

# INSPECTION REPORT

**William Henry Smith School**  
Brighouse

LEA area : Calderdale

Unique Reference Number : 107589

Headteacher : Mr. B. J. Heneghan

Reporting inspector: Mrs. K. W. Halifax

Dates of inspection: 18<sup>th</sup> to 21<sup>st</sup> October 1999

Under OFSTED contract number: 708451

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

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## INFORMATION ABOUT THE SCHOOL

Type of school : Special – Residential EBD

Type of control : Non-maintained

Age range of pupils : 8 – 16 years

Gender of pupils : Boys

School address : Boothroyd  
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West Yorkshire  
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Appropriate authority : The Governing Body

Name of Chair of Governors : Mr. D. W. Sisson

Date of previous inspection : 11<sup>th</sup> to 15<sup>th</sup> March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Katharine Halifax Registered Inspector	Modern foreign language (French) Music Religious education Personal, social and health education Special educational needs	Attainment and progress Leadership and management The efficiency of the school
Bob Folks Lay Inspector		Attendance Support, guidance and welfare Partnership with parents and the community
Norman Watling	Science Design and technology	Curriculum and assessment
Tom Fisher-Smith	Geography Art Physical education	Pupils' spiritual, moral, social and cultural development
Mary Cureton	Mathematics Information technology Equal opportunities	Pupils' attitudes, behaviour and personal development Staffing, accommodation and learning resources
Noreen Buckingham	English History	Teaching

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## **REPORT CONTENTS**

	<b>Pages</b>
<b>MAIN FINDINGS</b>	6 - 8
What the school does well	
Where the school has weaknesses	
How the school has improved since the last inspection	
Whether pupils are making enough progress	
Quality of teaching	
Other aspects of the school	
The parents' views of the school	
 <b>KEY ISSUES FOR ACTION</b>	 9
 <b>INTRODUCTION</b>	 <b>Paragraphs</b> 1 - 4
Characteristics of the school	
Key indicators	
 <b>PART A: ASPECTS OF THE SCHOOL</b>	
 <b>Educational standards achieved by pupils at the school</b>	 5 - 21
Attainment and progress	
Attitudes, behaviour and personal development	
Attendance	
 <b>Quality of education provided</b>	 22 - 53
Teaching	
The curriculum and assessment	
Pupils' spiritual, moral, social and cultural development	
Support, guidance and pupils' welfare	
Partnership with parents and the community	

**The management and efficiency of the school**

54 - 77

Leadership and management

Staffing, accommodation and learning resources

The efficiency of the school

**PART B: CURRICULUM AREAS AND SUBJECTS**

**English, mathematics and science**

78 - 102

**Other subjects or courses**

103 - 167

**PART C: INSPECTION DATA**

**Summary of inspection evidence**

168 - 169

**Data and indicators**

170

## **MAIN FINDINGS**

### **WHAT THE SCHOOL DOES WELL**

The headteacher provides very strong leadership and clear direction for the work of the school.

All pupils make good progress overall.

All staff provide good role models and enable pupils to feel secure and valued.

All staff manage pupils' behaviour well. Behaviour is good, and this has a positive impact on the progress pupils make.

The twenty four hour curriculum makes a significant contribution to the pupils' progress.

The school provides very good support for the welfare and guidance of all pupils.

The very good PSHE programmes and very wide range of extra curricular activities contribute to the pupils' personal and social development.

The physical education curriculum provides well for the pupils' development.

Partnership with parents is good.

### **WHERE THE SCHOOL HAS WEAKNESSES**

Targets in individual education plans occasionally lack focus.

Not all teachers use the outcomes of assessment effectively when planning further work.

Too little use is made of information technology in other subjects.

Attendance is unsatisfactory.

The teaching of French is unsatisfactory.

Systems to monitor the effectiveness of the provision are not sufficiently formalised.

*The many strengths of the school far outweigh the weaknesses. The weaknesses will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.*

### **HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION**

The school has made good improvement since the last inspection. Almost all issues identified by the previous inspection have been addressed. There have been significant improvements in the quality of teaching. As a result the rate at which pupils make progress has improved. The curriculum is now more suitable for older pupils and all



pupils now have opportunity to gain nationally recognised accreditation in most subjects. Schemes of work are in place for all subjects and suitable assessment procedures are in place. However, not all teachers use the outcomes of assessment when planning further work. Vast improvements have been made to the classroom accommodation and the health and safety issues have been addressed. The school is in a good position to continue to improve.

## WHETHER PUPILS ARE MAKING ENOUGH PROGRESS

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

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

In most subjects pupils make good progress across the school. In their personal, social and health education lessons and music pupils make very good progress. Progress in mathematics and design technology is satisfactory. Whilst progress in information technology lessons is satisfactory, pupils make unsatisfactory progress when using their skills in other subjects.

## QUALITY OF TEACHING

	Overall quality	Most effective in:	Least effective in:
11 - 16 years	Good	Music Physical education	French
English	Good		
Mathematics	Satisfactory		
Personal, social and health education (PSHE)	Very good		

The quality of teaching was satisfactory or better in ninety-five percent of lessons; it was good or better in sixty-eight percent of lessons. Teaching was very good or excellent in sixteen percent of lessons. Teaching was unsatisfactory in five percent of lessons. Overall teaching is good, however, not all teachers have set focused targets for individual pupils nor make sufficient use of target setting to plan the next stage of their learning. The teaching of reading strategies is not systematic across the school. The teaching of French is unsatisfactory. Teaching in physical education, art and science is consistently good. The teaching of personal, social and health education is very good and the teaching of music is excellent.

*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	Behaviour in and around the school is good. Pupils' attitudes to their work and to the school are very good. This makes a significant contribution to the progress they make.
Attendance	Unsatisfactory overall. Whilst the attendance of the majority of pupils is very good, a small number of persistent non-attenders affect the overall figure.
Ethos*	The ethos of the school is good. Relationships between the pupils are good and very good between pupils and staff. There is a commitment to high standards.
Leadership and management	Good overall. The headteacher provides very strong leadership and clear direction for the work of the school. He is well supported by his hard working staff and senior management teams. The trustees and governors are very supportive of the school. Whilst financial planning is very good, management have no formal systems to monitor how spending on staff development and resources affects standards.
Curriculum and assessment	The curriculum is broad and reasonably balanced. There is an appropriate emphasis on English and mathematics. Insufficient time is allocated to religious education at Key Stage 4. The curriculum is thoughtfully extended into the residential setting. A good range of assessment procedures have been developed. However, not all staff take account of the outcomes of assessment when planning further work. The physical education curriculum and the personal, social, health and careers programme is very good. The very good range of extra curricular activities contributes significantly to the pupils' personal and social development.
Spiritual, moral, social and cultural development	Provision for the pupils' spiritual and moral development is good. It is very good for their social development. Although opportunities for pupils to learn about their own culture are good, they have too few opportunities to appreciate the rich cultural diversity of society today.
Staffing, resources and accommodation	The school is well staffed by a large number of hard working teachers, support and care staff who provide good role models for the pupils. There is no science technician and no members of staff who stay awake throughout the night. The accommodation is good. Resources are good overall.
Support , guidance and welfare	The school provides very good support, guidance and welfare for the pupils in its care. The close liaison between education staff and residential care staff contributes to the pupils' progress.
Value for money	The pupils make good progress overall, the quality of teaching is good, the school gives 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	What some parents are not happy about
<ul style="list-style-type: none"> <li>● The good relationships.</li> <li>● The attitudes and values promoted by the school.</li> <li>● The improvement in behaviour their son has made whilst at the school.</li> <li>● The good moral foundation the school provides.</li> <li>● The support given to pupils by all staff.</li> </ul>	<ul style="list-style-type: none"> <li>● A lack of information about what is taught.</li> <li>● Opportunity to be involved in the life of the school.</li> <li>● Information regarding the academic progress their</li> </ul>

The inspection team agree with the parents about the strengths of the school. The information which the school provides for parents is good and clearly explains what is taught. Information regarding pupils' progress is clearly detailed in the annual report to parents. Parents could be given more opportunities to be involved in the life of the school.

## **KEY ISSUES FOR ACTION**

*The numbers in brackets after each key issue indicate the paragraphs in which the weaknesses are discussed.*

Whilst sustaining and developing the many strengths of the school the headteacher, governing body and staff should:

### **I. Improve progress in information technology by:**

- providing appropriate training for all staff;
- introducing a suitably accredited course at Key Stage 4;
- using skills acquired in information technology to support other subjects.

(Paragraphs 11, 24, 66, 92, 102, 117, 131, 132, 135, 136, 141, 161)

### **●. Improve progress in French by:**

- Increasing staff confidence;
- introducing a suitably accredited course at Key Stage 4.

(Paragraphs 22, 137, 140)

### **●. Further improve standards in all subjects by ensuring that:**

- targets in pupils' individual education plans are more focused and quantifiable in order to more easily monitor progress;
- the outcomes of assessment are taken into account when planning further work.

(Paragraphs 23, 27, 34, 44, 83, 91, 92, 93, 99, 116, 161)

- Further develop and formalise systems to monitor the effectiveness of the school's provision and its effect on the progress which pupils make.

(Paragraphs 85, 92, 100, 136)

- Improve attendance by:
    - working closely in partnership with Local Education Authorities to improve the attendance of all pupils.
- (Paragraph 21)

*In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in the paragraphs in brackets.*

A whole-school approach to the teaching of reading (Paragraphs 24, 80).

The appointment of a science technician (Paragraphs 64, 101).

The appointment of a member of staff to stay awake during the night (Paragraph 65).

The further development of multi-cultural awareness (Paragraph 41).

The time allocated to religious education at Key Stage 4 (Paragraphs 28, 157).

The range of accreditation offered to pupils of lower ability at Key Stage 4 (Paragraph 29).

## INTRODUCTION

### Characteristics of the school

- 1 William Henry Smith School is situated on the outskirts of Brighouse in West Yorkshire. It is a non-maintained residential school which offers provision for up to 64 pupils between the ages of 8 and 16. The present population is all boys. The school provides places for pupils to stay for 39 weeks of the year. Whilst all pupils attending the school have severe emotional and behavioural difficulties with associated learning difficulties as their primary need, the complexity of their learning difficulties is increasing. There is a marked increase in associated learning difficulties, particularly in relation to basic skills. A small number of pupils have specific learning difficulties (dyslexia) and a number of others have been diagnosed as having autistic tendencies. Many pupils have absented themselves from previous schools for long periods of time. As a result pupils' attainment on entry to the school is low. All pupils have a Statements of Special Educational Need.
- 2 Pupils are referred from many Education Authorities across England, with a number of pupils jointly funded by education, health and social services. Recently, there has been an increase in the number of Education Authorities referring pupils to the school. The school now works with 27 authorities, of which 19 currently have pupils placed at the school. The pupils come from a range of social and educational backgrounds. A number of the pupils are from challenging family backgrounds. All pupils come from homes where English is the main language spoken. The school does not usually receive information from placing Education Authorities regarding the eligibility for free school meals.
- 3 Currently there are 55 boys on roll between the ages of 11 and 16. Upon arrival at the school, the pupils spend six weeks in the reception class undergoing assessment. Following assessment, pupils are taught in the appropriate year group in one of seven classes. The school employs eleven full-time teachers and three part-time teachers. The majority of pupils complete their secondary education at the school. Upon leaving William Henry Smith, almost half the pupils undertake further education within their own Local Education Authority. The remainder undertake training.
- 4 The aim of the school is to provide a caring, secure and stimulating environment which enables each pupil to develop and realise his full academic and social potential. Priority targets in the school development plan identify raising standards, continuing the building programme, improving communications with parents, reviewing the system of behaviour management and developing the use of accreditation.





## Key indicators

### Attainment at Key Stage 3

#### 4 Results of the 1999 National Curriculum tests

The majority of the 15 pupils entered for the tests are working at Level 3 or below in English, mathematics and science.

English	1 pupil is working at Level 4	1 pupil at Level 5.
Mathematics	5 pupils are working at Level 4	1 pupil at Level 5.
Science	3 pupils are working at Level 4.	

### Attainment at Key Stage 4

#### General Certificate of Education (GCSE) 1999 results.

Sixteen pupils were entered for up to nine subjects.

Art 2 pupils achieved grade C, there were no other A-C grades achieved.

#### Grades A – G

Art	10 pupils
Design and technology	12 pupils
English	12 pupils
English literature	9 pupils
Geography	4 pupils
History	6 pupils
Mathematics	8 pupils
Science	5 pupils
Physical education	12 pupils

Number achieving 4 subjects grades A – G	3 pupils
Number achieving 5 subjects grades A - G	1 pupil
Number achieving 7 subjects grades A – G	3 pupils

Number achieving 8 subjects grades A – G      3 pupils

Number achieving 9 subjects grades A- G      2 pupils

4      **NEAB Certificate of Achievement 1999**

Geography      5 pupils achieved Certificate of Achievement

Mathematics      6 pupils achieved Certificate of Achievement

4      **City and Guilds Numeracy 1999**

Level 1      Pass      7 pupils

                 Credit      4 pupils

                 Distinction      1 pupil

Level 2      Pass      1 pupil

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year :

		%
Authorised absence	School	11.6
	National comparative data	11
Unauthorised absence	School	6.1
	National comparative data	9

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year :

	Number
Fixed period	27
Permanent	2

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	16
Satisfactory or better	95
Less than satisfactory	5

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

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

#### **Attainment and progress**

- 5 The characteristics of the pupils for whom the school caters makes it inappropriate to judge their attainments against national expectations or averages. The report does however, give examples of what pupils know, can do and understand. Judgements about progress and reference to attainment take account of information contained in the pupils' Statements of Special Educational Need and Annual Reviews.
- 6 Overall progress is good throughout the school. This is an improvement since the last inspection. Pupils at the end of both key stages are achieving standards commensurate with their ability. Attainment on entry to the school is low. In addition to having emotional and behavioural difficulties, there is a marked increase in associated learning difficulties, particularly in relation to basic skills. The education of a good number has been disrupted by long periods of absence prior to attending the school. The majority of pupils make very good progress in their behaviour and attitude to learning and good progress in their reading. This has enabled them to access the full curriculum with confidence, with the result that some pupils are working within national norms in some subjects.
- 7 Whilst the population of the school is changing to pupils with increased learning difficulties, a far greater number of pupils are achieving pass grades A to G in the General Certificate of Education (GCSE). At the time of the previous inspection, less than half the pupils eligible were entered for a few subjects with the result that less than one quarter of pupils achieved A to G grades in five or more subjects. All the current population are entered for up to nine subjects. Fifty six percent of pupils now leave school with grade A to G passes in five or more subjects. All pupils leave the school with nationally recognised accreditation either in the form of GCSE certificates, Units of Accreditation or Certificates of Achievement.
- 8 In English, pupils make at least satisfactory and often good progress at Key Stage 3. Their progress is at least good at Key Stage 4 and often very good in drama. Pupils make good progress in developing their speaking and listening skills. Most speak with increased confidence to wider audiences as when discussing reasons for outcomes in their science investigations or when reporting the daytime and evening activities and grades to the whole school assembly. Throughout the school, the majority of pupils make good progress in their recognition of sounds and words. As their confidence increases, they become more fluent gaining confidence to read out loud in lessons. By the end of Key Stage 4, the majority of pupils use their reading skills effectively when reading texts and worksheets in other subjects. Pupils at Key Stage 3 write legibly. Whilst they make satisfactory progress, their sentence construction is basic and although they write at length they pay little attention to punctuation and paragraphs. By the end of Key Stage 4, the content of their writing is appropriate to the subject. They write with increasing maturity with appropriate use of punctuation. By the time they leave school, pupils write for a range of purposes including letters and poetry.
- 9 Progress in mathematics is satisfactory at both key stages. Almost all pupils at Key Stage 3 know the four rules of number and manipulate thousands, hundreds, tens and units. Most make simple monetary calculations. Pupils at Key Stage 4 consolidate their work in number and make satisfactory progress in their knowledge of mathematical terms. By the end of Key Stage 4, almost all pupils handle money confidently and solve simple

problems successfully. They confidently apply their mathematical skills to practical tasks making comparisons and surveys, presenting their findings in graph form. Pupils throughout the school use their mathematical skills to good effect in other lessons. For example, when producing pie charts and bar graphs to record their findings in science and geography, or to measure accurately in design and technology.

- 10 Pupils make good progress in science across both key stages. They make good gains in their knowledge and understanding of living things, materials and their properties and physical processes. Pupils follow instructions and carry out scientific investigations, often unaided, and predict the outcome of their work. They understand why a test needs to be fair and the factors that affect such a test. Work is recorded appropriately and illustrated well. All pupils are suitably extending their scientific vocabulary.
- 11 Progress in information technology is at least satisfactory in lessons at both key stages. However, whilst pupils make sound progress in word processing and data handling, too few pupils use their skills in other subjects. Progress overall is satisfactory.
- 12 Progress in religious education is good at Key Stage 3 and satisfactory at Key Stage 4. Pupils of all ages are suitably increasing their knowledge of Christianity and an awareness of the other major world faiths. The rate of progress is reduced at Key Stage 4, as a result of the short time allocation given to the subject.
- 13 Pupils make satisfactory progress in design and technology at both key stages. Progress in history, geography and physical education is good across the school. The pupils' rate of progress in art is satisfactory at Key Stage 3 and good at Key Stage 4. Pupils make very good progress in music and in personal and social education. Progress in French is unsatisfactory as a result of staffing difficulties.
- 14 The twenty four hour curriculum makes a significant impact on the pupils' rate of progress particularly in physical education and in the pupils' personal, social and moral development.

### **Attitudes, behaviour and personal development**

- 15 Pupils' attitudes to learning and personal development are very good. Relationships within the school and pupils' behaviour are good. The positive attitudes and good behaviour continue to be a strength of the school.
- 16 Pupils have very good attitudes to their learning. The majority concentrate very well, are co-operative, respectful and contribute sensibly in lessons. A small number of pupils find concentration difficult and need adult support to maintain their interest. Work in books is generally well presented and pupils are proud to discuss their work with visitors. Most pupils undertake their homework conscientiously and endeavour to give of their best.
- 17 Pupils' behaviour in and around the school continues to be good. They make very good progress against behavioural targets set in their individual education plans. Parents attending the meeting reported they are very pleased with the improvement in their son's behaviour. Almost all pupils respond very well to the system of rewards and sanctions and the majority strive to achieve high grades both in school and their house. Behaviour in lessons is generally good. This has a positive impact on the pupils' rate of progress. Where incidents of inappropriate behaviour occur, the majority of pupils ignore the outburst and continue with their work. Pupils behave well in their houses responding well, to the friendly, yet purposeful, atmosphere. All are familiar with routines, for example, waiting patiently for their turn in the shower and undertaking tasks such

as setting the table with good humour. Mealtimes are pleasant social occasions where pupils use their speaking and listening skills to good effect to engage others in conversation. Behaviour during evening activities is good. Most pupils respect their own property and that of others with no evidence of graffiti or damage to school property. During the inspection, no major incidents of misbehaviour were seen. The small number of minor incidents were dealt with quickly and efficiently. There was no evidence of bullying. Whilst the rate of exclusions increased during the last academic year, most can be attributed to a small number of pupils in their final year at the school, who the school endeavoured to keep on its roll to enable the pupils to complete their accredited course-work.

- 18 Relationships within the school are good overall. Relationships between pupils are good, those between pupils and adults are very good. All adults provide good role models. Pupils respond well to their example and work well together forming good relationships with each other. This is particularly evident, for example, when travelling together to college, during football games and in evening activities.
- 19 Pupils respond very well to the many responsibilities they are offered. The majority undertake tasks around school and in their house willingly and conscientiously. Most make sensible choices of activities during lessons, evening activities and out in the community. As part of their life-skills programme, pupils produce snacks for visitors demonstrating an increasing social responsibility. Older pupils preparing for work experience placements are eager to undertake the activity, demonstrating a mature attitude and a good understanding of the responsibility of the experience. Pupils contribute to the community in a good number of ways, including donations to charity and through activities such as delivering leaflets for the local Neighbourhood Watch.
- 20 Since the last inspection, the school has worked hard to ensure that despite the changing population, pupils continue to have a positive attitude and behave well.

## **Attendance**

- 21 Whilst attendance is below ninety percent and therefore unsatisfactory, it is broadly in line with schools of this type. The rate of unauthorised absence was six percent last year. The school does all it can to encourage attendance but has difficulties with persistent non-attenders who have been placed at the school. All lessons start and finish on time.

## **QUALITY OF EDUCATION PROVIDED**

### **21 Teaching**

- 22 The quality of teaching is good with very few weaknesses. This is an improvement since the previous inspection and has had a positive impact on pupils' response to their learning. During the inspection, the quality of teaching was satisfactory in ninety-five percent of lessons, it was good or better in sixty-eight percent of lessons. Teaching was very good or excellent in sixteen percent of lessons. Teaching was unsatisfactory in five percent of lessons. The teaching of French is unsatisfactory. Teaching is consistently good in English at Key Stage 4 and in physical education, science and art. Teaching in music is excellent. The teaching of personal and social education is very good and supports pupils well in readiness for leaving school. Particular strengths are the very relevant topics that match the age and abilities of the pupils. They are given time to reflect on their answers and teachers value and respect pupils' feelings and responses.

- 23 The planning of lessons is variable. Where it is good, teachers are clear about what it is they want pupils to learn and have organised activities and resources to match the learning objectives. However, not all teachers set focused targets for individual pupils nor make sufficient use of target setting to plan the next stage of their learning. Lessons are usually carefully structured and most begin with a reminder of previous work and finish with a short review session, which also serves to assess what pupils have learned and understood during the lesson.
- 24 Teachers have improved their subject confidence since the last inspection. In most subjects, teachers have secure knowledge and understanding of the subjects they teach and do so with confidence. This is particularly evident in music where the teacher uses her expertise not only to impart knowledge but as a means of changing pace and managing possible behaviour difficulties. Teachers' subject knowledge of drama is evident when older pupils respond enthusiastically and make good progress. There is some lack of confidence in the teaching of information technology resulting in an under use of computers across the curriculum. With the changing population, all teachers now have to work with pupils with low reading ages. However, the teaching of reading strategies is not consistent across the school. Almost all teachers make good use of the pupils' numeracy and literacy skills in other subjects.
- 25 In almost every lesson, teachers have appropriate, and sometimes high expectations of pupils' behaviour and progress. Teachers make good use of praise and encouragement which promotes confidence. They introduce and emphasise appropriate specialist vocabulary in subjects such as geography, science and art. In addition, pupils are given very clear explanations about subject specific techniques which pupils are expected to follow such as in physical education and art. Lessons often contain a balance of strategies to maintain pupils' interest and attention, for example, direct teaching, practical activities, discussion and recording. In many lessons extension activities are available so that there are few opportunities for pupils to waste time. Good use is made of questions as a means of assessing what pupils have understood and also to extend their thinking.
- 26 Teachers make good use of time and available resources. In lessons such as history and personal and social education, the good choice of resources helps to motivate pupils' interest and also emphasises appropriate teaching points. Support staff play a very important role in keeping pupils engaged in the task and also as an aid to learning and to sustain good behaviour. In addition they supervise pupils who are having some time out. The school's systems for managing pupils' behaviour are implemented consistently by all teachers resulting in little lesson time being wasted and the minimum disruption to other pupils' education. Relationships between pupils and staff are very good and this contributes to the good standards of pupils' behaviour.
- 27 Teachers use a good range of assessment procedures, including termly assessment in most subjects. However, not all teachers take account of the outcomes of assessment when planning further work. Marking is evident and is usually accompanied by a helpful comment as to how pupils might improve their work. Pupils are given regular homework assignments which are overseen by residential staff. This makes a sound contribution to pupils' progress. In addition pupils are able to take library books to read.

### **The curriculum and assessment**

- 28 Overall the curriculum is broad and balanced at both key stages. It reflects the aims of the school. This is an improvement since the last inspection. It addresses pupils' interests well. It provides good opportunities for pupils' intellectual, physical and personal development. This has a positive effect on their motivation and helps to build and maintain their self-esteem. The full range of the National Curriculum is offered, including religious education, sex education and awareness of drugs misuse. A suitable equal opportunities policy has

been developed. The curriculum now provides satisfactory equality of access and opportunity to all pupils in the school whatever their special educational needs or abilities. Insufficient time is allocated to religious education in Key Stage 4. This reduces the rate at which pupils make progress. The school has recently been awarded the Sports mark for 1999-2000 for a quality programme of physical education and school sport.

- 29 The Key Stage 4 curriculum has clear purpose and cohesion. This is good progress since the last inspection. All pupils now follow a wide range of General Certificate of Secondary Education courses. Certificates of Educational Achievement are provided in geography, mathematics and history. Other accredited courses include the Youth Award Scheme, Duke of Edinburgh's Award Scheme, Competence in Work Experience and Record of Achievement. The provision of accredited non-vocational courses for less able pupils is limited.
- 30 The overall management, co-ordination and planning of the curriculum is good. This is good progress since the last inspection. Co-ordinators are in place for all subjects. Two new posts of key stage co-ordinators have recently been appointed. Policies are in place for all subjects. The governing body actively participates along with all of the staff in the consultation process for developing and reviewing all policies. They act effectively as a critical friend to the school, before finally approving all new policies. Schemes of work are in place for all subjects. They follow closely the programmes of study of the National Curriculum.
- 31 The school has effective procedures for monitoring the curriculum. All lesson plans are submitted to key stage co-ordinators on a weekly basis. Subject co-ordinators meet with key stage co-ordinators to produce an annual curriculum report for governors. The quality of the report is good. There is a recently introduced programme of classroom observation by senior managers. This is effective although at an early stage of implementation. It is welcomed by staff who find it to be supportive. There is a recently developed link with the local college of further education. This is making a positive impact on pupils' attainment and progress in Key Stage 4. Overall, the curriculum prepares pupils well for the next stage of education, training or employment. This is a good improvement since the last inspection.
- 32 Very good provision is made for extra-curricular activities through the twenty four hour curriculum. A number of teaching staff undertake extraneous duties in the residential provision. Similarly, some residential care staff work in the classroom. This provides good continuity across the full curriculum. There is a wide range of activities on offer. These include a good balance of structured and less formal activities, for example football, fishing, chess, computer games and board games. Pupils are given good opportunities to develop practical and social skills contained in their care plans or identified in their Statements of Special Educational Needs. For example, many pupils develop good communication and team skills through participating in silent games of football. They readily accept rules and consequences without complaint. The school football teams participate in the local school league. There are regular residential activities, for example, camping expeditions. Mealtimes are effective in encouraging acceptable social behaviour.
- 32
- 33 The school has developed very successful links with the local careers service and the careers services in pupils' home area. The quality of independent careers guidance at Key Stage 4 is very good and most appropriate to the needs of the pupils. There is a well-planned programme of work experience for pupils in Years 10 and 11. Careers education provided at Key Stage 3 is very good.



33

34 Procedures for assessing attainment are good. Following their admission, all pupils undergo six to eight weeks of assessment. This includes basic numeracy and literacy as well as base line testing in all National Curriculum subjects. Following the assessment period, an assessment meeting is convened and an individual education plan and individual care plan are drawn up. A wide range of assessment and recording documentation exists both for academic and care provision. This includes initial assessment details, termly targets for all subjects, a termly review/planning sheet, behavioural targets, Records of Achievement, and self-assessment. These are all used well and are of a high quality. A suitable marking policy is in place. Overall, it is well implemented. However, the information gained from assessment is not used effectively in planning the curriculum. In this area, there has been insufficient improvement since the last inspection. This is a weakness.

34

35 The quality of individual education plans is unsatisfactory. Targets in general are too vague, for example “will resist the temptation to abscond from school”, “complete a written assignment” and “improve responses”. Some good examples exist but these are rare, for example, “to know and use two and five times table by next review” and “increase reading age to 9 years by Dec 99”.

35

36 Annual reviews and transitional reviews are planned well in advance. Written reports are most comprehensive and of a very high standard. Pupils contribute to all annual reviews and transitional reviews. Parents or carers and local education authorities are invited to all. The review meetings are effectively and efficiently run. Statutory requirements are met. In addition to the annual review report, an end of year academic report is sent to all parents. The quality of the reports is good.

### **Pupils' spiritual, moral, social and cultural development**

37 The school makes satisfactory provision for pupils' cultural development, good provision for their spiritual and moral development and very good provision for their social development. Parents appreciate the attitudes and values the school promotes.

38 Promotion of pupils' self-esteem is central to the life and work of the school. Although the outcomes for spiritual development are positive, the planned provision is inconsistent. Whilst there is now a daily assembly, these vary in quality. Overall, they represent a significant start to the school day and generate a strong feeling of community. Some are, however, mundane and simply provide an opportunity for messages to be given. Pupils are given too few opportunities to reflect. Where assemblies are good, pupils are given planned opportunities to reflect. For example, pupils were asked to consider giving thanks to others who had been kind to them. Pupils take an active part in assemblies, as when taking the part of representatives of different religious groups emphasising things they had in common, rather than those which divided them. This they did very effectively. Despite the embarrassment and awkwardness with which some of the themes were delivered, all were received with courtesy and respect by the remainder of the pupils. At a personal level, pupils are encouraged to express their feelings. For a pupil who had experienced a recent bereavement this resulted in a very touching piece of writing, illustrating a great depth and sensitivity of feeling. Within the general curriculum, opportunities are not always well planned to develop the spiritual dimension of pupils' characters. However, staff value and develop contributions made by pupils. The considerable number of opportunities for outdoor education focus mainly on the physical challenge. Pupils do however take part in an annual environment project, and this is effective in raising their awareness of the impact of man on the environment.

39 The good provision for pupils' moral development comes mainly through the behaviour management system, which is reflected in every aspect of school life. Without doubt pupils know right from wrong. Older pupils show significant maturity in this respect. Within the residences pupils feel able to leave personal items in their

rooms, knowing they will be safe. In lessons, particularly science and geography, pupils indicate a moral maturity in their response to issues such as the over-extraction of natural resources and the poor availability of water in Third World countries. In one geography lesson, there was a stunned silence when it was realised that in the five hours they had spent in school that day, children of their own age in Third World countries had spent a similar time collecting water for their family use. During evening activities, occasional games of 'silent football' are arranged. In these pupils are not allowed to speak. If they do they are 'sin-binned'. In the game observed there was a high level of sportsmanship. Fouls were acknowledged instinctively and muted apologies were made. Sportsmanship is a significant feature of all physical education lessons.

40 Provision for pupils' social development is very good, coming from a wide range of social opportunities. There is a strong emphasis in the belief that the school is part of a much wider community in which everyone has a part to play. Staff provide significantly good role models and this makes an effective contribution to the very good social development and esteem of the pupils. Through opportunities for outdoor education, pupils are enabled to work productively in teams. Lunchtimes in the residences are pleasant social occasions, where pupils have the opportunity to chat and relax during the short lunch break. Personal and social education underpins the life of the school. In addition to the comprehensive personal, social and health education curriculum, pupils are given good opportunities for social development through a college course and a wide range of work experience placements. Pupils are encouraged to see themselves as contributors as well as recipients of community support and make their contributions to local and national charities. Evening activities, such as the computer club and the planned chess club offer social opportunities to those pupils less keen on robust physical activity.

41 Provision for the pupils' cultural development is satisfactory overall. Opportunities for pupils to have an awareness of their own culture are good. Work undertaken in history and visits to museums and art galleries enables pupils to appreciate their cultural heritage. An appreciation of the work of artists such as Picasso, Kandinsky and Seurat is encouraged through studies in art. Whilst the music scheme of work encourages an appreciation of a wide range of music, other than in art little use is made of music. For example, no music is played at the beginning of the daily assembly. Within mathematics, pupils have considered the contributions made by other civilisations, most notably the Aztecs and Egyptians, as well as famous mathematicians, such as Pythagoras. Through the English curriculum, pupils study the work of the War Poets and literature such as *Kes* and *Jane Eyre*. Frequent visits to the theatre support texts studied in English, for example, the week of the inspection pupils travelled to Leeds to see a production of *Macbeth*. Pupils have too few opportunities to appreciate the rich cultural diversity of society. Other than a small amount of work undertaken in religious education and art little attention is given to multi-cultural awareness. The library has few texts which acknowledge the multi-cultural dimension of both British and international society.

42 Since the last inspection, there appears to have been a growing depth and maturity to the provision which the school makes. The school continues to be successful in promoting the social and moral aspects of pupils' development. The spiritual provision is now much stronger.

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

43 The school provides very good support, guidance and welfare for the pupils in its care. This is reflected in the way in which pupils conduct themselves around the school and in their houses, and in the very good relationships which exist between staff and pupils. The close liaison between the education staff and residential care staff is impressive and is crucial to the consistency of approach by the school. This helps pupils considerably in their day-to-day life at the school and provides them with a very safe and secure environment. Parents report that the school provides good support for their sons.

- 44 Procedures for monitoring pupils' academic progress and personal development are very good. The twice daily hand-over between educational and residential staff is now well documented and ensures a consistency of approach between the two settings. This contributes to the pupils' progress. Annual reviews of pupils' Statements of Special Educational Need are conducted in a very professional manner and are extremely productive. Parents indicate that they are appreciative of these meetings. Resulting individual education plans identify areas for development. However, whilst suitable targets are set for improvements in behaviour, targets for academic improvement are not always sufficiently focused and are not easily measurable. The school has recently put a great deal of effort into improving pupils' Records of Achievement. Whilst these are now of a good quality, few contain photographic evidence and pupils' comments. Procedures for monitoring discipline and good behaviour are very good and are consistently implemented by all of the staff. Tremendous efforts have been made in the production of a system in which reward and praise figure prominently. The effective use of individual behaviour targets is contributing to the significant improvement in the behaviour of most of the pupils. Good attendance is actively promoted and monitoring is of a particularly high standard. Registration procedures are thorough and the school has responded to the comments of the last report. All absences are recorded in great detail and kept on record on the computer. Registration is efficiently and effectively undertaken twice daily during morning and afternoon hand-over. The marking of registers meets requirements. Appropriate information is entered on registration sheets using the recommended symbols.
- 45 Child Protection procedures are extremely good and are very well implemented by all staff. Appropriately smoking is no longer used as a reward for good behaviour. Health and Safety procedures are comprehensive and understood by all staff and governors. All the health and safety issues identified by the previous inspection have been addressed. However, during the inspection, a number of concerns regarding the fittings in the new design and technology room were reported to the headteacher. These were addressed immediately. Accident procedures are clear and understood by all staff. There is a good a number of staff trained to administer first aid and the school nurse provides an invaluable service through looking after the medical needs of the pupils. The school social worker provides excellent support to the pupils and parents, undertaking home visits during school holidays. Parents are particularly impressed by the support they receive. The close liaison between all professionals contributes to the pupils' progress and personal development.
- 46 Arrangements for personal, social and health education are very good and sensitive issues such as sex education and drugs misuse awareness are comprehensively addressed. Pupils who have suffered traumatic experiences or bereavement are given excellent support. Through counselling with personal tutors and other staff and through opportunities given to them in personal and social education and English, they express their emotions and begin to come to terms with their situation.
- 47 There is a now clear policy and scheme of work for Careers Education and Guidance which is strongly supported by an outside training provider and a range of work experience and college courses contributes to the pupils' personal and social development. The school has made good improvement since the last inspection. The high level of support, guidance and welfare provided makes a considerable contribution to the pupils' progress and personal development.

### **Partnership with parents and the community**

- 48 The school's partnership with parents, carers and the community is good overall and contributes to pupils' attainment and personal development. Parental support for the school is well demonstrated in the responses to the questionnaires and by the parents travelling great distances to make their contributions at the pre-inspection meeting. Links with the local community and other organisations are good and improving.

- 49 Information to parents and carers is good. The school brochure and annual report to parents are very informative; the brochure is well presented. Annual review reports are of a high quality and provide detailed information about progress and the next learning goals. Parents appreciate the regular letters and informative newsletters. Communication between parents, carers and residential staff is effective.
- 50 Parental involvement in their son's education is limited by the distance many families live from the school. Parents and carers appreciate the efforts the school makes in providing transport to enable them to travel distances of up to a hundred miles to attend their son's review and open days. However, a number of parents expressed disappointment at not being invited to events such as the Christmas Concert. The school social worker and nurse endeavour to keep all parents and carers fully involved at all times. Although a small number of parents feel that they do not receive sufficient information regarding their son's academic progress, information regarding the pupils' progress is clearly detailed in annual reports and teachers contact parents and carers on a regular basis with progress reports and concerns. Other than Open Days and review meetings, parents have little opportunity to meet with each other.
- 51 Links with the community have improved since the last inspection and are now good. There is an excellent link with a local training provider, who gives considerable support to the school in delivering their Careers Education and Guidance. There is good provision for work experience. The wide ranging and numerous extra-curricular activities take pupils into the community on a regular basis. For example, into local youth clubs, to the Boy Scouts and to a karate club. Numerous sporting activities enable pupils to take part in local competitions with other schools in Calderdale and South Yorkshire. Participation in such events makes a significant contribution to the pupils' personal and social development. The school has been awarded the Sportsmark for 1999-2000 for a quality programme of P.E and School Sport.
- 52 The good links are strengthened through recognising that the school is isolated both geographically and as a non-maintained school. Great efforts have been made to ensure the school is part of the local community and that it maintains contact with a range of professionals to support and develop the work of the school. Very close liaison is maintained with careers advisors, the educational psychologist, education advisors, the police and fire service. Whilst college links have been arranged for pupils at Key Stage 4, other pupils have too few opportunities to form academic links with mainstream schools. Many opportunities are provided for pupils to become part of the local community by joining local activities. The school has joined the local Neighbourhood Watch. Football matches have been arranged against 'street teams' from the local housing estate. Local community representatives sent a letter of appreciation to pupils after they had spent several hours of their Saturday delivering leaflets around the housing estate. A number of pupils have re-designed an Old Age Pensioner's garden and have received a certificate from the Princes Trust Volunteers for their efforts. These activities further enhance the school's contribution to the wider community and contribute well to the pupils' personal and moral development.
- 53 Since the last report, the school has improved its links with the community. The school development plan identifies opportunities to improve links with parents and to increase their involvement.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

- 54 Overall the leadership and management of the school is good. The head teacher provides very strong

leadership and clear educational direction for the work of the school. In the short time he has been in post much has been achieved and he has motivated and encouraged staff to work as a team. He has suitably recognised the isolation of the school and has developed numerous links with maintained schools and educational organisations at local, regional and national level in order to keep abreast of new initiatives.

- 55 The senior management team is effective. The headteacher is well supported by his hard working deputy and head of care who use their management skills to good effect to support those of the headteacher.
- 56 The middle management team is very effective. The appointment of the two key stage co-ordinators to the team has resulted in improved communications and greater continuity in the knowledge and skills the pupils acquire. This has improved the rate at which pupils progress. Both co-ordinators have undertaken a rigorous audit of the work produced in their key stages and produced suitable plans for development.
- 57 Subject co-ordinators have responded well to their managerial role. All are budget holders and have suitable development plans for their subjects. Whilst some observation of classroom practice is undertaken, not all consider the impact of teaching on pupils' progress. The co-ordinator for special educational needs successfully assesses the performance of all pupils on admission to the school and produces suitable plans for their education. She ensures that pupils who have additional special needs receive the support they require and that their progress is commensurate with their ability.
- 58 The trustees and governing body work hard to discharge their responsibilities. The chair of governors is in constant communication with the headteacher. He meets with the head of care, headteacher and finance officer on a regular basis. This results in effective communications and good management of both settings. Suitable challenging targets for the school have been set for the next two years. Governors are very supportive of the school and make frequent visits. They have made a suitable start to monitoring the effectiveness of the provision.
- 59 The management of the residential setting is good. The head of care has a clear overview of the school. Residential house leaders meet on a weekly basis in order to address common issues and ensure consistency of approach in areas such as homework. All have suitable development plans for their residence which take account of issues identified in the school development plan. This has a positive impact on pupils' attitudes and personal and social development and contributes to the progress they make. The formal hand-over of pupils at the beginning and end of the school day now ensures an effective exchange of information between the two settings.
- 60 The school development plan has improved since the last inspection and provides a useful framework for improvement. Targets are clearly prioritised with suitable costings and time scales. The ethos of the school is good. The school is committed to improvement, having recently taken part in the voluntary national value added pilot achieving a positive score and comparing favourably to schools of a similar type. Relationships are good and all adults provide good role models. The aims and values of the school are clearly reflected in its daily work.
- 61 The school has produced a wealth of documentation and policies to cover all aspects of education and residential care. All legally required documents are in place and the school meets statutory requirements. The prospectus and Governors' Annual Report to Parents provide useful information for parents, however, there are omissions in the Governors Annual Report regarding the implementation of the school's special educational needs policy and the access for disabled pupils. The school is aware of this and has plans to

remedy it in its next communication to parents.

- 62 Good progress has been made against the issues identified in the previous inspection. Curricular aims are now met both in the education and residential settings. There is good communication between both settings. Roles and responsibilities are clearly defined. A suitable equal opportunities policy has been developed and is evident in all aspects of school life. The school development plan has been refined and is now clearly prioritised. The school has good systems and structures in place to continue to develop at a good rate.

### **Staffing, accommodation and learning resources**

- 63 The match of number, qualifications and experience of staff to the demands of the school's curriculum is good. Staffing is generous in comparison with similar schools. Almost half of the teachers have an additional qualification to teach pupils with special educational needs. Although almost one third of the teachers are not teaching their first specialist subject, with the exception of French this has no detrimental effect on the pupils' attainment and progress. The majority of teachers undertake extraneous duties in the residential setting and use their knowledge and experience effectively to extend the range of activities available to the pupils.
- 63 Sufficient support staff are employed. All support staff are used flexibly to help pupils in their lessons. They support the teachers well. This contributes positively to pupils' rate of progress. Training of support staff by the school is good. An audit of their additional training needs has informed a good programme of professional development for the next academic year. Valuable support is provided by the qualified nurse and social workers employed by the school. The services of an educational psychologist are bought in to ensure the special educational needs of pupils with more severe and complex difficulties are fully understood. There is no technician for science this results in a particularly heavy preparation schedule for the science teacher.
- 64 There are sufficient suitably qualified residential care staff to successfully promote good relationships between adults and pupils and ensure adequate supervision at all times. The gender balance is satisfactory. Through choice, care staff work very long hours on occasions, but this does not impair their commitment to the school nor their effectiveness as carers. In the light of a changing school population, and the fact that a number of pupils require individual supervision during the day, the school is right to re-consider that at least one member of staff should be awake in the houses at night. A strong feature of the school's residential care provision is the introduction of a nationally recognised qualification for all residential care staff.
- 65 Procedures for the appraisal of all staff are completed according to requirements and have been effective in increasing staff confidence. The arrangements for the induction of new teaching and non-teaching staff are good. Professional development for teaching staff is satisfactory and clearly linked to the needs of the school. Teachers of all subjects now have suitable opportunities to undertake professional development. However, whilst there has been some training for information technology, the recent delivery of a number of new machines has affected staff confidence.
- 66 Both the educational and residential accommodation are good. They have been well adapted and refurbished on a rolling programme. Classrooms have been refurbished to a very high specification. The provision of a quiet withdrawal room in all classrooms enables pupils to be withdrawn for individual support and provides a suitable "time out" room for pupils who are unable to cope with the whole class lesson. The newly completed specialist music and science rooms contribute to the raising of standards in these subjects. Although the gymnasium now looks shabby when compared to the rest of the accommodation, it is a large and ideal space for indoor physical education and games. The school has plans to refurbish this facility. The recent provision

of a very well resourced library is contributing to the pupils' progress in using their information retrieval skills. Whilst access to the library is limited, all classes and residential houses are given specific times to visit on a weekly basis.

- 67 The residential accommodation is pleasant, comfortable and well adapted to pupils' needs. There are no safety hazards in the accommodation. Pupils sleep in spacious double or single study bedrooms, which they are encouraged to personalise with belongings brought from home. A number of pupils have earned the privilege to complete their homework in the privacy of their own rooms. In the light of a changing population, the school is working towards providing a single study bedroom for each pupil. One of the residential houses is fully wheelchair accessible, as are most of the classrooms in the school. Older boys learn the skills of independent living in one of the houses which is well equipped with a kitchen for their use. There are suitable quiet rooms in all the houses and plenty of space for more noisy leisure activities. However, pupils do not have sufficient access to computers to support independent study in their leisure time. The spacious well kept grounds provide a good facility for physical education and evening activities. There is no evidence of graffiti inside or outside the school.
- 68 Resources to support the curriculum are good overall. They are good for all subjects other than for the teaching of history, sex education, design and technology and French. Resources are satisfactory for the teaching of design and technology and French. There are still too few artefacts for the teaching of history, and resources are limited for the teaching of sex education. There is one modern good quality computer for every two boys, which is generous provision. The library is good. It is warm, welcoming and very well stocked. Newspapers and a good selection of magazines reflecting pupils' interests engage the interest of pupils who in the past have been reluctant readers. All subjects are well supported by the reference section. Very good use is made of the locality to enrich the curriculum. For example, visits to the theatre in Leeds support the Key Stage 4 English curriculum, the outdoor and adventurous element of physical education is undertaken on the nearby hills and through residential experiences. Visits to local museums enable pupils to appreciate their cultural heritage.
- 69 There have been good improvements in staffing and the accommodation since the last inspection. Staff development is now more systematically undertaken and linked to the needs of the school. Appraisal is up-to-date. Residential care staff now have better access to training courses, and plans are well developed for an ambitious programme of in-house training. The fabric of the educational accommodation has been greatly improved. There is now very good specialist accommodation for design and technology, science, life-skills, information technology and music. The buildings and grounds continue to be well cared for, reflecting the diligence of cleaning and grounds staff. The provision of resources is now more systematically planned. Whilst reading materials are still not well resourced in the residential units, pupils have access to a suitable range of books and magazines.

## **The efficiency of the school**

- 70 The school is managed efficiently and effectively. The management of resources has improved since the last inspection. Resources are now managed well and allocation is now carefully linked to the priorities identified in the school development plan.
- 71 Financial planning is of a high quality. The trustees fulfil their responsibilities effectively. The chair of governors devotes two days each week to fundraising and administration to ensure the assets of the trust remain healthy. Contingency funds are sufficient to provide for unexpected repairs or unplanned necessary spending. Although the school has borrowed heavily to enable further building work to be undertaken, careful accounting has been taken of the repayments in the financial planning. The school development plan is carefully costed and reviewed regularly. Best value is sought when making purchases and the school investigates all possible sources of income. However, there are no formal systems in place to measure the impact of spending on staff training, equipment and other resources on the progress pupils make.
- 72 Good management has ensured that funds are available for staff development and to keep pace with initiatives in the maintained schools. Although as a non-maintained school, no additional monies are received as specific grants, such as funding for the National Numeracy and Literacy Strategies. For example, a significant amount of money has been spent very recently to improve resources for information technology to reflect the initiative taking place in the maintained sector.
- 73 Good use is made of teachers' subject knowledge in their deployment and this contributes to the standards pupils achieve. Learning support staff are used effectively to assist pupils who have additional special educational needs and to support pupils who find it difficult to concentrate for whole lessons. A number of pupils are withdrawn for individual support and this improves their rate of progress. The governing body commitment to increase the number of support staff by one each year is having a positive impact on standards. Residential care staff make a valuable contribution to the life of the school. The practice of using residential care staff as volunteers in classes ensures consistency of approach across both settings. The flexibility of support is a strong feature of the school.
- 74 Overall good use is made of the accommodation. However, a number of teachers are still discovering the benefits of the improved accommodation and a few do not use their quiet withdrawal rooms to best advantage. Although resources are generally used effectively, during the week of the inspection a good number of computers in classrooms lay idle. Very good use is made of the locality to enrich the curriculum in subjects such as history, geography and physical education.
- 75 Day to day financial control and administration is of a high standard. During the long term absence of the finance officer, the assistant has maintained the high standard. Accounts kept by individual houses for the day-to-day activities are in good order and regularly audited by the finance office.
- 76 Improvement since the last inspection has been good. The school is in a good position to continue to improve. Pupils have a good attitude to their work and they make good progress. The quality of teaching is good. The school gives good value for money.





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

### **ENGLISH, MATHEMATICS AND SCIENCE**

#### **English**

- 77 Pupils at Key Stage 3 make satisfactory progress in all aspects of English and literacy skills. At Key Stage 4, their progress is good, with very good progress in drama. Most pupils attain standards appropriate to their ability.
- 78 Pupils at Key Stage 3 increase their confidence in using their speaking and listening skills as they take part in class discussions and in the evenings when they talk in groups and with adults. Staff encourage pupils and try to ensure that they all make a contribution within lessons. By the end of Key Stage 3, when discussing war poetry, pupils express opinions about the poem and also voice their own feelings about the effects of the war. They listen very well in music lessons. Pupils at Key Stage 4 continue to make good progress and will often initiate a conversation. Drama makes a very good contribution to pupils' confidence and social development as they collaborate and work in a team. By the end of Key Stage 4, pupils confidently discuss a modern production of Macbeth which they have recently seen. Whilst some experience difficulties relating the live performance to their scripts, they respect each others' opinions and increase their understanding of the diversities of different productions of the same play. When analysing advertisements they understand that communication is not only about the spoken word but that visual representations can give powerful messages. In other lessons, such as science, more able pupils give very good explanations of their investigations. Pupils at both key stages use their speaking and listening skills effectively when reporting activities and points gained to the whole school assembly.
- 79 Pupils at Key Stage 3 have varying abilities and confidence but are given sound support to improve. The youngest pupils enjoy being read to and have favourite stories. They make their own books of which they are very proud and take reading books to their house as homework. Through playing games using rhyming words with objects and cards they improve their recognition of sounds and words. As they progress through the key stage their confidence increases and a number make a good attempt at reading poetry aloud. Most pupils at Key Stage 4 read sufficiently well to access information in other subjects and are developing their research skills by using the library. Many of them helped to reorganise the library and now understand the Dewey classification system. This allows them to be independent in finding out information in different contexts both in and out of school. The majority of pupils who have made a good start with their reading continue to make good and sometimes very good progress. However, whilst the rate of progress continues to be good, the rate of progress of less able readers slows as a result of a lack of consistency in the teaching of reading strategies. The co-ordinator recognises the need for development in this area. Pupils who are reluctant to read extend the range of texts they read in response to a system of graded certificates to encourage pupils to use the library regularly thus reading more often.
- 80 Progress in writing is satisfactory at Key Stage 3 and good at Key Stage 4. Younger pupils at Key Stage 3 enjoy creating poems and the older pupils have kept interesting diaries about their week at camp. Sentence structure is basic but the content features a touch of humour. Handwriting styles are variable but mostly legible and more able pupils have established their own individual style. Many pupils write at length but often pay little attention to punctuation or using paragraphs. Work over a period of time shows that they make satisfactory progress in spelling. They use their recording skills well in other lessons. Pupils at Key Stage 4 follow examination courses and their assignments show that they write at length and the content is appropriate to the question. Presentation of their work displays an increased maturity with good use of paragraphs,

variable sentence length and structure and appropriate use of punctuation. There is sound evidence of drafting and re-drafting of work. By the time they leave school, pupils write for a range of purposes including letters and poems.

- 81 Pupils' attitudes to learning are good and sometimes very good, especially at Key Stage 4. Most concentrate well and relationships in lessons between staff and pupils and between pupils themselves are often supportive as well as being productive. In drama lessons, pupils work well together and demonstrate good teamwork. Older pupils are willing to discuss their work and ideas especially about their recent visit to the theatre. The majority of pupils concentrate well and even when they take time to settle they work hard.
- 82 Teaching in English is good overall at both key stages with some very good features, especially in the teaching of drama. No unsatisfactory teaching was seen during the course of the inspection. Teachers have a good subject knowledge and are confident in the way they handle different aspects of the curriculum. Lessons are well planned and the best have clear learning objectives which are effectively communicated to pupils. However, whilst the all pupils have literacy targets in their individual education plans, these are not always sufficiently focused and not always taken into account when planning further work. Most lessons are delivered at a good pace suitable to the needs of the pupils. Teachers ensure that all pupils are involved in discussions, this improves the pupils' speaking and listening skills. Good use is made of questioning to check pupils' understanding and to further develop their learning. Explanations are clear and in the best lessons a short plenary session is used to assess and reinforce pupils' learning and understanding. A positive feature is the way in which the pupils are valued and respected and this contributes very strongly to the supportive classroom atmosphere and the very good relationships between staff and pupils. Work in books is marked regularly with many indications as to how pupils might improve their work. Homework generally consolidates and extends work undertaken in lessons. For example, pupils studying the War Poets were asked to write a poem or a letter about their reaction to life at the Front Line. Pupils with specific learning difficulties receive suitable support and a number are withdrawn for individual work. This contributes to their rate of progress.
- 83 Teachers of other subjects encourage the use of literacy across the curriculum through the emphasis on key vocabulary and through opportunities for pupils to undertake extended writing or writing for a purpose. For example, in history when writing about the Wall Street Crash and in music when writing a short review of the teacher's performance for a newspaper. Pupils are expected to use their reading and information retrieval skills when researching source materials in history and geography.
- 84 The curriculum is very well planned and is very thorough and detailed. The co-ordinator works hard and is very committed to further improvement. Whilst monitoring of classroom practice is undertaken there are no systems in place to monitor the effectiveness of the curriculum and resources on the rate at which pupils make progress. Termly assessment is undertaken in all aspects of English. Although pupils' reading skills are assessed each term there is no apparent follow up to analyse reading difficulties and give pupils further specific teaching to improve their reading abilities. Younger pupils, particularly during their assessment period are given good support with their reading but this is not always followed through systematically further up the school. The co-ordinator acknowledges the weakness in the lack of a systematic whole school approach to reading. All pupils are now challenged to achieve higher standards through a suitable range of accreditation including opportunities to take GCSE English. Resources for the teaching of English are good. The school has developed a very pleasant library with a good range of both fiction and non-fiction books. Access to the library during the day can be difficult but each residential house is allocated an evening when the pupils are expected to use it. The English curriculum is enriched by visits to the theatre.
- 85 The school has made improvements in the provision for English since the last inspection. Co-ordination of the subject is now strong. The scheme of work has improved and now ensures progression in writing and spelling.

Pupils are given more opportunities for independent learning as part of their accredited courses.

## Mathematics

- 86 Pupils' make satisfactory progress at both key stages.
- 87 By the end of Key Stage 3, pupils make satisfactory progress in their knowledge of mathematical terms and use appropriate language to describe the shapes and surfaces of everyday objects. They use sequencing successfully, ordering car number plates in accordance with the age of the vehicles. In one class, pupils were observed drawing mirror images of shapes to create a symmetrical figure. Almost all pupils know the four rules of number and can manipulate thousands, hundreds, tens and units. Almost all recognise simple fractions and decimals and use them in context. All pupils make satisfactory progress in developing personal strategies to help their mental arithmetic, which is adequate to support their learning. All pupils make simple monetary calculations with various levels of facility. By the end of Key Stage 4 pupils talk about their work using the correct vocabulary. They apply their mathematical skills to practical tasks, in considering how an object may best be measured, for example. They make confident and interesting comparisons and surveys, and present their findings in varied graphs occasionally using information technology. Most are able to give good reasons for their method of presentation. Pupils derive information from timetables with two axes. They calculate areas of complex figures competently but do not always fully understand the differences between square and linear measure. Pupils use calculators appropriately. Skills of number handling are good.
- 88 Pupils' mathematical skills support their studies across the curriculum. They record and measure accurately in science and design and technology. In cookery classes in the houses they weigh, multiply and divide the amount of ingredients in recipes to suit the number they are cooking for. In geography, pupils find averages and show understanding of the arithmetical mean. The presentation of a variety of pie and bar charts, in a variety of curricular subjects, is a strong feature of their attainment.
- 89 Pupils are eager to learn mathematics and many of them take an active part in the lessons. They usually stay reliably on task. Behaviour is good. Relationships are pleasant. Collaboration skills are not well developed because there are too few opportunities for pupils to work in pairs and small groups at both key stages. Pupils at Key Stage 4 present their work to the rest of the class confidently, and answer questions about it sensibly. A small number of more able pupils at both key stages work independently and take a measure of responsibility for completing their tasks.
- 90 The teaching is almost all satisfactory, and some of it is good at both key stages. Where the teaching is best, expectations of the pupils are high and usually realised. Activities are well planned. There is careful and very clear explanation. Objectives are clear. Pupils are invited to participate actively in the proceedings and are pleased to do so. The pace of these lessons is brisk, and the tasks are well chosen. In the less successful lessons, planning is inadequate. Not all pupils have numeracy targets in their individual education plans. There is undue reliance on the textbooks. Tasks are not well matched to ability. There are few strategies to encourage the pupils to learn. As a result of this, classes are slow to settle and behaviour is less good. Weekly homework consolidates and extends work undertaken in lessons.
- 91 The co-ordination of mathematics is satisfactory. Since the last inspection, assessment and recording has improved, but insufficient use is made of assessment when planning further work. All pupils at Key Stage 4 gain national accreditation through GCSE or Certificate of Achievement. Resources continue to be good. However, insufficient use is made of information technology to support the pupils' learning. The curriculum is

still over reliant on textbooks and commercial schemes of work. Whilst there has been some observation of teaching there are no systems in place to monitor the effectiveness of the subject.

## Science

- 92 Pupils make good progress through Key Stage 3. Pupils' progress through Key Stage 4 is good and sometimes very good. This is an improvement since the last inspection.
- 93 During Key Stage 3, pupils of all abilities develop a sound understanding of the concept of a fair test and the factors which effect such a test. All make predictions and test them, for example the factors effecting the height of a rebounding ball. They illustrate the results of their investigations through the use of bar charts and pie charts. They know that clouds are made of water vapour and identify the names of a range of clouds. Almost all know that water consists of oxygen and hydrogen molecules. More able pupils use their numeracy skill to calculate arithmetic means unaided and know the principles of rounding up or down to the nearest whole number. Many can explain the differences between bar charts and pie charts. By the end of Key Stage 3, all pupils carry out investigations, for example, testing whether sound can travel through a vacuum. Through their study of living things, most understand the functions of arteries and veins. They know the physical changes which occur in puberty and the range of characteristics which we inherit from our parents. The majority understand the differences between viruses and bacteria. They can use scientific vocabulary accurately, for example "filtration", "evaporation", "chromatography" and "distillation". All pupils follow instructions and carry out scientific investigations, often unaided.
- 94 During Key Stage 4, pupils of all abilities know that substances combine with oxygen when they burn in air, for example, magnesium. They understand that chemical reactions can be represented by word equations. They use scientific vocabulary accurately, for example "materials", "reagents" and "reaction". All write up experimental details, sometimes unaided. They know the differences between asexual and sexual reproduction. They understand the need for reproduction in order to maintain and develop species. More able pupils understand why sexual reproduction produces variety. Most can explain why twins are not identical in all respects, for example, the effects of nurture and nature, using their speaking skills to good effect to convey their thoughts to the group. By the end of Key Stage 4, pupils of all abilities understand that energy exists in many different forms. They know that food contains energy. They extract chlorophyll from plants. The majority know the order of the planets in the Solar System. More able pupils have the ability to understand and can explain the principle of conservation of energy. Some explain the variety of different forms of energy, for example, heat, light, sound, potential and kinetic energies. They understand the classification of animals into vertebrates and invertebrates.
- 95 Pupils' response is never less than good in both key stages. At Key Stage 4, it is frequently very good. Behaviour is good overall. Pupils ignore and even condemn poor behaviour on the rare occasions it occurs. They carry out investigations with diligence and enthusiasm. Pupils have good relationships with the adults in the class and usually with each other. Overall, they are courteous and polite even when provoked. The majority are willing to take risks in front of their peers, for example, pupils with poor reading skills readily read aloud in front of the whole class. Most pupils work well independently. Some good co-operative working has developed, for example a more able pupil spontaneously assisting another experiencing difficulty with an investigation. Pupils take a pride in their work. Almost all are keen to share their work with visitors. They treat the laboratory and the equipment with respect, there is no damage or graffiti. The majority demonstrate a high level of initiative and responsibility through collecting equipment from cupboards and clearing up at the end of lessons. They observe safety procedures well.

- 96 The quality of teaching is good with some very good features. This is an improvement since the last inspection. Lessons are well planned with learning objectives shared with pupils. The teacher has a good knowledge of and confidence in the subject. Lessons begin with good use of questioning to check recall of previous lessons. There is a high expectation of behaviour and work. The teacher sets clear boundaries which are accepted by pupils. The teacher displays a wide range of class management skills. He is adept at motivating boys who have emotional and behavioural difficulties. Praise and encouragement are used well and appropriately at all times. Isolated incidents of misbehaviour are well addressed in a calm and supportive manner. The use of time and resources, including classroom assistants, is good. Activities are chosen to engage and extend pupils of all abilities. The activities are changed at appropriate intervals to maintain pupils' interest. There is a clear structure to the lesson with a beginning, middle and ending. Good use of questioning is used at the end of lessons to assess and evaluate pupils' learning and progress. Work is well and regularly marked with comments designed to assist pupils' progress. Homework is given on a regular basis to support work undertaken in lessons.
- 97 The science curriculum is broad and balanced. It addresses all of the requirements of the National Curriculum, including life processes and living things. This is an improvement since the last inspection. There is a well written subject policy. At the time of the inspection, there were no formal schemes of work in place. The subject co-ordinator is aware of this and the department has purchased a commercial scheme for teaching science to Key Stage 3 pupils to remedy the problem. The curriculum provides pupils of all abilities and special educational needs with equality of opportunity. It provides good opportunities for continuity and progression. Science makes a good contribution to pupils' spiritual, moral and social development. For example, pupils study the effects of over extraction of minerals on the Earth's environment. Sex education is most effectively delivered, even to some of the more vulnerable pupils.
- 98 The quality of day to day assessment of pupils' progress is good. This is an improvement since the last inspection. There is a clear process for recording the coverage of attainment targets for all pupils. The quality of targets in individual education plans is unsatisfactory. Subject targets are too broad, for example "to complete investigative science". Behavioural targets are also unsatisfactory, for example "to avoid being wound up by peers". Because of the nature of the targets, assessment is not used effectively to inform curriculum planning.
- 99 Overall, the quality of subject management is good. The subject co-ordinator has been in post for less than two terms. He is in the process of building the department from a very low base following a high turn over of science co-ordinators since the last inspection. There has been much improvement in the delivery of science since his appointment. The co-ordinator has a clear view on the way in which the subject should be developed. He has so far produced a subject policy, carried out a complete audit of resources and identified and obtained funding for an appropriate commercial scheme for Key Stage 3 science. He has introduced an external scheme of accreditation. The planning of schemes of work for science is at a very early stage. There are no systems in place to measure the effectiveness of the provision. The teaching of science makes a good contribution to the school's policy of valuing all pupils and enhancing their feeling of self-worth. Relationships are good between staff and pupils. There is a firm commitment to encouraging high standards of behaviour and work.
- 100 There is a good match of qualifications and experience of teaching staff. The co-ordinator is enthusiastic about his subject. He conveys this well to his pupils. He has raised educational standards in the department since his arrival. Classroom assistants make a significant positive contribution to pupils' attainment and progress. However, time is not made available for them to participate in active lesson planning with the subject teacher. Pupils' attainment and progress in investigative science is adversely affected by the lack of a technician to prepare and maintain equipment.

101 Overall, the department is well resourced. This is an improvement since the last inspection. The science laboratory is newly built specialist accommodation. The level of equipment, books and teaching materials is high. However, investigative science is hampered by the lack of effective washing facilities for glassware, for example, a commercial dishwasher. The range of resources available enables the subject to be delivered effectively to a wide range of abilities. Whilst the resources available to the department are well used, insufficient use is made of information technology to support teaching and learning in science. Overall, resources are effective in ensuring an on-going improvement in pupils' attainment and progress in this subject.

## **OTHER SUBJECTS OR COURSES**

### **102 Art**

102 By the end of both key stages, pupils' attainment is commensurate with their ability. Pupils make good progress in art throughout both key stages. Progress by Year 10 and Year 11 pupils is particularly good, as they draw on a wider base of artistic skill and interpretation. In the 1998/99 GCSE examinations, 12 pupils gained accreditation within the range A-G.

103 Pupils at Key Stage 3 improve their ability to paint and draw and are developing their skill of observation and interpretation. For example, in some of the work done in conjunction with other local schools, pupils draw and paint their interpretations of architecture within Brighthouse. The standard of this work is good. Pupils pick out detail of buildings and interpret these showing good observational skill as when discussing and interpreting the texture of the stone used in building. They confidently mix paint to form variations of appropriate colours and use these effectively in works such as those in the cubist style. Pupils confidently work in the style of other artists such as Giacomo Bella and Picasso. Some of these works are startling in their quality, with very imaginative interpretations using bold colour. Overall, pupils have developed an effective knowledge of the styles of many different artists and show a growing confidence in their interpretation of the styles. Higher attaining pupils are more confident in the freedom to experiment. Pupils throughout the key stage have made good progress in applying and controlling the media they use.

104 Older pupils, at Key Stage 4 have produced very good self-portraits after the style of Van Gogh and Seurat. The range and sophistication of their work is a significant improvement over that completed at Key Stage 3. This is shown in their work related to the abstract art of Jean Miro and in the use of lively colour and shape based on work by Kandinsky. Three-dimensional work is of good quality, particularly the pieces which incorporated boxes and tea chests. Pointillism is executed to a very good standard, especially in portraying the detail in eyes. Imaginative masks based on British and Egyptian armour, as well as those depicting pharaohs are of a high standard. Pupils' work, such as a terminal examination piece about the Second World War, shows very good planning and development through the use of sketches. This is a strength of the work, enabling pupils to raise standards as they prepare for examinations.

- 105 Pupils' attitudes to their work are good. They concentrate well and remain on task for whole lessons. They work independently, selecting the resources most appropriate for their task. They show great tolerance for the work which others do and occasionally offer appreciation of its quality. By far the majority take pride in their work, taking great care to ensure that the finished product is of good quality. One pupil expressed his delight at the standard of work he is now doing and compared this to the work he had done when he first arrived at the school. In his view, he was now able to complete pieces and be proud to show and discuss them.
- 106 Art is taught by a specialist teacher. The quality of teaching is good across both key stages. Good quality planning ensures a challenging and wide-ranging curriculum for all pupils. Topics and projects are given imaginative titles, such as 'The Hole Picture' (based on the work of Henry Moore) or 'Miro, Miro on the Wall'. The considerable expertise of the teacher in conjunction with his detailed knowledge of pupils' needs ensures that lessons are challenging and appropriate in content. He motivates pupils effectively through his own enthusiasm and manages some difficult groups particularly well. Key words, appropriate to the subject, are used and emphasised to ensure that all pupils know what is being taught or discussed. Background classical music is used to enhance the calm atmosphere already induced by the quiet manner of the teacher. Such an approach is very conducive to the good progress pupils make. Above all else, the teacher ensures that the work provided for pupils is challenging, is well supported technically and effectively encouraged.
- 107 Co-ordination of the subject is very effective. There is a meticulously planned scheme of work, which contains progressive skills and challenges. Art is interpreted in the widest sense, with pupils' work, such as painted trees and the Grey Garbage Tree, being found in other areas of the school grounds. Pupils' work is recorded and assessed in detail, ensuring progression of skills. Pupils are given access to the widest possible range of artists, both famous and those not so. Multi-cultural aspects are fully and effectively considered in the work related to aboriginal culture, Mexican influences and the work of Rashid Araeen. Pupils are encouraged to assess their own work. Critical appraisal of the work of other pupils is in its infancy, but the co-ordinator has firm plans to develop this aspect. The use of sketchbooks is developing as a strength, especially for older pupils. The co-ordinator has firm plans to introduce these throughout the school. Perhaps the greatest strength of the co-ordinator is his apparent dissatisfaction with what has been achieved so far. This more than anything else should ensure that standards are raised even further.
- 108 Accommodation and resources for the subject are good. The art room provides sufficient space for pupils to complete and store their work. The room has insufficient natural light. Computers are used effectively, both for storing details of work completed as well as generating graphic art samples and labels for completed works.
- 109 Since the last inspection standards have risen considerably. Some work at that time was judged to be poor. There was no scheme of work, leading to a narrow curriculum being taught. No assessment was completed and both resources and accommodation were judged as unsatisfactory. The situation as it exists currently is vastly different and improved. Expectations by both teacher and pupils are high. The quality of work is good overall, and in relation to the capability of some pupils, it is very good. The co-ordinator has worked very hard and with great effect to reverse the decline of the subject and has placed it in a strong position for further effective development.
- 110 **Design and technology**
- 110 Pupils' progress at both key stages is satisfactory.
- 111 In Key Stage 3, most pupils use tools appropriately to cut sheet materials accurately. They know how to



transfer measurements from plans to sheet materials. They understand the need for workshop safety. By the end of the key stage, the majority of pupils know how to mark materials appropriately and accurately. Pupils of higher ability know the basic properties of plastics. They use technical vocabulary appropriately, for example, "laminating".

- 112 At Key Stage 4, the majority of pupils of all ability levels can design objects appropriate to their purpose, for example speaker stands. Almost all measure accurately without help. They understand the difference between butt and flush hinges. They know the need to reinforce sheet materials to strengthen them. Pupils of higher ability can explain the uses of a range of different types of saw. At the end of the key stage, the majority of pupils use drawing instruments to produce isometric designs. They undertake research to assist their designs. They design and make a range of practical artefacts including table lamps. The majority understand the need for problem solving, for example, water proofing a garden bench. Pupils of high ability know how to adapt designs using two or more proposals. They modify their designs during construction, for example, making a cupboard.
- 113 Pupils' behaviour is never less than satisfactory at Key Stage 3. It is good in the majority of lessons at Key Stage 4. This is an improvement since the last inspection. The majority of pupils remain on task most of the time. They are proud of their achievements. Almost all respond well to help and advice. They accept correction. Where behaviour is good, pupils carry out their task with enthusiasm. They work well independently and co-operatively. Most pupils display good listening and speaking skills. They relate well to the adults in the class.
- 114 The quality of teaching overall is satisfactory with some good features. This is good progress since the last inspection. One unsatisfactory lesson was observed resulting from some serious health and safety issues. The issues were raised with the headteacher and were immediately remedied or addressed. Lesson planning is sound overall. However, learning objectives are unsatisfactory with little indication of the skills the pupils will acquire, for example, "to make a tool box". There is good use of questioning to evaluate understanding and progress. The teacher displays sound range of class management skills. He uses praise and encouragement appropriately. Support staff are well deployed. Activities are suitably chosen to engage all pupils. Expectation of more able pupils is low. The teacher sets clear boundaries understood by most pupils. Where the quality of teaching is good there is high expectation of behaviour and work. Time is used most effectively with activities changed regularly. The teacher helps pupils to understand correct use of tools such as chisels. Lessons end with an evaluation and review of pupils' understanding.
- 115 There is an adequate policy for design and technology. Schemes of work follow most of the programmes of study of the National Curriculum. They satisfactorily promote progression and continuity of learning. The curriculum overall is broad but lacks balance. Designing and making are well addressed, particularly with resistant materials. Food technology is at a very early stage of development, for example, investigating cereals in collaboration with care staff. The study of systems and controls is underdeveloped, although there is some teaching of simple electrical circuits. The procedures for assessing and recording pupils' progress and continuity are sound. There are some good examples of pupils' self-assessment, for example, in the production of an electrical circuit toy. The use of assessment to inform curriculum planning is unsatisfactory.
- 116 The subject is soundly managed. This is an improvement since the last inspection. The co-ordinator is very experienced and displays an enthusiasm particularly for working with wood and making three-dimensional objects. The school has an adequate range of materials for teaching design and technology to all pupils. Classroom assistants have a significant positive impact on pupils' attainment and progress in the subject. Staff and materials are well deployed overall. However, the use of information and communication technology in this subject is unsatisfactory. Bidding for resources is effective and linked to the plans for curriculum

development.

117

## Geography

- 117 Pupils throughout the school make good progress both in their geographical knowledge and acquisition of geographical skills.
- 118 Pupils at Key Stage 3 interpret pictures and photographs with some skill. When considering the availability and accessibility of water throughout the Third World, they correctly identify not only the occasions on which water is used, such as for washing or drinking, but also that unregulated supplies such as streams, may contain microbes which are harmful to humans. More able pupils correctly surmise that the availability of a clean water supply is contingent on the ability of the country concerned to construct and pay for the supply infrastructure. By the end of the key stage, pupils have a good understanding of the distribution of population within Europe. They know, for instance, that the highest areas, such as the Alps and the Apennines, are unsuitable for large-scale human habitation. They correctly give reasons, such as decreasing oxygen supply at height, to justify this opinion. When using geographical terms, they understand the difference between 'dense' and 'sparse' when attributing these to population distribution and fully understand the connection between relief and this same distribution. Conversely, they make the connection that wherever minerals are to be found, then the density of population is greater.
- 119 By the end of Key Stage 4, pupils have a good knowledge of wider geographical issues, such as the migration of populations particularly within the European Community. They understand that the search for employment is the greatest motivating factor within this migration. Most are knowledgeable about the location of all European countries as well as others within the wider world. This latter knowledge comes from locating those countries taking part in the current rugby World Cup. In considering migration within the United Kingdom, pupils understand that similar influences apply, in that migration to the south-east is also the result of better employment opportunities. Contingent on this, they know that amenities, such as housing, become much more expensive as the demand increases. Scrutiny of previous work indicates a good knowledge and understanding of ecosystems and that pupils use geographical terms appropriately and within the correct context.
- 120 In all but one of the lessons observed, pupils showed a good attitude to their studies. They maintain good levels of concentration and are eager to answer questions and join in discussion. Independent study is a strong feature, as shown by pupils who use information technology to research information pertinent to the topic about 'water'. Pupils worked more effectively when the teaching presented a practical element or the subject matter was presented in an accessible way. For example, in the study about the availability of water, a good illustration was made through use of video material. Pupils displayed rapt concentration while it was shown, and the subsequent discussion indicated a very good level of understanding. Older pupils particularly show a good level of maturity to their study. They offer thoughtful responses on issues such as migration, and respond very well to the challenges made by the teacher. In the year 8 lesson where pupils failed to maintain the high standard they had previously displayed, pupils proved to be distracted and spent much of their time in disruptive activity, which destroyed the flow of the lesson. Even within this lesson however, other pupils managed to ignore most of the disruption and retained their concentration.
- 121 Teaching of the subject is good. The considerable expertise and knowledge of the teacher enables effective and challenging lessons to be taught. Pupils' opinions are valued and where possible woven into the thread of the topic. Good subject knowledge enables the teacher to introduce other facts and information, pertinent to the topic, which widens the base of pupils' understanding and knowledge. At the beginning of each lesson previous lessons are very well summarised. This sets the scene for the current lesson while simultaneously

checking pupils' understanding. Key words appropriate to the subject are written on the board prior to the start of lessons and these are used effectively as each lesson progresses. Resources, such as video material, are well used to illustrate issues and increase pupil understanding. However, whilst some use is made of the pupils' information technology skills this aspect is underdeveloped. Pupils' behaviour is well managed through a range of strategies. There is a high expectation by the teacher of both knowledge and understanding. A good pace is maintained which results in a high level of pupil concentration. Effective use is made of good support staff, who ensure that individual pupils receive an appropriate degree of help in their subject and behavioural needs. Satisfactory use is made of homework to support work undertaken in lessons.

122 Accommodation for the subject is very good. A recently re-furnished classroom now provides spacious accommodation and an adjacent room allows for both private study as well as access to computers. Resources are good, although the range of texts available within the room could be wider. These resources are used effectively to provide lessons of good quality and increase the range of challenge for pupils of differing attainment.

123 The co-ordination of the subject is very good. Careful and detailed planning ensures good continuity of provision throughout the key stages. A subject development plan, spanning the last three years, indicates careful, realistic and achievable thinking designed to raise standards within the subject. At the time of the last report, standards of achievement were judged to be below expectation, with only one recorded pass in GCSE. All pupils now have opportunity to study for GCSE or Certificates of Achievement with a high percentage of pupils achieving GCSE. Through effective planning and monitoring of provision standards have been raised considerably within the intervening four years and the subject is well placed to raise these standards further.

#### 124 **History**

124 Pupils make good progress in history at both key stages.

125 Pupils at Key Stage 3 are learning about the move from the countryside into the towns and are acquiring insights into the problems facing children. They put themselves into the same position and state their own preferences for living in the town or country giving appropriate reasons. Other pupils demonstrate an awareness and understanding of the Norman Invasion and know that the date of the Battle of Hastings was 1066. By the end of Key Stage 3, pupils have a satisfactory knowledge of events of World War 1 and find details of life in the trenches very interesting. They use books to research the topic and produce some good writing about their views of the conditions in the war.

126 Pupils at Key Stage 4 examination work and continue to make good progress. They have a knowledge suitable of the American Wall Street Crash and depression and use source materials and photographs very effectively to gain insights and understanding of this period in American history. Other pupils learn about the American Civil Rights movement and demonstrate a very sound knowledge and understanding of the Ku Klux Klan. They continue to make progress in identifying changes over time in America. Study of this topic helps them to understand the effects of propaganda and prejudice and promotes their moral development. By the end of the key stage, all pupils have an increasingly good understanding of chronology.

127 Pupils have a good attitude to their history lessons. They listen with interest and ask questions relevant to the lesson. Contributions to discussions are sensible and show that they are developing an understanding of the current topic. Older pupils have opportunities to work independently when working on examination work and younger pupils occasionally work in pairs when behaviour allows. They are proud of what they have written

and are pleased to read it out. Most pupils concentrate well and work hard. Occasional outbursts of poor behaviour do not deter other pupils.

- 128 The quality of teaching ranges from satisfactory to good, being good overall. The teacher has good subject knowledge. She makes good use of questioning to assess what pupils have learned and also to extend their thinking about the current topic. Behaviour is variable and sometimes slows down the pace of the lesson but appropriate management enables the lesson to continue. Lesson planning is sound and often includes a good balance of activities which involves all pupils. There are good relationships in lessons and the teacher knows the pupils well making good use of praise and encouragement to maintain motivation.
- 129 Management of the subject is satisfactory. The curriculum is well thought out and planned giving pupils a wide and appropriate range of learning experiences within the chosen topics. Pupils at Key Stage 4 have opportunity to take GCSE or Certificate of Achievement courses. Resources are adequate and whilst good use is made of the locality, there is still a lack of artefacts. Little use is made of information technology to support the teaching of history. The school has made satisfactory improvement since the last inspection, particularly in the range of accreditation. However, they continue to have few historical artefacts.

### **Information technology (IT)**

- 130 Progress in lessons is satisfactory at both key stages. However, pupils have too few opportunities to apply their skills in other subjects.
- 131 By the end of Key Stage 3, attainment varies widely but all pupils are able to name the parts of a computer. All input text. Some pupils confidently extract pictures from CD-ROMs to illustrate their writing. A number of pupils change the font, change the colour and underline text to present their work in striking and effective ways. By the end of Key Stage 4, pupils load software, sometimes needing help to do this. They learn to programme the computer to control a small-wheeled toy. They are able to choose the level of power necessary for it to work. They have some understanding of how the programme will exercise control over the vehicle. None of the pupils achieve national accreditation.
- 132 There are some subjects where the technology is used well. In art, for example, there is a good programme of planned IT activities. During the week of the inspection, pupils used a commercially produced program to portray the effect of speed. Pupils in geography successfully accessed a CD-ROM for information on the hydrological cycle. Some pupils word-process their work using a variety of fonts in English. In other subjects teachers' lack of knowledge and confidence prevents the excellent resources being put to appropriate use. As yet no pupil has achieved an externally validated qualification in the subject.
- 133 Pupils enjoy their IT lessons. Computers are a powerful motivator. Pupils stay solidly at their keyboards and give every evidence of interest and enjoyment. Behaviour is excellent. A high proportion of pupils choose to work independently, although some require a good deal of support.
- 134 Of the three lessons seen, two were satisfactory, and one was good. In the two satisfactory lessons, a systems failure necessitated a complete change of plan at short notice. The teacher made good use of the support assistant to retrieve the situation and the classes were managed well. In the good lesson, planning was detailed and there were clear objectives. Good behaviour strategies were planned. The role of the support assistant was clearly defined. Expectation was high. There were good opportunities for pupils to take an active part, and

plenty of variety in the tasks set. Whilst the co-ordinator is confident in his subject knowledge, a good number of staff lack confidence in teaching the subject. This reduces the pupils' rate of progress.

- 135 There has been little change since the last inspection. Access to computers remains dependent on teacher skill and competence. With the recent purchase of new machines, this is low. The school has re-invested heavily in the subject, and once again, in-service training is planned. The use of, and access to, information technology is still not consistent across the twenty four hour curriculum, but as the network is extended pupils will have opportunity to use it to work in the residential setting. Policy and schemes of work, assessment, recording and reporting processes are in the process of development. There are no systems to monitor the effectiveness of the provision on standards.

### **Modern foreign language (French)**

- 136 Progress in French is unsatisfactory at both key stages. Despite numerous advertisements the school has been unable to appoint a suitable teacher for French. For a variety of reasons temporary teachers have only stayed for a short period of time. As a result, there has been little continuity in the teaching of the subject.
- 137 Pupils have both key stages have a very limited vocabulary. Whilst a small number of pupils greet their peers and respond to simple commands, the majority have less than ten words in their vocabulary. Few pupils are able to write even the simplest phrases without adult support.
- 138 Pupils have a satisfactory attitude to their work. They are well behaved and endeavour to respond to questions. However, many lack confidence and are embarrassed when using the target language.
- 139 During the week of the inspection, French was taught by a temporary teacher who started at the school on the first day of the inspection. The quality of teaching in the one lesson seen was judged to be unsatisfactory. Whilst the teacher managed the pupils particularly well, he had a very limited subject knowledge and made little use of the target language.
- 140 In the absence of a suitably qualified teacher, the teaching of French is currently operating from a fragile base. There is a suitable policy and a great deal of effort has been undertaken to produce a programme which identifies progression from year to year. Resources are satisfactory. Little use is made of information technology to support the subject. There are no opportunities for pupils to achieve accreditation in this subject.

### **141 Music**

- 141 Pupils of all abilities make very good progress in all elements of music. This is linked to the use of specialist music teaching.
- 142 By the end of Key Stage 3, pupils are developing a good understanding of notation and the dynamics of music confidently discussing rhythm and beat. Many add rhythm to the songs they sing. A good number know that tenor and bass are men's voices and some know that soprano is the highest female voice. When composing they experience playing a good range of instruments and understand how the mood of the music can be

conveyed to the audience. Whilst appraising music, most give sensible reasons for liking or disliking a piece of music.

143 Although music is not taught to pupils at Key Stage 4, all pupils take part in singing. The majority sing in time to the music and are aware of subtle differences in volume. A good number of pupils sing songs in two parts.

144 Pupils thoroughly enjoy their music lessons. Even the most reluctant pupil becomes inspired by the teaching and is enthralled by the range and quality of activities. Pupils endeavour to give of their best in all situations. When singing in assembly, they join in with gusto. They undertake warm up exercises with great enthusiasm and strive to meet the high standard expected of them. When appraising the teacher's performance they are sensible and honest in their contributions and a number are overawed to realise they are appraising a recording of a public performance by their teacher.

145 The quality of teaching was excellent in both lessons seen. This is a great improvement since the last inspection. The teacher has excellent command of the subject. Lessons are planned meticulously with clearly identified assessment opportunities. Good attention is paid to developing pupils' literacy and numeracy skills. For example, after appraising a piece of music, the pupils are required to write a short critical paragraph for a newspaper report. All lessons are conducted with a sense of urgency. All start with an excellent warm up which not only relaxes pupils and develops the voice, but also gives pupils an opportunity to get rid of their excess energy. Careful attention is paid to developing the pupils' listening skills through responding to sound patterns. Pupils are given excellent opportunities to rehearse an activity in order to improve their performance. Lessons end with an excellent review of performance and activities undertaken. In order to sustain pupil interest, they are given homework, for example to collect Halloween pictures and artefacts to be used in a collage to support their Halloween composition.

146 Management of the subject is very good. The breadth of the curriculum has improved since the last inspection. There is now a suitable programme of study which covers all the required elements of music and ensures continuity in the skills the pupils acquire. Formal assessment is now good and planned in every lesson through the recording pupils' performance and through written evidence. Resources are good and enhanced by the purpose built music studio. The teaching of music makes a significant contribution to the pupils' cultural and social development.

147 **Physical education (PE)**

147

147 Pupils make good progress in physical education throughout the school. The good standards noted at the last inspection have been maintained. A number of pupils have attained awards from national bodies representing athletics, gymnastics, canoeing, swimming and trampolining. Year 10 and 11 pupils follow nationally accredited courses.

148 Pupils at Key Stage 3 show a good range of skill when throwing, catching and passing a ball accurately as part of their soccer skills. When practising their goal keeping skills, they make good progress even within the lesson. They accurately rolled the ball to their partner, who in turn fields it on the ground, or when thrown they showed good skill and timing, catching it in the air. When taking part in matches, pupils show a good awareness of tactics, of running off the ball and being available in space to receive it. Those who take their turn in goal show they have fully appreciated the lesson objective by giving very creditable goal-keeping performances. When using the trampoline, pupils know the difference between shape jumps, such as star,

straddle and pike, and landing jumps such as seat, hands and knees. They effectively combine these in sequences of up to five elements. All pupils execute the sequences with some proficiency, although in elements involving rotation, such as a half-twist, the rotation force was gained off the bed rather than through use of the arms. They were well aware of safety issues in the use of the trampoline, for example, in dismounts from the bed.

- 149 Pupils at Key Stage 4 are proficient in badminton. They understand the difference in set shots, drop shots and smashes and use these to effect within games. More able pupils effectively manoeuvre opponents around the court using combinations of these strokes. They play sustained rallies and even when under pressure retain effective control of the shuttlecock. In competitive games, they keep score accurately and understand that only the server scores points. Photographic evidence and certificates within Records of Achievement indicate good standards of attainment within a wide range of other activities such as canoeing, walking and gymnastics.
- 150 Pupils at both key stages understand the need for warm up and cool down exercises. All understand the effects of exercise on the body. Most pupils are acutely aware of the health and safety aspects of all forms of physical education.
- 151 Pupils' attitudes to the subject are very good. They listen carefully to all instructions and carry out these effectively. They are well motivated to succeed and sustain their interest, even though they may not directly be involved in the exercise. For example when not actually performing on the trampoline, pupils will effectively carry out their roles as 'spotters'. Writing skills are also practised as pupils write on cards their intended sequence. In soccer, despite cold and inclement weather, they manage to retain an enthusiasm for the exercises and not one dissenting voice could be heard. Older pupils, at Key Stage 4, showed their maturity to games when playing opponents of lower skill attainment. Not only did they accept a five-point handicap with good grace, but also they were heard during the game giving coaching points to their opponent. The levels of sportsmanship within competitive games are of a high order. Pupils stay focused on the games and decisions were accepted without question.
- 152 The quality of teaching ranges from satisfactory to very good, being good overall. The strongest features of this are the very good knowledge and expertise of the teachers. They analyse performance very well and have the expertise to offer good coaching points, which aid pupils' progress. Lessons are planned with clear objectives, in which sequential skill development is evident. Pupils are challenged at a level appropriate to their prior learning and good progress, even within single lessons, is evident. Praise is used selectively rather than indiscriminately. Consequently, pupils realise that their achievements are valued and this raises their effort to higher standards. Theory lessons for Year 11 pupils are well planned and reinforced by good expertise and knowledge. Effective summaries of previous lessons are used to enhance the pupils' knowledge and ensure a good base for further learning. Key vocabulary is introduced as appropriate and constantly emphasised. The management of pupils in all lessons is very good. For example, when behaviour seemed as though it may become a problem within a trampoline lesson, it was quickly dealt with. The pupils fully understood and acknowledged that the teacher was in charge and the lesson proceeded without further interruption. On rare occasions when individuals continue to be more fractious, support staff skilfully defuse the situation, so pupils are able to continue taking an effective part in the lesson. Assessment is a strong feature of teaching. It is used well at the beginning of lessons to refresh prior, learned skills and also used at the completion of lessons to enable teachers to be aware of what has been learned. The results are recorded and enable teachers to plan future lessons with these in mind.
- 153 The PE curriculum is very broad and well balanced. Included in this is a substantial contribution made by outdoor education, which takes place across the twenty-four hour curriculum. The requirements of the formal PE curriculum and those of the outdoor education activities, although they operate independently, are fully complementary. Both are very well organised and fully ensure skill development. In outdoor and adventurous

education, for example, younger pupils in Year 7 are introduced to low level endurance events appropriate to their physical ability while those in Years 10 and 11 successfully complete events, such as ‘the fifteen peaks of Wales’. In 1999, the school was awarded the prestigious Sportsmark Award, in recognition of the quality provided within its PE curriculum. This in part resulted from the considerable expertise of staff throughout the school, who hold a wide range of nationally recognised qualifications, many up to a high level of proficiency. The co-ordinator has drawn up a very good subject development plan. For example, provision has been made for other teachers to observe and participate in lessons so that they might increase their proficiency and skill. These developments, along with others, such as baseline testing and increased opportunities for accreditation, are instrumental in raising standards throughout the subject.

154 The accommodation, as well as resources for the subject, are good and enhance the ability of the pupils to make progress. While the gymnasium is in need of the planned refurbishment, other facilities such as the Barn offer safe provision for activities such as the use of the trampoline. The changing accommodation, while adequate, is inappropriately located well away from the gymnasium necessitating an 80m walk. In warmer months, this is less of a problem than in winter. Here too, however, the provision of more suitable accommodation is planned.

155 Co-ordination of the subject is very good. Meticulous record keeping ensures continuity within the subject as well as entitlement for pupils. The co-ordinator has drawn up a very good development plan for the subject, spanning some three years. Most of the targets it contains, such as termly targets set for each pupil, further accreditation opportunities are testimony to the desire to raise standards further. Within the last inspection report the judgements were favourable. Currently standards have been raised across a number of initiatives, such as greater success in GCSE examinations, and the subject is now well placed for further improvement.

156

### **Religious education**

156 Pupils make good progress at Key Stage 3 and sound progress at Key Stage 4 in relation to their prior learning and the units of work set out in the Kirklees Locally Agreed Syllabus. The rate of progress at Key Stage 4 is reduced by the amount of time devoted to the subject.

157 Pupils at both key stages know that religion is important to many people and have an awareness of the world’s major faiths. Most acquire a satisfactory knowledge about religions and are able to reflect on moral issues. They strengthen their understanding of Christianity. Almost all understand the importance of belonging to a class, group or family. Pupils recognise the importance of friendship and compile a “recipe for a friend” using adjectives such as “understanding” and “loyal”. Many pupils at Key Stage 3 recall characters from the Bible such as Adam and Eve and Noah, and recount the stories associated with them. Pupils at Key Stage 4 have a suitable understanding of Islam. They consider the importance of giving and sharing and moral issues such as blaming others and stealing.

158 The pupils’ response and attitudes to learning are good. Many listen attentively, try hard to concentrate and are well behaved. Almost all are well mannered and polite and respect the contributions of others. In the lesson where teaching was very good, a group of particularly difficult pupils sat entranced, listening intently to two stories and were unusually eager to contribute their thoughts to the discussion.

159 The quality of teaching ranges from satisfactory to very good at Key Stage 3, being good overall. Teaching is satisfactory at Key Stage 4. Teachers at Key Stage 3 are more confident in teaching the subject. All teachers have good relationships with their pupils and respect their views. This enables pupils to discuss their feelings



honestly. Lesson planning is good and takes account of the pupils' emotional and behavioural needs and how teachers anticipate the pupils will respond to contentious issues. Lessons are conducted at a good pace with a good range of activities to maintain the pupils' interest. Pupils' behaviour is managed well. Teachers are imaginative in their use of language and extend the pupils' literacy skills through reading tasks and widening their vocabulary through the use of words such as "despondent" and "empathy". All teachers use questions effectively to reinforce learning. In the lesson where teaching was most effective, the teacher used his voice particularly well to describe the emotions of characters in the story and was not afraid of silence to allow the boys opportunity to reflect on the message of his story. All lessons end with a suitable review of learning.

160 Co-ordination of the subject is satisfactory. The subject is jointly co-ordinated with personal and social education, this ensures good provision for the pupils' moral and social development. Being non-maintained, the school is under no statutory obligation to teach religious education. The school does however, allocate a suitable time to the teaching of religious education at Key Stage 3. The time allocated at Key Stage 4 is low, this reduces the pupils' rate of progress. Whilst there is a suitable policy in place, the scheme of work does not offer sufficient opportunity for experiential learning for the current population of the school. Resources are good with a suitable range of artefacts from the major world faiths. However, very little use is made of information technology to support the subject. The introduction of pupil evaluation alongside teacher assessment at the end of each module enables pupils to identify the areas in which they need to improve their work. However, as the scheme of work is modular the outcomes of assessment are not always taken into account when planning further work. The teaching of religious education makes a good contribution to the pupils' spiritual, moral and cultural development.

161 Since the last inspection there has been an improvement in the time allocated to the subject, in the achievement of pupils and in the status of the subject within the school.

## **Personal social and health education (PSHE)**

- 162 Progress in PSHE is very good across the school. PSHE is an integral part of every lesson and underpins the work of the school both in the educational and residential setting. It fully reflects the aims and ethos of the school.
- 163 Pupils have learned how to behave appropriately in and around the school, at meal times and in public places. They use a wide range of local facilities such as swimming pools, bowling alleys and leisure centres sensibly and with great confidence. Pupils who have achieved higher band points use public transport, undertaking journeys of up to a hundred miles, some involving changes. All are making good progress in personal care, keeping their bedrooms and houses in good order. A good number are able to produce a nourishing snack without adult supervision. All are becoming increasingly aware of the dangers of alcohol, drugs and smoking and make sensible contributions to discussions about the effects of their misuse on innocent family members.
- 164 Pupils respond very well to their lessons and evening activities in their houses. The majority demonstrate a mature attitude when topics such as reproduction are discussed. They respond well to the trust placed in them and are very honest when discussing their previous problems. Pupils show respect for themselves and each other.
- 165 The quality of teaching ranges from good to very good, being very good overall. All teachers are very confident in their subject knowledge and know their pupils extremely well. This has enabled lessons to take place in an atmosphere of trust and mutual understanding. All lessons and evening activities are conducted in a calm purposeful way, ensuring pupils feel secure and confident. Lessons are carefully planned taking account of the pupils' personal circumstances and targets set in individual education plans. All staff have very high expectations of the pupils' behaviour and contribution to discussion groups. This has a positive impact on the pupils' progress in their speaking and listening skills. The close liaison between residential and education staff has a positive impact on learning. Teachers are particularly sensitive to the background of the pupils and without fuss ensure help-line numbers such as those for children whose family members may have a problem with alcohol are readily displayed. All teachers use tutor time very effectively to monitor pupils' behaviour and points throughout the day and to encourage them to achieve a high standard of work and behaviour.
- 166 The co-ordination of PSHE is very good. In the short time she has been in post the co-ordinator has ensured the subject is high profile through revising and developing all aspects of PSHE including sex education, drugs misuse and life-skills. Close liaison with the nearby local authority careers officer and well planned work experience placements in the pupils' home area ensure pupils of all abilities receive good careers education and guidance. The co-ordinator has developed a good range of workbooks, records and certificates as part of assessment and recording. Resources are generally good and have recently been enhanced by a purpose built life-skills base. Resources for the teaching of sex education are limited. Activities undertaken in the residential setting make a very good contribution to pupils' progress in this subject. The teaching of PSHE makes a good contribution to the pupils' spiritual, moral and social education.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

- 167 The inspection was carried out by a team of six inspectors over four days during the week commencing Monday October 21<sup>st</sup> 1999. This amounted to twenty inspector days in the school. A total of 63 lessons or parts of lessons were inspected, amounting to 49 hours 55 minutes of observation. A further 13 hours 50 minutes was spent observing activities in the residential accommodation. Observations of other activities such as assemblies, registration periods, extra curricular activities, hearing pupils read and scrutinising pupils' work amounted to 34 hours 10 minutes. Discussions took place with the headteacher, governors and trustees, all teaching staff, support staff, administrative and care staff. All classes submitted the work of three pupils of each age group, deemed by the school to be representative of the range of ability, for scrutiny. Pupils from each class were heard reading, and discussions were held with a significant number of pupils about their work.
- 168 Eleven parents attended the parents' meeting to discuss the work of the school and nineteen responses were received to the questionnaire sent out to all parents and carers. Further evidence was obtained from a range of documentation provided by the school both before and during the inspection.

**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
Y7 - Y11	55	55	55	N/a
Nursery Unit/School	0	0	0	0

**Teachers and classes****Qualified teachers (Y7 – Y11)**

Total number of qualified teachers (full-time equivalent)	12.1
Number of pupils per qualified teacher	4.5:1

**Education support staff (Y7 – Y11)**

Total number of education support staff	10
Total aggregate hours worked each week	317.5

**Secondary schools**

Percentage of time teachers spend in contact with classes:	85
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Average teaching group size:	KS2	n/a
	KS3	6
	KS4	7

**Financial data**

Financial year:	1998/99
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	£
Total Income	1,647,889
Total Expenditure	1,622,807
Expenditure per pupil	27,047
Balance brought forward from previous year	17,925
Balance carried forward to next year	43,007

## PARENTAL SURVEY

Number of questionnaires sent out:

53

Number of questionnaires returned:

19

### 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	61	33	6	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	53	47	0	0	0
The school handles complaints from parents well	47	53	0	0	0
The school gives me a clear understanding of what is taught	42	58	0	0	0
The school keeps me well informed about my child(ren)'s progress	63	26	5	5	0
The school enables my child(ren) to achieve a good standard of work	47	47	5	0	0
The school encourages children to get involved in more than just their daily lessons	67	33	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	29	53	18	0	0
The school's values and attitudes have a positive effect on my child(ren)	47	47	5	0	0
The school achieves high standards of good behaviour	47	47	5	0	0
My child(ren) like(s) school	53	37	5	5	0