

INSPECTION REPORT

Oak View School

Loughton

LEA area: Essex

Unique Reference Number: 115460

Inspection Number: 183455

Headteacher: Mr S P Armstrong

Reporting inspector: Mr. M G Whitehead

Dates of inspection: 8th – 12th November 1999

Under OFSTED contract number: 708341

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special School for pupils with Moderate and Severe Learning Difficulties
Type of control:	LEA
Age range of pupils:	2 to 19
Gender of pupils:	Mixed
School address:	Whitehills Road Loughton Essex IG10 1TS
Telephone number:	0181 508 4293
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Gill
Date of previous inspection:	November 1994

INFORMATION ABOUT THE INSPECTION TEAM

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M G Whitehead, Registered Inspector B Gilbert, Lay Inspector	Mathematics; Design and technology Equal opportunities	Attainment & progress; Teaching; Leadership & management Attitudes, behaviour & personal development; Attendance; Support, guidance & pupils' welfare; Partnership with parents & the community
N Bee, Team Inspector	Modern foreign languages; History; Geography; Art; Integration; Special educational needs	Staffing, accommodation & learning resources. Provision for under fives.
M Marra, Team Inspector	Science; Information and communication technology; Religious education Post-16;	Curriculum & assessment
G Davies, Team Inspector	English; Music; Physical education	Pupils' spiritual, moral, social & cultural development; Efficiency of the school

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MAIN FINDINGS

What the school does well

- The headteacher and deputy headteacher provide very strong leadership and very clear direction for the school.
- The high quality of teaching is a strength of the school.
- Teaching assistants provide very good support to all pupils.
- The school meets the wide range of pupils' individual needs very well through their individual education plans.
- Procedures for child protection and promoting pupils' well being, health and safety are very good.
- The good use of home-school diaries promotes very clear lines of communication.
- Relationships between pupils and all adults are very good.

§ Where the school has weaknesses

- I. Teachers' planning does not identify consistently the teaching aims and the individual needs of the pupils.
- II. Assessment is not used consistently to identify the next stage of learning.
- III. The school fails to provide a daily act of collective worship.
- IV. The school fails to meet some statutory requirements concerning the contents of the governors' annual report to parents and the school prospectus.

The strengths of Oak View School far outweigh the weaknesses. However, these weaknesses will form the basis of the governors' action plan, a copy of which will be sent to all parents or guardians of the pupils.

§ How the school has improved since the last inspection

- There are now clearly defined roles and responsibilities for subject co-ordinators.
- Curriculum co-ordinators have received professional training and take responsibility for their own departmental budgets. Teachers' assistants also receive professional training.
- The quality of teaching has improved.
- Religious education is now on the school's curriculum.
- The curriculum is now broad and balanced but although the planning is satisfactory, there is no consistent format for its presentation.
- Resources are now satisfactory in all subjects and detailed records are kept on computer.
- The length of the school day is now satisfactory.
- Structures for monitoring the overall performance of the school are now in place.
- The school still does not comply fully with legal requirements concerning a daily act of collective worship.

Whether pupils are making enough progress

Progress in:	By 5	By 11	By 16	By 19		
Targets set at annual reviews or in IEPs*	B	B	B	B		Key
English:						y
speaking and listening	C	B	B	C	<i>very good</i>	<i>A</i>
reading	C	B	B	C	<i>good</i>	<i>B</i>
writing	C	B	B	C	<i>satisfactory</i>	<i>C</i>
Mathematics	B	B	B	C	<i>unsatisfactory</i>	<i>D</i>
Science	C	B	B	C	<i>poor</i>	<i>E</i>
Personal, social and health education (PSHE)	B	B	B	B		

**IEPs are individual education plans for pupils with special educational needs*

The generally good progress throughout the school can be linked directly to the high quality of teaching that is taking place in most subjects, at all key stages. Teachers know their pupils well and use this knowledge when planning lessons, in order to ensure that pupils make the best possible progress, however, this is not yet consistent across the school.

Quality of teaching

	Overall quality	Most effective in:	Least effective in:
Up to 5 years	Good	Mathematics, creative and physical development.	
5 – 11 years	Good	English, mathematics, physical education and design and technology.	
11 – 16 years	Good	English and design and technology.	
Post-16	Good	Science	
English	Good		
Mathematics	Good		
Personal, social and health education (PSHE)	Good		

All the teaching observed during the inspection was satisfactory or better. Almost three-quarters of the teaching is good or better and over a quarter is very good or better. The work of the teacher assistants is very high quality and clearly compliments the teaching that is going on throughout the school, this is an invaluable asset to the school. Excellent teaching was observed in design and technology, English, mathematics and science.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. ‘Satisfactory’ means that strengths outweigh any weaknesses

· **Other aspects of the school**

Aspect	Comment
Behaviour	The behaviour of pupils in and around the school is consistently good.
Attendance	Attendance is good and lessons start on time.
Ethos*	Pupils have positive attitudes to their work and develop very good relationships with their teachers and other adults who work with them. The school creates an environment that is conducive to learning.
Leadership and management	The headteacher and his deputy provide very strong leadership and very clear direction for the school.
Curriculum	The curriculum is broad and balanced. It is appropriate in meeting the needs of most pupils, but for pupils in Key Stage 4 it lacks sufficient emphasis on developing their independence.
Spiritual, moral, social & cultural development	The promotion of pupils' moral, social and cultural development and raising their self-esteem is good. Provision for pupils' spiritual development is satisfactory. These contribute to meeting the school's stated aims.
Staffing, resources and accommodation	There is an appropriate number of teachers to match the demands of the curriculum. The match of number, qualifications and experience of support staff is very good. Professional development of all staff is good.
Value for money	The pupils make good progress, experience high quality teaching thus the school provides good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

What most parents like about the school

- Parents can play an active part in the life of the school.
- It is easy to approach the school with questions or problems concerning their children.
- Their children like coming to school.
- The school's values and attitudes have a positive effect upon their children.

What some parents are not happy about

- A small minority of parents feel that the school is not good value for money.
- A small minority do not feel that it is easy to approach the school with questions or problems concerning their children.

The team of inspectors considered the parents' views and, during their investigations, found no evidence to justify parents' concerns.

§ **KEY ISSUES FOR ACTION**

In order to improve the quality of education still further, the headteacher, senior management team and governors should:

- ensure that all teachers address the individual needs of all pupils when preparing schemes of work and planning lessons. (Paragraphs 21, 25, 29 & 30)
- ensure that assessment is used consistently to identify the next stage of learning. (Paragraphs 28-30)
- provide a daily act of collective worship. (Paragraph 54)
- ensure that the information contained in the governors' annual report to parents and the school prospectus meets statutory requirements. (Paragraph 54)

§ **INTRODUCTION**

§ **Characteristics of the school**

- 1 Oak View School is a day special school for boys and girls with moderate and severe learning difficulties. Some pupils have additional difficulties including visual impairment, hearing impairment, speech and language difficulties and emotional and behavioural difficulties. The nature of the difficulties experienced by the pupils is changing over the years.
- 2 There are 55 boys and 33 girls on roll and there are two pupils who come from homes where English is not the first language. Almost a third of the pupils are entitled to free school meals. All pupils have statements of special educational needs. The attainment levels of the pupils on entry to the school are below the national average and many attain at levels that are well below the national average.
- 3 The mission of Oak View School is to ensure that all pupils achieve their maximum potential. The school is awaiting the completion of remodelling and refurbishment which has improved the facilities and opportunities across the curriculum, and are important in helping them to achieve their central mission. The school aims to meet an increasingly diverse range of needs by building flexibility within the curriculum. The school recognises a need to increase links with parents and the community and develop a network of support for the school from both statutory and voluntary services.

3 **Key indicators**

3 **Attendance**

			%
Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School (YR-Y6)	2.5
		(Y7-Y11)	2.7
	Absence	National comparative data	8.6
	Unauthorised	School (YR-Y6)	0.3
		(Y7-Y11)	0.4
	Absence	National comparative data	2.7

3 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

3 **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	27
	Good or better	73
	Satisfactory or better	100
	Less than satisfactory	0

3 **PART A: ASPECTS OF THE SCHOOL**

3 **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

3 **Attainment and progress**

4 It is inappropriate to judge the attainment of the pupils by comparison with the national expectations or averages. However, judgement will be made on the progress that pupils make when taking into account their knowledge and understanding of the subjects, the work they have done in the past and the standard of their work at present. Account is also taken of information contained in the pupils' Statements of Special Educational Needs and in annual reviews.

5 During Key Stage 1 pupils make satisfactory progress in their speaking and listening, reading and writing skills, learning to pay attention and communicate. Progress is good in mathematics and satisfactory in science. During Key Stages 2, 3 and 4 progress is good in speaking and listening, reading and writing, mathematics and science. Progress made by pupils who are over 16 years of age is satisfactory throughout the school. Throughout the school pupils make good progress in personal, social and health education.

6 Pupils' progress in English is good throughout the school. The school gives a high priority to developing language, both written and spoken. Pupils' progress shows this to be effective. By the end of Key Stage 1, pupils know their names and addresses join in poems, role-play and discussions about their topic work.

7 In mathematics Pupils make good progress throughout Key Stages 1, 2 and 3, and pupils who are under five also make good progress. Pupils make satisfactory progress in Key Stage 4. The good progress is linked to the high quality teaching. For example, pupils in Key Stage 2 make good progress as they develop an understanding of addition and subtraction by playing a fishing game. In this way they manage to add and subtract correctly numbers up to twelve. Innovative teaching is also prevalent in Key Stage 3 where pupils learn through playing football games and 'Who wants to be a millionaire?'

8 Progress in science is good and at Key Stage 4 very good. At Key Stage 3, pupils of all abilities make good progress. Lower attaining pupils are able to associate plants and wildlife with their natural habitats. In links with food technology they understand that oil stops food sticking. They also make judgements about the cause and consequence of removing air during combustion.

9 Pupils also make good progress throughout the school in art and physical education. Progress is good throughout in design and technology. Progress is generally satisfactory overall in religious education, music, history, geography and French. Progress in information and communication technology is unsatisfactory at Key Stage 3 and satisfactory in the rest of the school. Pupils with particular special educational needs make good progress across the curriculum and there are no significant differences in the progress of pupils of differing attainment over time.

10 The generally good progress throughout the school can be linked directly to the high quality of teaching that is taking place in most subjects, at all key stages.

10

Attitudes, behaviour and personal development

11 Pupils enjoy attending the school and their attitudes to learning are good. They show a genuine interest in what is being taught and they listen attentively. When the time comes to put what they

have learned into practice pupils apply themselves willingly and enthusiastically to the given task, and, when requested, they will happily share thoughts and ideas with their classmates. While concentration spans are normally very short, pupils stay on task well during those periods.

- 12 In classrooms and around the school, behaviour of pupils is good. In this respect there has been an improvement since the last inspection. The expectations of teachers, teaching assistants and welfare staff are that behaviour will be good at all times and this helps to promote a positive learning environment. Pupils show respect for people and property. Their honesty was demonstrated during lessons observed about shopping expeditions where they were using a variety of real coins. The natural curiosity of the pupils is seen in their reactions to visitors who are shown friendly respect. Doors were opened for inspectors, without prompting, on a number of occasions. There have been no pupil exclusions in recent years.
- 13 Relationships between pupils are good and they normally value others' contributions in class. In lesson observations they were seen to help each other on many occasions. The relationships between pupils and all adults in the school are very good and this is a strength of the school. Teachers and members of the support staff work with warmth and good humour, and this approach is accepted by pupils as being the norm. It extends to their leisure activities during lunchtimes and breaks. The practice of lower-school teachers remaining with their children during the first part of lunch in the dining hall helps to cement these relationships.
- 14 The school is very conscious of its role in developing the whole child, and pupils' personal development is good. Whenever it is appropriate, pupils are given little tasks to do, such as taking attendance registers to the office or setting the stage for assemblies, and many help in little ways in their classrooms. These tasks are taken on eagerly by pupils keen to show they can make a contribution to the life of the school. Pupils are encouraged to talk about their own lives and their favourite things. Social skills, including conversation, are fostered during the time when children have lunch in the dining hall and this works very well.

14 **Attendance**

- 15 Pupils' attendance at the school is good and they all appear to enjoy being there. This has a positive effect on their education. Present rates for both authorised and unauthorised absences are better than those for similar schools in England as a whole. Attendance registers are completed promptly and accurately. Very few children are late arriving at school in the mornings and when this occurs it is almost always due to hold-ups in transporting the majority who travel in by taxi and minibus. During the day, lessons consistently start and finish on time.

15 **QUALITY OF EDUCATION PROVIDED**

15 **Teaching**

- 16 All the teaching observed during the inspection was satisfactory or better. Almost three-quarters of the teaching is good or better and over a quarter is very good or better. The work of the teacher assistants is of a very high quality and clearly compliments the teaching that is going on throughout the school, this is an invaluable asset to the school. Excellent teaching was observed in design and technology, English, mathematics and science.
- 17 The overall quality of teaching throughout the school is good. Teaching is most effective in Key Stages 2 and 3, in design and technology and Key Stage 3 science. In Post 16 lessons teaching is most effective in science.

18 Where the teaching is at its very best, lessons are very well prepared and there are excellent relationships between the staff and pupils. Teachers ensure that all pupils are engaged in the work of the lesson and that all pupils understand the questions that they are asked and are able to answer fully. The answers given by pupils are used effectively to generate discussion within the class.

19 In the excellent science lessons the teacher has high expectations of the class and good subject knowledge. Communication with the pupils is excellent and at a level which they are able to understand, whilst maintaining dignity and challenge. The quality of teaching in information and communication technology is not yet secure within the school. The confidence and competence of staff when working with computers is variable and this is an area that is still not fully developed.

20 The staff of Oak View School provide a high quality of teaching and this helps to generate the very good climate for work within the school. The high quality of teaching is a strength of the school.

20 **The curriculum and assessment**

21 The school offers a broadly based curriculum and, despite an imbalance of direct teaching of science, progress is good overall. The topic-based approach in Key Stages 1-3 is carefully designed to ensure that the teaching of science permeates many lessons. However, the school's vigorous adoption of the National Literacy Strategy and Numeracy Strategy is proving to be very effective in raising standards and enthusiasm. The school's curriculum embodies and meets the requirements of the National Curriculum. This is an improvement since the last inspection. There has been a successful introduction of a new curriculum at Key Stage 1 that ensures desirable learning outcomes for pupils with more complex and severe educational needs. Arrangements for religious education are now in place. Since the last inspection subject policies and schemes of work have been introduced for all with the exception of a modern foreign language and design and technology where the policy is incomplete. The curriculum caters for pupils' personal, intellectual and social development but schemes of work for students at Post 16 lack sufficient emphasis in terms of independence training and vocational education. No pupils are disapplied from the National Curriculum. The school offers limited national accreditation through GCSE Art and the Award Scheme Development Accreditation Network (ASDAN). Recently, the Accreditation for Life and Living Skills Programme (ALL) has been introduced. This offers equality of opportunity for certification to pupils with severe and complex difficulties at Post-16.

22 The school ensures that there is equality of access for all pupils to all elements of the curriculum. Access is enhanced through the early, emergent and independent curriculum that targets three pupil attainment levels. One feature of this is the weekly horse riding sessions for pupils. The spread of ages and attainment levels necessitates careful thought on grouping pupils in order to give them pastoral and educational support, the results are proving worthwhile. The school has adopted a successful integration programme at Key Stage 3 but similar provision at Key Stage 2 has yet to be developed.

23 All pupils in the school have statements of Special Educational Needs and the provision for pupils with additional special needs is good. Though a number of Key Stage 1 and 2 pupils are withdrawn from core subjects on a regular basis for speech and language therapy, sensory exercises and physiotherapy, this does not impact negatively on their progress. The external agencies have a positive input and their contributions are integrated into each pupil's individual education plan. There is a thorough programme for auditing individual needs at the time of the annual review and this is effective in identifying social and educational targets. The annual review reports provide parents with good quality information on their children's progress and parents also receive updates via home school dairies.

24 Sex education and drugs education are taught well as part of personal, social and health education and

the content is supplemented by contributions from relevant external support agencies. Pupils are provided with careers education and guidance and good opportunities to attend link courses at a local College of Further Education. These college courses provide the technology element of the Key Stage 4 curriculum. They also introduce pupils to further education provision. A variety of work experience placements is arranged to meet the needs of the older pupils. Employers offering places for students to experience the world of work told inspectors how pleased they were with the pupils they had accommodated. Many pupils continue their education at colleges of further education or gain access to other training courses.

- 25 Notwithstanding these provisions, the Key Stage 4 curriculum is underdeveloped in terms of innovatory approaches to vocational education. For example, evidence of self-help projects, mini-enterprise activities or a senior pupil council are all lacking. There is insufficient opportunity for Key Stage 4 pupils to develop their self-esteem and status within the school. Key Stage 4 pupils and Post 16 students follow essentially the same course. However, the school's new 14-19 years framework and the Accreditation for Life and Living skills (ALL) programme have been introduced to offer more appropriate learning opportunities but these have yet to be fully operational.
- 26 End of key stage assessment facilitates transfer across key stages and the half-termly topic assessments make a useful contribution in Key Stages 1-3 in helping teachers plan lessons in science, geography and history.
- 27 There has been no improvement in the extra-curricular activities offered by the school since the last inspection and opportunities for pupils to participate in activities at lunchtimes, and after school, are limited. The reasons for this are mainly logistical. Recent alterations to the building have resulted in the need for a staggered dining arrangement. This in turn has made less time available for such activities. The fact that virtually all pupils are transported to school makes after school activities unfeasible. The school compensates with a full programme of residential experiences. From Key Stage 2 upwards, residential are a feature and have included South Wales and France. As pupils move through the key stages, the personal demands on them within residential are increased and the geographical distancing of residential is extended. Residential make a good contribution to pupils' personal and social development. The school makes full use of local cultural and natural amenities. Focused visits, to a place or area of interest, are a feature of all topics activities.
- 28 Procedures for assessing pupils' attainments are good and the practice of recording and maintaining national standardised test results in English, mathematics and science is established. National tests confirm teachers' own assessments but the school does not have a conscious programme for analysing these results for benchmarking or for analysing trends. The school has adopted procedures for producing an ongoing record of achievement as pupils move through key stages. There is a National Record of Achievement for each child at the end of Key Stage 4. A pupil culture of ownership is being developed and lower achieving pupils work on an extended folder of work. This gives more comprehensive coverage of pupils' work and celebration of their achievements.
- 29 Lesson planning is underdeveloped and is without a whole school format. Plans do not always identify assessment opportunities. However, assessment is used to influence future planning in science, history and geography. In art at Key Stage 3 assessment results are being used to help plan appropriately for the future of the pupils. This has resulted in the successful entry of four pupils in GCSE art last summer. Three pupils were awarded very commendable B and C passes.
- 30 Teachers know their pupils well but the use of this knowledge when planning lessons, in order to ensure that pupils make the best possible progress, is not yet consistent across the school.
- 30 **Pupils' spiritual, moral, social and cultural development**
- 31 The school's provision for moral, personal and social development is good in relation to their

capabilities, and contributes well to the stated aims of the school. These aims are that every pupil is valued and in turn the pupils learn to value themselves and others.

- 32 Since the last inspection the school has developed a comprehensive policy for collective worship and improvements have been made to address the spiritual and moral development of pupils. However, the school does not meet the statutory regulation regarding the daily act of collective worship. Spiritual development is satisfactory and is nurtured through assemblies and the school's religious policy, which respects and gives credence to the various beliefs of parents, children and staff. The religious education policy is based on the Essex Agreed Syllabus for religious education – 'Open Worlds'. Pupils are provided with opportunities to examine their own and other faiths and beliefs in religious education lessons as they learn about Christianity and other world religions such as Islam, Judaism and Hinduism.
- 33 To supplement the pupils' spiritual development weekly visits by the local 'Youth for Christ' volunteer workers to the assemblies. This promotes spiritual feeling and understanding. The support of the Local Church vicar, who takes assembly every half term also, enhances this aspect of their development.
- 34 Pupils' moral development is enhanced through the many opportunities during the school day when the school's behaviour procedures emphasise respect, consideration and tolerance for others. The relationship between staff and pupils is very good. The staff provide good role models and reinforce positive behaviour through the effective use of the rewards and sanctions system. Through various activities, like sports and games, pupils are taught rules and the importance of fair play. In this way they learn the difference between right and wrong.
- 35 Pupils respond well to the opportunities provided in the personal and social education lessons. They care for themselves and in a number of ways develop simple open and sensitive discussions on moral and social issues. Pupils develop confidence in sharing their views and in responding to those of others. The school's participation in sports, games and outdoor pursuits is another avenue which helps to develop their social maturity.
- 36 Overall, the cultural development of pupils is satisfactory. The cross-curricular activities provided through topics, visits and integration with other schools provide a base on which they develop the concepts of culture in our society. This is particularly true of the visits to local museums and other places of interest. In this way the school has developed an ethos where multicultural aspects of our society are recognised, and all the staff are aware of their importance.
- 37 The school effectively promotes a wide range of opportunities to enhance pupils' moral, social and cultural development. They have established contacts with local schools and colleges where pupils have the opportunity to integrate. At Key Stage 4 pupils go on work experience in local shops and industries. Pupils develop an understanding of the work place. This enables the school to build up new relationships locally as well as enhancing the social development of the pupils.
- 38 Pupils take part in local and national charity events including 'red nose day'. This increases pupils' social understanding and responsibility. The school organises the sale of poppies for Remembrance Day in the school. This is an example where pupils have the opportunity to reflect on events in the past. At the end of the summer term the school holds a leavers assembly where pupils certificates acknowledging their achievements in nationally accredited courses and other events.

38 **Support, guidance and pupils' welfare**

- 39 The school is a very caring organisation. It has developed and refined a number of procedures since the last inspection in 1994 and pupils receive good quality support and guidance. In particular, it has

addressed two key issues raised last time. There is now a good programme of training for non-teaching staff and arrangements for the annual reviews and pupil reports meet statutory requirements.

40 Procedures for monitoring pupils' academic progress and their personal development are good and are based upon regular on-going assessments of their work. Teachers and teaching assistants know the pupils and their families well. All pupils arrive at the school with statements of special educational needs. The effective annual review process is well co-ordinated to ensure that all participants, including outside agencies, are properly prepared. The reviews themselves are very comprehensive and cover each pupil's needs at the time and in the future. Targets are set for each pupil and are included in the individual education plans which are followed closely by teachers and their support staff.

41 There are good procedures for promoting positive behaviour. These stress the positive and they effectively assist the school in meeting its aim of enabling each pupil to develop to his or her maximum potential. All adults on the staff provide good examples of how to behave and pupils are taught the difference between right and wrong in a variety of ways. Good work and effort by individual pupils is appropriately rewarded and staff find ways to include everyone. When problems do arise they are dealt with sensitively and parents are contacted at an early stage.

42 Parents are made aware of the importance the school places on good attendance by pupils. Arrangements for monitoring levels of attendance are sound. They initially involve classroom staff and the administrative assistant. Further checks are made regularly by the headteacher and the education welfare officer.

43 The high quality of welfare provided to pupils is a strong feature of the school. All adults contribute to this by the care and support they give. The use made of teaching assistants in the classrooms and in other areas of the school is a particular strength and enhances the pupils' quality of education. Teachers and the support staff form a very effective partnership. Teaching assistants undergo appropriate training and regularly lead group activities under the supervision of teachers. Child protection procedures are securely in place and members of staff know to whom to refer any concerns they might have. The safety of pupils is a high priority and there are effective measures in place for first aid. The school governors are conscious of security and have instigated a number of measures to protect pupils and staff.

43 **Partnership with parents and the community**

44 The school works hard to promote effective links with parents and encourages their participation in the life of the school. A friends association organises social functions and raises money for school funds. The school provides newsletters every week, which serve to keep parents in touch with routine happenings as well as the occasional special events and educational initiatives. Parents are invited to provide a written response concerning their views of the school and the progress that their children are making. Information is also welcome concerning the children's behaviour at home and any details of a medical nature which are needed by the school. This information and their views are then taken into consideration during the annual review of statements of special educational needs. More personal letters are used to communicate the individual needs of pupils such as their behaviour, medical requirements and for the annual review process. The prospectus and the governors' annual report to parents are good sources of information for parents but they both omit certain items required by the regulations. The prospectus fails to give information concerning numbers of pupils on roll and in year groups, whilst the annual report to parents omits details of governors' terms of office, progress in implementing the action plan drawn up following the last inspection and numbers of pupils in school.

45 A highly effective means of communication between the school and parents is provided by

the home/school diaries and their use is a strength of the school. Teachers, in particular, make very regular notes to ensure that parents are aware how their children are progressing and keep them in touch with day to day issues. Although entries by parents are made less frequently, most do use the diaries when there is a real need. If parents have more detailed problems or wish to make complaints they are encouraged to write separate letters or seek an appointment to discuss the matter.

46 The procedures for reporting were criticised in the previous inspection report as a key issue. They have been fully revised, are now appropriate and meet statutory requirements. Procedures leading up to the annual reviews are very good and ensure that all required parties contribute. The reviews themselves are very comprehensive. Parents, and where appropriate the pupils, are encouraged to play a full part in the process.

47 Seven parents, representing six pupils, attended the pre-inspection meeting and twenty responses were received from the questionnaire. While the majority of parents are happy with the school and very supportive of what it does, a small number of individual concerns and criticisms were raised about the school and the headteacher's response to suggestions and complaints. These were investigated during the inspection. Inspectors found no evidence to support the parents' concerns. From correspondence and other evidence seen, it is clear that the headteacher is committed to the best interests of each pupil. He takes account of concerns raised and responds with that in mind.

48 There has been an improvement since the last inspection in the school's links with the community. Partnership with the community in the immediate surrounding area is good. For example, there is a good link with the local branch of a national chain store whose personnel have visited the school and pupils have been there to see how it operates. There is a strong link with the Bank of England through its printing works, and both practical and financial assistance has been received. These links serve to enrich pupils' educational experience. College students help in the classrooms every week as part of their courses and local religious leaders visit the school regularly to lead assemblies.

48 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

48 Leadership and management

49 The headteacher and his deputy provide very strong leadership and very clear direction for the work of the school. They give a very high level of support to all staff and monitor their work closely. Governors also have a monitoring role within the school and are allocated subject areas as responsibilities. The headteacher and deputy headteacher are responsible for a carefully managed induction year for all new members of staff. Their clear understanding of staff and pupil needs helps them manage staff development and in-service training appropriately. This whole school approach to in-service training is beneficial to all and always includes both teachers and teaching assistants.

50 The deputy headteacher has, since the beginning of this autumn term, a shared role as class teacher. The advantages and difficulties that this new development creates have yet to be evaluated fully. It has certainly helped to reduce the size of classes in the school. There are now clearly defined roles and responsibilities for subject co-ordinators and these are being fulfilled effectively. This is a clear improvement since the last inspection.

51 Teaching is monitored by the senior management team and, with the introduction of literacy and numeracy sessions for all classes, the climate for work has improved. The governing body is committed to the aims and work of the school. They provide good support to the headteacher and staff, and act as critical friends to the school. This positive working relationship strengthens their management and increases their efficiency and effectiveness.

52 In conjunction with the local education authority, the management team has implemented plans to dispose of part of the school grounds and buildings and use the income generated to finance refurbishment of several classrooms and the generation of some new teaching areas for specialist subjects. This has had a very positive impact on design and technology, food technology, the appropriateness of the curriculum being offered and the quality of the accommodation and resources in use.

53 Development planning is satisfactory and is communicated through the school's development plan. The ethos of the school is good and is clearly demonstrated in the very good relationships that abound within the school as staff work hard to support all pupils in class and around the school. The school has a good positive ethos that is clearly demonstrated in the relationships throughout the school. Staff work hard and support pupils' learning. Pupils exhibit good attitudes to their work and clearly enjoy coming to the school.

54 The Board of Governors complies with most statutory requirements. However, the school fails to provide a daily act of collective worship, and does not meet all requirements concerning the governors annual report to parents and the school prospectus.

54

54 Staffing, accommodation and learning resources

55 The school has sufficient teachers, who are suitably qualified to teach the wide age group and the differing abilities in each group. There is an appropriate range of experience and expertise amongst the teachers and an adequate number of well experienced teaching assistants and other staff who provide good support. There is a good partnership between all adults who work in the school. They work closely together as a team, co-operate well and share their expertise. All staff have job descriptions, which are regularly reviewed. Administrative, cleaning and midday staff and the site

manager work effectively and contribute to the smooth running of the school.

- 56 Arrangements for the induction of new staff are sound and the procedures for professional development are satisfactory. The school provides good professional development, which is linked to the priorities in the school development plan and to the yearly co-ordinator annual planning meetings.
- 57 The accommodation is adequate in space. At present two classes are being built onto the existing building. The building is very well cared for and maintained by the very capable premises officer. The well used accommodation makes an important contribution to the welcoming ethos of the school and the good quality of the education it provides. All rooms are very well used, in particular, the ball pool, the speech and language therapy room, the physiotherapy and music therapy rooms. The playroom at present is doubling up as a sensory room. The new, well-equipped sensory room is due to be completed during the next few weeks. The hall is used well, in particular, for the communication group and the literacy hour. There is an adequate room for the library but this is being temporarily used as a classroom. The adequate supply of library books is now situated in the corridor or in the classrooms until the building is completed.
- 58 The overall provision of resources is satisfactory. Most classroom areas have informative displays to celebrate children's work and promote concepts that have been taught. They are particularly good in Years 5 and 6 and in Year 9. Some resources are centrally stored and others are classroom based. They are easily accessible and used well throughout the school to reinforce pupils' learning. Visits, including the many residential visits, and visitors invited into the school enhance the quality of learning of all the pupils.
- 58 **The efficiency of the school**
- 59 Since the previous inspection subject co-ordinators have been appointed. They have responsibility for the policy and the scheme of work for the subject as well as ensuring that suitable resources are available.
- 60 The school's development plan is detailed and indicates costs and target completion dates. The plan has been drawn-up by the senior management team, the subject co-ordinators and staff. The governors approved the plan. However, it does not show sufficiently precise costing of educational development.
- 61 The governors are committed to support the school to achieve its aims and objectives. There are two sub-committees dealing with finance and curriculum. Each committee has expertise in the different aspects. The school is in a period of change with regard to its pupil population and this makes future planning difficult.
- 62 The school makes good use of the available staff, accommodation and learning resources to meet the needs of the pupils, with the exception of the well-equipped science bay which is currently not in use. The shift from class-based teachers to the subject specialists in the secondary department is appropriate and effective. Teachers are encouraged to attend in-service training in courses that are appertaining to their subject.
- 63 The deployment of the teachers' assistants is very good. They make a significant contribution to the pupils' progress. Some have specialised in different aspects of the curriculum, for instance speech and language. The school has adopted the Makaton signing system to supplement the development of communication skills. Training is offered to all staff and parents. This is part of a total communication approach adopted by the school.

- 64 A minority of parents complained that they find difficulty in getting contact with the school to discuss problems and seek information regarding their children's progress. However, there are procedures in place for parents to visit the school and, if necessary, to make complaints. During the inspection the concerns expressed by parents were investigated and no evidence was found to justify their concerns.
- 65 The office manager and administrative assistant make a valuable contribution to the smooth running of the school. The former takes responsibility for many aspects of the financial procedures and together with the headteacher and deputy headteacher are trained on a commercial software package, and the system is in operation with the Inventory and Security Marking complete. The system has full back-up software in the case of damage.
- 66 The school is a member of the local consortium that gives financial advice and has also negotiated discounts on behalf of the schools on a number of items of school equipment. The position of the premises manager is a great asset to the school fulfilling many roles that promotes the welfare of the pupils and ensuring that the fabric of the school and its surrounding are in good condition. The premises are managed very efficiently and effectively.
- 67 The school has had problems in balancing the budget, but with careful planning there was a modest surplus in the last financial year, with a bigger surplus in the planned budget for the present year. The majority of the recommendations of the auditor's report have been addressed fully. The personnel, finance and premises committee meet regularly to monitor the budget.
- 68 Taking into account the very good relationships between all the staff and pupils, the good progress that pupils make and the high quality teaching, the school provides good value for money.

68 **PART B: CURRICULUM AREAS AND SUBJECTS**

68 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

- 69 The children enter the reception class at three years old and at the time of the inspection there were five under-fives on roll. Three children attend full time. The curriculum for the under-fives is very closely related to the required areas of learning. There are good opportunities for the children to experience structured outdoor play sessions and for them to play in the ball pool. Children with specific difficulties have regular and well-structured sessions in the play room which at the moment doubles up as a sensory room. A well-equipped sensory room is due to be opened in the next few weeks. Children attend well-structured sessions in the physiotherapy and music therapy room and in the speech and language room. The experienced and caring teaching assistants provide very good quality support in these sessions.
- 70 Planning is sound. On going assessment completed by the teachers and the teaching assistants informs future planning and teaching. Detailed files are kept on each child which record their progress. Learning resources are satisfactory to promote all areas of learning inside the classrooms. There is an appropriate selection of large resources such as wheeled vehicles to facilitate sound opportunities for structured outdoor play.
- 71 The quality of teaching is good overall. Good teaching is characterised by appropriate planning for the needs of these young children. Sessions are well resourced with a wide range of activities, which develop skills, knowledge and understanding. Children are very well managed in particular, when they move around the school and when they work in their specialist sessions. Larger groups are well managed. Teachers demonstrate good questioning and consistently give clear instructions. Teaching assistants are used well in the classroom and give good and often very good quality support. Relationships between all adults and children are very good.

72 Progress is overall good. This is due to the well structured, individual programmes the adults work to and the good and often very good support the children receive. By the age of five the children generally attain standards well below what is expected nationally in all areas of learning.

72 **Language and literacy**

73 The children slowly develop confidence in their understanding and use of language. If they talk they use limited language however most are able to listen for very short periods of time when information is directed at them. Most children enjoy listening to stories and they begin to look at books with reasonable care. There are good opportunities to act out stories and take part in role-play sessions. For example, when the teaching assistant dressed up as Goldilocks and all the children had the opportunity to play a part in the story. The children attempt to make marks on paper with some needing extra guidance. Children attain standards well below what is expected nationally in speaking and listening, reading and writing by the age of five. Progress is good. Teaching is at least satisfactory and sometimes good.

73 **Mathematics**

74 The children work alongside teaching assistants to develop basic mathematical concepts. They are encouraged to count objects and are given experiences to develop understanding of mathematical vocabulary such as hard and soft. Others begin to count items with increasing accuracy. Teaching is good and often very good which enables the children to make good progress. By the age of five children do not reach the expected national standards.

74 **Knowledge and understanding of the world**

75 The children are given many opportunities to develop their knowledge and understanding of the world. This is done at a very simple level. They go for walks in the playground and note what they see. The children are encouraged to talk about how they have changed since they were babies and develop a basic idea of the past. There are frequent opportunities for the children to use simple computer programs and move the cursor around the screen. By the age of five most children achieve standards below what is expected nationally in this area of learning. Teaching is at least satisfactory and progress is sound.

75 **Creative development**

76 In the creative aspect of their work the children listen to and generally respond enthusiastically to music. They become familiar and respond positively to simple songs and rhymes. Most children develop sound listening skills in a small group or individual situation. Sensitive support enables the children to create artwork using a good variety of techniques such as printing and painting. Standards are generally well below what is expected for children of this age. Good teaching and support are enabling the children to make good progress.

76 **Physical development**

77 There are good opportunities for structured outdoor play, to work with small and large apparatus in the hall and to go swimming. If the children do not swim they happily take part in water activities in the classroom. Most children initially handle scissors, paint brushes and pencils with support which enables them to eventually develop some independent control. Good quality support enables the children to begin to use construction toys and malleable materials such as play dough showing increasing control. Teaching is overall good and this enables most children to make good progress. The children do not reach the expected levels by the age of five.

77 **Personal and social development**

78 The children under five enjoy coming to school. The very good support they receive enables them to develop sound listening skills and begin to display positive attitudes to learning. The children behave well and develop constructive relationships with the adults who work with them. Many do not yet relate towards each other although most are beginning to be aware of taking turns. Children do not reach the expected levels in their personal and social development by the time they are five. Teaching is good and often very good and this area is promoted well enabling the children to make good progress.

78 **English**

79 Pupils' progress in English is good throughout the school. The school gives a high priority to developing language, both written and spoken. Pupils' progress shows this to be effective. By the end of Key Stage 1, pupils know their names and addresses join in poems, role-play and are able to discuss topic work. The school has a termly topic and language is developed in various ways within the topic. At this stage pupils are beginning to master the very earliest stages of reading.

80 By the end of Key Stage 2, some pupils are able to write stories with a beginning, middle and ending and are using punctuation with accuracy and confidence. They discuss weekend activities and listen carefully to each other's opinion. Many are acquiring language relative to level of their ability.

81 By the end of Key Stage 3, some pupils recognise and use the correct forms of grammar such as nouns and verbs with increasing accuracy in their written work. They use their improving reading skills to complete crossword puzzles; they discuss and write short accounts of their experiences.

82 At Key Stage 4, pupils are able to use dictionaries and discuss words to improve their spelling and writing. They write accurate accounts of visits out of school, for example to describe a visit to a local supermarket.

83 The school implements the literacy hour and has a clear strategy for promoting literacy across the curriculum. The whole school has identified fourteen different groups with specific needs. These are broadly divided into three main groups requiring specific educational treatment, sensory communication, language communication and literacy. The school has allocated one hour for four days a week for the literacy project. Considerable new resources have been allocated for the project supplemented by private donations. All teachers are involved in the literacy programme and the school has also developed its own resources that meet the needs of some individual pupils and to develop the pupils reading skills.

84 The teachers' assistants play a prominent role in the implementation of the programme. The co-ordinator organises regular in-service training for them when progress is evaluated.

85 Pupils' responses at all levels are good. Pupils are eager to answer questions and the majority is enthusiastic about their work and keen to learn. They are especially keen to improve their reading

86 Teaching is always satisfactory with many good features. Overall teachers have good subject knowledge. Lessons are well planned and are delivered with good pace and a variety of strategies to engage pupils' attention. Where lessons are very good they are based on accurate assessment of previous learning and well founded on pupils' current attainments. Relationships are very good and teachers use effective questioning techniques in order to ensure understanding and extend their vocabulary and other skills.

87 Extensive use is made of music and drama to develop language and enable pupils to express themselves. This is of significant value in the lower school where pupils are admitted with very limited communication skills.

88 To develop language, especially in the early years, the school has adopted the Makaton signing system to provide a total communication approach. In-service training is provided for the staff in the system and workshops are regularly organised for the parents.

89 Close collaboration between the speech and language service and the school enables the staff to

consolidate the work of the speech therapists during lessons as well as individual speech therapy sessions. The school has allocated the service of a teacher assistant to work with the speech therapists. The latter provide basic training and a programme to follow weekly with pupils identified with specific speech problems

90 The school has two libraries, one for the upper school and one for the lower school. Both have been recently refurbished with many new books. Both libraries are easily accessible for all the pupils.

91 The co-ordination of the subject is good with responsibility for the planning, resourcing and monitoring the teaching throughout the school.

91 **Mathematics**

92 Pupils make good progress throughout Key Stages 1,2 and 3, and pupils who are under five also make good progress. Pupils make satisfactory progress in Key Stage 4. Good progress is linked to the provision of high quality teaching. For example, pupils in Key Stage2 make good progress as they develop an understanding of addition and subtraction by playing a fishing game. In this way they manage to add and subtract correctly numbers up to twelve. In Key Stage 3 pupils make good progress as they learn to recite the 5 times table, with help from the teacher. Pupils also make good progress in their ability to present their work well and form their numbers correctly. Other pupils in Key Stage 3 make good progress as they develop the concept of numerical equations that describe mathematical procedures. Their ability to calculate simple additions and subtractions in their heads, is reinforced well through the interest and motivation when playing 'Who wants to be a millionaire' with a mathematical theme.

93 By the end of Key Stage 1 pupils recognise simple patterns and count correctly from one to five. By the end of Key Stage 2 pupils count accurately from one to ten and write the figures clearly on the board or in their books. The higher attaining pupils count correctly from one to twenty and one group is able to manipulate numbers to twenty. For example, they calculate that, if we have twenty and take away six, then we have fourteen left. Several pupils are also able to write the number 14 on the board.

94 By the end of Key Stage 3 pupils use a variety of strategies to count objects and add numbers. They add amounts of money in their heads up to one pound, without using coins to help them. They also add two digit numbers correctly that have no carrying figures. Pupils also gain an understanding and ability to use correct mathematical vocabulary such as subtract, total, addition, time line and dial. By the end of Key Stage 4 pupils discuss the ways in which they can collect and record data. They survey the cars in the school car park and produce a bar chart, which shows the number of cars according to each different manufacturer.

95 Pupils' behaviour in mathematics is always good. Pupils are keen to work and willing to ask and answer questions during the lessons. The relationships between teachers and pupils are good and the relationships between the pupils are also good. Pupils enjoy mathematical activities, contribute well to whole class discussions, and concentrate well on the work that is set for them. They work well together in pairs or small groups and are very willing to collaborate in order to achieve the goals set. Even when the work is difficult, and pupils are struggling to grasp a new idea, they persevere with tenacity.

96 The quality of teaching is good overall. The very best lessons feature high expectations that pupils will enjoy the lesson and work hard. In the lessons where the teaching is very good and excellent, activities are planned to ensure that pupils make good progress in the work they are doing. The work is carefully prepared to make sure that it is appropriate to each individual pupil, and is sufficiently challenging to ensure motivation. Some very innovative teaching takes place and the pupils enjoy every minute of their lessons.

97 The curriculum is well planned and the procedures for assessment of pupils' attainment levels are secure and readily completed. However, the curriculum policy has not been reviewed recently. The subject is well co-ordinated and managed by the headteacher, in the absence of a specifically appointed co-ordinator. The teaching throughout the school is very well monitored and the subject enjoys good support from the classroom assistants. Teachers work to planned programmes and the short and medium term planning is good.

98 Pupils are encouraged to take responsibility for themselves and their work and often have targets that are based on social issues. There are some areas where mathematical work crosses subject boundaries, especially in history. There is an adequate number of teachers to present the subject throughout the school and the accommodation is appropriate. Resources are of good quality and there are sufficient of them. They are well managed and readily available to all teachers. Basic resources are available in every classroom. The numeracy hour has had a very positive effect on the quality of mathematics teaching throughout the school.

98 **Science**

99 The pupils' attainments in statutory assessment at the end of Key Stages 2-3 are above the national average for pupils in similar schools. In the 1999 national tests at Key Stages 2 and 3, forty-four and thirty nine per cent of pupils respectively attained Level 3 or above. These results represent an improvement since the last inspection.

100 Progress in science is good and at Key Stage 4 very good. This is despite the fact that the percentage time allocated to science is below national averages. The percentage difference is compensated by the permeation of science through topics at Key Stages 1-3. Over a two-year cycle all science attainment targets are covered.

101 Scrutiny of work and teachers' planning at Key Stage 1 shows higher attaining pupils understand the difference between living and non-living things. They roll materials out and note changes of shape. Lower attaining pupils mix cornflour and water and explore the senses of touch and smell. Similar low attainers at Key Stage 2 distinguish between a hard table and a soft sponge. In their recording, they scribble representations of crystals and animals; non-living and living things. At Key Stage 2, they recognise the characteristics of fire, anticipate simple outcomes and understand that burning is usually non-reversible. Higher attaining pupils have an understanding of the structure of a volcano. They accurately label a diagram of the earth's core and name solids and liquids in nature and in the home. They distinguish between the surface properties of various materials and locate bones in their bodies. Comparisons are then made with the absence of bones in soft toys, for example a teddy bear.

102 At Key Stage 3, pupils of all abilities make good progress. Lower attaining pupils associate plants and wildlife with their natural habitats. In links with food technology they understand that oil stops food sticking. They also make judgements about the cause and consequence of removing air during combustion. Higher attaining pupils understand that substances can change over time. They record the separation of solids and liquids that occurs with mayonnaise and pan-cake mixture when left to stand over time. During burning pupils understand that fuel is a necessity. They note that other conditions need to be present for it to occur; for example air. They deduce that when materials burn, matter changes. Pupils predict accurately and test their predictions in experiments on combustible and non-combustible materials. Higher attaining pupils make unprompted connections between fire and how smoke detectors work. Others relate the correct procedures for extinguishing a chip-pan fire and the use of sand and water in different circumstances. Over the year pupils increase their scientific vocabulary and extend their use of appropriate terminology.

103 At Key Stage 4 and Post-16, pupils conduct experiments over time. They know what is a "fair test" and why tests in science need to be fair. Higher attaining pupils at Key Stage 4 understand, through

experiment, that natural source materials (for example, leaves, conkers, acorns, etc) can be preserved in ice. In a novel experiment, pupils make "ice pictures" in foil trays of natural objects. They describe the processes of freezing and melting. Lower attaining pupils identify objects set in ice and relate them to their original habitat. Pupils hypothesise, record results of their findings and supplement their efforts with photographic evidence. There is not a separate Post-16 group and students are taught within Key Stage 4 classes. Progress in science for these students is satisfactory.

104 In observed lessons at Key Stage 2, pupils' responses are always satisfactory. At Key Stages 3-4 they are good and sometimes very good. At all stages, pupils display a natural curiosity and enjoyment in what they are doing. Relationships between pupils themselves are positive and they co-operate freely both as individuals and in groups. They show a high regard and respect for staff. The regular presence of teacher assistants further promotes concentration and perseverance. Pupils use time productively and respect and care for resources. Pupils at Key Stages 3-4 have a particularly good understanding of safety procedures and their implementation. When involved in supervised experimentation with fire, their concerns for safety are highlighted further. Higher attaining pupils offer reassurance to less able pupils during experiments.

105 Teaching is satisfactory in all lessons seen. At Key Stage 3-4 it is very good and sometimes excellent. All lessons are well planned within the topic framework for science at Key Stages 1-3. At Key Stage 2 the aims of the lessons are made very clear. Language is modified to meet the needs of all pupils and content is amended to allow equal access for all attainment levels. The natural exuberance of pupils is channelled to achieve positive effect. Teaching at Key Stage 3-4 is a strength of the school. Where teaching is excellent or very good, there is good pace and progression and a wide range of teaching strategies are used with skill and confidence. Teacher assistants are well managed and are effective in supporting individual pupils to help them meet the demands of lesson tasks. The methods used, for example, a balance of practical work and recording of results, create interest and enthusiasm. In-lesson assessment is evident in the active inclusion of pupils of all levels of attainment and individuals' needs are dealt with sympathetically. Pupils are told of their strengths and weaknesses and helped to improve them. Where teaching is very good, there are also strong links to the spiritual, moral, social and cultural links and literacy. One teacher links work on combustible materials to Divali and the Festival of Light.

106 The science curriculum is good but it has suffered from a number of changes to its co-ordination. There is a sound policy in place and the developing topic approach at Key Stages 1-3 offers comprehensive coverage of National Curriculum programmes of study. Half-termly topic assessments ensure that learning outcomes are checked for completion. The change to subject based teaching at Key Stage 4 is an appropriate change and gives the subject more status. There is a lack of a separate science curriculum for Post-16 students but the school's newly introduced 14-19 framework acknowledges the need for curricular change and modifications for this age group. Though the subject does not have a permanent co-ordinator it is led very well within the present arrangements. The lack of a permanent postholder has an effect on continuity across key stages. The opportunity for teachers of science throughout the school to compare their judgements on attainment are limited, though there is some consultation on transfer at the end of key stages. Resources for science are good and the alphabetic storage of science materials allows pupils may take guided responsibility for their management and storage. Good use is made of the local natural environment to enhance lesson content. Opportunities to use Epping Forest and the Natural History Museum are targeted on a regular basis. However, a well-equipped science bay is currently not in use and this has a negative impact on pupils' experiences in experimental and investigative science.

106 **OTHER SUBJECTS OR COURSES**

106 **Information and communication technology**

107 Information and communications technology (ICT) is not taught as a discrete subject though there are

- times during the week when pupils have opportunity to develop specific skills. Teachers use information technology to support learning in other subjects, particularly in literacy, and to give pupils appropriate access to computers, audio-equipment, digital cameras, a scanner and switching systems.
- 108 Progress throughout the key stages is broadly satisfactory and pupils regularly demonstrate their ability to use a keyboard and mouse to word process work.
- 109 At Key Stage 1 higher attaining pupils are able to operate touch screen with a degree of accuracy. They know that a successful response elicits further activities. They move from confidence with a touch screen to operating a tracker-ball. Lower attaining pupils are able to hold their attention on a screen image for a few seconds. Scrutiny of work at Key Stage 2 shows that lower attaining pupils can use a large simple switch to complete a circuit and obtain the desired outcome. Higher attainers use the mouse to choose from a colour palette and then move on to use Paint-Brush to draw a volcano as supplementary work to a science project on the earth and its core. Lower attaining pupils at Key Stage 3 press a key to print a shape template and then colour or fill the void. More able pupils are able to choose a font and complete a simple piece of word processed work and print it out. They then progress to punctuating their work with full-stops and in introducing capital letters. Some pupils are able to utilise the TAB key, font changes and underlining to produce a class door. Key Stage 4 pupils have a variety of skills. Lower attaining pupils can load and close down "First Word"; a word processing programme. They are able to type their first name independently and with adult help type a simple menu. High attaining pupils use word processing when corresponding with the local Member of Parliament (MP). One pupil produced a very credible and well presented letter to the local MP on the ethics of battery farming. In art pupils use a digital camera to introduce source material to their work. In their careers lesson they are also able to access Encarta and, unaided, conduct an information search on human rights issues. Lower attaining students, Post-16, work successfully from cue cards and with help compose a simple sentence for printing.
- 110 Pupil attitudes in ICT are satisfactory overall. At Key Stages 1-2 pupils sustain their interests when not actively involved and work co-operatively with their teachers. Lower attainers grow in self-confidence and in their involvement. They warm to activities when offered assurances by staff. Gesture indicates their acknowledgement of the wish to participate. At Key Stage 3 those with stronger personalities attempt to dictate proceedings if passive involvement is too excessive. Lower attaining pupils, who tend to work one to one with support assistant, are often totally engrossed in the activity. On these occasions they interact with the adult with fun and enjoyment and they are encouraged by their successes. At Key Stage 4 some pupils show consideration for others. One child displayed great patience in assisting a less able child to load and print information needed for a career's lesson. Mostly pupils work collaboratively in pairs and display a willingness to complete tasks.
- 111 A limited amount of direct teaching was observed during the inspection. However the teaching observed indicated that the competency of individual teachers determines outcomes and progress, to a large degree. Where it is good, teachers and support assistants have a secure knowledge of how ICT can support pupils' learning. Teaching is good in Key Stages 1-2. With the valuable and informed assistance of teacher assistants, lessons are planned satisfactorily. Work is sequenced in small steps and visual stimuli are changed to meet the needs of pupils. The staff are comfortable with equipment and time available to pupils is well utilised. At Key Stage 3, in the lesson seen, planning was satisfactory but too much time was spent on exposition and method was not always suited to group work. Progress in this lesson was slow and computers lay unused for large parts of the time. The needs of lower attaining pupils are met by the effective deployment of teacher assistants. At Key Stage 4 there is clear lesson planning and satisfactory use of word processing to support careers education and guidance. However, the teaching skills and knowledge are not always secure and some pupils lose their work due to printing errors or not saving work to a disc.
- 112 The school has not yet clarified and implemented a whole school approach to information technology and there is little improvement since the last inspection. A draft policy for ICT has now been introduced along with an action plan that identifies priorities, but the latter is some way from

implementation. Both the policy and action plan are now carefully monitored by a co-ordinator. The present hardware and the reservoir of software is dated and limited. This restricts the opportunities for pupils to achieve competence over the range of the subject. The school has plans through its development plan, and funding through the National Grid for Learning, to upgrade its computers and introduce Internet access. This is essential in order to meet present day pupil entitlement in ICT. The school also recognises the need to implement a more systematic approach to the professional development of teachers and support staff in this curricular area.

112 **Religious education**

113 Due to timetabling arrangements too few lessons were observed to make judgements about individual key stages. From lesson observations and scrutiny of work, progress across all key stages is confirmed as satisfactory. In their weekly lessons pupils are given the opportunity to study world religions, moral issues and historical events. The subject makes a good contribution to pupils' literacy development through class discussions and readings.

114 Younger pupils are introduced to ancient myths. They are able to remember and follow the story of "The Rabbit who took the Fire" and recognise good and bad uses of fire. Key Stage 2 pupils can recall the story of Orion and use words from the story appropriately, for example, trust and kindness. They are able to distinguish between the emotions of happiness and sadness and describe feelings of loss when a pet dies. Higher attaining pupils question the use of vocabulary. In the story of Orion, the questioning of the word tomb led to contributions from Jewish children in the class about their religious practices. At Key Stage 3 pupils give examples of good and bad things that happen in school. They categorise good and bad people, for example in the case of the latter, muggers, pickpockets and murderers. Higher attaining pupils analysis the negative language of swearing and the negative acts of racism and biting. At Key Stage 4 pupils study special and famous people. They consider the life of Martin Luther King and how his religious principles affected his life's work. Higher attaining pupils extend their interest to include human rights issues and study the social effects on family life in the wake of a volcano.

115 Pupil attitudes in religious education are good. They are willing to help and join in activities. Relationships between pupils are good and they respect each other's contributions to lessons. They enjoy listening to religious or mythical stories while looking at relevant pictures. Key Stage 3-4 were very respectful and attentive when the visiting Youth for Christ Group presented an assembly on one thousand years of Christ. This same group displayed maturity and listened intently when the significance of Remembrance Day was discussed.

116 Teaching is satisfactory. It is most effective when it engages pupils' attention. Where teaching is good, use is made of spiritually and morally based sketches to extend understanding of emotions and feelings. Assessment is largely through discussions at the beginning and end of lessons and focuses on what they have remembered and, for higher achieving pupils, what they understand.

117 Progress has been made since the last inspection, with a policy now in place, in line with the agreed syllabus. There is also a scheme of work and a place in the school week for assemblies. The co-ordination of religious education is not clearly defined and there is a need for staff training to achieve full realisation. There is no fulfilment of the statutory requirement for a daily act of collective worship. Resources are good and include artefacts, books and posters on various religions. However, they are not fully utilised and there is little evidence of celebration, cultural or spiritual, in the public areas and corridors of the school. Occasional visiting clergy and groups enhance provision. Religious education makes a satisfactory contribution to the promotion of pupils' spiritual development.

117

Art

- 118 Pupils throughout the school make good progress in art. At Key Stage 1, pupils paint portraits of themselves. They enthusiastically print with sponges and fill in the outlines of teddy bears. Pupils experiment with the idea of printing by using two colours to make potato print patterns. Artwork is linked to other subjects such as religious education. For example pupils constructed a picture after hearing the story of Jesus and the loaves and fishes. By the end of Key Stage 1, pupils happily and confidently complete simple painting, crayoning and printing tasks and make good progress due to the very good quality support they receive from their teachers and teaching assistants.
- 119 By the end of Key Stage 2 pupils work well together using an appropriate range of materials, tools and techniques. Artwork is linked well to other areas of the curriculum. Pupils develop sketching techniques as they sketch historical artefacts. Sketchbooks are not systematically used throughout the school however good examples were seen in Year 5 and 6. These sketchbooks show sound progress in observational drawing. Pupils have opportunities to link their artwork with stories they hear such as 'How rabbit stole the fire'. The good quality support enables pupils to work well together to develop a class picture, using different techniques such as drawing, sketching and printing. Pupils use papier-mâché to make three-dimensional volcanoes which links in with their science topic. The good quality support enables most pupils to make good progress.
- 120 In Years 7 and 8 pupils look at the buildings near to the school and then make clay tiles of houses. They roll and cut clay confidently. Others use charcoal and crayons to draw things made from iron such as bridges and utensils. By the end of Key Stage 3 pupils talk in a limited way about famous artists they have studied. They look at paintings of Westminster by Monet and confidently develop pieces of artwork in his style. They talk in a limited way about what they are doing. Few can recall the name of the artist they are studying without the sensitive prompts they receive from the adults who help them.
- 121 At Key Stage 4, pupils are divided into two ability groups for art. The developmental group recalls with support, what they saw on Bonfire Night and work on firework pictures. Constructive good quality support enables these pupils to demonstrate appropriate skills necessary for painting, such as the importance of washing your brush when a different colour is used. They develop simple collages as they use glue to stick tissue paper onto their work. The higher ability group take GCSE art. They learn about Henry Moore, when he lived and how old he was when he died. Using newspaper and modrock they enthusiastically develop their own interesting sculptures using pictures of his work to stimulate them. Good support is given which enables all to succeed. By the end of Key Stage 4 approximately half of the year group will take GCSE art. Last year three pupils achieved pass grades.
- 122 Pupils' response to art is good. As they move through the school they develop independence and gain confidence. Pupils construct good relationships with all of the adults who help them. As they get older many interact appropriately with each other during sessions while others work independently. Behaviour is generally good in all lessons.
- 123 The teaching of art is good. The co-ordinator teaches most lessons in the upper part of the school. Planning for lessons is satisfactory in the lower school and good in the upper school. Where planning is good it addresses the identified individual needs of pupils and emphasises the teaching of skills and knowledge. Teachers and teaching assistants interact well with pupils and give them supportive and helpful comments, which enables all pupils to succeed. All classes are very well managed and resources are used well.
- 124 The co-ordinator has only recently been appointed. She is an art specialist and is aware of what is needed to move the subject forward. There is no policy or scheme of work and teachers do not have practical detailed guidance of what is to be covered each term in each year group. The co-ordinator is in the process of developing a policy and a scheme, which will ensure the progressive teaching of skills and techniques and include assessment opportunities. This continues to be an issue from the last inspection. Resources for art are satisfactory however there has been no recent audit. There is little evidence of information technology used to support the curriculum. Displays of pupils' work celebrate their achievement and prints of famous artists around the school enhance the environment. Visits to the Tate gallery enrich the subject area.

124 **Design and technology**

125 The progress of pupils in all key stages is good. The subject is divided into two main areas of study, which are resistant materials and food technology.

126 By the end of key stage 1 pupils are making masks in the form of animal heads and use a stapler, paper punch and scissors to cut and shape materials to form the mask. Other pupils use large construction sets and join shapes using screws, nuts, bolts and spanners. By the end of Key Stage 2, pupils make their own initials using thin card, glue and sequins. Others spread glue and sprinkle glitter to decorate their designs and then carefully collect the surplus glitter and return it to the container with the help of the teacher or assistant. Pupils also make their own initials from pastry, which they roll out carefully and then place onto a baking tray to be baked in a pre-heated oven. The following day these initials are decorated carefully with small sweets and icing sugar.

127 By the end of Key Stage 3 pupils working with resistant materials design and make a clock using plywood and acrylic. They use drawing instruments carefully to draw a circle, some need help from teachers or support staff. They discuss in a very mature way, the design process when attaching a base to a clock. They take careful account of all design elements in order to arrive at an appropriate solution. Pupils also discover the different properties of metals as they investigate the qualities of wire made from copper, brass, iron and silver coated copper. Pupils record their findings very carefully and work well in pairs to carry out their investigations.

128 By the end of Key Stage 4, pupils make a two-course basic meal. They plan the meal and record their planning using simple sentences and pictures. Other pupils follow a course in resistant materials through a very good link course with the local college. Here they follow a carefully structured course that enables pupils to learn and follow a true design process from initial design brief to final realisation and evaluation. Pupils make a sports trophy, storage rack for CDs or tapes, a paper weight and a key fob. They also learn about plastic memory and its use to create some very attractive designs.

129 Throughout the school pupils are well behaved in their design and technology lessons. They are enthusiastic about their work and are highly motivated. Pupils work well as individuals and also work well in pairs or small groups. They help each other and take responsibility for clearing up at the end of lessons.

130 The quality of teaching is a strength and ranges from good to excellent. In the very best lessons the management of pupils is excellent, as teachers understand fully the needs of each pupil. Questions are phrased in such a way as to be clearly understood by all pupils and matched to their differing attainment levels. Teachers listen very carefully to the responses from the pupils and use the pupils' comments to develop class discussion.

131 There are curriculum guidelines but, as yet, no complete curriculum policy documents. However, the newly appointed co-ordinator is beginning this process. Assessment of pupils' progress and attainment takes place each half term as they complete their projects. There is a sufficient number of staff to teach the subject throughout the school and the newly refurbished accommodation is very good. The resources are of good quality and satisfactory in quantity, but there is insufficient equipment for the teaching of electronics and pneumatics. The co-ordinator is aware of these shortcomings and plans to address them in the future. Overall the teaching of technology clearly enhances the quality of education that the pupils receive at Oak View School.

131 **Geography**

- 132 No geography lessons were observed during the inspection week, as history is the focus for this half term. Judgements are based on discussions with pupils, scrutiny of work and planning for the year. All pupils are taught geography, as part of a two year rolling programme, which is broad and balanced. Pupils make satisfactory progress overall with the good quality support they receive.
- 133 By the end of Key Stage 1, pupils develop a limited knowledge of their immediate environment. They draw a plan of their school and label the classes. Geographical vocabulary is limited to road and street. Pupils walk in the local area and photographic evidence shows that they develop some idea of what a village is. Most have little idea of towns and countries.
- 134 As pupils move into Years 3 and 4 they learn more about their immediate locality but show a limited knowledge of developing geographical skills. By the end of Key Stage 2, pupils develop a limited understanding of maps and their uses. Most have little idea what is studied in 'geography' lessons unless prompted. Few are able to name England as the country we live in or name the countries in the United Kingdom. Geographical vocabulary is limited. Most are able to name a few countries in the world but have difficulty recalling any facts about them.
- 135 Pupils in Key Stage 3 talk more confidently about maps and name a few countries of the world. However most cannot name the countries in the United Kingdom. Pupils have great difficulty naming countries they have studied. One pupil said 'that they looked at a poor country with no schools'. There are sound geography links with other areas such as the science topic on 'Oil'. Pupils look on maps to see where the oilrigs are situated. Most are able to make very simple comparisons between Hemsby and Loughton after they visit Hemsby on one of the residential visits.
- 136 Pupils in Key Stage 4 use ASDAN (The Award Scheme Development and Accreditation Network). This work develops key skills previously taught in the subject.
- 137 There is no written policy for geography but the co-ordinator is aware of the need for one. Useful guidelines have been developed and are now used consistently throughout the school. Resources are satisfactory in quantity and quality. This is an improvement since the previous inspection. However, displays do not consistently promote the geography element of the humanities programme, which they run throughout the school. Residential visits enrich the curriculum area and promote the social development of all pupils.
- 137 **History**
- 138 All pupils are taught history, as part of a two year rolling programme, which is broad and balanced. Pupils make satisfactory progress overall with the good quality support they receive.
- 139 By the end of Key Stage 1, pupils have developed a limited idea of the past and the present. They identify 'old' and 'new' teddy bears. During discussions pupils have opportunities to think about how they have changed since they were babies.
- 140 By the end of Key Stage 2, pupils show limited understanding but many are able to recall simple facts about periods of time they have studied, for example the Tudors. They learn about the kings and queens in Tudor times and about our present day royal family. Many begin to answer questions about the past. They make their own family trees and begin to develop a basic idea of chronology as they listen to myths and legends from long ago such as 'The rabbit who stole the fire'.
- 141 By the end of Key Stage 3, pupils are able to grasp basic ideas of the past through looking at historical periods of time. They recall basic facts about events such as 'The Gunpowder Plot' and 'The Fire of London'. Pupils learn simple facts about famous people from the past such as Oliver Cromwell. They demonstrate an increasing historical vocabulary as they talk about 'traitors' and how people were

'beheaded' in days gone by.

142 Pupils in Key Stage 4 use ASDAN (The Award Scheme Development and Accreditation Network). They study a historical building or an archaeological site, which develops key skills in the subject.

143 The quality of teaching is satisfactory throughout the school. Teachers' planning varies. Good planning refers to pupils' individual needs and the support, which is available. Key words are reinforced and activities accurately match the pupils' individual needs. Questions are directed at individual pupils so all pupils are involved in class discussions. However some teachers give pupils worksheets, which they cannot read. Classes are well managed in particular teachers manage challenging pupils successfully. Very good relationships are established between the adults and the pupils.

144 There is a policy for history and useful guidelines have been developed which are now used consistently throughout the school. This is a big improvement since the last inspection. Resources are satisfactory in quantity and quality and are well stored. Boxes of resources and artefacts are loaned from the local library and the subject is further enriched by visits to local museums. Residential trips are organised and pupils visit places such as Swanage where they look at places of interest such as Corfe Castle.

144 **Modern foreign languages**

145 All pupils in Key Stage 3 are taught French. Pupils make good progress. They ask and answer simple questions relating to their ages and where they live. Pupils learn how to greet each other and how to count to ten. They are introduced to the written form of the language and begin to read French from flashcards. Pupils reinforce the words successfully by playing a Bingo game and develop confidence when speaking by using 'mobile phones'.

146 Pupils respond positively to these lessons. More able pupils support the less able. They take turns and generally get on well with each other. Most listen attentively and work well as a group and as individuals.

147 Teaching is good. Teachers have sound subject knowledge and orally reinforce concepts previously taught. This is an improvement since the previous report as it criticised the teachers for lacking confidence when using the target language. During lessons teachers assess the progress of the individual pupils and feed back immediately. Lessons are appropriately resourced with flash cards but teachers do not consistently use displays to refer to concepts previously taught. Classes are well managed and the teachers handle challenging behaviour well.

148 Two lessons were observed during the inspection. Judgements were made on these and past planning for this term. There was little other evidence or information available. The previous inspection stated that the subject lacked a scheme and assessment procedures. There has been little development in this area since the last inspection. Resources for the subject are limited and there are no displays in the classrooms to promote or reinforce the concepts taught. No one has responsibility for co-ordinating the subject and it still lacks a policy and guidelines for teachers to follow to ensure the progressive teaching of skills, knowledge and understanding in Modern Foreign Languages.

148 **Music**

149 Music is taught throughout the school, but at Key Stage 4 it is only time-tabled for part of the year. The school has a music co-ordinator who has only been in the post for a short period of time. Pupils in

- the lower school are taught by the class teachers, while the co-ordinator teaches all the pupils in the upper school.
- 150 Music features prominently in many aspects of the school life. Pupils in Key Stages 1 and 2 join in with the singing and action rhymes and sign and sing certain songs with confidence.
- 151 Progress continues in Key Stage 3, where they play a range of tuned instruments and understand musical vocabulary. By the end of Key Stage 3, pupils compose and play music. They all have opportunities to explore sounds and to respond to a wide range of music. They alter the tempo and volume of their music to suit suggested moods.
- 152 At Key Stage 4 it is taught as one of the options working towards an accredited ASDAN module. In the development group at Key Stage 4 pupils sing together with an accompaniment and also play tuned instruments for their own enjoyment and as a means of expressing themselves.
- 153 The school is in the process of developing a music curriculum and a scheme of work with the primary aim to enable pupils to experience the enjoyment of music. To achieve this they have the opportunity to participate in corporate and personal music making.
- 154 Overall across the key stages the quality of teaching has never been less than satisfactory and in the majority of lessons pupils and students' achievement are high in relation to their abilities. The lessons are carefully prepared and have clear objectives. The pupils and students are well motivated, attentive and they concentrate on the tasks set. They are given the opportunity to work individually or in pairs. Some of the more able work quickly and confidently, and are developing well as individual learners.
- 155 The contribution of the learning support assistants is good, helping with the manipulation of the instruments and ensuring that the pupils understand the tasks given.
- 156 Music plays an important role in promoting communication skills among its pupils. The school has recently acquired the services of a music therapist for one day a week. The co-ordinator is planning to work closely with the therapist to enhance his work with the pupils involved.
- 157 The co-ordinator plans to form a school choir where pupils will be given the opportunity to perform in public. This would enhance their confidence and self-esteem. Music makes a contribution to pupils' spiritual, moral, social and personal development through the involvement of pupils in group activities as well as the opportunity it affords them to play music that shows their feelings and express their mood.
- 158 Resources are satisfactory and a special allowance was made to the department in the past year. In the school development plan there are significant proposals for the future.
- 159 The teaching of music is clearly developing in many ways through better co-ordination and resourcing and this should prove of benefit in many aspects of the school life.
- 159 **Physical education**
- 160 The school has a physical education policy that reflects the aims of the school to develop the full potential of each pupil. It also follows the guidelines provided by Essex County Council and fulfils the requirements of the National Curriculum.
- 161 Physical Education makes a positive contribution to the needs of the pupils, stimulating their interest in games and sports, swimming, dance, gymnastics, ball pool therapy and outdoor and adventurous

activities. All the school has access to horse riding. The extent of the rich and wide range of activities undertaken promotes their health and expands their self-confidence.

- 162 Pupils in the Early Years and Key Stage 1 follow a programme that include games, gymnastics, dance and swimming. They engage in daily physical activities in a variety of settings, e.g. ball pool with desired learning outcomes linked to other curriculum areas like language development and personal and social education. At this stage pupils make steady progress.
- 163 At Key Stage 2 progress continues at a satisfactory rate. Athletics is added to the curriculum. In gymnastics pupils develop sequences of movement and balance, and use simple apparatus in developing their skills. In swimming the more successful attaining the 50 meters standard.
- 164 At Key Stages 3, 4 and post-16 pupils and students undertake running and outdoor pursuits in addition to the other aspects of physical education, for instance squash and cycling. They make progress relative to their ability and extend their fitness and develop strategic awareness in games. They compete against their own best personal performances, which they continue to improve. At these stages they evaluate their own performance and use this as a base to practice. Plans are considered to extend the activities at Key Stage 4 and post-16 to widen the curriculum to include a module for accreditation by ASDAN with the possibility of a week's residential course at the Essex Outdoor Pursuit Centre in Wales.
- 165 Behaviour is overall good. They show respect for rules and laws of the game and there is evidence of growing team spirit as members encourage one another. They follow the ethos of the school to respect and care for each other.
- 166 Teaching is satisfactory or better in all the lessons observed. They know the pupils' potential and attainment and this enables progression and continuity in the teaching. The knowledge, skill, organisation and commitment of the teachers involved are significant factors in the delivery of the subject.
- 167 The co-ordination of the subject is good throughout the school, with good documented guidance and use of individual record keeping of their attainment to develop new skills and promote their ability in games as well as their enjoyment. The co-ordinator initiates support for the teaching of the subject in the lower school where the class teachers are responsible for the teaching. However there is close contact between the teachers involved and the co-ordinator and help is available whenever there is a need. The co-ordinator has given specific training in health and safety in the use of apparatus and has also initiated in-service training in special needs such as adopting apparatus suitable for their need.
- 168 Physical education plays an important role in promoting the moral, social and personal development of the pupils and students through the involvement of pupils playing together respecting the laws of the games and exercising fair play when competing. Success in the tasks given enhances their confidence as it gives them a feeling of achievement.

168 **PART C: INSPECTION DATA**

168 **SUMMARY OF INSPECTION EVIDENCE**

169 The inspection was undertaken by a team of five inspectors who, over a period of five school days, completed a total of 23 days of inspection. Eighty-nine lessons or parts of lessons were observed, discussions took place with pupils, samples of their work were scrutinised and pupils were heard reading. These activities took over seventy eight hours. In addition, their activities at lunch times and break times were observed, the arrivals and departures of pupils were observed, as were registration periods and assemblies. Registers and financial records were scrutinised and a large amount of school documentation was evaluated. Interviews held with all subject co-ordinators and members of the school's management team. Discussions were also held with governors and visiting specialists.

170 A meeting was held before the inspection for parents of pupils at Oak View School and 7 parents attended. Questionnaires were sent to all parents and 20 were returned. The comments on these were analysed and presented in the report.

171 **DATA AND INDICATORS**

171 **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y13	88	0	89	29

171 **Teachers and classes**

171 **Qualified teachers (YR – Y13)**

Total number of qualified teachers (full-time equivalent):	10.4
Number of pupils per qualified teacher:	8

171 **Education support staff (YR – Y13)**

Total number of education support staff:	28
Total aggregate hours worked each week:	462

171 Financial data

Financial year:	1998/1999
	£
Total Income	638,676
Total Expenditure	621,974
Expenditure per pupil	7,067
Balance brought forward from previous year	- 16,116
Balance carried forward to next year	586

171 PARENTAL SURVEY

Number of questionnaires sent out:	69
Number of questionnaires returned:	19
Percentage return rate:	27.5

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	33	50	0	11	6
I would find it easy to approach the school with questions or problems to do with my child(ren)	53	42	0	0	5
The school handles complaints from parents well	28	61	6	0	6
The school gives me a clear understanding of what is taught	26	47	11	16	0
The school keeps me well informed about my child(ren)'s progress	26	42	21	11	0
The school enables my child(ren) to achieve a good standard of work	21	68	5	5	0
The school encourages children to get involved in more than just their daily lessons	28	50	11	6	6
I am satisfied with the work that my child(ren) is/are expected to do at home	16	42	21	16	5
The school's values and attitudes have a positive effect on my child(ren)	21	74	5	0	0
The school achieves high standards of good behaviour	26	53	16	0	5
My child(ren) like(s) school	44	44	0	11	0

NB: Percentages of responses are rounded to nearest integer and sum may not equal 100. Percentages are in relation to total number of returns, excluding nil replies.