

INSPECTION REPORT

TREVIGLAS COMMUNITY COLLEGE

NEWQUAY

LEA area: CORNWALL

Unique reference number: 112038

Headteacher: MR ROB SPOWART

Reporting inspector: Dr Barbara Hilton
3228

Dates of inspection: 6-9 March 2000

Inspection number: 900128

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

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INFORMATION ABOUT THE COLLEGE

Type of school:	Comprehensive
School category:	Community
Age range of students:	11-19
Gender of students:	Mixed
College address:	Bradley Road NEWQUAY Cornwall
Postcode:	TR7 3JA
Telephone number:	01637 872076
Fax number:	01637 876026
Appropriate authority:	The governing body
Name of chair of governors:	Mr John Fitter
Date of previous inspection:	13 November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Barbara Hilton	Registered inspector
Husain Akhtar	Lay inspector
Alan Brewerton	Team inspector
Margaret Price	Team inspector
Joyce Sanderson	Team inspector
Philip Winch	Team inspector

The inspection contractor was:

Cambridge Education Associates
Demeter House
Station Road
CAMBRIDGE
CB1 2RS

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Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE COLLEGE

Treviglas is a comprehensive community school on the outskirts of Newquay. The college is average in size, with a total of 953 students, including a small sixth form. Overall, there are about 10 per cent more boys than girls. Nearly all of the students are white, reflecting the local community. Most students enter in Year 7 from 13 local feeder schools, although about 10 per cent enter at other times of the year, either because their parents come to live permanently in Newquay or because their parents are in the armed forces and stationed nearby: overall numbers have risen sharply in the last year. The proportion of students eligible for free school meals is broadly average. The overall attainment of students on entry in Year 7 is average. The proportion of students on the college's register of special educational needs, at 16.9 per cent, is broadly average. The proportion of students with statements of special educational need, at five per cent, is above average and most of these have moderate learning difficulties, or specific learning difficulties (dyslexia). The college also accommodates students with physical handicaps. Links with other education providers are good and the college houses community and further education courses both during the day and in the evenings.

HOW GOOD THE COLLEGE IS

Treviglas Community College is good and improving. Standards are rising because good teaching is very effectively co-ordinated and managed to bring the best out of students. The sense of community is strong, aptly summed up in the motto *onen hag oll* (one and all). The headteacher and senior management team provide very effective leadership which is well supported by the governors. The college provides very good value for money.

What the college does well

- Standards are high, particularly in mathematics, science, English and creative subjects.
- Students' attitudes are very good: they contribute well to their own learning and the sense of community in the college.
- Teachers have high expectations: they build well on students' interests in lessons and through extra-curricular activities to help them make the most of themselves and raise self-esteem.
- Students with special educational needs are very well supported and make good progress.
- Very strong leadership is vigorously promoting high standards and enthusiastic teamwork.
- The college makes very effective use of scarce resources.

What could be improved

- The consistency with which the good assessment system is used to help students to improve and parents to understand their children's progress.
- Opportunities for reflection and collective worship by all students and sixth formers' entitlement to religious education.

The areas for improvement will form the basis of the governors' action plan.

HOW THE COLLEGE HAS IMPROVED SINCE ITS LAST INSPECTION

The college has made good improvement since the last inspection in November 1995. Consistently good teaching has helped to raise results, particularly at the end of Key Stage 3 and GCSE. Parents recognise the college is improving and the roll is rising - numbers have increased by 25 per cent since the last inspection. Very good progress has been made in assessment arrangements, although consistent involvement by all subjects is needed, to improve their effectiveness. The provision and teaching of information and communications technology are much better than at the time of the last inspection, and the college has plans to increase the use of technology. The library is much improved as a study area and is well used, although it has few computers. Planning for the range of levels at which students are working is generally good, including for more able students. The curriculum for the sixth form which is directly funded by the college remains much the same as at the last inspection. However, sixth formers are joined at the college by students working towards vocational qualifications who are funded by the local college for further education, so the total offer at Treviglas is broader. It is further enhanced by a good range of enrichment courses and an unusually wide range of work experience opportunities. Improvement has been made in the provision of religious education for all students at Key Stage 4, but sixth formers still do not receive their entitlement and the college does not meet the requirement for an act of worship. The college is well

placed to improve further, because of the strength of its leadership and management, and the challenging targets it sets for improvement.

STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A-level/AS-level examinations.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	A	B	B	A
A-levels/AS-levels	E	C	D	

Key	
well above average	A
average above average	B
average	C
below average	D
well below average	E

Students achieve well at Treviglas Community College and results are improving at the end of all key stages, broadly in line with the national trend. At the end of Key Stage 3 in 1999, attainment in National Curriculum tests was well above the national average, overall. Results in English are improving and in 1999 they were well above average; both boys and girls did well. In mathematics, results were above average; boys did better than girls. In science, results were well above average both overall and for boys, but girls' results dipped and, while just above the county average, were not as good as in previous years.

In 1999 in GCSE, the percentage of students gaining five or more subjects at the higher grades (A*-C) was well above average and very high relative to similar schools. Students did well in mathematics, where results were well above average, which represented very good progress from the end of Key Stage 3, and both boys and girls did well. Results for both English and science were above average, but were relatively better in science, because few of the highest grades (A*/A) were obtained in English. GCSE results in art, drama, design and technology, German and history were very high in 1999. Results at A level are consistently very high in art, and are mostly in line with the average in other subjects. Sixth form results overall represent satisfactory progress from GCSE. Results are monitored carefully and challenging targets are set for individual subjects and for the college overall. These are helping to raise results further.

In lessons and work seen, standards are in line with national expectations at the end of Key Stage 3 and a little higher than this at the end of Key Stage 4. Very little work of below average standard was seen. In the sixth form, standards are at least in line with course expectations. Standards are very high in art lessons, throughout the college. Students do particularly well when they are given the scope to work independently and on longer projects, which are regularly set in practical subjects. Individual students achieve highly in sports, some at national level, for example in cross-country events and soccer.

STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the college	Students are proud of their college and their attitudes to their work are very good.
Behaviour, in and out of classrooms	Good overall, with a few pockets of inappropriate behaviour and some carelessness about litter.
Personal development and relationships	Students' personal development is very good. Relationships are warm and helpful. Students take increasing responsibility as they move up the college and appreciate the opportunity to contribute through the college council.
Attendance	Satisfactory, with little unauthorised absence.

The climate for learning is very good. Teachers establish very good relationships. The systems of support for behaviour are clearly understood and behaviour is good, on the whole. The referral system in the library works well. Incidents of bullying are few and they are dealt with firmly. In lessons, students have very good attitudes and learn well. Students show good responsibility towards each other and are helped to develop as individuals. The college is vigilant in following up absence, of which very little is unauthorised.

TEACHING AND LEARNING

Teaching of students:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	good	good	good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is good overall, promoting good learning. In 81 per cent of lessons the teaching is good or better and in 38 per cent of lessons it is very good or excellent. Teaching is at least satisfactory in 98 per cent of lessons and unsatisfactory in only two per cent. Teaching is good in the core subjects of English, mathematics and science. Particular strengths of teaching are in teachers' very effective use of their subject knowledge to give clear explanations and guide students' progress. In mathematics, repetition using humorous approaches, such as the 'square numbers song', helps students to learn basic rules. In science, teachers' challenging questions help students to learn to reason for themselves. Expectations are high and teachers are good role models. Students are very well managed: teachers' planning is mostly very good and helps students to learn systematically. In art, for example, students respond very well to the workshop approach and, with teachers' constructive guidance, learn to work independently, to experiment and create striking visual images. A further example is in drama, where students work well in groups, behave responsibly and improve their performance skills. Good use is made of opportunities to improve students' literacy and numeracy skills in subjects, for example, in science, geography and design and technology. Planning for information and communications technology lessons is very good: students learn to use a wide range of computer applications and they progress well. The use of technology in other subjects is not consistent but the college has plans to increase its use and involve more staff. Planning for students with special educational needs is very good; they learn well across the full curriculum and into the sixth form. Extra activities are provided in lessons for more able students. Students' work is regularly checked and marked in line with the college policy, but little reference is made to attainment relative to the National Curriculum or GCSE requirements. Satisfactory use is made of homework.

OTHER ASPECTS OF THE COLLEGE

Aspect	Comment
The quality and range of the curriculum	Broad and balanced with well planned schemes of work. Extra-curricular activities are a strength of the college. Religious education is provided in Key Stages 3 and 4, but not for all sixth formers.
Provision for students with special educational needs	Very good. Opportunities are tailored to meet individual needs and students participate well. Emphasis on reading is effective and helps students to cope with work in all their subjects.
Provision for students' personal, including spiritual, moral, social and cultural development	Good overall. Opportunities for social development are very good, including a wide range of extra-curricular activities. Moral and cultural development are good, but there are not enough opportunities for spiritual development. The requirement for collective worship is not met.
How well the college cares for its students	The college is caring; individual students are known well. Progress is monitored systematically and targets are set to help them improve.

The curriculum is broad and balanced across Key Stages 3 and 4 and older students are achieving well on the information technology course, which leads to a General National Vocational Qualification

(GNVQ). The arrangements for grouping students according to attainment work well. Students in higher attaining modern foreign languages groups have opportunity to study a second foreign language in which they generally progress well. The sixth form provision is satisfactory: students staying on are well supported and they appreciate the opportunities the college provides. Requirements of the National Curriculum are met, except for the provision of religious education in the sixth form. Extra-curricular opportunities are varied and very good. In most subjects, extra classes help students to improve. The astronomy club fosters interest in a fascinating hobby and enables students to gain extra qualifications – several have gone on to study astrophysics at university. Sports opportunities enable teams and individuals to reach high standards. A steel band and choir extend opportunities in music. Work experience placements are unusually rich and varied, with some placements abroad for older students. Arrangements for monitoring students' progress are developing very well. Information is collected termly and is starting to be used well. However, in some subjects, for example, art and humanities, the use of assessment information is in need of further development.

HOW WELL THE COLLEGE IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very strong. The headteacher has a sense of vision, enthusiasm and is committed to raising achievement and helping students to make the most of themselves within the college and local community. Teamwork is very good: purposeful and effective.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities conscientiously and well. They have good oversight and do their best to obtain best value in the decisions they make.
The school's evaluation of its performance	Thorough, with rigorous analysis of results and systematic use of targets for further improvement.
The strategic use of resources	Very good. The college has raised standards while coping with budgetary pressures and tight accommodation. Specialist rooms are overcrowded at times.

Leadership is very strong. The aims of the college are well reflected in its work. Planning for improvement is well-focused and effective. Leadership and management in subject areas are good. Effective planning and very good teamwork in English are helping to raise standards. The college makes very good use of its resources to help students to learn happily and effectively. The sixth form provides satisfactory value for money. Resources for special educational needs are very well used: students make good progress. Staffing, accommodation and learning resources are all very well used. Further improvement in accommodation is included in the college development plan. The level of funding coming into the college is below the national average and it is very well used to help students make the most of themselves. Governors have a keen sense of best value, for example, in improving the provision of computers.

PARENTS' AND CARERS' VIEWS OF THE COLLEGE

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Teaching, which is consistently good. The progress their children make and the standards achieved. The support given to help their children become mature and responsible. The leadership, which is good. 	<ul style="list-style-type: none"> They would like to know more about the work their children are doing and how they are getting on. Homework: they would like more to be set.

Inspectors' findings endorse the positive views which most parents hold. Homework is regularly set according to a timetable and amounts are mostly reasonable. In a few cases, homework is about completing work started in lessons and this means that students who work quickly have little to do. Annual reports to parents on their children's progress include a brief course description for each subject followed by a comment on the individual student's work. In some cases, the comment says more about the student's attitude to work and the effort made, than about what the student knows,

understands and can do. Parents receive information on college courses in several published documents and the college is planning to include detailed subject information on its web-site.

PART B: COMMENTARY

WHAT THE COLLEGE DOES WELL

Standards are high, particularly in English, mathematics, science and creative subjects.

1. Students achieve well at Treviglas Community College and results are improving at the end of all key stages, broadly in line with the national trend. From average levels of attainment on entry students achieve standards in National Curriculum tests at the end of Key Stage 3 which are well above the national average, overall. Results are particularly good in science although in 1999 girls' results dipped and were not as good as in previous years. Good standards are consistently maintained in mathematics. Results in English are improving and were well above the national average in 1999. Teacher assessments in other subjects show generally average attainment by Year 9. Attainment is above average in design and technology and about one quarter of the students are achieving beyond expectations in art.
2. Progress across Key Stage 4 is good. The proportion of students gaining five subjects at the higher grades (A*-C) in the General Certificate of Secondary Education (GCSE), at 62 per cent in 1999, is well above average and very high relative to similar schools. This proportion is much higher than at the time of the last inspection (when it was 39 per cent). When account is taken of performance across all GCSE subjects, results are above the national average and well above the average for similar schools. All of the Year 11 students are entered for GCSE and in most years all are successful in achieving certificates. This reflects very well on the progress of students with special educational needs and those who join the college late. In most years, boys and girls do equally well at GCSE, although in 1999 boys did not do as well as girls in English. Their results in English literature were below average and pulled down their overall GCSE performance which, while above the national average, was not well above, which was the case for girls. The college is working hard on improving standards in English, with good success at Key Stage 3, and students progress well as they work up through the college. Boys have responded well to initiatives in English, for example, the use of non-fiction and topics based on the media. Bearing in mind standards at the end of Key Stage 3, GCSE results in English are satisfactory, in science they are good and in mathematics they are very good. Results in other GCSE subjects are mostly above the national average, with very high results in art and drama, and high results in design and technology and German (for girls). Results in 1999 were below average in religious education.
3. Sixth form numbers are small. In 1999, at Advanced level in the General Certificate of Education (A level) results were below the national average, but they have fluctuated in recent years and in 1998 they matched the national average. Results in art are consistently high. Overall, progress across the sixth form is satisfactory and the added-value from GCSE to A level is in line with the average for other schools nationally and in Cornwall. Students are preparing to take the General National Vocational Qualification (GNVQ) in information technology in Year 11 and are well up to standard. Students entered for vocational qualifications in the past in leisure and tourism have generally achieved well.
4. In lessons, standards at the end of all key stages generally match national expectations and are sometimes higher than this, particularly at the end of Key Stage 4. Standards of literacy are good. Effective emphasis on reading, including classical literature such as *Romeo and Juliet*, is helping students with special educational needs to improve. By the end of Key Stage 3, students write competently in a range of styles and their vocabulary is good. Participation in poetry competitions is helping to raise standards. By the end of Key Stage 4, students capture mood and expression well, for example, when they write about books they have read. In their own poetry they use apt expressions describing, for example, "a meringue of clouds". Students understand the content of the books they read and by Year 11 they are starting to use quotations well to illustrate the points they make, but they do not always exploit quotations fully. Students of all ages are confident in speaking and older students present reasoned arguments well, for example, in history and in religious education. In modern foreign languages, however, younger students lack confidence in speaking French or German because teachers do not always use the foreign language consistently well and they sometimes translate into English what they have just said. Effective emphasis on numeracy in mathematics enables students to develop good skills in number, which they apply in other subjects. A good balance is achieved in progress in different aspects of science so that knowledge and understanding develop well alongside skills of investigation. In information and

communications technology lessons, standards match national expectations and students apply their skills effectively in other subjects.

5. High standards were observed in creative subjects, including art, drama, music and design and technology. Students do well in projects and coursework, for example in their portfolios for art and their designs in design and technology. They benefit from working alongside practising artists, observing craftsmen in residence, playing in musical ensembles and participating in drama productions. In sixth form lessons, high standards were also observed in physics, design and technology and French, where students used the foreign language effectively in a discussion about smoking. Individual students achieve highly in sports, some at national and international levels, for example in cross-country events, surfing and soccer. A good proportion of students progress from the sixth form into university and art college.

Students' attitudes are very good: they contribute well to their own learning and the sense of community in the college.

6. Treviglas students are proud of their college. Their attitudes to work are very good. Relationships, both among students and with their teachers, are generally very good. Students help each other in lessons and are considerate towards those with disabilities. They work well in groups and, once they understand what is required, they continue responsibly on their own: good examples of this were observed in a Year 11 science lesson about the dynamo effect and in a Year 10 textiles lesson, where students were completing their own cushion-cover designs including applique work. Sixth formers are keen and enthusiastic about their work, as observed in a chemistry lesson about oxidation and reduction, in physical education when students practised to improve their skills on the trampoline, and in German, when the foreign language was used throughout in discussion about violence and the media. Art students use the art room very responsibly as their own workshop and benefit well from virtually open access to opportunities to improve their work.
7. The very good climate for learning is due to several factors, and especially to teachers' high expectations and the very good relationships they establish. The systems of support for behaviour are clearly understood, and behaviour is good, on the whole. In the few instances where students have difficulty in maintaining good behaviour in lessons, support for individuals in the library works well. In this calm environment students are helped to understand their work and in nearly all cases are quickly and happily returned to lessons. For serious incidents, the college is firm about maintaining standards of behaviour. The number of fixed period exclusions is broadly average and in recent years no student has been excluded permanently. Students who have most difficulty conforming to college routines benefit from support by specialist staff. Attendance is average with little unauthorised absence.
8. Staff are caring and know individual students well. Students have opportunities to contribute to the life of the college through their college council. They feel that they are listened to and they appreciate their role in considering college policies. They like the practical benefits which have been introduced, for example, snack machines. Students have many opportunities to develop social skills, through group work in lessons, and extra-curricular activities. They learn to care for living things through taking responsibility for the interesting collection of animals in science: at lunchtimes the area is busy, with students, younger ones especially, caring attentively for rats, birds, snakes, lizards, toads and other creatures and learning about their habits.
9. Students' cultural awareness is well developed through work in art, music and drama, and their multi-cultural understanding through literature studied in English, and topics in history and geography. The assimilation into the college of students new to the area, including some children of service families, broadens the perceptions of students and helps them appreciate the customs and values of others. Residential visits, including some abroad, provide practical experience of living among others. Outdoor education, drama and music productions and the Duke of Edinburgh's Award develop teamwork and sense of responsibility. Overall, students' personal development is very good.

Teachers build well on students' interests to help them make the most of themselves and raise self-esteem.

10. Teaching is good overall. In 81 per cent of lessons teaching is good or better, in 38 per cent it is very good or excellent. Overall, teaching is at least satisfactory in 98 per cent of lessons

and unsatisfactory in only two per cent. Where the teaching is good or better, the learning is also good. Expectations are high, relationships are very good and lessons are very well planned to build systematically on students' knowledge, understanding and skills. In mathematics, for example, repetition using humorous approaches, such as the "square numbers song", helps students to learn basic rules. They are well challenged and interested and higher attaining students in Year 11 make good progress in solving problems using quadratic equations and graphs. In science, Year 11 students respond well to challenging work about chemical equilibria and can use balanced equations with confidence. They have learned well how numbers and symbols are used to represent molecular quantities. In geography, students learn well in lessons because teachers draw on their knowledge to give clear explanations and ask well-focused questions to emphasise main points, as observed in a lesson about the industrial output of global super-powers.

11. Teachers involve students skilfully in the learning process, which helps them to progress well and raises their self-esteem. In drama, for example, younger students learn to concentrate hard on the task and to show consideration for others in the use of space. Teachers guide students to read scripts well and they learn how to create tension and use expression in dialogue. By the time they are in Year 11, students have learned to consider the use of props, the pace of certain speeches and impact on the audience. In history, skilful questioning by teachers enables younger students to look at sources critically and they learn to use them as evidence, so that older students make good links and develop an overview, for example, on issues in Northern Ireland.
12. Teachers build well on the interests of students, who respond very well, for example, on projects and longer pieces of coursework. Art portfolios and items made in design and technology are very well researched and of a high standard. Products designed by Treviglas students have been marketed – including executive bird homes and muddy boot-covers for wellingtons. Teachers generally take good account of the different levels at which students are working although, occasionally, students do not learn effectively in mixed groups. Targets are regularly set by teachers to help individual students understand how to improve in English, drama, modern foreign languages, geography and music, but practice is not consistent in other subjects. Students' work is regularly checked with marks given in line with the new marking system. Students understand the system, but little reference is made to National Curriculum levels, except at the end of Year 9. GCSE grades are used on longer pieces of coursework in Key Stage 4, but otherwise students do not know how they are doing relative to national standards. While many teachers implement the policy of writing 'next steps' to help students, practice is not consistent and comments are often encouraging, without giving practical information to students on what they should do to improve. In general, the use of homework is satisfactory, although occasionally students have managed to do most of the required work in lessons.

Students with special educational needs are very well supported and make good progress.

13. Treviglas Community College provides very well for students with special educational needs. The proportion with the highest level of need (that is, with statements), at five per cent, is twice the national average. Most of the students on the college's register of special educational need have moderate learning difficulties or dyslexia, and the college also accommodates a significant number of students with physical difficulties. Provision is well organised. Students' individual education plans show that the support matches their need, and the 21 classroom assistants are well deployed. Much of the building is single storey and short flights of stairs fitted with wheel chair lifts enable students with physical difficulties to reach specialised rooms.
14. The proportion of students who join the college later than Year 7 is high. Many are accompanying parents who come to live in Newquay and some are children of service families, stationed nearby. They fit happily into the community. However, numbers arriving over the last year have been sufficiently high to require extra teaching groups to be arranged at a late stage. This has caused timetable alterations with a few groups having more than one teacher for a subject; teachers generally liaise well, but learning continuity has been affected in a few groups.
15. Students with special educational needs are very well assimilated into the overall college community; relationships are very good. They participate fully in the life of the college,

including the sixth form. The college tailors opportunities to suit individuals and this helps students to make good progress. Each faculty has a teacher with responsibility for special educational needs who links with the co-ordinator to plan and monitor progress. The emphasis on reading recovery at an early stage helps students to learn effectively in all their subjects. Teachers and support assistants are very caring. All assistants and some teachers have benefited from special training. Visiting specialists give extra help when needed. Several students in Year 11 have a slightly lighter timetable, so they can receive extra help in their GCSE subjects. When it is time to receive guidance on careers choices, extra help is given. Students with special educational needs participate alongside others in the main program of extra-curricular activities, as well as in more specific opportunities, for example, the study club at lunchtimes, swimming, and riding for the disabled.

16. The funding received by the college for special educational needs is fully used. Regular monitoring by the college of students' progress shows they make good progress, for example, in reading on the reading recovery scheme. Some very good poetry has been written. Results at GCSE reflect very well on students' progress – virtually all students achieve certificates in the subjects they enter. Students with special educational needs on sixth form courses keep up with the rest, and the standard of print-making seen in art was very good. Provision for special educational needs is a strength of the college.

Very strong leadership is vigorously promoting high standards and enthusiastic teamwork.

17. The headteacher and the senior management team provide strong leadership. The aims of the college are well reflected in its work. Planning is very well organised, systematic and well focused on raising standards. Parents have confidence in the leadership of the college and say that it is strengthening year on year. Governors have high expectations and are conscientious in carrying out their responsibilities. They have a good sense of best value, reflected in their approach to grounds maintenance and leasing computers. Statutory requirements are met, except those for collective worship and for religious education in the sixth form, which are not provided. Governors are vigilant about safety and arrangements for child protection are in place. They work closely with the headteacher and senior staff and are committed to helping the college to do its best for the local community.
18. Leadership and management in subject areas are good. Planning for improvement in subjects reflects the overall college approach and is well focused. Effective planning and very good teamwork are helping to raise standards in English: the recent improvement is dramatic, particularly at Key Stage 3. The curriculum is well planned and both the curriculum and teaching are closely monitored. Systematic co-ordination is particularly effective in information and communications technology, where a large team of staff is teaching the subject and teaching is consistently good. The standard approach, which has been developed by the college, to planning schemes of work is a very helpful innovation. This has supported planning for the different levels at which students are working and the development of literacy and numeracy across all subjects. It has the scope to strengthen other cross-curricular aspects – including the use of information and communications technology and opportunities for cultivating spiritual awareness. Support for teachers, including those new to the college, is good.
19. Through its systematic approach to improvement, the college has made good progress in overcoming weaknesses reported at the last inspection. Very good progress has been made, for example, on assessment. At the time of the last inspection, procedures were not systematic, but they are now. A start had been made in analysing data at the time of the last inspection. Now a system has been developed which allows the college to compare students' performance at the end of key stages with expected performance. Challenging targets are set for results, overall and in subjects. Heads of faculties and heads of year monitor students' progress and they can identify groups of students who may need more support or challenge. Several subjects - mathematics, science and design and technology - are further advanced than others in collecting and using assessment information, and extending this systematic approach is an area requiring further improvement, but the overall monitoring and use of information are impressive.

The college makes very effective use of scarce resources.

20. The college makes very good use of its resources to help students to learn happily and effectively. Teachers work hard: the amount of time they are in front of classes and the number of students they teach are both above average. Additionally, they give generously of their own time, for extra lessons and opportunities at lunchtime and at the end of the day. Music, ensembles and a choir provide enjoyable and challenging opportunities. In physical education and sports students improve their skills and many do well in competitions and regional events - some outstandingly well, as in cross-country events, surfing and soccer. The astronomy club is notably successful, providing an introduction to a fascinating hobby as well as GCSE certification for students, several of whom have gained university entrance in astrophysics. Non-teaching staff, including office and technical staff, groundsmen, catering and caretaking staff, and classroom assistants, are valued and contribute well to the smooth running of the college. Parents give helpful support, often providing transport for their own and other children, enabling them to participate in extra-curricular activities.
21. The sixth form budget is protected, under local arrangements, and the college's own provision consists mainly of A levels courses, on which students are learning well and achieving standards in line with course expectations. Until recently, a vocational qualification was offered, and now sixth form students working towards a General National Vocational Qualification are officially enrolled at the local college of further education although they learn alongside Treviglas students in college accommodation. Around the college, the further education and Treviglas students are indistinguishable. They socialise well and their joint presence reflects a broader range of aspirations than A levels alone would provide. On Wednesday afternoons, sixth form provision is enhanced by enrichment activities, the choice of which includes first aid, yoga, guitar, aerobics and learning to speak Dutch. Adult students join the enrichment classes as part of community education provision, and their participation helps to maintain this range of choice. The experience of sixth formers is greatly enhanced by work placements, some local, others further afield – for example in London teaching hospitals, the Foreign Office and even further away, at a preparatory school in South Africa, a Conservation Centre in the Caribbean and a ranch in Wyoming, USA. These 'golden opportunities' are possible because of the dedication and imagination of staff, and are greatly appreciated by students. Sixth formers enjoy their courses. While the funding is generous, their overall experience is rich. Bearing in mind the cost of the sixth form and its overall effectiveness, it provides satisfactory value for money.
22. The college uses its space very effectively. Building additions have been made as the roll has increased, but corridors, staircases and assembly areas are small. Specialist rooms for art, drama, and some science and design and technology rooms are cramped, presenting safety risks. Indoor accommodation for physical education is limited to one small gymnasium and changing areas – and that for girls is too small, has peeling paint, provides little privacy and has only one entrance. On the other hand, classrooms are spacious on the whole, improvement in accommodation is included in the development plan and the college has recently learned that it is to benefit from four additional classrooms. After strenuous efforts to improve sports accommodation, and with the help of external funding, the college has been granted permission to construct a 'sports dome' which will enhance its covered facilities. The overall picture is that the college makes the most of its limited accommodation,
23. Funding for resources in subject areas is low. Most subjects are managing well on very little. Music has few instruments. In art, exemplary use is made of recycled materials: for example, a 'recycled chair' has been sculptured by a sixth former from cans, bottles and polythene, and a vulture made from bits of board, piping and string. Deliberate investment in networked machines for computer rooms has provided equipment for information and communications technology classes and has been money well spent: students are learning well and provision is much better than at the last inspection. The interactive white board is a stunning demonstration facility for classes in all subjects – it was seen in use in science and for a French lesson. Relatively few machines are in subject areas or available for use by students with special educational needs. Individual students make good use of computers at lunchtimes and at the end of the college day; computer clubs are heavily subscribed. Extending access to computers for all subjects is a priority included in the college development plan. The library is an attractive study and reference area and it is well used. Its stock of books is reasonable and overall it is much better than at the last inspection but it, also, has few computers.
24. The level of funding coming into the college, even counting that for special educational needs, is below the national average. Students learn well, in a supportive environment. Their results

at GCSE are well above those of similar schools. The college makes the right decisions on how to spend its money and, overall, provides very good value.

WHAT COULD BE IMPROVED

The consistency with which the good assessment system is used to help students to improve and parents to understand their children's progress.

25. The college has made great strides in the use of assessment since the last inspection, when assessment, including marking, was a key issue of the report. Students know, for the most part, how they are progressing and the areas for improvement described here are aspects which remain patchy or have yet to catch up within the context of general improvement. The college has included assessment within its development plan.
26. The college has reviewed marking arrangements and now students' work is regularly checked. Marking is mostly in line with the college policy except for inconsistencies in humanities and art. Attainment is judged relative to descriptions – *distinction, merit, standard* or *refer*. Satisfactory consistency is achieved in marking. The college 'next steps' approach, by which staff indicate areas for improvement, is often used in practice to describe effort and application, rather than to identify the specific skill or knowledge area which students need to improve. National Curriculum levels are used towards the end of Year 9, and GCSE grades on longer pieces of coursework in Key Stage 4, but otherwise objective measures are little used. Assessment on the GNVQ course at Key Stage 4 is good: students are well informed about the standards they are achieving and understand what they should do to improve.
27. Arrangements for monitoring students' progress are developing well and in some ways they are exemplary. End of key stage results are evaluated well. Regular assessment information on students' progress in science, mathematics and design and technology is collected termly. Heads of year can track the progress of students in their year in these subjects. However, information from other subjects, such as history, geography, religious education and art is inconsistent, so monitoring is incomplete. The college is starting to make good use of information, to identify students who are underachieving, and potential high-fliers. Targets are being set to help students to improve further, for example high-attaining Year 8 students. Subject teachers monitor the progress of students coming up to GCSE who are borderline candidates, for example at grades C/D, although there is no systematic support system in place to help them do their best.
28. Reports on students are made at least twice yearly, and one fuller report is sent home. This includes a brief description of the subject studied, together with an assessment of students' achievements. Information on students tends, however, to be about application and effort, rather than to define what they know, understand and can do, although information on National Curriculum levels and GCSE grades is correctly given at the end of key stages. A small but significant minority of parents indicated on their questionnaire that they would like more information on the work their children are doing. Some is contained in the prospectus, in the Key Stage 4 and sixth form handbooks and in regular newsletters. The college might like to consider advising parents at the start of each term what subject material their children would be studying and what homework topics they would be expected to complete.

Opportunities for reflection and collective worship by all students and sixth formers' entitlement to religious education.

29. The personal development of students is fundamental to the ethos of the college. Spiritual development is recognised as an integral part of this. Striking examples of students' art decorate the walls of public areas, prompting reflection on the interpretation of experience, and values.
30. Opportunities for reflection on universal issues occur in lessons in creative and humanities subjects and teachers generally note them as they arise: examples were observed in English, history, art and music. The approach in religious education, however, tends to be factual and knowledge-based; understanding of values is relatively less developed. Opportunities are taken in assemblies to emphasise achievement and to raise students' expectations, but there

is little emphasis on cultivating students' spiritual awareness. No acts of worship were seen. Early morning form-times are generally effectively used, with notices and discussion about practical matters, but no use is made of 'thought for the day'. In a sixth form briefing observed, the form tutor explained about difficulties facing a German student, which the class empathised with well. Moral and ethical issues are discussed in general studies although sixth formers do not receive their entitlement to religious education. Although review of the sixth form curriculum is in the college development plan, there is no specific reference to religious education. Overall, opportunities to cultivate students' spiritual understanding are being overlooked and could be more regularly taken.

WHAT SHOULD THE COLLEGE DO TO IMPROVE FURTHER?

31. *To further raise the standards of work and attainment of students, the governors, headteacher, senior management team and staff should continue improving two aspects of its work included in key issues of the last inspection report:*
- the consistency with which the assessment system is used, by:
 - a) including more practical information in the 'next steps' guidance given to students;
 - b) involving all subjects in the further use and analysis of assessment information;
 - c) reporting to parents on what their children know, understand and can do; (see paragraphs 26 – 28)
 - the frequency of opportunities for reflection and collective worship, and the provision of religious education in the sixth form see paragraph 30.

PART C: COLLEGE DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	124
Number of discussions with staff, governors, other adults and students	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	30	43	17	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the college's students

Students on the college's roll	Y7 – Y13	Sixth form
Number of students on the college's roll	953	68
Number of full-time students eligible for free school meals	137	7

Special educational needs	Y7 – Y13	Sixth form
Number of students with statements of special educational needs	48	1
Number of students on the college's special educational needs register	161	1

English as an additional language	No of pupils
Number of students with English as an additional language	0

Student mobility in the last school year	No of pupils
Students who joined the college other than at the usual time of first admission	82
Students who left the college other than at the usual time of leaving	57

Attendance

Authorised absence	%
College data	8.6
National comparative data	7.9

Unauthorised absence	%
College data	0.2
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3

Number of registered students in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999 (98)	76 (80)	76 (78)	152 (158)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	63 (50)	59 (54)	54 (58)
	Girls	72 (67)	53 (44)	46 (56)
	Total	135 (117)	112 (98)	100 (114)
Percentage of students at NC level 5 or above	College	89 (74)	74 (62)	66 (72)
	National	63 (65)	62 (60)	55 (56)
Percentage of students at NC level 6 or above	College	38 (36)	46 (32)	37 (35)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	57 (42)	60 (50)	55 (55)
	Girls	71 (46)	57 (52)	50 (50)
	Total	128 (88)	117 (102)	105 (105)
Percentage of students at NC level 5 or above	College	84 (58)	77 (71)	69 (71)
	National	64 (62)	64 (64)	60 (62)
Percentage of students at NC level 6 or above	College	22 (28)	49 (36)	38 (31)
	National	31 (31)	37 (37)	28 (31)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999 (98)	62 (81)	49 (79)	111 (160)

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	34 (32)	60 (79)	60 (79)
	Girls	35 (52)	48 (78)	48 (78)
	Total	69 (84)	108 (157)	108 (157)
Percentage of students achieving the standard specified	College	62 (53)	97 (98)	97 (98)
	National	46.3 (44.6)	90.7 (89.8)	95.7 (95.2)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	College	42 (40)
	National	37.8 (36.8)

Figures in brackets refer to the year before the latest reporting year.

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year	Year	Boys	Girls	Total
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who were entered for GCE A-level or AS-level examinations

1999 (98)	11 (15)	14 (13)	25 (28)
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Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
College	13.9 (17.0)	13.8 (18.0)	13.8 (17.5)	N/A	N/A	N/A
National	17.7	18.1	17.9 (17.6)	2.7	2.8	2.8 (2.8)

Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications	Number	% success rate	
Number in their final year of studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	College	8	100
	National		82.5

Ethnic background of students

	No of students
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	946
Any other minority ethnic group	3

Exclusions in the last college year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	20	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	52
Number of students per qualified teacher	18.3:1

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	30
Total aggregate hours worked per week	824.4

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	79.6
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Average teaching group size: Y7 – Y13

Key Stage 3	26.4
Key Stage 4	24.3

Financial information

Financial year	1998-99
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	£
Total income	1,815,195
Total expenditure	1,841,669
Expenditure per student	2,182
Balance brought forward from previous year	79,176
Balance carried forward to next year	52,702

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	947
Number of questionnaires returned	316

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes college.	29	54	11	4	1
My child is making good progress in college.	44	50	3	1	2
Behaviour in the college is good.	28	54	5	1	12
My child gets the right amount of work to do at home.	21	55	17	4	3
The teaching is good.	26	64	3	1	6
I am kept well informed about how my child is getting on.	29	48	16	6	1
I would feel comfortable about approaching the college with questions or a problem.	44	47	5	2	3
The college expects my child to work hard and achieve his or her best.	54	44	0	0	1
The college works closely with parents.	23	54	14	2	7
The college is well led and managed.	35	54	2	1	8
The college is helping my child become mature and responsible.	30	59	4	1	5
The college provides an interesting range of activities outside lessons.	24	53	10	3	11

Other issues raised by parents

The parents' meeting was attended by 18 parents and they were very supportive of the college, including its provision for students with special educational needs. They feel the college is improving. Broader issues, relating to society in general, were raised by individual parents just after the meeting and these were discussed with the headteacher.