

INSPECTION REPORT

MOATBRIDGE SCHOOL

Eltham

LEA area: Greenwich

Unique reference number: 100204

Headteacher: Mr M Dawson

Reporting inspector: Mrs P Potheary
21765

Dates of inspection: 15th – 19th May, 2000

Inspection number: 189312

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

INFORMATION ABOUT THE SCHOOL

Type of school:	LEA Maintained Special - Emotional and Behavioural Difficulties
School category:	Community
Age range of pupils:	11 to 16 years
Gender of pupils:	Boys
School address:	Eltham Palace Road Eltham London
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L Anderson
Date of previous inspection:	3rd June 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs P Potheary	Registered inspector	Mathematics Modern foreign languages Music Religious education	School improvement The school's results and pupils' achievements Teaching and learning Leadership and management School improvement
Mr B Miller	Lay inspector		Pupils' attitudes, values and personal development Attendance Welfare, health and safety Links with parents/carers
Ms N Bee	Team inspector	English Geography History Information technology Special educational needs English as an additional language	Assessment Efficiency Learning resources
Mrs A Hopwood	Team inspector	Science Art Design and technology Physical education Equal opportunities	Curriculum quality and range Spiritual, moral, social and cultural provision Staffing

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Moatbridge is an all boys, special school with places for 48 pupils with emotional and behavioural disorders. There are 46 pupils aged from 11 to 16 years currently on roll which is broadly average for similar schools. All pupils have a statement of special educational need and approximately 20 per cent of pupils are not of UK ethnic origin. One pupil has English as an additional language and 78 per cent of pupils are eligible for free school meals which is very high. Attainment on entry is well below national averages with greater learning and reading difficulties than is found in similar schools, making comparisons unreliable. Almost half of the school population is new since September 1999, including pupils beginning GCSE courses. Many who join the school late, have been out of school for some time and have limited skills and knowledge upon which to build. The school is part of the South Greenwich Education Action Zone.

HOW GOOD THE SCHOOL IS

Moatbridge is an improving school that provides pupils with a sound overall education and good quality provision in several key areas. Good teaching helps pupils progress well with particularly good achievement in English, mathematics, religious education, art, design and technology and work-related learning. Good school management has helped the school to identify areas of weakness and change and develop the curriculum in response. However, the role of the governing body is ineffective in monitoring school performance and statutory requirements are not fully met with regards to the teaching of the National Curriculum. The school offers satisfactory value for money.

What the school does well

- There is a high percentage of good and very good teaching which is raising standards.
- Pupils make good progress in the majority of lessons.
- Behaviour difficulties are well managed contributing to effective teaching and learning.
- The curriculum offered is strong in English, mathematics, religious education, art, design and technology and work-related learning.
- There are a wide range of opportunities to help pupils acquire the essential skills, knowledge and accreditation that they will need in later life.
- Good school management evaluates outcomes well to inform curriculum development in the areas of the National Curriculum that are taught.

What could be improved

- The level of help given to support pupils in understanding the effects of their behaviour on themselves and others and how they might modify it.
- The incidence of fixed term exclusions and attendance to improve progress for a minority.
- Meeting statutory requirements by teaching music, a modern foreign language and the full information technology curriculum in order to improve standards in these subjects.
- Access to facilities in order to ensure the teaching of the full Programme of Study for physical education.
- Provision for the spiritual development of pupils, particularly through a daily act of worship.
- The role of governors in guiding and monitoring the school's development, financial planning, teaching and learning.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996 and improvement since then is satisfactory in almost all areas. All the issues have been addressed at least in part and all major aspects of those issues have been improved. In particular, subjects are properly co-ordinated, monitored and evaluated, accreditation is much improved, facilities for art and washing rooms and toilets are now good, attendance is improved, the development plan is properly costed and prioritised, and the timetabling of the school day is more efficient. In addition the school has improved curriculum relevance in response to its own analysis. However there are still shortcomings, particularly with regard to the curriculum, which does not meet statutory requirements, the lack of facilities for physical education and the monitoring role of the governors which is unsatisfactory. The school shows a sound capacity to improve further.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	by age 16	Key	
speaking and listening	B	very good	A
reading	B	good	B
writing	C	satisfactory	C
mathematics	B	unsatisfactory	D
personal, social and health education	C	poor	E
other personal targets set at annual reviews or in IEPs*	B		

The school plans to raise standards of achievement in all subjects. In English, mathematics and science standards are below national expectations, but in line with those of similar special schools and progress in reading, speaking and listening and numeracy is good. Standards of achievement in art are also good and sometimes very good. In addition standards of achievement for pupils in design and technology, food technology and the work-related curriculum are good compared to similar schools. Achievements in information and communication technology and physical education are unsatisfactory. Achievement in all other subjects is satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils have positive attitudes to school and their learning, arrive at school with enthusiasm and make progress. A minority are at times negative and so develop skills more slowly.
Behaviour, in and out of classrooms	Behaviour in classrooms, around the school and on visits is usually satisfactory and often good. The disturbed behaviour of a minority and resulting high incidence of exclusions makes this aspect unsatisfactory overall.
Personal development and relationships	Satisfactory personal development means that pupils relate well to each other and to staff most of the time. A few pupils find relationships more difficult to sustain and react badly at times.
Attendance	Despite good follow up procedures attendance is unsatisfactory although it has improved since the last inspection. This adversely affects progress for a minority.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5-11	aged 11-16	aged over 16
Lessons seen overall	n/a	n/a	good	n/a

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good throughout the school. It is very good in 12 per cent of lessons, good in 53 per cent, satisfactory in a further 33 per cent and in two per cent it is unsatisfactory. Teaching is consistently good in the core subjects of English, mathematics and personal and health education and is satisfactory in science. This results in a good quality of learning and sound and often good progress for most pupils. There are many strengths in the teaching of lessons including good specialist subject knowledge for all subjects, which has improved the standards of work since the last inspection. However in information and communication technology, knowledge of the breadth of skills required is insufficient to help pupils make suitable progress. In all subjects basic skills are taught well, improving pupils' confidence and ability in their own literacy, numeracy and communication skills. The very good consistent approach to behaviour management by all staff ensures that pupils are able to concentrate and work hard in the majority of lessons although a minority of pupils miss work on a regular basis through this system. However, careful assessment of individual progress, target setting and some good work by classroom assistants ensures that most pupils, including those with additional special needs, make appropriate progress and feel positive towards their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall. It is not broad and balanced in information and communication technology and physical education and statutory requirements are not met because music and a modern foreign language are not taught. However, English, mathematics, work-related learning, art, design and technology and religious education are of high quality and relevant to pupil needs. Partnership with parents is satisfactory, although many parents have limited involvement.
Provision for pupils with English as an additional language	Pupils with English as an additional language receive good provision through normal school support and target setting.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral, social and cultural development is satisfactory throughout the curriculum. However, although religious education is good, opportunities for spiritual development are unsatisfactory and there is no daily act of worship.
How well the school cares for its pupils	Procedures to ensure a secure and safe learning environment are sound. Behaviour management is good allowing pupils to learn effectively. However, support to help pupils understand and change their behaviour is too limited.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff lead the school well in analysing performance and giving a clear direction for school development. This results in staff working well as a team to begin to provide a relevant and engaging curriculum whilst also working towards full statutory compliance.
How well the appropriate authority fulfils its responsibilities	The governing body is highly committed, but does not yet succeed in fulfilling its role of guiding and monitoring the work of the school. This has led to the provision of an unsatisfactory curriculum in four subjects and no daily act of collective worship.
The school's evaluation of its performance	The school evaluates its performance well and sets appropriate targets which are helping it to continue improving.
The strategic use of resources	The good resources are well used, supporting the good quality of teaching and learning seen. The budget is used efficiently and the principles of best value applied. Staffing and accommodation are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school's approachability.• Pupils' behaviour improves over time.• Teaching is of a high standard.• Work-related learning.• The information provided by the school.	<ul style="list-style-type: none">• The system for exclusions.• More support for changing behaviour.• School uniform policy.*

The views of the parents are fully supported by the inspection findings.

**The inspection team has no brief regarding school uniform.*

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards are below national expectations except in art, although achievements at the end of both key stages are satisfactory compared to similar special schools. All pupils regardless of ethnicity, gender or special educational needs achieve at a satisfactory level and make sound progress in their learning overall. However there are distinct variations between subjects. The majority of progress made in lessons is usually good and sometimes very good. Pupils achieve well in English, mathematics, religious education, all associated work-related learning and particularly in GCSE art course work. Their achievements in design and technology and linked work-related learning are usually good and often very good, not only with designing, making and building things but also in food technology where good and very good progress are usually seen.
2. Pupils achieve well in the taught elements of physical education lessons but progress overall is unsatisfactory. This is because games and athletics are not taught as there is no access to a sports field. Similarly with information technology there is good progress in some lessons and subjects, but the full range of skills, particularly control technology, is not taught to the pupils and so progress and achievement is unsatisfactory overall.
3. In Key Stage 4 pupils are entered for GCSE in science, mathematics, art and religious education and achieve a higher average points score than similar schools nationally. In addition they achieve accreditation in nationally recognised mathematics and English certificates.
4. By the end of Key Stage 3 pupils sit the National Curriculum assessment tests in English, mathematics and science where they achieve well. In 1999 teacher assessment in English and test results in mathematics and science represent an improvement since the last inspection and show that standards are rising. The high absentee and short-term exclusion rates, however, mean that a significant minority of pupils do not make such progress.
5. There are frequent changes within class groups from year to year as pupils leave early or join the school, several as late as Year 10, this makes it difficult for the degree of progress for groups of pupils to be demonstrated.
6. Achievement in English is generally good in speaking, listening and reading and satisfactory in writing at both key stages. Pupils show a keen interest in discussion recalling information from shared texts. The higher attaining pupils read confidently and use expression to make the story interesting. Several pupils are confident to write for different purposes, but many others need considerable support to express themselves in this way.
7. The good progress in mathematics is characterised by quick recall of number facts although some pupils find tables and division difficult to grasp right away. Pupils demonstrate their improving measuring skills in practical subjects, by building walls, designing objects and weighing ingredients. Whole-school surveys help pupils to become familiar and particularly proficient with using graphs and tables to show information.

8. In science the satisfactory progress includes work with electricity, the human body and chemical substances, including drugs. Pupils are able to carry out investigations, discuss their understanding and record their findings appropriately. The recent departure of the co-ordinator has affected progress as pupils tend to show more difficult behaviour when familiar teachers are replaced.
9. The school consistently sets targets to improve progress in all subjects. Increased accreditation is planned, not just for National Curriculum subjects, but via the work-related learning programme. The school is making steady progress towards these targets as can be seen by the improving standards. Targets set for individual pupils are sufficiently challenging particularly in English, mathematics and science and all GCSE subjects that now include design and technology. Targets to reduce the unsatisfactory absenteeism and short-term exclusion rates are supported by some very good procedures and improvements in attendance, which are supporting the overall improvement in standards.

Pupils' attitudes, values and personal development

10. At least two-thirds of the pupils have satisfactory attitudes towards school and their learning and attitudes are satisfactory overall. Most arrive at school with enthusiasm clearly looking forward to the day's activities. In the good lessons, especially during work-related learning sessions, pupils show confidence in their teachers and this leads to a positive impact on learning.
11. Behaviour in and around the school, during lessons and whilst on visits to such places as the Careers Office, is satisfactory for the majority of pupils. However, behaviour is unsatisfactory overall, because of the sharp rise in the incidence of short-term exclusions since the previous inspection in 1996. This is partly due to some poor behaviour by a small group of pupils in Years 8 and 10, but it is also linked to the high percentage of pupils who are new since September 1999. This is because the behavioural and emotional difficulties for which they need support affect learning, particularly in the early stages of joining the school. Pupils responsible for the poor behaviour throughout the school still have to come to terms with the impact their actions are having on others around them as well as themselves, which is unsatisfactory. The effect of the poor behaviour is seen in the short-term exclusion figures and does not adversely affect learning for the majority. The amount of oppressive behaviour such as bullying or racism is small and is quickly dealt with.
12. Pupils generally enjoy positive relationships with adults both in school and at other locations such as the local college. Group dynamics however, between pupils, are sometimes strained to such an extent as to lead to a lack of respect for each other and some unsatisfactory behaviour. They show, on occasions, a disregard for others' values, beliefs and feelings. However, they are genuinely pleased to earn points for good behaviour and the majority try hard to achieve these, for example by playing well together during informal games. The majority of pupils show respect to visitors and are helpful in opening doors and showing their work.
13. A small number of pupils show initiative on work-related learning especially whilst at the local college. One pupil, for example, was able to mend a leak unsupervised in some pipe work whilst undergoing a plumbing course. There are few opportunities for pupils to demonstrate wider responsibility within the school, although at lunch-times pupils do help with setting out and clearing up the meal.

14. Attendance at the school, whilst an improvement on the previous inspection, remains unsatisfactory and the impact on the learning of the pupils involved is evident. The current figure at around 71 per cent is below that of similar schools nationally. Some of the absence, however, is due to the late entry of a small number of pupils into Key Stage 4 after a substantial time out of full-time schooling, with little intention of returning. The absenteeism has an adverse effect on the attainment and progress of those pupils concerned, which represent nearly a third of the school population. In addition the beginning of the school day is regularly interrupted by the lateness of a number of pupils. These include those who arrive by local authority provided transport as well as others who arrive sometimes up to an hour late. The school does, however, follow up absences very quickly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching is good at both key stages resulting in a good quality of learning for the majority of pupils who attend school regularly. In 12 per cent of lessons teaching is very good, in 53 per cent it is good, 33 per cent of teaching is satisfactory and two per cent unsatisfactory. Pupils are taught and learn well in English, mathematics, religious education, design and technology, including food technology, art, physical education and work-related learning. The quality of teaching and learning in science, geography, history and information and communication technology is satisfactory, leading to sound progress in these lessons. However, a lack of knowledge of the breadth of skills required to be taught in information and communication technology leads to unsatisfactory progress overall.
16. All personal and social education and careers education is well taught and pupils develop positive attitudes and learn useful skills to prepare them for the world of work and leisure in these lessons. Alongside work-related learning, these lessons are particularly effective in engaging and motivating pupils to want to learn.
17. Teaching is improved since the last inspection with a higher percentage of good or very good teaching and improved standards. This is linked to improved specialist subject knowledge, improved lesson planning related to better assessment of individual progress and improved continuity of learning from year to year.
18. In most subjects teachers have a good understanding of the subject and use this to help pupils develop a broad range of skills. This is particularly evident in art and design and technology where levels of achievement are high and pupils are eager to learn, showing evident pride in their work.
19. The careful planning to teach numeracy and literacy in all subject areas is a strength of the school. Subjects as diverse as religious education, science and design and technology ensure that subject specific words are taught, that pupils draft and redraft their written work and that reading skills are fostered where appropriate. However, several pupils are reluctant to write much in lessons and teachers work hard to encourage them with mixed success. Many opportunities are created to encourage thoughtful discussion which enhances speaking and listening skills in a wide range of subjects. The whole school has planned where the opportunities for teaching mathematics can be fostered and improved confidence and practical skills in numeracy and measurement as well as data handling are the result.
20. Behaviour management is an additional strength in many lessons observed. Through fostering good, often humorous relationships, but consistently enforcing the clearly understood rules, pupils who cannot contain their emotions or feelings of aggression are not able to disrupt lessons for long. This ensures that teaching and learning continues effectively for those who behave well in the majority of lessons. Those who are given time to cool off outside of the lesson often return swiftly to continue their

learning. Occasionally pupils are sent out too quickly, when a softer response may have defused the situation and sometimes a few pupils spend far too long away from lessons. This adversely affects their learning and has not been adequately addressed by the school who are seeking to improve the system.

21. Most teachers know the individual targets of the pupils they teach, understanding the pupils well. Therefore the good lesson planning in most subjects such as design and technology or physical education is linked to sound assessment of pupils' previous performance. This results in all pupils, including those with additional special needs, experiencing success at a level to suit them and having a sound understanding what they have to achieve. However, the systems are not consistent and lesson planning does not always refer to the individual needs of pupils, particularly in information and communication technology. In this subject progress is more limited. In addition a lack of detailed records on the skills and knowledge that pupils have acquired in science means that the temporary teacher has insufficient records to match work to individual pupils. This has added to the increase in disruptive behaviour and more limited learning in this subject.
22. The use of a very good variety of resources in most lessons, holds the interest of pupils with different learning styles, helping them to remain engaged. Skilled work by classroom assistants that is well planned supports those who need extra help, so that all pupils have an equal opportunity to learn well. The classroom assistants' role in supporting good behaviour is an important part of the successful lessons seen.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

23. All pupils, including those with additional special educational needs, are provided with a sound overall curriculum that is of good quality but provides an unsatisfactory range of learning opportunities. The school has put much effort into planning a relevant curriculum for its pupils, however music and modern foreign language are not taught which is unsatisfactory. Also work in information technology and physical education lack breadth and coverage of the required National Curriculum attainment targets. This does not meet statutory requirements. The programme of work-related learning which the school has introduced is a strength of the school and is securing a very good response from pupils. There is an appropriate emphasis on personal, social and health education both as discrete lessons and delivered through other subjects. Sex and drugs education is sensitively delivered at age appropriate levels.
24. Improvements since the last inspection include an improved art curriculum and design and technology curriculum and the introduction of work-related learning. The school day has been reorganised and is now more effective for the needs of the pupils with more lesson time in the mornings. The full statutory curriculum is still not in place, which is unsatisfactory.
25. Policies and schemes of work are appropriately in place and provide a good base for medium and short-term planning by teachers. These relate well to National Curriculum Programmes of Study and the locally agreed syllabus for religious education, except in information and communication technology and physical education which have elements missing. The curriculum is carefully planned in most subjects to enable pupils to build progressively on their earlier learning.
26. The school is making good progress in its work in literacy and numeracy and there is a good emphasis on these areas within other subjects. Key vocabulary is identified in teachers' planning in subject areas and opportunities for work in numeracy features strongly in lessons within the work-related curriculum. Pupils who have difficulty acquiring basic literacy skills are given extra teaching support in a one-to-one situation

outside the classroom. This helps them to improve their skills in reading, writing and spelling.

27. The school is currently very focused and working hard in reviewing their whole curriculum with a view to ensuring that it provides a good range of relevant learning opportunities for its pupils whilst meeting statutory requirements. Thorough research has been undertaken to establish the destination of school leavers and this is effectively used to inform future planning. The recent entry into an Educational Action Zone is being viewed as a potential means of making the curriculum even more appropriate to the pupils' identified needs.
28. The work-related curriculum is very good and is a strength of the school. Pupils are engaged in appropriate activities both on the school site and in local colleges and work experience placements. Careers' lessons in school cover skills and knowledge, which will assist pupils in securing employment, and links with the local Careers Service are strong. Sessions at the local college focus on work for NVQ Level 1 accreditation in building skills and this is enhanced by work on the school site by skilled craftsmen who work alongside pupils as they construct their millennium garden and further develop the site overall. Links with the college community are strong and pupils respond well to their time on the college site where behaviour is good and levels of involvement are high.
29. Planned lessons in citizenship cover appropriate topics and are well delivered using a range of outside speakers. The discussions held with the site supervisor, for example, are effective in helping pupils to understand the basic principles of being a good citizen and suitable video material is used effectively.
30. Extra-curricular activities are restricted and therefore unsatisfactory as a result of travel and transport arrangements. However, activities available to pupils at the end of each day and on Friday afternoon sessions do give pupils the opportunity to choose from a range of activities and travel to a variety of different leisure venues within the community.
31. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall and is an integral part of the overall planned curriculum. The promotion of spiritual development is the weakest of these areas. Although spiritual aspects are dealt with in religious education and in special moments of awareness during other lessons, there are no acts of collective worship and provision for spiritual experiences are unsatisfactory. This does not meet statutory requirements.
32. The school makes satisfactory provision for pupils' moral development and consistently attempt to help pupils to distinguish between right and wrong. Acceptable behaviour and respect are encouraged and teachers provide good role models in this respect. The systems for behaviour management, which the school has established, are consistently applied and understood well by the pupils.
33. The provision for pupils' social development is satisfactory. The personal and social education programme is well established and good relationships between the staff and pupils allows the pupils to feel valued despite their own personal difficulties. Opportunities are provided for pupils to work together and several impressive pieces of artwork are the result of the efforts of a group of pupils working together. Lunchtimes are civilised events when pupils and staff sit and talk together. There are, however, too limited a range of opportunities presented to pupils whereby they are able to accept responsibility whilst in school.
34. Provision for pupils' cultural development is satisfactory although the absence of music in the curriculum does adversely affect this provision overall. In the very good

art curriculum, pupils study the work of a range of artists and visiting artists work with them in the school. There is a strong element of awareness of the cultures of others in the humanities curriculum including other religions, different cultural traditions and ways of celebrating. In food technology pupils have some very good opportunities to prepare a range of dishes which reflect the food of many other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school makes satisfactory provision for the care of its pupils. The procedures for child protection and ensuring pupils' safety and welfare are sound. Clear guidelines are laid down for staff and procedures are adhered to. There is effective liaison with the school nurse, who is a regular visitor and who offers health advice. Outside agencies are used well to support pupils with special educational needs.
36. Health and safety arrangements whilst satisfactory do not include risk assessments and they are not monitored routinely by the school's governing body. However, regular checks are carried out on all electrical and fire equipment and fire drills take place. The premises manager is effective in keeping the school building a safe and secure place in which to be.
37. Procedures for monitoring and improving attendance are good. This is despite the absence of an educational social worker and school transport that regularly arrives late. Registration procedures now meet with statutory requirements, which is an improvement since the previous inspection. There are daily checks of registers and unexplained absences are quickly followed up.
38. The effective procedures for monitoring and promoting good behaviour and eliminating oppressive conduct include wide consultation with staff, parents and pupils. The resulting good behaviour management system is clearly understood by all concerned and consistently applied by all staff, ensuring that emotional and behavioural disturbances by pupils are largely kept out of the classroom. This results in high standards of teaching and learning in the majority of lessons and is a strength of the school. There are, however, insufficient procedures to support pupils in realising the impact their negative actions have on others as well as themselves and to change their behaviour. This contributes to the high exclusion figures seen and so affects the learning of those who are sent home frequently. The school constantly evaluates these procedures and is currently seeking to improve the counselling element of their work.
39. Procedures for assessing pupils' progress are satisfactory overall. The previous report indicated that there were some inconsistencies in the assessment of pupils' progress. This is still an issue although there has been improvement. The school has maintained satisfactory assessment procedures for English and science and in art and mathematics they are good. Pupils are assessed regularly and their progress is tracked through the National Curriculum. Suitable assessment procedures have been developed in geography, history, physical education, design and technology and art but not for information technology where they are unsatisfactory. In this subject teachers do not assess systematically and they do not have records to show the skills, knowledge and understanding that the pupils have acquired.

40. Assessment is used to inform the next stage of curriculum planning in several subjects including mathematics and English and is satisfactory. However there is a weakness, because the lack of a consistent overall system does not clearly support the use of assessment in this way for all subjects. In English, for example, reading records are not sufficiently detailed or monitored to inform the next stage of learning, although individual pupil targets are set and used well.
41. The annual reviews give a detailed overview of individual pupil's performance and procedures for monitoring and supporting academic progress are satisfactory overall. Progress is monitored daily by the use of yellow target sheets which address literacy, mathematics and behaviour. There is, however, no clear overview of how all pupils are doing over time and there is no systematic analysis of the progress groups of pupils are making. As a result the school cannot systematically improve rates of progress and raise standards. Staff are beginning to address the issue. Statutory requirements for assessment in English, mathematics and science are met.
42. Pupils' personal development is well tracked through daily record-keeping and suitable targets are set for them to achieve each term. These procedures are supported by class teachers' and classroom assistants' good knowledge of pupils and where appropriate there is effective collaboration with other professionals, in particular the psychiatric social worker.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents have a positive view of this school. They consider it to be a caring and supportive environment that they can always contact personally if they so wish. The few questionnaires that were returned showed no major areas for concern.
44. The partnership that exists with parents does, however, continue to be an area for development. There is little or no homework being set, which most parents prefer. Whilst there is parental representation on the school's governing body and parents do show concern, few parents contribute towards their children's education in school.
45. The quality and quantity of information provided for parents is satisfactory although the school prospectus still lacks the statutorily required detail. There is regular informal telephone communication between the school and parents or carers and weekly progress reports are sent home on Friday. The end of year academic reports are welcomed by parents, as are the annual reviews of the child's statement of educational needs, where applicable.
46. However, despite the school's efforts, parents' attendance at formal meetings and involvement in the daily life of the school is poor. The school has developed a home-school agreement strategy, but a large number of parents have not yet responded to the initiative. The school staff are actively following up work in this area.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The school is well led and managed by the headteacher and senior management team. They give a clear direction to the work of the school that is based upon an evaluation of pupil progress and destinations. The school then sets appropriate targets for development and addresses these effectively through the school development plan. This is particularly strong with regard to curriculum direction and the recent development of a more work-related curriculum. The effect of this is to engage pupils better in their work and standards are rising in line with the aims of the school. The main weakness is a lack of direction with regard to the statutory curriculum which the school recognises and is striving hard to overcome. The good teamwork of all staff in school development, behaviour management and

improvements in curriculum co-ordination, contribute substantially to the overall effectiveness of the school.

48. Governors do not currently monitor the work of the school sufficiently, nor do they support strategic planning effectively which is unsatisfactory. Their role in financial planning is insufficient to ensure accountability for the effectiveness of spending decisions or the adequacy of procedures. The governors' annual report to parents fulfils statutory requirements. However, they have not been effective in ensuring that the school teaches all the required subjects of the National Curriculum, nor in improving facilities for physical education to ensure that it meets statutory requirements. The new chair of governors is aware of this and is working to develop effective subcommittees with the small number of governors in post. Governors are now very committed, care deeply about the school and make regular visits, however these are not yet sufficiently focused. Their knowledge of their role and responsibilities is currently unsatisfactory. Attendance at governors' meetings is good.
49. The headteacher and deputy headteacher regularly visit classrooms and have a clear overview of the strengths and weaknesses in teaching and learning. In addition local authority advisors have been brought in to carry out lesson observations and give feedback to teachers. This is having a good effect upon pupils' learning as teachers work hard to provide good quality lessons. However, a system for monitoring teaching is not established as part of formal school procedures and so does not yet ensure a continuous cycle of improving teaching and standards. This area is currently satisfactory overall but is not sufficiently developed to effectively support appraisal and performance management requirements from September 2000.
50. All specific grants are appropriately used for their designated purposes. Appropriate account is taken of best value for money when purchasing resources and services by obtaining three tenders or quotes before ordering. Strategies for achieving school development plan targets, having been agreed by staff and governors, are costed and later evaluated to see whether the money was well spent. The headteacher is aware of the need to improve the documentation of this information which is currently weak. Financial administration is efficient, and most of the items on the last audit report have been addressed. The headteacher is also aware of the need to develop the system so governors are involved more fully in monitoring the budget.
51. Use of new technology for supporting the work of the school is satisfactory. Regular information is available through the use of information technology to enable the headteacher and the governors to review expenditure and plan the budget. However, information technology is not yet used to its full potential for supporting work in the subject areas although it is developing.
52. There are an appropriate number of suitably qualified and experienced teachers to meet the needs of the curriculum in most areas except for music and a modern foreign language. The school makes no arrangements to compensate for this, but is currently seeking a solution. Teachers and pupils are very well supported by committed classroom assistants, who take on much responsibility for the day-to-day running of the behaviour management system. Opportunities for professional development are available to both teachers and classroom assistants. These are closely linked to priorities set within the school development plan. Whole-school training in literacy, numeracy and behaviour management has had a positive effect on day-to-day provision and management of the pupils. Induction procedures are satisfactory and the supply teacher is being well supported by both teacher colleagues and classroom assistants. The site manager and administrative staff are recognised for the important contribution they make to the education of the pupils.
53. The accommodation is satisfactory. There are some well-appointed and attractive

teaching rooms, these include specialist facilities for science, design and technology, food technology and art. The library and information and communication technology suite are very good. The arrangements for pupils washing and toilet needs are improved since the last inspection. However there are some substantial shortcomings, which adversely affect pupils' ability to make progress in the full range of the National Curriculum. In particular the hall, outside play areas and lack of a field, prevent the teaching of games and gymnastics, leading to unsatisfactory development of skills in physical education.

54. Learning resources are good for all areas of the curriculum. They are very good for mathematics and religious education. They are used well and are used effectively to promote learning in all curriculum areas. Outside resources, in particular the local college, are used very effectively for pupils at Key Stage 4. The library is well used and provides a stimulating resource. All pupils have at least one English lesson in there each week to develop library skills and to develop an understanding of the benefits of a library.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. To further improve standards, and the quality of learning the headteacher and governors should:
- a) Increase the help given to pupils in understanding the effects of their behaviour on others and how they might modify it. (*ref: paras 11 & 38*)
 - b) Reduce the incidence of fixed term exclusions and increase attendance to improve progress for a minority. (*ref: paras 11 & 14*)
 - c) Meet statutory requirements by teaching music and a modern foreign language and the full information technology curriculum to improve standards in these subjects. (*ref: para 23*)
 - d) Improve access to facilities in order to ensure the teaching of the full Programme of Study for physical education. (*ref: para 53*)
 - e) Increase opportunities for pupils' spiritual development particularly through a daily act of worship in line with statutory requirements. (*ref: para 31*)
 - f) Improve the role of governors in shaping the direction of the school by:
 - having them take a stronger role in monitoring school performance and financial planning;
 - having them ensure that the school meets with statutory requirements. (*ref: para 48*)
56. In addition to the issues for action the headteacher and governors should consider:
- Improving the school prospectus by including the full reporting requirements.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	53	33	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	46
Number of full-time pupils eligible for free school meals	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	21	School data	13.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	n/a	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	n/a	n/a	n/a
	Total	0	0	0
Percentage of pupils at NC level 5 or above	School	0	0	0
	National	n/a	n/a	n/a
Percentage of pupils at NC level 6 or above	School	0	0	0
	National	n/a	n/a	n/a

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	n/a	n/a	n/a
	Total	0	0	0
Percentage of pupils at NC level 5 or above	School	0	0	0
	National	n/a	n/a	n/a
Percentage of pupils at NC level 6 or above	School	0	0	0
	National	n/a	n/a	n/a

Attainment at the end of Key Stage 4

Number of 15-year-olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	11	0	11

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	0	0	11
	Girls	n/a	n/a	n/a
	Total	0	0	0
Percentage of pupils achieving the standard specified	School	0	0	70
	Other EBD schools	0.3	8.1	45.8

GCSE results		GCSE point score
Average point score per	School	10.1

pupil	All EBD	4.05
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Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	37
Any other minority ethnic group	0

Teachers and classes**Qualified teachers and classes: Y7 – Y11**

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	5.1:1
Average class size	7.3

Education support staff: Y7 – Y11

Total number of education support staff	6
Total aggregate hours worked per week	160

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	11	1
Black – African heritage	15	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	174	1
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Financial information

Financial year	1998/9
	£
Total income	503,485
Total expenditure	565,252
Expenditure per pupil	13,145
Balance brought forward from previous year	123,344
Balance carried forward to next year	61,577

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

46

Number of questionnaires returned

3

Summary of parents' and carers' responses

57. The small number of parents who responded to the questionnaire and those who attended the parents' meeting feel that their sons generally like school. Behaviour is seen to deteriorate at first and then improve and pupils become more responsible as they respond to the system. Teaching is considered to be good and most parents feel that their sons make good progress. However, a minority do not and they link this to regular exclusions. The work-related learning programme is seen as very effective. Most parents view homework as a real source of conflict and prefer not to have to deal with it and they like the school's flexible system of homework. Parents appreciate the information provided and feel that the school is very approachable, responding quickly to concerns. School leadership and management is seen to be good. These views are supported by the inspection findings.

Other issues raised by parents

58. Parents would like to see a closer link between the behaviour system that the majority feel is effective in allowing teachers to teach well and support for behaviour change which they feel is lacking. Some parents are particularly concerned about the effects that short-term exclusions are having on their sons' attitudes to school. There is also a concern that there are insufficient support systems within school and by outside agencies to help the most disturbed pupils understand their behaviour and its effects upon others. Parents would like more support and guidance in this respect for themselves. This view is supported by the inspection findings.

59. All parents attending the meeting wish to see school uniform introduced to save them anxiety and expense when their sons demand fashionable clothes or lack confidence in their appearance. This is not an issue to concern the inspection.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

60. The results of the assessment tasks and tests at the end of Key Stage 3 indicate that standards in English have improved since the last inspection. At the end of Key Stage 4 all pupils have the opportunity to take the Certificate of Achievement which all eleven pupils attained in 1999. Two boys from Year 11 were in English lessons during the inspection week and one of these has been entered for the Certificate of Achievement this year, however the numbers are too low to use comparatively.
61. Pupils achieve well in relation to their earlier learning and they make good progress at both key stages. The majority of pupils in both key stages make good progress in the development of speaking and listening skills and reading and sound progress in writing. Most pupils make good progress overall during the lessons observed. Pupils with specific difficulties acquire basic English skills make good progress when they are taught by the specialist support teacher.
62. Pupils make good progress in developing their speaking and listening skills. They make suitable responses when answering questions in lessons and when they move around the school. Pupils in Year 7 choose their own topics and talk with confidence. These talks are recorded on the video and pupils begin to appraise their own work and the work of others. In Year 9, when sharing texts such as 'The Red Headed League', pupils accurately recall information about Sherlock Holmes and answer basic questions. Most pupils communicate ideas confidently as teachers and support staff try to ensure that all pupils have the opportunity to speak in lessons. In Year 10, pupils talk maturely about their understanding of the plot in Macbeth. All pupils listen well when texts are read to them and begin to take part in short discussions, such as in Year 9 when they discussed what it was like to be homeless.
63. Pupils generally make good progress in reading although a few pupils say that they do not like reading. All pupils have weekly lessons in the well-stocked library, and as a result make particular progress in developing their reading and library skills. Most, but not all lower attaining pupils, use phonic or contextual cues confidently to help them decode unknown words. Many pupils are confused between fiction and non-fiction books but most read a range of texts and gradually gain confidence. At both key stages the higher attaining pupils read fluently with a sound understanding of significant ideas and begin to appreciate the need for expression with regard for punctuation. The majority of pupils develop basic skills in exploring text to gain information and understanding. As pupils read with growing fluency, they develop some higher order reading skills such as predicting what might come next.
64. Most pupils make satisfactory progress overall in writing although a large number are functioning at low attainment levels. Progress is sometimes restricted in handwriting because teachers' marking does not consistently show the pupils what they need to do in order to improve. For example, pupils are sometimes not given enough guidance regarding the sizing and spacing of letters. A large number of pupils have difficulty joining letters. Most pupils demonstrate the confidence to write independently, however, writing often shows too little understanding of basic punctuation and there is too little reference in lessons to the skills and knowledge they have previously been taught. There is good evidence of pupils using drafting and re-drafting skills to produce 'best' copies of work.
65. Pupils write in a different range of styles, for example they write poems and imaginative and instructional writing, stories and letters. There was no evidence

during the inspection of pupils using dictionaries. Pupils were seen to be asking for correct spellings but were not encouraged to develop basic dictionary skills themselves by using word banks or dictionaries.

66. Most pupils have good attitudes towards their work and they work confidently on the tasks they are given. Many 'reluctant writers' pupils lack confidence when given writing tasks because they are not given enough prompts to help them to work independently. For example, pupils are not given lists of subject specific vocabulary, word banks or dictionaries when they find writing difficult in some subjects although they are in others such as science. All pupils respond positively to the bonus point system for good behaviour, staying on task and producing pleasing pieces of work. Most work well and develop good relationships with the adults who help them.
67. The quality of teaching is good and this is an improvement since the last inspection. The teacher chooses texts carefully to suit the ages, interests and abilities of the pupils. Lessons are well planned and run at a good pace with activities that allow pupils to sustain concentration. Classes are managed well and all adults have high expectations regarding behaviour. Some lessons have too little reference to presentation of work and use of basic punctuation such as using capital letters and full stops when writing. The teacher knows the pupils well which supports planning to address their individual needs. However, the lack of systematic targets and records means that information regarding pupil progress is insecure. Reading records show what books pupils have read but do not identify where pupils need help, they are kept by the pupils. Marking of work in the best cases shows the pupils what they need to do in order to improve. Support staff are used well.
68. The satisfactory curriculum is broad and balanced. Adequate procedures are in place to identify lower attaining readers although limited provision does not always address their needs. There is little evidence of teachers monitoring records of progress, which is unsatisfactory. The teacher is aware of the need to develop the system to identify more clearly the next step in planning the curriculum. The co-ordinator is enthusiastic and knowledgeable. She has identified areas of weakness and has a clear idea of what subject development is needed in order for pupils to make better progress. Displays celebrate the work of the pupils but there is a lack of the promotion of punctuation and spelling rules. Resources are good and used well. However, information technology is not used effectively to support the curriculum in particular at Key Stage 3. There are some examples of pupils developing word processing skills in Key Stage 4. Pupils use their developing literacy skills well in religious education, history and geography in Key Stage 3.

MATHEMATICS

69. Pupils achieve well in mathematics and make good progress in lessons although standards are below national expectations. Pupils are able to take the GCSE in mathematics and results indicate that pupils achieve better A-G grades than similar schools nationally. The current Year 11 has only three pupils regularly attending which is too small a group from which to draw conclusions. However pupils at both key stages including those with additional special educational needs make good progress at a level suited to their ability.
70. The significant lack of higher attaining pupils in the school and the high percentage of new entrants in each year group, particularly in Year 10, makes comparisons between similar schools inappropriate. Individual pupil records, pupil targets and lesson observations indicate that all pupils who regularly attend learn to solve problems in their heads and discuss their methods clearly. At Key Stage 3 pupils make good progress in understanding place value, but find dividing numbers more difficult. Some very good work occurs at both key stages in using charts and graphs

to show information from surveys undertaken around the school. At Key Stage 4 pupils improve in their ability to know which measurements to use and learn how to apply these in their other subjects such as design and technology. Absenteeism and exclusions adversely affects the progress of a minority of pupils.

71. Standards of achievement and teaching have improved since the last inspection when they were satisfactory overall. The use of a specialist teacher has contributed to these improvements.
72. The quality of teaching in mathematics is now good and the specialist teacher's knowledge and understanding of the subject is very good. Work is well planned and progress assessed effectively so that each pupil is able to build systematically upon the skills and knowledge that they have. Whole-class teaching is lively and fun, engaging reluctant learners in games and activities such as the car survey, which builds positive attitudes and the experience of success. Pupils are asked to explain their thinking to others, which helps them to feel confident and take a pride in their achievements. The very good and subtle management of pupils' behaviour ensures that the majority remain on task and continue learning despite disturbances by the few. Teamwork with the skilled support staff during individual teaching ensures some good and very good progress.
73. The quality and range of learning opportunities for all pupils including those with additional special educational needs are also good, pupils at Key Stage 4 have access to a sequence of certificates and accreditation depending upon their achievements and abilities. The number of pupils who are absent or excluded is a concern which adversely affects standards for those involved. The National Numeracy Strategy has been successfully implemented, particularly with teaching number work and for assessing and planning the curriculum where appropriate. Carefully planned learning opportunities for teaching numeracy are provided in most subjects and this is a strength of the school. This is evident in pupils' increased understanding of practical applications, for example in food technology. The links with cultural aspects of other subjects are also taught well, for example in religious education when studying the Hanukkah Festival of Light.
74. Leadership in this subject is very good, with clear plans for development leading to measurable improvements and a proven capacity to succeed. The planned use of information technology to support learning in mathematics is in its early stages of development. There is insufficient learning evident particularly with regard to the use of charts and spreadsheets. Teaching is not monitored systematically by the school although local education authority staff have provided some good quality feedback on teaching standards. However, there is good quality professional development for all teachers and support staff for teaching numeracy in all subjects. Resources are also very good and well used, contributing to the interest and variety of approaches supporting good learning.

SCIENCE

75. In both key stages pupils make satisfactory progress and achieve at an appropriate level in relation to their earlier learning experiences. Standards are below national expectations but in line with similar schools nationally. Pupils in Key Stage 3 are aware, for example, of the effects of alcohol and addictive substances on the body. They can name all the major body parts and their functions. In Key Stage 4 pupils have carried out investigations across a good range of topics and have recorded their findings in appropriate ways. They have an understanding of the human body, materials and their properties and electrical circuits.
76. Standards in science rose during the last academic year with nine per cent of pupils

reaching Level 4 at the end of Key Stage 3 for the first time. This is an improvement since the last inspection. Progress at Key Stage 4 and teaching at both key stages were good during the last inspection but have recently been adversely affected by the loss of the specialist science co-ordinator and are currently satisfactory.

77. The quality of teaching is satisfactory overall, with lessons being well planned and having clear learning objectives and this results in the satisfactory progress which pupils make. In the main they are interested in the topics covered and are keen to express their ideas and opinions. Most concentrate well on completing the tasks set. However, learning is interrupted on occasions by unsatisfactory or poor behaviour which results in pupils being withdrawn from lessons and missing elements of the teaching or leaving work uncompleted. The teacher who is new to the school, consistently applies the school's behaviour management techniques which is effective in some lessons. However, although a good teacher with a clear understanding of the needs of the pupils, she has had insufficient time to establish strong relationships with them individually and this adversely affects their behaviour and attitudes at times.
78. Activities, which are offered to the pupils, are appropriate but there is currently insufficient investigative work being completed. The teacher has sound subject knowledge and uses questioning well to encourage pupils to think. Praise is used effectively by both the teacher and classroom assistant to recognise good behaviour and effort. On occasions, when the activities are less well structured, behaviour deteriorates and more pupils end up excluded from the classroom, thus making their progress in learning unsatisfactory in these lessons.
79. The co-ordinator for science has recently left the school and the recruitment of a specialist teacher has not been possible. A supply teacher has been appointed, but the co-ordination of the subject has been affected negatively by this and the quality of teaching is insufficiently monitored. There is a suitable scheme of work and medium term plans are appropriate, however, the recent lack of focused, ongoing assessment means that current planning is not informed by what individual pupils know and understand. Resources for science are good, although new technology is not used sufficiently to support learning. The specialist room provides good accommodation for teaching the subject. The wildlife pond, which is being developed, is already proving a useful resource.

ART

80. Art work is a strength of the school, which is a significant improvement since the last inspection. Pupils make good and often very good progress to achieve standards, which are securely in line with those expected for pupils of their age. Pupils are able to work in a wide range of media and use sketchbooks to record their observational drawings and to develop their ideas when planning their work. Work completed by the pupils is exhibited in the local professional development centre and at other venues in the area. Pupils are developing their observational drawing skills as part of their preparation for GCSE. Portfolios show attainment in art to be in line with national expectations overall. A particular strength is the wide range of the work undertaken and the ambitious nature of some of the projects.
81. The range of completed work shows that drawing skills are being systematically taught, that the range of work is very broad and includes textile work and fabric printing, studies of shape and pattern, sculpture and collage, in addition to work with paints and pastels. Pupils are producing skilled and imaginative finished pieces of work either individually or in groups. They show a sound knowledge of famous artists and their work and are developing a good level of knowledge of perspective, line and tone.

82. The quality of teaching is good overall and very good in the majority of lessons observed. Lessons are clearly planned and have identified learning objectives, which are shared with the pupils at the beginning of the lessons. Teachers' subject knowledge is very secure and pupils are well challenged by the tasks they are set which are carefully differentiated to match their ability levels and interests. Lessons have good pace and pupils become very involved in their work which they obviously enjoy. Clear and imaginative teaching ensures that pupils are learning and developing a good range of skills and pupils are very well managed in lessons. Casting of concrete moulds for garden gargoyles fascinates pupils who are very well behaved and listen carefully to the advice given. Much of the artwork undertaken has been carefully linked to the development of the school's millennium garden project and this development has been carefully photographed in its various stages of development. Teachers have excellent relationships with the pupils and use praise effectively to encourage their efforts. As a result of this high quality teaching, pupils are proud of their work and keen to show it off. This in turn results in the raising of their self-esteem.
83. The specialist teacher teaches much of the art in the school and co-ordinates art across the school. There are detailed work plans at both long and medium term and this supports the high quality of teaching. Assessment and monitoring of pupils' progress and the development of a good range of skills has enabled pupils to undertake GCSE courses with a good degree of success over the last three years.

DESIGN AND TECHNOLOGY

84. Work in design and technology is a strength of the school and pupils are making good and on occasions very good progress in both key stages. Standards are in line with similar schools nationally although below national expectations. The subject has developed well since the last inspection and there is a sound development plan for further work in the subject. Pupils are learning to use computer-aided design software with some degree of success and have completed a range of projects that show their abilities in researching, planning, designing and making a range of products in varying materials. They are making good progress as they learn to draw a scale model for their mobile phone project and have produced clocks using plastic which are attractive and well made.
85. In food technology, pupils are able to work to a recipe and are well informed about the range of ingredients they are using. They work quickly and efficiently in the kitchen and produce finished dishes, which are well presented. At all times pupils show an awareness of health and safety issues and take care when using appliances and machinery.
86. The quality of teaching is consistently good and is very good on occasions. Lessons are carefully planned and have a clear structure within which pupils are given a good degree of independence. Pupils respond well to this responsibility and work with good levels of concentration and effort. In all areas of design and technology, teachers' sound knowledge and expertise is recognised by pupils who listen carefully to the advice they are given. Teachers question pupils thoroughly and this results in thoughtful answers and actions. The very good relationships between pupils and their teachers are a strong feature in these lessons.
87. Lessons have an industrious and purposeful atmosphere and this results in good progress, behaviour and attitudes from pupils. They concentrate well and work hard in a very focused way. Their knowledge and skills are being systematically developed and they are being given a good level of independence to use their own initiative. Pupils' behaviour is consistently good as they work either independently or in groups

on the various activities.

88. The co-ordinator for design and technology is relatively new to the school and has produced a very good and ambitious development plan to extend the subject even further. Work is currently accredited through the Certificate of Achievement but there are plans to enter pupils for GCSE courses. The accommodation for both design and food technology is good and the level and quality of resources supports pupils well.

GEOGRAPHY

89. Geography is taught as part of the humanities programme. Each term pupils either work on a geography topic or a history topic. During the inspection one lesson was observed. Evidence is also based on discussions with pupils, teachers' planning and pupils' work.
90. Pupils in Year 7 make good progress in lessons although standards are below national expectations. However, work scrutiny shows that many pupils do not finish pieces of work when unsatisfactory behaviour affects learning and pupils are withdrawn from the classroom. Inspection evidence suggests that in geography pupils make sound progress and have satisfactory achievements overall.
91. By the end of Key Stage 3 pupils learn about volcanoes and earthquakes. They record facts they have learnt about the Kobe earthquake and begin to understand what causes earthquakes. Using a world map they locate earthquakes and volcanoes. Most develop a sound idea of countries, oceans and places in the world. Pupils study the island of Monserrat as they look at volcanoes across the world. All pupils develop geographical vocabulary related to the topics they study. Learning is reinforced as the teacher promotes key words related to topics and enhances learning further by producing informative displays using photographs and pictures.
92. In Year 8 pupils learn about how population varies across the world. They look at Industries and compare how areas in Britain have changed since the 1930s. They look at the number of coal mines that have closed and draw bar charts to show the number of coal mines in Great Britain. Pupils study the rainforest and complete neat labelled diagrams to illustrate their understanding.
93. Pupils in Year 7 distinguish well between primary, secondary and tertiary industries. Past work shows that they identify the countries in the British Isles and they learn about the water cycle and different climates across the world. Pupils can name rivers and mountains in the British Isles and compare this information with rivers in Bangladesh. They begin to understand the effect of floods on the countryside.
94. The pupils' response in the one lesson seen in Year 7 was very good. Pupils work very well together and discuss the task set for them. Most listen well to instructions and all respond positively to tasks. They work co-operatively as a group and generally sustain concentration. Many are very enthusiastic to show what they have previously learnt and answer questions well. Pupils develop good relationships with their teacher and with the adults who help.
95. In the lesson observed teaching was good, which is an improvement since the last inspection. The teacher manages the pupils well, in particular those who display challenging behaviour. Resources are used well and learning objectives match the needs of the pupils. Adults who work in the class interact well and develop good relationships with the pupils leading to the positive attitudes seen.
96. The co-ordinator is developing useful guidelines to ensure the progressive teaching of skills, knowledge and understanding. This is a big improvement since the last

inspection. Resources are good in quantity and quality. The co-ordinator is aware of the advantages of visits to enhance learning and is planning to develop these across the year groups.

HISTORY

97. All pupils in Key Stage 3 are taught history as part of the humanities programme. During the inspection three lessons were observed. Evidence is also based on discussions with pupils, teachers' planning and pupils' work.
98. By the end of Key Stage 3 achievement and progress is satisfactory overall although standards are below national expectations.
99. In Year 9, pupils study 'The Holocaust' and think about and explain how the Jews were persecuted. They learn and very simply record facts about great dictators such as Mussolini and recall simple facts about the areas they study. Most pupils are able to grasp basic ideas of the past through looking closely at different periods of time.
100. In Year 8 they learn about the American Indians and life in Britain in the 1500s. Using guided worksheets, which contain appropriate key words to help them, they write about what life was like during the Civil War and what the people did for entertainment during these times. All begin to develop a basic idea of chronology as they listen to stories about important events in history such as 'The Great Plague' and 'The Fire of London'. Pupils write simple facts about famous people from the past such as Elizabeth I.
101. In Year 7 pupils study castles. A planned visit to Rochester Castle reinforces facts taught in school. They study Islamic civilisations and use the Arabic alphabet well to write their names in order to develop an understanding of the language. Pupils recall basic facts about the areas they study. Clear displays such as posters and pictures reinforce learning.
102. The quality of teaching is usually satisfactory and sometimes good, encouraging pupils to listen well to instructions so that they all respond positively to tasks. Teachers' planning is good. It refers to pupils' individual needs and contains useful evaluative comments. This leads to most pupils developing good relationships with their teachers and classroom assistants. Key words are reinforced around the classroom and activities accurately match the pupils' individual needs so that they can work independently and generally sustain concentration. Questions are directed at individual pupils, involving all pupils in class discussions, who then confidently discuss the task set for them. Classes are well managed, in particular when pupils display challenging behaviour. This is an improvement since the last inspection. However work scrutiny shows that many pupils do not finish pieces of work often because they have been sent from the classroom for unsatisfactory behaviour. Classroom assistants are used well to support pupils and very good relationships are established between the adults and the pupils. This creates the positive attitudes to learning seen in lessons.
103. The last inspection recorded that the guidelines for teachers were not detailed enough. This is no longer an issue as the co-ordinator is developing useful guidelines to ensure the progressive teaching of skills, knowledge and understanding. This is a big improvement since the last inspection. Resources are good in quantity and quality. The co-ordinator is aware of the advantages of visits to enhance learning and is planning to develop these across the year groups.

INFORMATION TECHNOLOGY

104. During the previous inspection progress was judged to be satisfactory. However inspection evidence suggests that pupils' achievements in information technology are now unsatisfactory by the end of both key stages. Standards are well below national expectations in the full range of skills required, particularly control and modelling technology. The school has no detailed guidelines for teachers to follow to ensure the progressive teaching of skills, knowledge and understanding in the subject and there is no teacher responsible for information technology. These continue to be issues since the last inspection.
105. At Key Stage 3 the school has started to teach information technology as a subject, which is an improvement since the last inspection. Each class receives one lesson each week. Teachers' planning for this term shows that all pupils in Years 7, 8 and 9 are to be taught skills needed to use the Internet. There was no past planning to look at. Observations of pupils working on computers were very few during the inspection. Two lessons were observed in Key Stage 3. Teaching was judged satisfactory in both lessons. However, there is too little evidence to form an overall judgement in teaching in information technology. The lessons were satisfactorily planned and the adults interacted well with the pupils, which enabled them to succeed.
106. Most pupils show varying degrees of confidence as they retrieve stored information from selected web sites on the Internet but overall make sound progress with close support from the teacher and the classroom assistant. However, the school has only four computers, which are connected to the Internet which results in progress being unsatisfactory for a few pupils when they have to share computers and have not developed the social skills necessary to do this. At Key Stage 4 no information technology lessons are taught. However, there is evidence of pupils using word processing skills, in particular in English. For example, with support, after completing tasks using pencil or pens they develop their re-drafting skills as they copy letters and accounts of their favourite characters from texts they have read such as Macbeth. Pupils in Years 10 and 11 were observed confidently printing information whilst working at the local college.
107. In both key stages teachers do not use information and communication technology sufficiently to support learning in other areas of the curriculum. In a Year 7 mathematics lesson, pupils were observed developing basic number skills as they played number games. The scrutiny of previous work shows that pupils do use information technology to support some elements of the art and science curriculum but there were few examples. In art they use 'clipart' to illustrate work and in science they use their word processing skills to type up experiments.
108. The school does not meet statutory requirements because it does not plan to teach the required elements of the National Curriculum to either key stage. Resources are good regarding the number of computers and there is a sufficient selection of software to support curriculum areas. However, many resources are under-used and this continues to be a weakness from the last inspection. There are weaknesses in the resources, in particular to teach the controlling, monitoring and modelling strand of the National Curriculum. The headteacher is aware of the need to develop guidelines for teachers to follow and then to teach skills systematically to all pupils in both key stages. All pupils have the opportunity to play computer games during the session at the end of the day, as long as their behaviour has been acceptable.

MODERN FOREIGN LANGUAGES

109. A modern foreign language is not currently taught and no pupils are disapplied. This is unsatisfactory and does not meet statutory requirements.

MUSIC

110. Music is not taught due to a lack of suitably qualified staff. Music is not a feature of school life where specialism is not required, for example as background during lunch-times, in the formation of pupil bands or enrichment by visits from musicians or visits to shows or concerts. This is unsatisfactory and does not meet statutory requirements.

PHYSICAL EDUCATION

111. Pupils are making good progress in physical education, but only in the narrow range of activities which the school can offer. Standards are below national expectations and achievements in the full range of expected skills are also unsatisfactory. In this respect improvement since the last inspection is unsatisfactory. In both key stages pupils are developing their range of striking skills and are becoming more accurate in their games of short tennis. More able pupils are able to use a range of strokes and to target them with a sound degree of accuracy. All pupils observed at the swimming pool are competent swimmers and working towards certificates at various levels up to ASA Silver Awards.
112. The quality of teaching observed is consistently good. The teacher has sound subject knowledge and coaches pupils in an informed way. Pupils recognise this and respond positively to the advice given demonstrating a good attitude. They are prepared to practise and to improve their techniques. Lessons are well planned and structured, with clear expectations in terms of effort and behaviour. This results in good levels of concentration, involvement and behaviour. Relationships between the teacher and pupils are very secure and pupils respond well to the levels of humour used to keep them on task. The careful grouping of pupils allows appropriate coaching to be given at an individual level, thus ensuring that all make sound progress, which in turn makes them pleased with their own improvement.
113. The curriculum offered by the school is very restricted by the accommodation and facilities available. The school does not have access to a grassed area, which means that some games, and athletic activities are not taught. The hall is not suitable for the teaching of gymnastics for these older pupils and the height of the ceiling is unsuitable for games such as badminton. Basketball, table tennis and snooker are available and the hall is used for indoor games but the lack of gym facilities is unsatisfactory.
114. There is a sound scheme of work and some early attempts at assessment are beginning to inform planning. However, the curriculum offered does not meet statutory requirements because of the poor level of facilities and this has not improved since the last inspection.

RELIGIOUS EDUCATION

115. Standards of achievement in religious education for all pupils, including those with special educational needs, are satisfactory in Key Stage 3 and good in Key Stage 4, but good overall. Pupils begin to understand the belief systems of different religions and the cultures that support them and learn to discuss thoughtfully moral issues that concern them. In Key Stage 3 pupils are able to choose one religion to study in depth learning about the foods, festivals and traditions of Sikhism and Judaism in the classes observed. By the end of Key Stage 4, all those who have completed the course, and wish to, achieve a GCSE. Standards for a minority of pupils are adversely affected by the high absence and exclusion rates.
116. Improvement since the last inspection is good. The accreditation for Key Stage 4 pupils is now in place, teaching remains good and subject management is improved and is now very good. Pupils' attitudes to the subject in Key Stage 3 are positive for

the majority but unsatisfactory for a minority that adversely affects their own learning and progress. However, attitudes overall are satisfactory and for pupils in Key Stage 4 generally good.

117. The quality of teaching is good in both key stages. The specialist teacher has very good subject knowledge and uses this effectively to bring the subject alive for the pupils. For example, when pupils lose interest in a study of 'religion and the media', the teacher has a wealth of supporting material and anecdotes to help them re-engage with the work. Lessons are carefully planned, with a variety of activities and resources to appeal to the different understanding and learning needs of the pupils. These include video, word-processing, objects of interest such as prayer mats and copies of the Torah and opportunities to discuss how the different beliefs relate to the pupils' own lives. Some firm but relaxed behaviour management enables the majority to continue with their work and make progress.
118. The subject supports the teaching of numeracy very well, using Jewish games and festivals to foster work with number for example. Literacy skills are also well supported, subject specific words are carefully taught, pupils draft and re-draft work and use word processors to present some of their work.
119. The very good curriculum follows the locally agreed syllabus and is highly relevant to the pupils' needs and today's issues. Subject management is very good. A very well qualified and experienced co-ordinator supports the work of the teacher with clear direction. The assessment of pupil achievements is used to plan curriculum development which links very well with the school development plan. However, although the quality of teaching is assessed by local authority staff, there are no systematic, in school lesson observations to support improving teaching and learning and the governors do not monitor progress in the subject. Resources are very good with a wealth of appropriate religious and cultural artefacts, books, CD-ROMs and videos. A lack of opportunity for outside visits is one of the few limiting factors in improving pupil's interest in the subject.