

## SUMMARY OF THE INSPECTION REPORT KINGSBRIDGE COMMUNITY COLLEGE

This large, 11 to 18 comprehensive school, near the centre of Kingsbridge, was inspected from 23 -27 of February 2004 by a team led by Paul Cosway. It was last inspected in 1998.

### OVERALL EVALUATION

**This is an excellent school.** It gives very good value for money. Almost all students achieve very well and everyone in the college is valued and supported as an individual. The very good teaching and the very positive learning ethos help students to attain examination results well above the national average. The principal gives excellent leadership, supported by a highly effective senior team and governing body. They are bringing further improvement, identifying areas that need development and planning very effectively for the future.

The college's main strengths and weaknesses are:

- Standards are high in most subjects, because of the high expectations of all in the college.
- Attitudes and behaviour are excellent, fostered by highly effective systems for care and guidance, creating an extremely positive climate for learning.
- Teaching is very good, sometimes outstanding.
- Across the college, very good leadership and management are ensuring that the vision of excellence is becoming a reality.
- Students' personal development is very good, developing trust and responsibility.
- The provision for students with special educational needs is excellent.
- Students' learning is very good overall, with some variation in quality between subjects.
- Very good links with parents and excellent links with the community support students in their learning.
- Within a good, broad curriculum, there is scope to introduce more vocational (work-related) options for students who would benefit from less academic courses.

There has been very good improvement since the last inspection, especially in standards, behaviour and attitudes, teaching and learning, accommodation and leadership.

### STANDARDS ACHIEVED

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

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average  
For Year 11, similar schools are those whose students attained similarly at the end of Year 9.*

**Students achieve very well overall and attainment is well above the average nationally at the end of Year 9, Year 11 and in the sixth form.**

In 2003, results in the national tests for Year 9 students were well above the national average in mathematics and science; average in English. They had made good progress from their levels of attainment on entry. Results have risen over recent years in line with the rise nationally.

At the end of Year 11, GCSE results were well above the average nationally and well above those in similar schools. This represents good progress. The best results were in art, science, design and technology, English, English literature and mathematics. There was comparatively weaker performance in physical education.

In the Sixth Form, results in A/AS level and vocational examinations were above the national average in 2001 and close to average in 2002, but have improved again in 2003. The best performing subjects in 2003 were biology, chemistry, design and technology, French, mathematics, sociology and the vocational subjects - business and travel and tourism. The lowest performing subjects were physical education, Italian and music.

Students' personal development is very good. By the time they reach the Sixth Form they are confident, independent, sociable young people. **Spiritual, moral, social and cultural development is excellent.** Students' attitudes to college and their work are excellent, as is their behaviour, and they form very good relationships. Attendance is good and they are very punctual.

## **QUALITY OF EDUCATION**

**The quality of education provided by the college is very good.** Very good teaching to all year groups ensures that students learn very well in the large majority of lessons. Teachers plan their lessons to make them interesting, helping students to learn, and the teachers' good subject knowledge and their good relationships with students ensure that they concentrate, work hard and learn quickly. In the few cases where lessons are less effective, it is because the teaching does not provide enough challenge to ensure that all the students learn well.

The college is developing a curriculum that is innovative and appropriate, enriched by an excellent range of extra-curricular activities. The accommodation and levels of staffing are very good and support learning well. It has a very good partnership with parents and excellent links with the community: both contribute to the effectiveness of the education it provides. Marking and assessment give very good guidance to students in most subjects.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the college are very good** with excellent leadership and management from the principal and his senior team. He provides a strong sense of direction. Senior managers are very effective and have complementary strengths. The college's capacity for future improvement is good, because of the high expectations and morale of the staff. The governing body is very effective: it makes a significant contribution to the work of the college.

## **PARENTS' AND STUDENTS' VIEWS OF THE COLLEGE**

Parents are very pleased with the college and believe that it is helping their children to make good progress. Around ten per cent of parents were concerned about how well informed they are about their child's progress and about the setting of homework, but the inspection found that these aspects were good. Almost all students like the college and value all that it does for them.

## **IMPROVEMENTS NEEDED**

The most important things the college should do to improve are:

- As planned, broaden the curriculum for Years 10 and 11 and the sixth form in order to provide more courses for students who would benefit from more vocational (work-related) study.
- Again as planned, review the effectiveness of learning and teaching styles in areas where students are not achieving as highly as they are generally in the college.

## THE SIXTH FORM AT KINGSBRIDGE COMMUNITY COLLEGE

The sixth form is larger than most and offers a range of A, AS and GNVQ courses.

### OVERALL EVALUATION

**This is a very good sixth form.** Dynamic leadership has created an environment that is vibrant, challenging and highly supportive, so that the students achieve very well and reach standards that are well above average. Value for money is very good.

The main strengths and weaknesses are:

- Excellent leadership drives the move to ensure that students achieve very well.
- Students achieve very well because teachers work hard to ensure that the provision is very good.
- Excellent guidance and support enable students to flourish and to gain confidence and independence.
- Senior managers analyse information from examinations and assessment very well in order to improve the quality of teaching and learning.
- Students hold staff and the provision in the sixth form in very high regard.
- There is a very wide range of A and AS courses, but the staff is aware that more courses are needed for those who require different routes to college and employment.

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

Judgements about the 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 in the sixth form were inspected.

Curriculum area	Evaluation
English, languages and communication	The provision in English, German and Italian is good and students achieve well. Students achieve very well in French because the provision is very good.
Mathematics	The provision in mathematics is very good as the subject is led well. Results in mathematics are very good as students have very positive attitudes towards the subject.
Science	The provision for biology is very good and the students learn very well, because of the very good teaching.
Humanities	Excellent leadership and management of geography and religious education enable students to achieve very well. The provision of both subjects is outstanding. The provision of psychology is good and in sociology is very good.
Engineering, technology and manufacturing	Excellent leadership and management of product design lead to excellent provision with the result that students achieve very highly.
Visual and performing arts and media	Achievement in art and music is very good, because the excellent leadership and management ensure that the provision is outstanding. In media studies, the very high quality of leadership and very good quality of provision enable students to achieve very well.
Business	Students achieve well in business studies, as a result of good leadership and management.

*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 school. 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'.*

## **ADVICE, GUIDANCE AND SUPPORT**

This is excellent. Teachers and administrative staff go out of their way to ensure the best possible guidance and support for their students.

## **LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM**

This is an exceptionally well run sixth form because of the excellent leadership of the head of the centre, who has a passion for the education of young adults. The senior management team works closely with her to further the work, and the very good management of the centre revolves around the hub of the *One Stop Shop* (advice centre), run very smoothly by the administrator.

## **STUDENTS' VIEWS OF THE SIXTH FORM**

Students appreciate the provision of the sixth form. Most enjoy being students and all say that the teaching is challenging. They feel that their teachers are experts in their subjects who encourage them to study and research independently and are supportive. They feel they are treated fairly and that all members of staff listen to them. In the pre-inspection questionnaire, some registered concerns about whom they could turn to if they had a personal problem and some felt they did not receive helpful advice about what to study when they entered the sixth form. The inspection team found no evidence of this, as students were eager to dispel these views.

*A copy of the full inspection report, which includes all the main judgements and grades, can be obtained from the school. Any complaints about the inspection or the report should be made following the procedures set out in the leaflet 'Complaining about Ofsted inspections', which is available from the school or Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).*

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