

A3.1 The quality of teaching

	1	2	3	4
Grade: Quality of Teaching	x			

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

The process of departmental self-review suggests that the teaching is predominantly very good, with notable elements of outstanding practice evident in all departments. There is very little teaching that would be classified as less than good under the current criteria. Observation and other evidence sources indicate effective classroom management leading to positive behaviour which creates classroom environments which facilitate high quality learning and excellent progress. For these reasons, the evidence suggests the college meets the stated criteria for 'outstanding' teaching and learning. This judgement is endorsed by our SIP [School Annual Review 2008/9].

These conclusions are based on a wealth of observation data. HODs collate information about teaching and learning from observations undertaken explicitly for their own self-evaluation purposes, from performance management observation, from peer observation, from the threshold process, from Principal's pupil pursuit and from NQT observation. HODs are provided with designated release time to undertake their own observations, along with related activities such as work survey and pupil interview. Their judgements are written up in the Autumn self-review document and presented in discussion with their Link Manager and the Principal.

The college has 14 members of staff who are Advanced Skills Teachers. As part of the application process their teaching has to be evaluated as excellent or very good by an external assessor, through observation, work survey and pupil and parental interview. They are also involved in regular 'in-reach' activity, demonstrating teaching to help others develop their own practice.

An Ofsted subject inspection of the Geography department [2009] concluded that teaching and learning were outstanding, and validated the the school's internal processes for making judgements about teaching. The college's self-evaluation processes suggest that the quality of teaching in the Geography department is representative of median standards across the whole school.

Around 75% of teachers are accredited to NOF ICT standard in using ICT constructively in teaching.

The quality of teaching and learning can be inferred from the levels of value-added KS2-4 as described in the pupil attainment and progress sections. The fact that all identifiable sub-groups who form a statistically

significant part of recent cohorts have added greater than average value-added suggests that teaching is sensitive and responsive to individuals' learning needs and course requirements.

An evaluation of successful teaching and the potential to develop it even further was part of the assessment process for designation for both Specialist Sports College Status and ArtsMark Gold. All eligible staff have passed the threshold, demonstrating to an external assessor that they satisfactorily met the relevant teaching criteria.

Rigorous evaluation of teaching and learning is indicated in the vibrant research community which has grown up in the college: we have 13 members of staff who have undertaken Best Practice Research Scholarship projects into elements of classroom practice during their existence. There are currently 15 members of staff engaged in elements of formal classroom research, and the school supports these with research bursaries.

When surveyed in 2009 a very large majority of parents believed that the teaching at the college is good, leading to good progress. This judgement was overwhelmingly supported by other stakeholders [2009 parent/staff/pupil questionnaire data]. Teachers are developing constructive relationships with parents in order to help pupil learning through a range of mechanisms, including the pupil diary, Parents' Consultation Evenings, parental lesson observation and adult learning opportunities.

Comberton Village College
Extract, Self-Evaluation Form
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