

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Cambridge Centre for Sixth Form Studies

Full Name of the College	Cambridge Centre for Sixth Form Studies
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Registered Charity Number	1084601
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Age Range	14 to 24
Gender	Mixed
Inspection Dates	4th to 7th February 2008

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002 as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as amended with effect from January 2005 and May 2007.

The inspection was not carried out in conjunction with Ofsted, Children's Directorate, and the report does not contain specific judgements on the National Minimum Boarding Standards. It comments on the progress made by the college in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to students' education and development in general. The full Ofsted report can be found at www.ofsted.gov.uk under Inspection reports/Boarding schools.

The inspection does not examine the financial viability of the college or investigate its accounting procedures. The inspectors check the college's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the college, its services or other physical features.

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1. INTRODUCTION

Characteristics of the College

- 1.1 The Cambridge Centre for Sixth Form Studies is a day and boarding college for students aged 14 to 24. It is located in central Cambridge. The college was founded in 1981 in two large houses with approximately 25 students, mostly re-taking A-level examinations. In 1984 the college moved to 1 Salisbury Villas. The St Paul's and Tenison Road teaching buildings came later as they expanded into new subject areas and increased in size. In 2001 the college became a charitable trust overseen by a board of trustees. The three teaching buildings, plus a bursary and five boarding houses, are all on separate sites. Since the previous inspection the college has increased in size by approximately a third.
- 1.2 The college aims to provide a broad education and pathway to university and lessons that are academically challenging and well planned. It seeks to treat students as individuals. Its aims state that it values the pursuit of high achievement and involves students in a developmental dialogue. It values independence and is committed to safeguarding and promoting the welfare of students.
- 1.3 The college is attended by 212 students (118 male and 94 female). There are 118 boarders (64 male and 54 female) and 94 students are from overseas. Many nationalities are represented. Students come to the college from a wide range of backgrounds and previous educational experiences. A wide range of ability and prior educational experience is represented in the student population. The ability of Year 11 GCSE students is below average overall and A-level students are of broadly average ability. If students are performing in line with their abilities, their GCSE results will be below the average for all maintained secondary schools and at A-level they will be in line with the national average for all maintained schools.
- 1.4 There are 94 students who have English as an additional language (EAL). Of these, 53 are following English as a second language course. The college has identified 26 students as having learning disabilities or difficulties (LDD); specialist support is provided for four students. One student has a statement of special educational needs (SEN).
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the college.

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 A high quality educational experience is provided. The college achieves its aim to tailor the curriculum to the needs of each student and to prepare them for university and beyond. The quality of education has improved since the previous inspection; the range of GCSE subjects has increased. Information and communication technology (ICT) is more widely used across the curriculum.
- 2.2 The college is sensitive to the widely differing range of students' educational needs and educational backgrounds. It builds the curriculum around the needs of each individual student. This flexibility is highly regarded by students and parents. When students join the college, a well organised induction programme is in place to introduce them to the college and its organisation. A broad range of GCSE courses is available with numerous options. Students can choose any combination of A-level subjects which can be taken either over one or two years.
- 2.3 The provision of personal, social and health education (PSHE) has improved since the previous inspection. Two year A-level and GCSE students follow a well structured PSHE course that includes a suitable range of topics for students of this age such as health and study skills. One year A-level students attend debates which effectively complement their studies.
- 2.4 Students are well prepared for the next stage of their education. Careers education is included in PSHE and an external agency provides careers guidance for those students who require it. They are enabled to make informed choices of universities and to prepare thoroughly for the selection processes. For those who express interest, work-experience can be arranged. This is beneficial as it gives students valuable insight into the world of work. An annual careers fair gives students further valuable information.
- 2.5 The provision of extra-curricular activities is substantial and has improved since the previous inspection. The programme is also responsive to students' interests. Year 12 students choose two activities from the enrichment programme. The college provides opportunities for students to make links with the community through, for example, the Duke of Edinburgh's Award scheme or by taking part in sporting fixtures. Many trips and excursions take place, both within the UK and beyond. The extra-curricular programme includes a social calendar with weekly trips and activities, such as visits to the cinema and barbeques. The college makes extensive use of facilities available in the city of Cambridge for cultural, academic or sporting activities. The debating society is thriving with lively well organised discussion on stimulating issues. Although students' participation in extra-curricular activities is centrally monitored, and recorded and reported in the college newsletter, students' participation and achievement in activities is not included in reports to parents.
- 2.6 The quality of curriculum planning is sound. Schemes of work provide a secure basis for teachers' planning but vary too much in quality, the best schemes of work have long-medium and detailed short-term planning but some provide limited detail. Schemes of work do not always make provision for LDD and EAL sufficiently explicit.
- 2.7 The provision made for students with EAL is well organised and thorough. Following an initial assessment they embark upon International GCSE English as a second language course which enables them to reach a level at which they can access subsequent courses. They are then encouraged to take the International English Language Testing System examination which prepares them for more in depth study. The one year A-level course begins with a

course which includes grammar, vocabulary and practice in the four basic language skills of: speaking, listening, reading and writing. An academic writing course is available to help students to meet examination board requirements. Additional individual tuition is provided for those that need it. Students who wish to further enhance their English take the English for Academic Purposes examination.

- 2.8 The provision for students with LDD is sound. Following an initial assessment, a summary profile is prepared which outlines each student's learning difficulties. Individual tutor sessions ensure students receive substantial pastoral and academic support. Tutors liaise with subject teachers regarding the support they need to provide. This ensures students receive the help they need in lessons. The requirements of the statement of special educational needs are fully met.
- 2.9 The needs of students identified as gifted or talented are fully met. They take additional subjects or tackle A-level in one year. Extra lessons are provided where necessary. They also participate in activities such as: Global Young Leaders, Youth Speaks competition, mathematics challenge and the Nuffield science programme.
- 2.10 The college meets the regulatory requirements for the curriculum [Standard 1].

Students' Learning and Achievements

- 2.11 Students learn and achieve well. Since the previous inspection the college has maintained high standards at A-level and improved GCSE results. It meets its objective of enabling students to proceed to university.
- 2.12 Students' attainment in GCSE is high in relation to their abilities. Students' performance in GCSE examinations over the last three years has been above the national average for all maintained schools. Their attainment in A-level is good in relation to their abilities. Students' performance in A-level examinations over the last three years has been above national average for all maintained schools.
- 2.13 Standardised data indicates A-level students make substantial progress. Students with EAL make rapid progress and soon become fluent English speakers who are able to participate fully in their chosen courses. Those with LDD, including those with SEN, progress and achieve well and become increasingly confident. No significant variation in performance exists in relation to ethnicity or gender. Year 11 students make rapid progress on GCSE courses.
- 2.14 Students achieve well in a wide range of sporting and other activities. They succeed notably in sport: volleyball and basketball and progress well in the Duke of Edinburgh's Award scheme. Students achieve gold certificates in the UK Mathematics Challenge and some have been awarded Nuffield Science Bursaries. Students participate in the Global Young Leader scheme and have achieved commendations in the Youth Speaks debating competition. The impressive annual visual arts exhibition is open to the public.
- 2.15 Students who do not have EAL are articulate, listen attentively, write fluently and their grammar and spelling are generally accurate. They read intelligently either for research or pleasure. Those with EAL rapidly acquire these skills; they listen attentively and speak in English whenever they have the opportunity. All students use their skills with number confidently across the curriculum. They are confident and competent when using ICT and this has a beneficial impact on the standards they achieve. In visual arts, for example, they use image manipulation software with a high degree of proficiency. Students reason and

think for themselves. For example, a lively debate on capital punishment enabled students from a wide range of cultural backgrounds to explore and understand differing attitudes.

- 2.16 As part of their studies, students generate substantial quantities of work. Most organise their work well; this is particularly so for the most able. Note taking is well established and used effectively. Students study conscientiously and work together productively. Students enjoy their work, and concentration and involvement are widely evident.

Spiritual, Moral, Social and Cultural Development of Students

- 2.17 The college enables students to demonstrate well developed spiritual, moral and cultural awareness and accomplished social skills. This is similar to the previous inspection. The college achieves its core values which include implicit aims for this aspect.
- 2.18 The college welcomes every faith and facilitates religious observance if requested. The individualised approach effectively develops students' self-confidence and self-esteem and participation in activities such as the open forum provide good opportunities for pupils to develop their self-confidence. Students are keenly aware of the non-material dimensions of life in subjects such as the visual arts and English language.
- 2.19 Students show a keen moral awareness. They are well aware of right and wrong and generally adhere to college rules. Moral issues often feature in PSHE lessons, in which students discuss subjects such as the moral implications of drug and alcohol abuse maturely. They appreciate global and local ethical issues and discuss the implications of intensive farming. Topics such as life and death and guilt are discussed sensitively.
- 2.20 Social skills are well developed. The student council, for example, is formally organised. Agendas are set and thorough minutes are taken. Issues are fully discussed and decisions are arrived at democratically. Contrary to the views of a significant minority of students in their responses to the student questionnaire, the senior leadership team takes account of students' views, changing, for example, the café at which pupils redeem their luncheon vouchers, to one that provides better value. Students initiate and run societies and organise social functions. Politics, law and PSHE give students insight into public institutions.
- 2.21 Cultural development is strong. The visual arts, theatre studies and English enable students to develop a keen aesthetic awareness. Multi-cultural understanding is a particularly positive feature of the college; students respect and show interest in each other's cultural backgrounds. Societies, such as the world cinema society, and events, such as international food evenings extend students' knowledge and understanding of other customs and ways of life. Overseas visits provide students with first-hand experience of foreign cultures.
- 2.22 The college meets the regulatory requirements for the spiritual, moral, social and cultural development of students [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.23 The quality of teaching is high and has improved since the previous inspection. The college achieves its aim to provide lessons that are academically challenging and well planned.
- 2.24 Teaching provides considerable support and guidance for individuals, including those with LDD and EAL. Small classes enable teachers to provide individual attention. One to one sessions ensure students remain on course and receive the academic and pastoral support students need. Those with more significant LDD receive beneficial in-class support from learning support assistants. In response to information from tutors, teachers adapt lesson

- content to suit the needs of individual pupils. For example, in a Year 13 politics lesson, students discussed decision making and its effects in the UK; a wide range of short activities and visual stimuli were used successfully to retain the interest of students who experience difficulty concentrating.
- 2.25 The individualised approach successfully encourages students to make the maximum effort. Few opportunities exist for students to fall behind. As students gain confidence they are given more autonomy and increasingly direct their own learning. In the visual arts, for example, they develop their own ideas drawing upon the work of relevant artists and cultures.
- 2.26 Lessons are well planned and objectives are usually made clear to students. Strategies are well matched to individual students' learning styles. Kinaesthetic learners, for example, are provided with opportunities to engage in a range of active tasks. In a history lesson Year 12 initially discussed Henry VII's policy on the control of nobility and private armies and progressed to a range of focused tasks that effectively developed students' analytical skills and knowledge and understanding of the topic.
- 2.27 Teachers teach from a secure basis of knowledge. They explain clearly and take pains to ensure students understand thoroughly. Complex issues in all subjects were explained with confidence. For example, secure knowledge of Keynesian economics ensured students were familiarised with the relationships between inflation and consumption.
- 2.28 Teachers use suitable resources to support their teaching. They are making increasingly effective use of data projectors and interactive whiteboards. For example, in a Year 12 law lesson a visit to the House of Commons Parliamentary website provoked a stimulating discussion. The BBC website was used effectively with EAL students who watched video clips to promote discussion to improve their vocabulary. Other resources, such as printed work sheets, are widely and beneficially used but sometimes limit opportunities for extended writing.
- 2.29 Assessment has improved since the previous inspection and is now sound overall. Students are given informative and useful spoken feedback. Teachers use questioning well to establish students' levels of understanding. Marking, though satisfactory overall, is variable in quality ranging from detailed and informative to sparse at times.
- 2.30 Students with LDD are thoroughly tested on entry and their learning needs are thoroughly diagnosed. These assessments form the basis of profiles. However, the profiles do not contain targets against which to assess progress. Arrangements for assessing the progress of students with SEN are adequate with annual review meetings scheduled. The level of fluency that students with EAL have is thoroughly assessed on entry and at regular stages throughout their courses.
- 2.31 For all students tests and examinations are regular features. They welcome these as they provide useful information as to their level of attainment and indicate what they need to do to improve. Tests provide useful data that enables the college to identify underachievement and take the necessary steps to support students who might be experiencing difficulties. The college is beginning to use externally validated standardised data to assess progress and is developing a centralised record to track students' overall progress.
- 2.32 The college meets the regulatory requirements for teaching [Standard 1].

3. THE QUALITY OF CARE AND RELATIONSHIPS

The Quality of Pastoral Care, and the Welfare, Health and Safety of Students

- 3.1 The quality of care provided is outstanding in almost all respects and has improved upon the high standards of the previous inspection. The college achieves its aim to involve students in a developmental dialogue and to promote and safeguard their welfare.
- 3.2 The tutorial system is central to the work of the college. Students attend 'one-to-one' sessions with a pastoral tutor each week, and A-level students also have these sessions with subject teachers. These meetings effectively monitor students' pastoral and academic progress and provide the necessary support and guidance to ensure they maintain progress. Strong links are formed between academic and pastoral monitoring. If students give cause for concern, their needs are discussed at 'students in jeopardy' staff meetings to ensure a consistent approach is adopted. This is highly effective in ensuring students are enabled to overcome their difficulties.
- 3.3 Admissions and attendance registers are properly maintained. Attendance is satisfactory. The college is aware that students are not always punctual to lessons and has established a 'punctuality committee' to discuss ways of improving students' time-keeping. The college has undertaken a disability access survey and has a disability access plan.
- 3.4 Relationships between staff and students and among students are extremely positive. Mutual respect and racial harmony are widely evident. Unambiguous disciplinary systems are in place; these are respected and adhered to by students. Parents are involved in disciplinary procedures at appropriate stages.
- 3.5 Welfare, health and safety arrangements are effective. Procedures against harassment and bullying, including cyber bullying, are successful. A minority of students expressed concern about bullying in the student questionnaire. This was not substantiated by inspection findings.
- 3.6 Child protection arrangements are well organised. Child protection policies including 'one to one' tuition and the code of conduct are reviewed annually at the end of each academic year by the board of trustees. Staff and trustees have attended relevant training. Records are kept safely and confidentiality is maintained.
- 3.7 The college takes all necessary measures to reduce risks from fire and other hazards. It has conducted a fire risk assessment and the recommendations from the local fire authority have been followed. Sufficient fire drills take place and are suitably recorded. First-aid arrangements are adequate. Sufficient adequately first-aid trained staff is available at each site. Medicines are properly stored and administered and records are kept. Thorough risk assessments are undertaken for practical activities and college visits. Health related topics are included in PSHE lessons and, students are effectively encouraged to adopt healthy lifestyles. Health and safety procedures are adhered to in practical activities such as science experiments.
- 3.8 The college meets the regulatory requirements for the welfare, health and safety of students [Standard 3].

The Quality of Links with Parents and the Community

- 3.9 The college has strong links with parents and achieves its aims to maintain an open dialogue with them. This is similar to the previous inspection. Links with the community have improved and are now substantial.
- 3.10 Parents are satisfied with the quality of education the college provides. Their response to the parents' questionnaire was overwhelmingly positive, in particular about the extent to which the college helps students make progress, the range of subjects provided and the help and guidance it gives to individual students. Inspection findings concur with parents' views.
- 3.11 Parents are provided with high quality information. The college websites provide useful sources of information to parents and students. Parents can access all the information to which they are entitled and their concerns are dealt with properly. Professionally printed newsletters and publications give parents a full and accurate picture of college life. Reports to parents are informative and constructive in tone. The college ensures that it contacts parents, wherever they may be located, if problems arise. Parents are invited to parents' meetings to discuss their children's progress with teachers. Parents unable to attend these can request such meetings at a time convenient for them; overseas parents are welcomed to the college if they visit the UK.
- 3.12 Links with the community are a positive feature. Business and industry links are in place for voluntary work experience. Community service is well organised, students work in organisations such as charity shops or help in a local nursery school. Members of the local community are invited to functions such as the annual art exhibition and fashion show. The science department makes effective use of its affiliation with laboratories and museums in Cambridge. Students attend places of worship.
- 3.13 The college meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

The Quality of Boarding Education

- 3.14 The quality of boarding is sound and has some strong features. The college achieves its aim to enable students to become increasingly independent through boarding. It safeguards and promotes their welfare and encourages them to respect the values and beliefs of others. This is similar to the previous inspection. The college responded positively to the Care Standards Commission Inspection: staff recruitment checks are now made but the recommended modifications to all of the windows are not yet complete and an effective procedure for signing in and out has yet to be implemented. The college is aware of these points and is actively seeking solutions. All other recommendations have been fully addressed.
- 3.15 Mutual respect between staff and students and between students is widely evident. An informal, relaxed atmosphere exists and students say they enjoy the boarding experience. The college is sensitive to the age and maturity of boarders placing younger students, or those that prefer a quieter setting, in the smaller houses. Students enjoy mixing with students from other countries and learning about each other's backgrounds. Boarding encourages responsible attitudes towards study and to balance this with participation in leisure activities.
- 3.16 A substantial programme of activities is provided. Students participate in the enrichment programme and additional activities are provided for them such as visits to national parks, paint-balling or go-karting facilities. Access to high quality local sports and leisure facilities is popular. The entertainments committee organise a wide range of activities but some

students complain, with some justification, that the activities are not sufficiently widely advertised on notice boards.

- 3.17 Accommodation is suitable; and is in sound decorative order. Communal areas are clean, tidy and homely. Study bedrooms are adequately sized and students personalise them as they wish. Common rooms provide for relaxation, but seating is not always adequate for the number of students. Sufficient shared facilities such as bathrooms and toilets are provided. Students can make snacks if they wish. Parents and students were concerned that access to the internet was inadequate to enable them to maintain communication. This difficulty is in the process of being resolved. Food is nutritious and portions are adequate.

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 Governance has improved since the previous inspection and is now of high quality and enables the college to achieve its objectives. Recruitment and induction arrangements are robust. The board of trustees provide a useful body of expertise for the college. Much has been achieved since the previous inspection: the college has increased in size by approximately a third and considerable improvements have been made to the quality of accommodation, the management structure and the provision and use of ICT.
- 4.2 A clear long-term vision for development has guided the college well. College self-evaluation is rigorous and effectively supports the planning process. Strategy meetings enable trustees to consider long-term objectives, fully taking into account contextual factors, such as demographic issues, and to plan for the college's development.
- 4.3 The trustees are fully aware of their responsibilities. The board of trustees are properly constituted and well organised. A full board meeting takes place once a term preceded by sub-committee meetings for personnel, teaching and learning, finance and property and marketing. Ad-hoc committees are convened for issues as they arise. Minutes show well informed debate and that robust and sensible decisions are taken.
- 4.4 Relationships are positive and, as a result of highly effective communication, trustees are well informed. They provide suitable advice and challenge. They are effective in discharging their responsibilities in relation to welfare, health and safety. The chair of trustees and principal meet regularly and maintain a positive dialogue; similar links exist for finance, with links between bursar and a designated trustee, and teaching and learning between vice principal and a trustee. Trustees regularly attend college functions.

The Quality of Leadership and Management

- 4.5 The college benefits from strong leadership and efficient management. These ensure the college meets its core values. Morale is high and the college ethos is positive with a strong focus on all round high achievement. Over the last three years leadership and management have secured considerable improvement in relation to the previous inspection. A senior leadership team has been appointed, a strategic approach has been adopted and monitoring is now more substantial, particularly through the performance appraisal process.
- 4.6 The senior leadership team work well together. The appointment of vice principals has been highly beneficial: boarding, student welfare and the curriculum are now well led and efficiently managed and the line management of staff in each area is strong. The regrouping of smaller departments into larger departments has improved communication. The management of boarding has improved; the monitoring of accommodation is now more regular and swifter maintenance ensures accommodation is in good repair and decorative order. The quality of communication between boarding managers with regard to students' behaviour and welfare has also improved.
- 4.7 Planning is strong at whole-college level with clear objectives for the long- and medium-term. Though most departments have undertaken self-evaluation, which has enabled them to identify areas for improvement; these have not been translated into sufficiently explicit plans of action and do not always relate to whole-college priorities. This results in some discontinuity between departmental development and whole-school planning. The work of

the college is adequately supported by regularly reviewed policies and procedures. Most are concise and fully implemented by staff although the marking policy gives too much autonomy to departments with the result that practice is too variable across the college.

- 4.8 Communication across the several widely located college buildings is effective. Staff meetings for various purposes ensure all relevant persons are involved in discussion and decision making and that information flows smoothly. Increasing use is being made of ICT for communication.
- 4.9 Staffing is generous and classes are small which enables teachers to provide close individual attention. The backgrounds of all staff have been checked with the necessary authorities. Learning support assistants are suitably deployed for pupils with LDD but insufficient laboratory technician time is provided in the sciences.
- 4.10 Performance appraisal has been beneficial and it has contributed significantly to the improvement in the quality of teaching. One annual cycle has been completed. The process includes an initial self-assessment followed by a discussion and an objective setting session with a line manager. Teachers have a lesson observed and other members of staff are accompanied on an aspect of their work. All have a final review meeting and their training needs are thoroughly identified. Peer observation is increasingly being used to identify and disseminate good practice. Sufficient suitable in-service training, including whole-college sessions, has ensured the staff has up-to-date expertise. The college does not have newly qualified teachers; and therefore does not participate in the national scheme for the induction of newly qualified teachers.
- 4.11 Sufficient resources are provided and are used well. The ratio of computers to students has improved considerably; they are used well by teachers and students. Class libraries are provided rather than a central one; these support study in subjects adequately. The quality of accommodation has improved: a new GCSE building and individual tuition rooms have recently been added and an additional building for visual arts and a hall have been built since the previous inspection. The medical centre has an office for the school nurse and adequate storage arrangements for medication and records are provided, but it does not have a sick room for students who are ill. The college runs smoothly and is efficiently administered. It is well maintained and clean and catering is of a high quality.
- 4.12 The college meets the regulatory requirements for the suitability of proprietors and staff [Standard 4].
- 4.13 The college meets most of the regulatory requirements for premises and accommodation [Standard 5]. In order to meet all the requirements, the college must:
- (a) ensure there are appropriate facilities for pupils who are ill in accordance with the Education (School Premises) Regulations 1999 [Regulation 5.(1)].

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 The college achieves its core values. It matches the curriculum to the needs of each student and prepares them well for university and beyond. Its strengths far outweigh its shortcomings, which are relatively minor and are now known by the college. It provides a high quality educational experience. Students learn and achieve well and demonstrate well developed spiritual, moral and cultural awareness and accomplished social skills. The quality of teaching is high. The quality of care provided is outstanding in almost all respects. The college has developed strong links with parents and substantial links with the community. The quality of boarding is sound and has some strong features. The college benefits from high quality governance, strong leadership and efficient management.
- 5.2 The college has made considerable progress since the previous inspection: it now has a senior leadership team, and staff appraisal is in place. Considerable further investment has been made in ICT and students and staff use it well. Departmental libraries have improved. The college has acquired additional accommodation.
- 5.3 The college complies with most of the regulatory requirements, but does not at present meet Standard 5 (premises and accommodation).

Next Steps

- 5.4 In order to improve the school's provision further, it is suggested that the school should take the following steps.
1. Continue to improve students' punctuality.
 2. Include participation and achievement in extra-curricular activities in reports to parents.
 3. Improve provision for students who have LDD or EAL by:
 - making provision for LDD and EAL more explicit in schemes of work;
 - including targets in their profiles and assessing progress in relation to them.
 4. Improve the consistency of teachers' marking.
- 5.5 In order to meet all the regulatory requirements, the college must:
- (1) ensure there are appropriate facilities for students who are ill in accordance with the Education (School Premises) Regulations 1999 [Regulation 5.(1)].

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 4th to 7th February 2008. The inspectors examined samples of students' work, observed lessons and conducted formal interviews with students. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions. Inspectors visited boarding houses and the medical centre. The responses of parents and students to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the college.

List of Inspectors

Mr John King	Reporting Inspector
Mrs Tricia Cullen	Former deputy head GSA school
Mrs Linda Court	Head of department HMC school
Mr Colin Haddon	Deputy Head ISA school
Mrs Marie-Claude Hill	Head of department GSA school
Ms Mareve Kilbride-Newman	Former Head COBIS school
Mr Clive Riches	Former Head of department HMC school
Mrs Patricia Taylor	Former Head of GSA school