacher assessments at the end of Year 9 in 2003 show that students are attaining close to the national average. This is good progress, considering the low attainment on entry and the fact that it includes a significant number of students who were admitted as over age transfers. However, in a small number of lessons, unsatisfactory behaviour management results in students making limited progress.
89. By Year 9, students have made good progress in word-processing, desktop publishing and the use of presentation software and spreadsheets, where they are able to use simple formulae. They have experienced using control technology and use search engines on the Internet to look for information. The good teaching and effective use of the National Key Stage 3 Strategy are helping to raise attainment. Lessons are well structured and students are clear about the learning objectives.
90. Students in Years 10 and 11 GCSE groups are making very good progress because all teachers have a very good knowledge of their subject, resulting in a high level of interest from students. The high expectations and very good relationships lead to very good behaviour. Students are able to work both collaboratively and independently and are able to discuss and evaluate their work effectively. Ongoing assessment is used well to ensure students fulfil the examination criteria and know what is required to achieve their projected grade.
91. Leadership and management are very good and benefit from the support of the senior management team. There is a strong potential for improvement, with clear strategic thinking and clear goals in view for the future. The curriculum is good and is being regularly evaluated. Staff are clear about their roles and responsibilities and the co-ordinator has created an enthusiastic team of teachers and technical staff. However, the co-ordinator needs to ensure that ICT is used effectively in other subjects to enrich learning.
92. Resources for ICT are satisfactory. However, the smaller clusters of computers in other areas are not always used effectively to ensure that all other subjects can have access to a computer suite. An on-site technician and an assistant network manager ensure that the network is reliable and that problems can be rectified immediately. Accommodation is unsatisfactory. The rooms are small and this restricts the possibility of better layouts enabling teachers to ensure students are all on task.
93. There has been a very good improvement in the standards in ICT since the previous inspection, as students are now achieving above the national average in GCSE. Progress is good overall and resources have improved and extended in line with the advances in technology. There continues to be insufficient support for students with special educational needs during ICT lessons.

## **ICT across the curriculum**

94. The use of ICT across the curriculum is satisfactory overall. It is used well in mathematics and design and technology. It is a strength in business studies, where there is a small suite of computers. Students are involved in the Comenius European project, where they use email to link with a range of different schools across Europe. They have jointly produced a number of bilingual documents such as calendars and town guides. However, it is not used satisfactorily in science, art and physical education. In English, word processing is used to present work and students are able to search the Internet sensibly for information and research purposes. The college needs to build upon the increasing enthusiasm of staff to help them use ICT in their subjects and ensure that they have suitable software and access to computers.

## **HUMANITIES**

### **Geography**

Provision in geography is **good**.

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

- Leadership and management are good and there is a strong team ethos.
- Good teaching and learning are raising the standards of all students.
- Students' achievement is good but their standards are below average.
- Relationships between students and teachers are positive.
- Students in Years 7 to 9 do not understand how much progress they are making.
- A small proportion of work in Years 7 to 9 is not matched to individual needs.

#### **Commentary**

95. Students' attainment at the end of Year 9 is below average, but their achievement is good because students start school with attainment well below that expected for their age. GCSE results in 2003 were well below the national average, but students' achievement was satisfactory in relation to their equally low attainment at the end of Year 9. Standards in the work seen in Years 10 and 11 were close to, but just below, average. A wider range of teaching strategies and effective systems of assessment are enabling all GCSE students to achieve satisfactorily. There are no significant differences between the achievement of boys and girls, those speaking English as an additional language or those with special educational needs.
96. Students accurately select and present their evidence about countries, and confidently use appropriate geographical vocabulary. They have a good knowledge and understanding of patterns and processes in their study of earthquakes, volcanoes and other global hazards. However, the analysis and evaluation of evidence sources by many students is restricted by their low levels of literacy.
97. Teaching and learning are good and based on teachers' sound knowledge of the subject, clear learning goals and the effective use of a wide variety of teaching resources. Good classroom relationships encourage students to play an active role in their learning and most respond positively to new challenges. They appreciate the way staff use praise and sensitive encouragement to enable all students, including those with special educational needs and language difficulties, to participate in classroom activities. However, a small proportion of teaching and learning in Years 7 to 9 is only satisfactory because too few activities require students to play an active role in their own learning. Marking and assessment are good in Years 10 and 11, but are not sufficiently developed in Years 7 to 9 so that students know how they can improve their work. Insufficient access to computer facilities prevents many students from undertaking the research enquiries planned for in the departmental scheme of work.
98. Leadership and management are good. The head of department has a clear view of the priorities for geography and is committed to the further improvement of standards. Resources are carefully managed and often specifically designed, for example good quality worksheets

that add extra dimensions to students' learning. Assessment systems are good and the monitoring of students' progress is thorough. Many students have underdeveloped literacy skills that limit their ability to write extensively. The department is addressing this issue, and literacy standards in most classes are improving. Good improvement has been achieved since the previous inspection.

## History

Provision in history is **very good**.

### Main strengths and weaknesses

- Very strong leadership and management are raising standards.
- Teaching is well informed, meticulously planned and challenging.
- GCSE results are above the national average and reflect very good achievement.
- Positive relationships create a good working atmosphere.
- Assessment and target setting for students are very effective, and work is adapted to cater for individual students' needs.
- Insufficient access to computer facilities prevents students from taking responsibility for their own learning.

### Commentary

99. Standards in Year 9 are below average, but this represents good achievement in relation to students' low attainment when entering the college. Standards in the 2003 GCSE examination were above the national average, and in work seen in Years 10 and 11 were likewise above average. Students achieve very well because of the high standard of teaching, very good systems of assessment and a strong focus on improving examination techniques. There are no significant differences in the achievement of boys and girls, those who speak English as an additional language, or those with special educational needs.
100. Students interpret and evaluate a range of historical sources, have a sound knowledge and understanding of historical concepts, and are developing their capacity for critical thinking. Teachers require and encourage them to undertake their own research enquiries, to play an active role in their own learning and engage in collaborative work in class. Most, especially the higher attainers, respond enthusiastically to this challenge. Positive relationships contribute to students' progress because their opinions are valued, and they thrive when taking on greater responsibility for their own learning.
101. The effectiveness of good, and often very good, teaching and learning is a key factor in raising standards. Teachers plan very carefully, have very good knowledge of their subject and provide a high level of challenge for the whole ability range. Sensitive questioning allows students of all abilities to play a full part in lessons, and work is closely matched to individual needs. Students are fully aware of their targets and what they need to do to improve their work. Teaching is challenging and pupil progress is very closely monitored to ensure that individuals achieve their full potential. A strong emphasis is placed on the improvement of literacy so important vocabulary is learnt when new topics are taught. This, together with the use of writing frames, gives students of all abilities the confidence and expertise to write more extended pieces of work.
102. Leadership and management are very good. The subject leader has created a strong team ethos and the department is constantly striving to raise students' achievement. Review of progress to date, through close monitoring and evaluation of teaching and students' achievements, is a strength of the department. Students have access to a comprehensive range of resources and class displays are very good. Very good liaison with the librarian over the purchase of books enables most students to undertake their own independent learning enquiries. However, wider access to computer research facilities is needed, especially for those students who have literacy problems. Very good progress has been made since the previous inspection, so the quality of work in history is improving rapidly.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- The department is well led and supported by clear documentation.
- Students achieve well and standards are good in relation to the standards they attain in other subjects.
- Good use is made of effective assessment, marking and target setting.
- Teaching and the curriculum are planned to meet the needs of all students.
- The subject makes a good contribution to spiritual, moral, cultural and citizenship education.
- There is insufficient time available to cover the curriculum in sufficient depth.

### Commentary

103. Given their very low standards of attainment on joining the college, students achieve well as they progress through the college. By the end of Year 9 students are attaining standards that are below the expectation of the locally agreed syllabus but by Year 11 results are usually well above the standards attained nationally in GCSE examinations. However, the results in 2003 were below the national average, in line with the overall results of the college. Students show an increasing confidence in handling religious teachings and ideas and they are able to relate these to the lives of members of the faith communities. Students have a good knowledge of Christian beliefs and traditions and they are able to compare some of these to the beliefs of the other principal world religions. They enjoy their work and often engage in animated discussion of moral and religious views, including discussions on prejudice and the Holocaust. It is to the credit of the department that all students gain accreditation in religious education in Year 11, either in the form of GCSE, GCE or a certificate of achievement.
104. Only two lessons were observed during the inspection but scrutiny of students' work demonstrates that teaching is good. The curriculum is well planned and lessons are designed to meet the needs of all students, including the most able, who are able to take GCSE and GCE AS level examinations early. The teachers' very good subject knowledge ensures that students understand the principal concepts of the subject and have the opportunity to develop good research skills. Achievement is good, since relationships are good, the teacher has high expectations of the students and assessment is used effectively to set targets that the students understand. Marking is very helpful and students know how well they are achieving. Students are rewarded for success and they are motivated to work hard as many of the themes that they study relate religious ideas to their lives and interests. The subject is well resourced and the good use of displays creates an interesting learning environment that supports the development of literacy and numeracy.
105. The subject is well led and managed and has improved significantly since the previous inspection. Students now take the subject more seriously and are eager to succeed. Evidence in their books demonstrates the pride that they are now taking in their work. At the heart of these achievements lies the enthusiasm and dedication of the head of department who has worked hard to place the subject on a secure footing in the college. She is conscious that religious education has much to contribute to the personal development of students and she has planned a curriculum that supports this development. However, the 50 minutes a week that are allocated to the subject throughout the school make it difficult to cover the full curriculum effectively.

## TECHNOLOGY

### Design and technology

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

#### Main strengths and weaknesses

- Students achieve very well in graphics and well in food.
- Information and communication technology supports students well.
- Teaching of students in Years 10 and 11 is good.
- Feedback from teachers to students in Years 10 and 11 helps them to improve.
- The reduced time devoted to projects in Years 7 to 9 limits students' achievement.

#### Commentary

106. Standards are well below national expectations when students come into the school in Year 7. They are still low when they reach the end of Year 9. Standards by the end of Year 11 are similar to those found nationally. Students' achievement is satisfactory by the end of Year 9 and, by the end of Year 11, it is very good. This represents good achievement overall. Students achieve very well in external examinations in graphics and they achieve well in food. In relation to those gained in similar schools, GCSE results in 2003 were well above average in graphics and above average in food. Results in resistant materials were well below average but examination results show that they have risen significantly over the past three years. Students with special educational needs and whose first language is not English achieve in line with their peers. However, lower attaining students with challenging behaviour achieve less. Students develop their spelling and reading in lessons. They reinforce their numeracy skills in a range of situations, for example as they make products such as metal coat-hooks in engineering lessons. Students use information and communication technology skills well to design and make products and to present their work combining graphics with text.
107. Teaching and learning are satisfactory in Year 7 to 9. In Years 10 and 11, teaching is good overall. In occasional lessons in resistant materials, teaching and learning are unsatisfactory. Teachers have good subject knowledge and students work competently with a good range of materials. Students develop very good graphical and good food preparation skills. In the best lessons, teachers adopt a collaborative approach to learning and students respond well while gaining in self-confidence. Students in Years 10 and 11 are well supported in graphics and food lessons and their designs show good development, particularly in graphics. Students particularly enjoy practical activities. In the most successful lessons, students are well supported to analyse new information and apply it to their developing designs. They use clear criteria to evaluate their work as it progresses.
108. Where there are weaknesses in teaching and learning, it is due to teachers' poor planning for lower attaining students and unsatisfactory management of those with behaviour difficulties. Teachers put insufficient emphasis on experimenting and modelling. The focus of the learning is not made sufficiently clear to students and the work is not sufficiently well matched to the students' abilities. The department's planning is insufficiently detailed to support less experienced colleagues. There are no explicit strategies for developing students' design skills in the schemes of work for Years 7 to 9. The excessive length of time spent on projects in different materials reduces the depth of students' learning by the end of Year 9. However, this is the result of whole-school timetabling and the department is not able to make the necessary adjustments.
109. The leadership and management of the department are good overall. Teachers are well supported and there is a strong emphasis on students achieving well in examinations. The introduction of engineering into the curriculum this year enhances the curricular provision in Years 10 and 11. However, action is required to address the issue of behaviour in some lessons. There are also too few opportunities for monitoring the work of the department.

Despite significant staff changes the department has managed change effectively since the previous inspection and improvement is therefore satisfactory.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

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

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

- Students make very good progress from the start of Year 7 to the end of Year 9.
- The standard of ceramics work produced by students is very high.
- There are few opportunities for students to use ICT in a design context.
- Leadership is very good and management of the department is good.
- Poor accommodation has an adverse impact on standards and achievement.

#### **Commentary**

110. Students' attainment on entry to Year 7 is well below national expectations. They come into the school with very poor drawing, painting and craft skills. However they enjoy the subject and make reasonable progress in the first two years. By the end of Year 9 the standard of their work has improved significantly and the majority are working at a standard in line with national expectations, with a minority working well above, particularly in ceramics. Achievement from entry to the end of Year 9 is very good.
111. In the 2002 GCSE examination 81 per cent of students in the college achieved the highest A\*-C grades, well above the national figure of 65 percent. In 2003, the apparent decline in the number achieving the highest grades was due mainly to the introduction of a new graphic design course. Achievement from the start of Year 10 to the end of Year 11 is good.
112. Teaching ranges from satisfactory to very good and is good overall. Teachers possess very good subject knowledge, are well informed and display real enthusiasm for the subject, which they communicate to their students. Teachers have high expectations, but management of students during some lessons is an area for improvement. Homework is set and marked and feedback provided for students on a regular basis.
113. Most students work well to acquire knowledge and develop new skills in the use of a variety of media and materials, particularly in ceramics. On the whole, girls work with much greater concentration than boys and achieve higher standards in their work. Students with special educational needs are expected to work to the best of their ability and make satisfactory progress. Those students whose first language is not English are well supported and most are making very good progress. Students operate within a very traditional model of the curriculum, one that emphasises the acquisition of drawing, painting and craft skills, but offering few opportunities for developing ideas through using ICT or photography.
114. Leadership is very good. The head of department has a very clear vision of how he would like to see the department develop. He is a very good role model for others in the department, staff and students alike. Management is good; the schemes of work are well designed and well matched to the needs of students at all levels. However, the assessing, recording and tracking procedures lack rigour and are areas for refinement and improvement.
115. Accommodation is poor. The art studios have low ceilings, are very poorly lit and are not conducive to learning. Some class sizes are too large for the available studio space, which has an adverse impact on behaviour and consequently on standards and achievement. There is no technical support in the department, which creates significant problems for the head of department. In addition to teaching ceramics, he is also responsible for all of the preparation of clay and maintenance of resources and equipment in the ceramics studio. Improvement since the previous inspection is satisfactory, but there is too little evidence in the art area of any

increase in the use of ICT or modern technology in the production of images or three-dimensional objects.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- All students achieve well and have very good attitudes because teaching is motivating and consistently good.
- Standards are unsatisfactory. They are adversely affected by poor resources and accommodation and lack of time in Years 7 to 9.
- Good leadership of the subject has re-established the subject's profile and increasing numbers are opting for GCSE.

### **Commentary**

116. The achievement of all students in Year 9 and above has been adversely affected by the provision in their early years at the school. Students enter in Year 7 with well below average standards. By Year 9 standards are below average, representing good achievement. However, in Years 7 and 8 students' achievement is better than this, as they have had more consistent provision in music. In Year 11 standards are well below average. Two thirds of the class have special educational needs or English as an additional language. Teaching takes account of these needs well, so through a strong emphasis on practical music making, these students achieve well, making good progress in redressing the deficit of earlier years. By Year 9 students perform simple melodic material well in groups and explore music structures, such as ground bass. By Year 11 they improvise within blues structures. A few use notation well, but many lack the basic cultural and historical knowledge needed to relate readily to music from different times and areas of the world. Most groups of students within the school achieve as well as each other, although Korean students do better overall. Students' attitudes to music are very good. They are well motivated and co-operate well in pair and group work.
117. Teaching inspires a strong sense of routine and calm. Lessons are well structured and subject knowledge is well communicated, with very good, relevant demonstrations illustrating both how to work and what can be achieved. The well-focused lessons partly compensate for the insufficient time allocated to the subject in Years 7 to 9. It is already less than that intended for the National Curriculum and when students arrive late from assembly, the situation is worsened. Homework to consolidate learning and written expression is not set regularly enough. Younger students in particular use technical vocabulary well orally, but there are few keyword posters to reinforce it. Tasks that extend the highest attaining students are not rigorously assigned to them. Although students receive good feedback in class, their assessment of their own work is underdeveloped, which impacts adversely on their confidence.
118. The subject leader has restocked the department from modest means, but deficiencies, most notably in the use of ICT, hinder students' progress, particularly in composition. Resources are unsatisfactory: some essential equipment is provided by the subject leader. Accommodation is unsatisfactory; the dilapidated external classroom raises minor health and safety concerns and there is little space available to house the additional resources needed. The proportion of students taking instrumental tuition is low but there has been an increase in the number of extra-curricular activities. The choir and the orchestra are an important part of college life. Since the previous inspection the provision has improved substantially. Students enjoy music and many more are opting for GCSE. However, further improvement requires a review of strategic investment. Departmental management, while satisfactory, has not yet prioritised this issue sufficiently.

## PHYSICAL EDUCATION

Provision in physical education is **very good**.

### Main strengths and weaknesses

- Teaching and learning are very good.
- Relationships between students and teachers and the attitude of students are very good.
- The leadership of the subject is very good.
- Standards at the end of Year 9 are well above those found nationally.
- The standard of written work in GCSE classes is weak.
- There are many extra-curricular activities, stimulating very good levels of pupil participation.
- Few girls choose GCSE physical education.

### Commentary

119. In teacher assessments at the end of Year 9 in 2003 attainment was higher than national expectations. Boys did especially well, with most reaching at least Level 5 Attainment in GCSE has improved significantly, from well below average in 2001 to average in 2003. The most recent proportion of A\*-C grades gained were higher than average compared with all subjects in the school.
120. Standards of work seen in practical lessons in Years 7 to 11 were above national expectations. However standards are below expectations for written work in the GCSE theory classes. Students' achievement in practical work, especially in Years 7 to 9, is impressive, since students' attainment was below national expectations on entry. Achievement in GCSE practical work is good but less impressive in written work, especially in Year 10.
121. Very good teaching and learning in practical work is the norm, with evidence of excellent practice. Lessons are very well planned and delivered. Teachers have very good subject knowledge and high expectations of their students, who respond positively to the wide opportunities offered for learning. Teachers employ effective strategies for students of different levels of attainment and use assessment as an integral part of the teaching and learning process. As a result very good learning is evident both in lessons and over time. Lessons are conducted at a good pace. The shared use of the excellent sports hall restricts learning, on some occasions, due to a lack of space and excessive noise. These disadvantages are minimised by effective teacher initiatives. The students clearly enjoy their lessons and generally work to the best of their abilities. They co-operate well with each other and with their teachers and learn from opportunities provided for self-assessment. Achievement in GCSE theory lessons is restricted due to low levels of literacy. In these classes insufficient attention is given to the marking of written work and use of homework.
122. The leadership of the subject is impressive and the management effective, providing a clear vision for development. The head of department is a very good role model and the teachers in the department work effectively as a team. There is very good support from the principal and members of senior management and the subject enjoys a high status in the college. As a result of recent initiatives, the school was awarded 'Sportsmark' status in 2002, was able to appoint a 'schools sports co-ordinator' in 2003 and has achieved 'specialist sports college status' from September 2004. Whilst the sports centre and sports hall are excellent facilities enhancing the range of the provision and learning, outdoor facilities are very limited and restrict the delivery of some major team games. Significant improvements have been made since the previous inspection, particularly with regard to teaching, standards and students' achievement. The acquisition of specialist sports college status and additional funding for outdoor facilities are highly significant developments.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

Provision in business education is **very good**.

### **Main strengths and weaknesses**

- Teaching, learning and students' achievement are very good.
- Relationships between teachers and students are very good.
- The leadership and management of the subject are very good.
- GCSE results have been too inconsistent.
- In Year 10 low levels of literacy and insufficient support for students with English as an additional language and those with special educational needs restrict their learning.
- Marking and the use of assessment are very good.

### **Commentary**

123. In recent years, students' attainment in GCSE has been inconsistent. In 2001 the proportion of those entering who attained grades A\*-C fell from well above the national average to well below in 2002. Results in 2002 were adversely affected by staffing difficulties and by the low ability of the examination group. In 2003 a lower than average proportion of those entering achieved grades A\*-C, but an impressive number achieved A\* grades.

124. Standards of attainment seen in lessons and students' written work are above average in Year 11 but well below in Year 10. This variation reflects a significant difference in those students' prior attainment and so their achievement is in both instances very good. Several students in Year 11 demonstrate very good understanding, knowledge and research skills. Students' very good achievement results from very good teaching and their own positive attitudes. All lessons are very well planned and taught. The teacher has secure knowledge of the subject and makes very good use of the schools' marking and assessment policy. Thorough marking and constructive comments focus the students' attention on what they need to do in order to improve. As a result, most students learn very well. There are very good relationships between the students and their teacher, which has a positive impact on their motivation and learning. Students in Year 11 have good ICT skills and make effective use of the 13 updated computers in the business studies room for researching their assignments. The teacher has high expectations of the students and is effective in stretching the more gifted ones towards A\* grades. In Year 10 a large proportion of the students either have special educational needs or speak English as an additional language. Whilst the teacher gives good individual help in the lessons, a lack of additional support for these students limits their learning. In all lessons observed the students worked well in pairs and small groups and this had a positive effect on their interest and progress. There is very good, committed leadership and management of the subject by the head of department who is a good role model for the students. Senior management gives very good support and the subject benefits from very good accommodation and resources, which facilitate positive attitudes and learning. Interesting and valuable links have been established with Chessington World of Adventures but overall there are insufficient links with the business world and too little use of outside speakers. Since the previous inspection there have been significant improvements in teaching, standards, accommodation and resources.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Citizenship**

Provision in citizenship is **unsatisfactory**.

### **Main strengths and weaknesses**

- Planning is not good enough to ensure delivery of the curriculum.
- The assessment and reporting of the subject is inadequate.
- A potentially useful audit of contributions by other departments has been undertaken.
- There is a lack of monitoring across all areas that contribute to citizenship.

- In lessons, contributions made by other departments are not identified as citizenship.
- Good opportunities exist for students to take part in school and community-based activities which develop their personal and social skills.

### **Commentary**

125. There is no clearly developed scheme of work. Most teaching of citizenship is through lessons identified as personal, social and health education. Within this curriculum area blocks of time have been allocated to teaching the subject, though there is no attempt to link these sessions with other cross-curricular contributions.
126. There are no procedures to monitor or evaluate the whole-school provision, including the depth of coverage of topics or timings. No co-ordinated action is taken to ensure that the anticipated programme of study is consistently and systematically delivered across the curriculum. In some cases departments are not actually making the expected contributions, or where they are doing so these are not clearly identified as citizenship.
127. Citizenship themes are identified in the staff folder for personal, social and health education. However, there is no clear guidance available regarding either the development of the topic or the depth of coverage. Apart from students occasionally doing short projects, there are no attempts made to assess and monitor students' progress, either within personal, social and health education lessons or across the curriculum. The annual reports to parents only give a minimum indication of students' progress. Likewise the college offers no indication of students' attainment at the end of Year 9 and so has yet to fully meet the statutory requirements.
128. During the inspection there was only one opportunity to see a citizenship module being taught, so it was not possible to judge the quality of teaching in this subject. Samples of students' folders were scrutinised and, apart from a few small projects, no identifiable citizenship work was seen. In these project samples, all from girls, work was of an average standard but marking was cursory and the work only graded for effort.
129. Good opportunities exist for students to take on responsibility in college council work and for raising money for charities. The college's link with the international Comenius project also provides good citizenship opportunities for students.

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

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

#### **Main strengths and weakness**

- The subject is taught effectively throughout the college but there is insufficient time available for students in Years 10 and 11.
- It is supported by a sound policy and well planned schemes of work that include effective provision for careers education.
- It is taught by a designated team of teachers but not enough has been done to monitor and develop the quality of teaching.
- The co-ordination of the subject is effective but there is an absence of leadership and vision.
- Assessment, target setting and reporting to parents are undeveloped.
- Good use is made of outside agencies to support the curriculum.

### **Commentary**

130. There is insufficient evidence on which to base a judgement on standards. However, students have a very good knowledge of nutrition and the impact of a range of substances on health. They know about the impact of change and are able to reflect on relationships and their importance. Students can apply their learning to a variety of topics and situations. Overall the quality of teaching is satisfactory and some very good teaching was seen. However, there is a lack of challenge for more able students as tasks are frequently based on work sheets that require a low level of response. Work in folders remains unmarked. Although the subject has

the advantage of being taught by a designated team of teachers, the team changes each year so teachers are not able to develop their expertise or ensure good continuity and progression. However, planning is well co-ordinated. Although each module is assessed, the quality of the assessment is weak as clear learning criteria are not identified at the planning stage. This has a negative impact on target setting and on the quality of reporting to parents.

131. The subject is well planned and the curriculum is effective in supporting the personal development of students. There is, however, too little time in Years 10 and 11 for all aspects to be covered in sufficient depth. The programme is planned in modules that include careers education from Year 9 and some aspects of citizenship not taught elsewhere in the curriculum. Drugs, sex and relationships education are also covered effectively. Connexions provides good support by providing guidance on option and career choices as well as drugs education and a cultural awareness programme. The college is successful in making full use of this facility. All students, including those with special educational needs, benefit from this support. Year 10 students experience a two-week work experience programme that involves all the teachers at the college and local businesses. The good use of ICT in careers education is successful in developing good community links.
132. The leadership and management of the subject are currently unsatisfactory. There is a careers co-ordinator and a subject co-ordinator in place to manage the units and they work hard to deliver their provision. However, they do not believe that they have the brief to do more than develop and co-ordinate the modules. This does not ensure quality provision, and the college's management team has not monitored the provision. Consequently they are insufficiently aware of the strengths and the weaknesses.

## SUBJECTS AND COURSES IN THE KINGS COLLEGIATE SIXTH FORM

In the inspection of Hollyfield School, four subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school. Ten subjects were inspected across the Kings Collegiate and these are included in this report.

The table below shows entry and performance information for courses completed at Hollyfield School in 2003

### **Level 3 GCE AS level courses**

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Biology	3	67	65.2	0	11.1	13.3	20.6
Economics & Business	2	50	76.4	0	16.3	15	26.2
Chemistry	1	100	72.7	0	13.9	40	24.1
French	1	100	78.2	0	18.9	20	27.6
General Studies	10	90	73.9	10	17.8	28	25.7
Government & Politics	3	67		0		23.3	
Law	1	100		0	15.8	30	24.3
Maths	2	0	61.9	0	17.1	0	22.1
Media Studies	3	100		67		50	
Sociology	2	100	71.8	50	18.4	40	25.4

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

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art	4	100	98.6	50	50.2	80	87.5
Biology	3	100	92.6	33	42.1	80	81.9
Business Studies	1	100	98.7	0	36.8	80	80.1
Chemistry	1	100	97.6	0	49	80	84.9
Drama	3	100		67		86.7	
English	5	100	99.5	80	46.5	104	86.5
Geography	3	100	98.5	0	39.5	80	80.9
General Studies	7	86	94.7	14	39	65.7	73.1
Government & Politics	1	100		0		80	
History	2	100	99	0	44.6	70	84.6
AVCE ICT	4	100		50		90	
ICT	1	100	95.6	0	24.6	40	69.5
Maths	1	100	96.7	0	55.6	60	88.9

Media Studies	3	100		33		80	
Music Technology	2	100		50		80	
Sports/PE Studies	3	100	98	33	30.9	80	75.2
Physics	3	100	96.7	33	44.3	86.7	83.6

***Level 2 vocational qualifications***

Qualification	No in final year	% gaining qualification		% gaining merit		% gaining distinction	
		School	England	School	England	School	England
ICT GNVQ (Int)	4	0		0		0	

In the inspection of Chessington four subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the collegiate. Ten subjects were inspected across the Kings Collegiate and these are included in this report.

The table below shows entry and performance information for courses completed at Chessington Community College in 2003

### **Level 3 GCE AS level courses**

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Biology	7	85.7	65.2	42.8	11.1	33.3	20.6
Chemistry	2	100	72.7	100	13.9	34	24.1
Economics and Business Studies	1	100	76.4	0	16.3	0	26.2
Design and technology	3	100	97.1	33.3	29.5	60	
English/English Language	5	80	82.9	20	17.5	40	28.7
French	1	100	78.2	0	18.9		27.6
General Studies	5	60	73.9	0	17.8	26.7	25.7
Geography	6	83.3	74.3	16.6	19.8		26.5
History	2	100	80.7	0	19.5	23.3	28.6
IT	1	100	67	0	10.9	25	21.4
Law	3	100		0	15.8	50	24.3
Mathematics	4	25	61.9	0	17.1	13.3	22.1
Music	1	100		0			
Other social studies	3	100	69.7	0	16.7	16.7	24.1
Physics	3	66.7	68.6	0	14.4	10	22.7
Sociology	2	100	71.8	0	18.4	0	25.4

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

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and design	2	100	98.6	50	50.2	80	87.5
Business Studies	4	100	98.7	0	36.8	70	80.1
Chemistry	10	90	97.6	20	49	69	84.9
Communication Studies	2	100	99.4	0	37.8	60	82.1
Design and Technology	6	100	97.8	66	35	87	77.9
English Language	4	100	99.4	25	36.3	70	80.9
English Literature	1	100	99.5	100	46.5	100	86.5
General Studies	13	100	94.7	39	31	78.5	73.1
History	4	100	99	25	44.6	70	84.6

Information Technology	6	100	95.6	0	24.6	60	69.5
Leisure and Recreation AVCE	1	100		0		60	
Mathematics	3	100	96.7	33	55.6	80	88.9
Music	1	100	98.8	0	38.9	60	81.1
PE	1	100	98	0	30.9	40	75.2
Physics	3	67	96.7	33	44.6	60	81.7
Sociology	2	100	98.2	0	44.3	50	83.6

***Level 2 vocational qualifications***

Qualification	No in final year	% gaining qualification		% gaining merit		% gaining distinction	
		School	England	School	England	School	England
Intermediate Leisure and Tourism	3	66		0		0	
Intermediate Business Studies	1	100		0		0	
Intermediate ICT	5	0		0		0	

In the inspection of Southborough, two subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school. Ten subjects were inspected across the Kings Collegiate and these are included in this report.

The table below shows entry and performance information for courses completed at Southborough School in 2003.

### **Level 3 GCE AS level courses**

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Biology	1	0	65.2	0	11.1	0	20.6
Design and technology	1	100	74.9	0	15.1	40	25.3
Economics & Business	14	79	76.4	14	16.3	27	26.2
English	4	25	82.9	0	17.5	5	28.7
French	1	100	78.2	0	18.9	20	27.6
Geography	1	100	74.3	100	19.8	50	26.5
Government & politics	2	100		0		35	
History	2	100	80.7	0	19.5	40	28.6
Law	11	27		0		9	
Media Studies	14	79		14		29	
Sports/PE Studies	2	100	73.2	0	18.4	35	25.4
Sociology	1	100	71.8	0	18.4	30	25.5
Spanish	2	100		100		55	

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

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art	1	100	98.6	0	50.2	60	87.5
Biology	2	0	92.6	0	42.1	0	81.9
Business Studies	5	100	98.7	20	36.8	48	80.1
Chemistry	3	100	97.6	0	49	53.3	84.9
English	9	89	99.5	0	46.5	60	86.5
Geography	7	100	98.5	14	39.5	62.9	80.9
Leisure & Tourism	6	100	88.1	0	15	50	57.9
Maths	2	100	96.7	0	55.6	60	88.9
Media Studies	9	78		11		47.3	
Sociology	6	67	98.2	0	44.3	33.3	83.6
Spanish	2	100		0		40	

**Level 2 vocational qualifications**

Qualification	No in final year	% gaining qualification		% gaining merit		% gaining distinction	
		School	England	School	England	School	England
Business	3	67		0		0	

## ENGLISH, LANGUAGES AND COMMUNICATION

### English

English was inspected in depth at Hollyfield, but also sampled in Southborough.

Provision in English is **good**.

#### Main strengths and weaknesses

- Teachers use their very good subject knowledge to ensure that students achieve well.
- Leadership and management are good, which recruits high attaining students to the course.
- Marking is very detailed and supports students' learning.
- There are too few books in the library and this restricts students' learning.

#### Commentary

133. Attainment on entry to the AS-level literature course is high, since many students have gained grades A or B at GCSE. Students make good progress and achieve well. Results have been improving steadily and in 2003 all students achieved grades A-C. Inspection evidence confirmed that all students are well taught and work very hard to achieve these grades. In conversation, students confirmed that they were all pleased with their progress and enjoy the course very much. They appreciate their teachers' excellent subject knowledge and the enthusiastic, interesting teaching they receive. Very positive comments were also made about the support given for their coursework tasks, which are individually set for each student. The curriculum is satisfactory, offering an English literature course and the opportunity to re-take GCSE English. The A-level English literature course is popular with Hollyfield students because it is conducted wholly on the Hollyfield site. The retention rate is very good for Hollyfield students, but not as good for students from the other two schools in the consortium.
134. The quality of teaching and learning is good. Teachers' subject knowledge at A-level is excellent. Teaching methods are varied and lively, encouraging group investigations, whole-class discussions and individual presentations in both A-level and GCSE classes. Students commented particularly on the good use of visual techniques to aid their study of Chaucer's *The Miller's Tale*. Students' writing shows very secure knowledge of texts, strong personal response and a good understanding of using features of language and drama to shape meaning. Essays are well structured, with logically developed arguments. Students make good reference to texts they study to support their meaning. The context of these texts is taught and understood well. The work of some lower ability students shows inaccurate use of language, hindering effective communication of their arguments. This was also noted in the last inspection.
135. Leadership and management are good, with a strong sense of direction and purpose. Courses are well planned to meet syllabus specifications and to promote students' personal development. Assessment of work for the A-level course is very good, being well informed by the experience and expertise of the head of department. Essays are clearly marked and helpfully annotated so that students know exactly what to do to improve. Teachers are very well deployed and they work very well in partnership. There is confidence in what they are doing, which is well justified, so students respond very well to teaching and guidance they receive. Accommodation is unsatisfactory, as some rooms do not easily allow group work. Library resources are satisfactory, but there are too few books of literary criticism for all aspects of the course. Improvement since the last inspection has been good and standards continue to rise.
136. English literature was sampled in Southborough. In the lesson seen, teaching was good. The students achieved well because of the extent of the teacher's knowledge of the subject. However, their lack of literary skills made it hard for them to work independently, or to play a really effective part in the discussion that was planned. The standards seen were below expectations. Students were confident enough to present work they had prepared, which

showed that they understood how a writer's intention affected his use of language. However, they were not confident enough to use this understanding for analysing an unfamiliar text, or for challenging the analysis in other students' presentations. The teacher did not have access to sufficient information about the previous achievements of students from the other schools to plan the course of work effectively.

## **MATHEMATICS**

Mathematics was inspected in depth at Chessington and sampled in Hollyfield and Southborough.

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- A well qualified team of teachers ensures that students are taught effectively.
- When only one or two students study the subject in Year 13, they have little opportunity to collaborate with other students. This arrangement does not provide good value for money.
- Lively, challenging teaching in Year 12 motivates students to learn.

### **Commentary**

137. The results attained by the three students entering for the 2003 A-level examination were above the national average. In 2002, of the two students entering for the examination, only one gained a pass grade. Standards attained by the small number entering for AS-level in 2002 and 2003 were well below average. The small number of students who study the subject for A-level does not provide a sufficiently secure basis for judgements about trends over time.
138. Two teachers arrange the teaching of a single student in Year 13 on a tutorial basis. The teachers' knowledge and qualifications meet the needs of the A-level course, but the range of teaching and learning methods used is limited by the one-to-one teaching that is required. This arrangement does not provide satisfactory value for money. Teaching and learning in Year 12 is good and more varied, largely because of the larger number of students studying the subject at AS-level. Lively and challenging teaching motivates students to learn and creates a sense of excitement in the subject. Good teaching acknowledges the wide range of cultures among the students through displays and use of key words in different languages. The achievement of students is satisfactory. Good teaching was seen in the course that provides for students retaking their GCSE examinations, but the attendance of students on this course is erratic. The overall leadership and management of the subject in the sixth form are satisfactory.
139. Two mathematics lessons were observed at Hollyfield. In a Year 12 lesson, students were discussing errors in a recent examination paper. There were clear signs of good progress being made from the standard of the GCSE course, with students showing deeper understanding of a range of questions. In the other lesson, Year 13 students were involved in a discussion on vectors and were able to learn well from each other, aided by probing intervention by the teacher. Teaching was good overall in both lessons, with students making satisfactory progress compared with their prior results in GCSE. Teachers' subject knowledge is good, as shown by their probing questioning, that deepened students' understanding. This was clearly shown where the teacher was able to provide good assistance to students over a wide range of topics.
140. A sixth form mathematics lesson was sampled at Southborough. This was satisfactory in all respects. The few students were attentive and fully engaged in their work. The tasks they were given offered sufficient challenge to keep them working well. Standards and achievement were satisfactory.

## SCIENCE

The focus of the inspection was on biology, inspected at Hollyfield, and chemistry inspected at Chessington. However, biology and physics were also sampled at Southborough.

141. **Biology and physics.** In the Year 12 biology lesson the teaching was good. The students achieved well due to the well-planned lesson, good use of resources and their own good attitudes. The use of modelling and the subject knowledge of the teacher enabled all the students to understand the structure and function of genetic material. The standards seen were at the nationally expected level. In the Year 12 physics lesson observed the teaching and learning were very good. The attitudes of the students were very good and this enabled them to achieve very well in developing their understanding on the topic of wave behaviour. The standards seen were well above expectations.

### Biology

The provision in biology is satisfactory.

#### Main strengths and weaknesses

- Well-qualified teachers plan their lessons well.
- Work is marked regularly, but lacks sufficient information to help students improve.
- Insufficient monitoring of provision at other schools in the collegiate means that the quality of learning cannot be assured.
- Students have very good attitudes to their studies and complete their set work well.
- Too little use is made of ICT to enhance teaching and learning.

#### Commentary

142. Results in A-level biology in 2002 were below average, but rose to above average in 2003. All students who completed the course obtained an A-level grade. Standards seen during the inspection were broadly average and students were achieving satisfactorily.

143. Teaching and learning are satisfactory. Teachers plan their lessons well and include a variety of activities to maintain students' interest. For example, a lesson on breathing and exercise involved measuring lung volumes, taking pulse rates and using a microscope. However, ICT is not regularly used so students do not develop their skills in this area. Students find their teachers approachable and supportive. Classroom relationships are cordial and co-operative. Students are eager to do well and work hard on the assignments they are set. For instance, Year 13 students gave informative presentations based on detailed research on specific pollutants. Students' progress is assessed regularly through exam-style questions and longer tests at the end of modules. Day-to-day marking is frequent but lacks sufficiently detailed comments to help students to do better next time. For example, students' use of the microscope to record observations had not improved sufficiently after earlier work was marked.

144. Leadership is satisfactory. Good teamwork ensures that good practice is shared throughout the department. However, this does not extend to the other schools in the collegiate as teachers from different schools meet too infrequently. Management is good. The department runs efficiently because there are clear policies and well-organised resources. Although teaching in the science department is regularly monitored, A-level biology is not looked at separately so as to ensure high quality teaching. Part of the biology provision for Hollyfield students is at other schools but there is no effective strategy to monitor teaching and learning across the collegiate. The organisation of A-level biology teaching across the collegiate varies from year to year, making forward planning more difficult. The lack of ICT provision has been rectified and suitable resources are on order.

145. The biology curriculum is enhanced through fieldwork and a range of visits, such as to the 'Bodyworks' exhibition and the Maritime Museum. The accommodation, although old, is adequate. Teachers have used display well to provide a brighter, more stimulating learning

environment. Improvement since the last inspection is satisfactory. The number of students studying biology has risen and the teaching time has increased.

## Chemistry

Provision in chemistry is **satisfactory**.

### Main strengths and weaknesses

- Lessons are planned effectively, developing students' understanding well.
- Work is marked regularly and helps students significantly to improve.
- Inadequate monitoring of provision in chemistry at other schools means that the quality of teaching and learning is inconsistent across the examination course.
- Students have very good attitudes to their studies and work productively.
- Sharing groups between schools leads to a lack of accountability.

### Commentary

146. In 2002 no students were taught A-level chemistry at Chessington. Results in 2003 were below average for all collegiate students, but for those taught at Chessington, they were broadly average. Standards seen during the inspection were average and students' achievement was satisfactory.

147. Teaching and learning are satisfactory. Teaching of a Year 13 group is split between two schools so that co-ordination and forward planning are difficult. The teaching seen during the inspection was good. Teachers' explanations, based on their expert knowledge, are clear and well structured so that students can follow developing ideas easily. Teachers regularly focus on specific examination requirements so as to improve students' examination technique. Lessons are well planned, taking into account students' current knowledge and understanding, to increase their comprehension of chemical concepts. For example, students' understanding of instrumental analysis of organic compounds was skilfully extended, so they could use data from various spectra to identify unknown compounds reliably. However, the pace in lessons sometimes slows so that the most able students are not sufficiently stretched. Information and communication technology is used well by students for research but not enough to extend the range and effectiveness of teaching. Students' progress is regularly assessed through their own reviews, practice with A-level questions and progress tests. Teachers carry out detailed marking of work regularly and include comments that help students to improve it. Their relationships with their students in class are very good, so students find it easy to seek and gain extra help when difficulties arise. Students have very good attitudes to their studies and work productively in lessons and on homework assignments. Collaboration between students helps them develop better understanding. For instance, a Year 12 student gave a well-researched presentation on cracking and reforming hydrocarbons.

148. Leadership is satisfactory. There is a strong drive for improvement through the development of suitable schemes of work. However, there is insufficient formal monitoring of chemistry teaching across the collegiate. Each school takes responsibility for its own provision. There is, consequently, too much reliance on informal contact between departments to ensure high quality teaching and a consistent approach across all schools. Therefore, standards are not consistent across the collegiate.

149. Management is good. The department runs efficiently and resources are well organised. Target setting and monitoring of students' progress are well established at Chessington. ICT is used well to store and maintain assessment records. However, information from other schools comes on paper and so is assimilated more slowly. Without an overview of all schools, weaknesses in provision, such as long-term teacher absence, are less easily dealt with.

150. The department has developed strong links with Kingston University. Students' experience of analytical chemistry benefits from their access to such instruments as mass and infrared spectrometers that are not available in school. The chemistry curriculum is further enriched

through study and revision conferences. Students are provided with workbooks and textbooks specific to their course that support their learning well.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Information and communication technology was inspected at Hollyfield.

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are steadily improving.
- The poor attendance and underdeveloped language skills of a significant minority of students affects their progress and standards.
- Teachers plan effectively and use their specialist knowledge well.
- The co-ordination and monitoring of the course is insufficiently rigorous.

### **Commentary**

151. The school provides an AVCE course and the opportunity through its consortium arrangement for students to study A-level ICT courses elsewhere. In 2003, four students completed the AVCE examination course and standards were broadly average, with grades ranging from A-D. This represents a significant improvement in achievement upon 2002. Take-up of the course is increasing.
152. Standards overall are below average. There is a wide ability range among students on entry to the sixth form, some having only studied a short course at GCSE. Most students have good attitudes to their learning and achieve satisfactorily. However, a significant minority, particularly in Year 13, have poor attendance that has an adverse effect upon their progress and presents difficulties in monitoring their achievement. Some students do not have English as their first language and whilst they make good progress with practical work in lessons, their written development and explanation of coursework is weak. Standards are broadly in line for Year 12 and students are achieving satisfactorily overall.
153. Teaching and learning are good overall. New staff joined the school at the start of the year and their specialist skills and knowledge, together with new computer resources, have strengthened the subject's provision. Teachers each take responsibility for teaching individual units of the course. In the best lessons planning is very good and specialist knowledge is used very effectively to explain new knowledge and challenge students' understanding. Teachers are sensitive to students' needs and provide good individual support, which helps them to achieve. Whilst end of unit deadlines are clearly identified, the pace of some lessons suffers because teachers do not make enough use of assessment information to set clear targets for the completion of work.
154. Leadership and management are satisfactory and have ensured that students have to date made satisfactory progress. However, the development and upgrading of equipment and the school's technology bid have deflected the co-ordinator's focus from teaching and learning. The management of the subject is therefore not focused sufficiently on planning future developments, sharing resources and good practice or the rigorous monitoring needed to raise achievement and standards.

## HUMANITIES

No subjects were inspected in depth, but the work in geography and psychology were sampled at Hollyfield.

### Geography

155. In the 2003 GCE examinations, half the students entering gained AS-level grades and all students gained a pass grade in the A-level examinations. Shared timetabling of classes and the communication constraints of the collegiate system have led to difficulty in transferring information about students' progress. This reduces the quality of planning which in turn lowers the standards attained. The quality of teaching at Hollyfield is good overall and students achieve well. Teachers' good knowledge and their use of stimulating resources encourage and foster a real interest in learning among the students. Independent learning is fostered well by teachers using information and communication technology and other resources. However, in files seen during the inspection there was a heavy dependence upon information sheets rather than individual research and note-taking. The fieldwork excursion to Box Hill is very well planned and promotes the development of a wide range of advanced geographical skills.

### Psychology

156. Two lessons in Year 13 were observed during the inspection. Standards of work are average and students are doing as well as expected given their GCSE examination results. They have good knowledge and understanding of human behaviour and are able to extract information well from a variety of sources. Teaching is satisfactory and teachers have good relationships with their students. At times students accept one perspective and teachers do not challenge their assumptions sufficiently to ensure students gain a full understanding of the issues being studied.

## ENGINEERING, TECHNOLOGY AND MANUFACTURING

### Design and technology

Design and technology was inspected at Chessington.

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

### Main strengths and weaknesses

- Results are well above average for both the AS and the A-level courses.
- Standards show clear improvement over two years and are now higher than average.

### Commentary

157. The course has only run for two years. It is a different one from that running at the time of the last inspection. Standards are very good. In 2002 and 2003, AS-level results were very high in relation to the national average. In 2003, A-level results showed a significant improvement and the results were very high in relation to national standards. However, the number of students is small. Nevertheless, in 2003 three out of seven students gained A or B grades in the AS-level and four out seven in the A-level examination. The proportion of girls in classes is also increasing. This year there are 13 students on the AS course and seven on the A-level course. All students who left last year went on to higher education, although only one chose an allied course. This represents very good success for the department.

158. By the end of Year 12, students' AS project work demonstrates a clear grasp of the processes of designing and making, and an increasing fluency in communication skills. Students develop a good range of products in close consultation with their clients. One student is developing a new tool to help electrical workers, whilst another is developing a pen to help small children write well. Their designs and their final products are of a high standard. Year 13 students

continue to achieve very well, independently developing their own product briefs on the basis of current industrial practices. Students develop good levels of confidence. They investigate their designs in depth and develop them carefully and thoroughly. Their practical skills are very good and the quality of the final products is very professional.

159. Teaching and learning are good. Teachers have very good specialist knowledge. They ensure that students are all brought up to a good standard in graphics and the theory of basic materials. Students are encouraged to work independently. They are well supported by good assessment procedures that give them constructive feedback on how to develop their work. Students make good use of ICT, including computer-aided design and manufacture.
160. Leadership and management are good. Although the lessons are split so that the theory is taught at a different school, the teachers work well together and students find the combination helpful.

## **VISUAL AND PERFORMING ARTS AND MEDIA**

The focus of the inspection was on art, which was inspected at Hollyfield, and media studies, inspected at Southborough. Work in music was also sampled at Hollyfield.

### **Music**

161. One lesson was observed in each of Years 12 and 13. Students achieve well on both the AS- and the A-level courses, due to good teaching. Lessons are well planned. They are tailored to meet the diverse range of prior experience and specific needs of the students, some of whom do not have GCSE in music. The teachers' strengths complement each other well. Students have very good attitudes to the course, although time is lost when students from other schools arrive late to lessons. Those students who are not suited to the course are quickly identified and guided towards other options. Standards in Year 13 are a little above average and in Year 12 broadly average. The course is very well led and managed.

### **Art and design**

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

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

- Teachers engage students in useful discussion about their work and provide informed feedback.
- Students make good progress and are developing their drawing and painting skills.
- The curriculum is narrow, with undue emphasis on drawing and painting.
- Most students work with a high degree of independence.
- There is little opportunity for exploration of ideas through ICT or photography.

### **Commentary**

162. In the 2002 examination, two out of four students entering achieved grades A or B. In the 2003 GCE examination there was improvement and three out of four students achieved the highest grades. Over the two years all students entering for the examination achieved a pass grade. Students achieve well, but numbers are too small to make valid national comparisons.
163. Students in Year 12 have the confidence to express their own views and opinions through art and design. They have acquired a very good vocabulary, which enables them to speak and write lucidly about their own work and that of other artists. Most show that they are capable of planning ahead and also of exploring their own ideas, attitudes, values and beliefs through drawing and painting. They are productive and make very effective use of their visual diaries as means of collecting information for later development. Students in Year 13 have developed their capacity for solving problems of increasing complexity. They make very good use of images, drawings, photographs and text taken from newspapers and magazines as starting points for their own work. Some have produced large and very ambitious paintings based upon

their investigations of the world around them. The overall standard of the current students' work is above national expectations. Achievement is good from the start of Year 12 to the end of Year 13.

164. Teaching is good. Teachers engage the students in lively discussion and their lines of questioning prompt very interesting responses. They have high expectations that students will work independently, build upon their knowledge and develop appropriate skills in drawing and painting. Schemes of work are well designed to meet the needs of students in relation to the examination specifications. However, at present teachers and students operate within a narrow, traditional model of the curriculum, which emphasises drawing and painting.
165. Leadership and management are very good. The head of department has only been in post for the past 18 months but has already made a significant impact on the department. He is a very good role model for staff and students alike. Assessing and recording procedures are very good. Detailed feedback is provided for students on a regular basis, which ensures that accurate targets are set for individual students.
166. Accommodation and resources are good. There are three large studios, in which students can produce objects in both two and three dimensions. Some of them have begun to experiment by painting large canvases using oil or acrylic paints, exploring highly personal concepts and ideas. The students have insufficient access to computers and digital cameras in the art studios. Improvement since the last inspection is good and there is evidence of sustained improvement in the quality of students' ideas as well as in their technical skills.

### **Media studies**

The provision in media studies is **satisfactory**.

### **Main strengths and weaknesses**

- Media studies is a developing subject with a rapidly increasing take-up, reflecting the good leadership of the head of department.
- There is insufficient focus upon the personal development and higher-level communication skills of less able students.

### **Commentary**

167. The 2003 AS-level and A-level examination results showed a high pass rate, in line with the trend of recent years. However, the proportion of students achieving the higher grades A and B was well below the national average. The inspection confirmed that standards in Year 13 are below expectations nationally, in the key areas of knowledge, understanding and the ability to communicate effectively. Students are able to undertake independent work, for example when analysing a range of film genres and newspapers. They have the basic ability to analyse critically and evaluate media issues, building continuously on their research. However, students are much less competent and confident in presenting their findings verbally.
168. Students join the course with below average standards and their achievement is satisfactory, with considerable variations in the rate at which they develop their basic skills and confidence.
169. Teaching and learning are satisfactory. The teaching is characterised by enthusiasm, good subject knowledge and good relationships. Lessons are also attended by sixth formers from other schools in the consortium and the rapid rise in numbers reflects the positive attitudes which many students have towards the subject. Where the teaching is most effective, students are engaged in active research and learning, as when Year 13 students were observed using British Film Institute resources to examine female stereotypes in film. However, there are insufficiently high expectations of students both as independent and collaborative learners. Sometimes the teaching is too directive, with the result that students become passive learners. This restricts their achievement, since many of them do not gain confidence in participating actively.

170. Leadership is good, in that there is a clear perception of how the subject should develop. There has been a big recent increase in the take-up of the course, although this has resulted in an oversized class in Year 12. The subject benefits from having an established base. There is too little evidence of provision during the last inspection to make a judgement on improvement.

## **HOSPITALITY, SPORTS, LEISURE AND TRAVEL**

The focus of the inspection was on leisure and tourism, which was inspected at Chessington.

### **Leisure and tourism**

Provision in leisure and tourism is **good**.

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

- Teaching and learning are very good, resulting in very good achievement by students.
- The leadership and management of the subject are very good.
- The proportion of students who complete the course is too low.
- The provision for students with special educational needs is good.

#### **Commentary**

171. Standards of attainment in GNVQ intermediate level in 2002 and 2003 varied considerably, but were in line with national standards for those students who completed the course. The retention rate of students during Year 12 in 2002 was particularly low and retention has remained a difficulty. Standards seen in lessons and in students' files of work are at least in line with national expectations. Considering students' previous attainment at GCSE this represents very good achievement. The school expects that all students in Year 12 will successfully complete the course and if current standards are maintained one third achieve a merit grade.
172. This high level of achievement results from very good teaching and students' strong motivation. Lessons are very well planned and taught with challenging tasks. Marking is thorough and constructive and students are constantly encouraged to work to the best of their ability. This positive working environment ensures that learning is very good, both in lessons and over time. Students' standards of literacy are low and adversely affect the standard of their written work. However the extensive use of ICT for all coursework promotes good standards of presentation. The small size of the class allows for individual attention and this particularly helps any students with special educational needs, who make good progress.
173. Very good leadership and management of the subject have a positive impact on the students' motivation and learning. Both teachers act as positive role models and receive very good support for their work from the senior management. There is also good support from the other schools in the collegiate. It is a strength of the provision that leisure and tourism is offered at AVCE level. The intermediate level GNVQ is a well-resourced, structured course that meets effectively the needs of students with lower than average attainment at GCSE. The recent introduction of student apprenticeships, completed over a 20-week period, is having a positive affect on student commitment and should enhance employment opportunities. This subject was not offered at the time of the last inspection.

## **BUSINESS**

The focus of the inspection was on business education, which was inspected at Southborough.

### **Business education**

Provision in business education is **very good**.

### **Main strengths and weaknesses**

- Teaching is very good, leading to good achievement throughout the department.
- The proportion of students gaining examination success is above average.
- Leadership and management of the department are excellent.
- Accommodation is unsatisfactory.

### **Commentary**

174. Over the past three years the breadth of courses available to sixth formers has grown. Courses have become popular and students have benefited from very good teaching, which has ensured for them a very high degree of success. Students' attainment on entry to these courses is below average. However, a combination of students' motivation and strong teaching has led to examination results that were higher than forecast when students' started their course. Achievement is high as a result of the teachers' high expectations and their strong focus on raising standards.
175. Teachers' planning is very good and their positive relationships with students promotes a good work ethic. Consequently, students are responsive to different learning activities, such as independent research, group discussion and formally presenting findings arising from tasks undertaken. Teachers have excellent subject knowledge and are imaginative and interesting in the way that they present their subject. Topical issues are effectively used, as well as case studies that capture the interest of students. Increasingly, students are involved with businesses and business personnel, through business study visits abroad and involvement in the Young Enterprise programme. Teachers monitor students' work closely and give them good quality feedback, so they know what to do to improve the quality of their work.
176. The subject is extremely well led by an enthusiastic, highly motivated head of department who has a clear vision for the development of the department and the quality of service it should offer to students. The department development plan, although brief, shows a sensible number of clear achievable targets with work in progress for all of them. Business studies was a strong, successful subject at the time of the last inspection. Since then the department has grown significantly and good improvements have been made. Attendance is good, but students' punctuality for the first lesson of the day is unsatisfactory. The present accommodation is, however, unsatisfactory. This is principally because the demountable classrooms in which the department is housed allow no direct access to computers. There is in consequence insufficient use of a resource essential for the advanced and intermediate vocational courses, as well as for A-level.

### **HEALTH AND SOCIAL CARE**

No subjects were inspected in this curriculum area.

### **PERSONAL DEVELOPMENT AND GENERAL PROGRAMMES**

No subjects were inspected in this curriculum area.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Kings Collegiate sixth form grade	School grade
<b>The overall effectiveness of the sixth form and the school</b>	<b>4</b>	<b>2</b>
How inclusive the school is		2
How the school's effectiveness has changed since its last inspection	4	3
Cost effectiveness of the sixth form / value for money provided by the school	4	3
<b>Overall standards achieved</b>		<b>5</b>
Students' achievement	4	3
<b>Students' attitudes, values and other personal qualities</b>		<b>3</b>
Attendance	4	3
Attitudes	3	3
Behaviour, including the extent of exclusions	3	3
Students' spiritual, moral, social and cultural development		3
<b>The quality of education provided by the school</b>		<b>3</b>
The quality of teaching	3	3
How well students learn	3	3
The quality of assessment	3	4
How well the curriculum meets students' needs	4	4
Enrichment of the curriculum, including out-of-school activities		3
Accommodation and resources	5	5
Students' care, welfare, health and safety		2
Support, advice and guidance for students	4	3
How well the school seeks and acts on students' views	4	2
The effectiveness of the school's links with parents		3
The quality of the school's links with the community	4	3
The school's links with other schools and colleges	3	3
<b>The leadership and management of the school</b>		<b>3</b>
The governance of the school	3	3
The leadership of the headteacher		1
The leadership of other key staff	3	2
The effectiveness of management	4	3

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