

# INSPECTION REPORT

## **MOOR HOUSE SCHOOL**

Oxted

LEA area: Surrey

Unique reference number: 125454

Principal: Alan Robertson

Reporting inspector: Mary Henderson  
19827

Dates of inspection: 5<sup>th</sup> – 8<sup>th</sup> November 2001

Inspection number: 189963

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Non Maintained Special School
Age range of pupils:	7 - 16
Gender of pupils:	Mixed
School address:	Mill Lane Hurst Green Oxted Surrey
Postcode:	RH8 9AQ
Telephone number:	(01883) 712271
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Appropriate authority:	Trustees of Moor House School
Name of chair of governors:	Mr N Hunwick
Date of previous inspection:	14 <sup>th</sup> October 1996

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36293	Jed Donnelly	Team inspector	Mathematics Physical education	Teaching
1224	Graham Todd	Team inspector	Design and technology Information and communication technology	Curriculum
20622	Ann Sydney	Team Inspector	English Geography	
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Moor House is a non-maintained, residential special school for pupils aged 7-16 who have a severe specific speech and language impairment. Pupils are drawn from a wide area across the United Kingdom and sometimes from abroad. There are 83 pupils on roll, of whom 24 are girls and they are all are resident. 12.8% of pupils are from ethnic minority groups but there are none for whom English is a second language. The majority of pupils achieve at a level lower than that expected nationally for pupils of a similar age, although some achieve at near age appropriate levels by the time they leave school. The under achievement is related primarily to pupils' severe communication difficulties. Many pupils experience some difficulty with fine and gross motor control and co-ordination and some have medical conditions which affect their learning. Some pupils have emotional and behavioural difficulties, which are sometimes a consequence of their severe communication difficulties. The school is nationally recognised as a leading specialist school and, when it first opened in 1947, it was the first school of its type for pupils with specific disorders of speech and language. The very large team of speech and language therapist (10FTE) enables all pupils to have individual programmes. There are two occupational therapists (1FTE). The school is consistently over-subscribed.

### **HOW GOOD THE SCHOOL IS**

Moor House is a very good school where pupils are taught in a highly supportive and stimulating environment. The residential provision is of a high quality and is very well managed. The development of the pupils' communication skills, speech, language and understanding is at the heart of all that the school does. The quality of teaching is very good and pupils make the best progress they are capable of. Speech and language therapists make a major contribution to the quality of teaching. The Principal and the senior managers provide strong leadership and a clear focus for the school's work. The school plans spending very well to maintain and improve the accommodation and to provide better facilities for teaching and learning; it gives very good value for money.

#### **What the school does well**

- Teaching is very good throughout the school, speech and language therapists make an excellent contribution to the development of language, communication and literacy skills and pupils respond by behaving well and making very good progress.
- Provides excellent support for pupils' personal development and in relation to their own speech and language impairments.
- The leadership and management of the Principal and senior staff is very good as they promote high standards in all aspects of their work.
- The quality and range of the curriculum is very good and the residential provision, which is of a high quality, supports and extends pupils' learning.

There are no key issues and the many strengths above far outweigh the following minor weaknesses:

#### **What could be improved**

- Evaluation procedures to monitor the progress of pupils from ethnic minorities.
- Access for disabled pupils.
- Assessment in PE and mathematics and target setting in mathematics.
- The use of information and communication technology in all subjects.

*The governors' action plan will set out how the minor weaknesses identified during the inspection are to be tackled. The action plan will be sent out to all parents or carers of pupils at the school.*

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

There has been a very good improvement since the last inspection. The main areas of improvement have been in the effectiveness of teaching, in the quality and range of the curriculum and the provision of better accommodation to provide specialist facilities. There has been very good progress in teaching and learning in English, art, design and technology and music. The school has a very good capacity for further improvement.

## STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

<b>Progress in:</b>	by Year 6	by Year 11	<b>Key</b>	
speaking and listening	A	A	very good	A
Reading	A	A	good	B
Writing	B	A	satisfactory	C
Mathematics	C	C	unsatisfactory	D
personal, social and health education	A	A	poor	E
other personal targets set at annual reviews or in IEPs*	A	A		

Overall, pupils make very good progress in relation to their special educational needs and against the targets in their Individual Action Plans. They make very good progress in literacy and satisfactory progress in numeracy. All groups of pupils make very good progress. A particular strength is the progress they make in communication and language skills and in emotional and personal development.

## PUPILS' ATTITUDES AND VALUES

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils enjoy school and are enthusiastic about their work and their improvements in learning. They adjust well to the change they experience in being at a residential school.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in lessons and around the school.
Personal development and relationships	Pupils make very good progress in their social skills and enjoy taking responsibility. They are welcoming and courteous to visitors.
Attendance	Attendance is very good. Pupils are punctual and lessons start promptly.

Pupils have a very good attitude to school. They are enthusiastic and persevering learners. They behave very well and develop amicable and friendly relationships with each other and the staff. They learn to trust each other and are prepared to discuss their feelings openly in an increasingly mature way.

## TEACHING AND LEARNING

Teaching of pupils:	Years 1 – 6	Years 7 – 11
Lessons seen overall	Very good	Very good

*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 in English is very good. Good use is made of the National Literacy Strategy and basic skills such as letter and sound recognition and their use are very well taught. Teachers, support staff and therapists work very closely together in planning and giving lessons. In many lessons there is a very good concentration on understanding, listening and use of language. Teaching in mathematics and science is good. The speech and language therapists make a major contribution to teaching, particularly in English and in personal and social education. The occupational therapists provide valuable support to teaching. The residential care staff support and encourage pupils in doing their homework, which helps to consolidate learning during the day.

There is excellent support for teaching skills of communication, including literacy. The work of the support staff is a major factor in high quality teaching and learning; they are skilled and experienced in learning support. A high percentage of teaching was very good or excellent. There was no unsatisfactory teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good curriculum. It is carefully planned to ensure that pupils' educational and communication needs are extremely well met. There has been a very good improvement since the last inspection, including an expansion of external accreditation. There is a need to ensure that more use is made of information and communication technology in all subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school offers clear spiritual direction and displays a strong sense of purpose. Pupils' social development is very good and they make very good gains in self-confidence. The many activities promoted by the school, during the day and as part of the after school activities develop good understanding of their own and other cultures.
How well the school cares for its pupils	The staff show very high levels of care and concern for the pupils. Staff are very good role models for pupils. There is excellent individual assessment on entry and each year before the Annual Reviews. Arrangements for child protection are good.

Parents have great confidence in the school. The staff are very responsive to concerns expressed by parents.

Pupils are very well cared for in school and after school by the residential care staff.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the Principal and senior staff are very good. They share a common purpose and build well co-ordinated and hard-working teams.
How well the appropriate authority fulfils its responsibilities	There is a good governing body which meets statutory responsibilities. The Trustees have been very effective in developing capital funding to maintain and improve the premises and further enhance curriculum provision.
The school's evaluation of its performance	The school has good systems for monitoring the work of the school. The school is aware of the principles of 'best value' and educational inclusion and is working to develop practice further in both areas.
The strategic use of resources	Very good financial systems and management ensure that resources are well used and full use is made of specific government grants

The school is very well staffed. It uses its resources well to help pupils learn. There are very good plans for developing the accommodation further. There are good arrangements for administration, catering and financial management and money is well spent for the benefit of pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Very good information about progress from Annual reviews and termly reviews.</li> <li>• The very good progress made by pupils.</li> <li>• Staff are very approachable.</li> <li>• The support for pupils in the residential setting.</li> </ul>	<ul style="list-style-type: none"> <li>• A very small number wanted more information about events during the term and on topics that pupils are currently studying.</li> </ul>

The inspection team endorses the very positive views expressed by parents. The expertise of the staff in all areas of the school is the main reason why pupils learn well and make good progress and is acknowledged by parents and the inspectors.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and pupils' achievements

1. Pupils achieve very good levels of work in relation to their special educational needs. Pupils enter the school with significant problems in communication caused by their severe specific language impairment and standards on entry are well below national expectations. However, they make very good progress, in line with their all-round ability, as a result of very good teaching and intensive speech and language therapy.

Table 1: Improvement since the last inspection

	1996	2001		1996	2001
English	Satisfactory	Very good	History	Satisfactory	Good
Mathematics	Satisfactory	Satisfactory	Geography	Satisfactory	Good
Science	Satisfactory	Good	Art and design	Satisfactory	Very good
ICT	Satisfactory	Satisfactory	Music	Satisfactory	Very good
RE	Satisfactory	Good	PE	Good	Very good
Design and technology	Satisfactory	Very good	PSE/life skills	Good	Excellent

2. The table shows that pupils have made very good progress in learning since the last inspection and have moved on, as well as they are able, in the majority of subjects. Standards and progress, although they are satisfactory, could be improved in mathematics and in the use of information and communication technology (ICT) across the curriculum. Within the specialist lessons for ICT, progress is very good. Important contributory factors to the improvement in standards and achievement since the last inspection have been the development of the curriculum and the close planning between therapists and teachers.
3. There have been improvements in results in national tests and externally accredited examinations since the last inspection. Results have improved, in the national tests sat at the end of Key Stage 2 and Key Stage 3, with significantly more pupils achieving average scores against national expectations. By the time pupils leave school at 16, most now take ASDAN<sup>1</sup> courses and also the Certificate of Achievement in several subjects. Entries to GCSE have risen substantially since the last inspection. The number of subjects in which pupils enter has risen from one to six and involves an increasing proportion of leavers. The number of higher grades awarded has increased and the proportion of lower grades has decreased. Overall, results are very creditable and give pupils the confidence and experience to continue their education in further education colleges after they leave school.
4. The school implements the principles of educational inclusion. The expansion in accreditation shows an increased willingness to offer further opportunities to all pupils, many of whom experienced difficulties and obstacles to learning in their previous schools due to their language impairment. However, there is insufficient evaluation of the achievements of different groups of pupils. For example, in English, girls do less well than boys and there is no separate evaluation of the achievements of the small number of pupils from ethnic minorities. There is excellent practice in the individual assessment of all pupils before they are admitted and programmes are developed to suit each pupil. Teachers, care staff and speech and language and occupational therapists all contribute to the initial and ongoing assessment. This forms the basis for very good target setting and Individual Action Plans.
5. Progress in English is very good. When pupils enter the school their severe speech and language impairment means that many have great difficulty in sequencing information or in using appropriate words in different situations. Many have poor body awareness or under-developed fine motor skills. By the age of 11 most pupils have made very good progress in speaking and

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<sup>1</sup> the Award School Development and Access Network

listening and reading and good progress in writing. Pupils with very limited speech learn to communicate using a communication system that best suits their needs. During Key Stage 3 pupils build successfully on their previous learning. They show much greater understanding of the strategies they need to develop listening, reading and writing skills. Pupils increasingly read for enjoyment and show greater understanding of texts. They develop greater fluency in connecting up parts of sentences and make inferences from texts. Higher achieving pupils read confidently and fluently and write well-constructed and accurate passages of prose. Other pupils make very good progress in using communication aids or other systems of communication. Some pupils continue to need to practise forming letters correctly and to develop the correct use of grammar. By the age of 16 some higher attaining pupils work at levels close to the national average for their age. They gain very creditable results in examinations. They contribute very well at assemblies or in social skills groups and are confident enough to sustain conversations or lead groups. Other pupils make very good gains, for example they build up and use memory files to develop their vocabulary and in planning and proof reading their work they pick out a large proportion of their errors.

6. Pupils' achievement and progress in mathematics is satisfactory. During Key Stage 4, progress is good. By the age of 11, many pupils have developed an understanding of spatial concepts and numbers. Severe language impairment may restrict the extent to which the concept of time or values develop but they make satisfactory progress overall. By the age of 14, pupils' knowledge in mathematics has grown. Lower attaining pupils extend their use of number up to 100 and develop more confidence and skill in addition and subtraction. Higher attaining pupils deal well with mathematical problems, even though they are full of language-based difficulties. By the age of 16 all pupils follow accredited courses. One pupil follows a GCSE course in a neighbouring secondary school. Pupils make good progress in the practical application of numeracy skills during their ASDAN work and in the development of mathematical concepts. Results in examinations are good.
7. Progress in science is good. By the age of 11 many pupils have understood some basic scientific understanding such as the needs of living things. They develop an understanding of texture and densities. They develop skills in practical work and in recording their observations. By the age of 14, some higher attaining pupils are using an increasing range of scientific vocabulary, they have learnt to make predictions and understand the principles of a fair test. They use apparatus with increasing dexterity. All pupils have developed skills in classifying materials with different properties and in remembering characteristics of different groups of living things. By the age of 16 a small number of pupils have reached close to national expectations in science and are entered for GCSE and Certificate of Achievement examinations. They show an increasing understanding of the nature of materials and substances and make good predictions about chemical and physical changes. Other pupils continue to make good progress in developing observational skills and in classifying and recording observations in a variety of ways.
8. Pupils' achievements would not be possible without the acquisition of high standards in communication, in the development of language and literacy skills and, for some, in the development of physical awareness and skills necessary for learning. Very good assessment and target setting in all these areas has been essential. In addition the regularity with which progress is evaluated, even the smallest step forward is noted, has also underpinned progress. Conversely, the inadequacy of target setting for numeracy has restricted progress in this subject. The school has recently developed non-statutory school targets and is making progress towards meeting them. However, these targets do not include predicted grades.

### **Pupils' attitudes, values and personal development**

9. The pupils' attitudes to school are very good and have improved since the last inspection. The pupils enjoy all aspects of school life and their enthusiasm has a positive impact on their progress. During discussions with an inspector, some pupils who were new to the school said that the best things about the school were '*the learning, the activities and the food!*' In the vast majority of lessons pupils have very good attitudes to their work. This was seen in a Year 11 food studies lesson, when the pupils were comparing methods of making soup. They listened very attentively to the members of staff and thought carefully before making suggestions. The

pupils worked well together in groups of three and concentrated hard on preparing the soup. They accomplished their tasks sensibly and methodically and paid good attention to safety. Although some pupils found language and written work difficult, they were keen to join in the discussion on the finished products, using the displays and lists of words to help them describe the texture and taste. During the evenings the pupils make the most of the opportunities to participate in the wide range of activities on offer and take part with enthusiasm.

10. The pupils have maintained their very good behaviour found at the time of the last inspection. The vast majority of parents are impressed by the pupils' behaviour and good manners. The school is a harmonious and orderly community and this has a very positive impact on pupils' learning. The pupils know that adults working in the school expect good behaviour and the pupils nearly always behave very well in lessons and around the school. Sanctions are rarely needed. The pupils behave very sensibly during mealtimes and after school. They are trustworthy and show respect for the environment. Instances of anti-social behaviour are rare. During the past year, the school excluded five pupils for fixed periods.
11. The pupils' personal development and relationships are very good. There is a very high level of mutual respect between the pupils and adults working in the school. This has a very positive impact on the pupils' learning both inside and outside the classroom. The pupils work well together and support each other in lessons. They share their ideas sensitively, without fear of ridicule. The pupils grow in confidence and maturity as they progress through the school. For example, a Year 10 boy led a class assembly, talking about his hobby. He had carefully prepared his presentation and spoke without hesitation for ten minutes, illustrating his points with magazines and CD's. He confidently answered pupils' questions and drew the session to a timely close. The pupils enjoy taking responsibility. All pupils undertake duties such as changing bedding and keeping their dormitory area tidy. Older pupils help to serve lunch and the pupils discuss improvements to the menus with the catering staff. The pupils are actively involved in the community. For example many older pupils gain Duke of Edinburgh Awards, others join local uniformed organisations and gain valuable life skills through work experience. The pupils are involved in setting their own social targets and make very good progress due to the support of all adults working in the school.
12. The pupils have maintained the high level of attendance found at the time of the last inspection. As the school is fully boarding, the school does not maintain registers. However, the school nurse's records show that, on average, pupils' absence rate due to illness is only about 2.5 per cent. The pupils arrive promptly for lessons and therapy. The pupils' very good attendance and punctuality have a positive impact on their attainment and progress.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. Teaching is very good across the school. There has been a very good improvement in the quality of teaching since the last inspection.

Table 2: Quality of teaching

English	Very good overall and excellent at KS2	History	Good
Mathematics	Satisfactory	Geography	Good
Science	Good	Art & design	Very good
ICT	Satisfactory	Music	Very good
RE	Good	PE	Very good
Design and technology	Very good	PSE/life skills	Very good

14. Teachers know their pupils very well and have very good subject knowledge, which they use to challenge pupils to try harder. For example, in a Year 9 design and technology lesson, the teacher's excellent subject knowledge (whilst pupils were making a wooden container), enabled him to identify potential problems. Questioning and prompting ensured the pupils rethought the making process. Consequently health and safety issues were fully addressed. In a Year 11 lesson in the ICT suite, the teacher challenged pupils to "think again" in working out a formula on

a spreadsheet, enabling pupils studying an externally accredited course to make the very good progress they did.

15. The teaching of literacy across the curriculum is very good. For example, in an English lesson for a mixed-age class in Years 7 and 8, the teacher, learning support assistant and therapist worked very well together. There was a highly developed match of learning strategies to develop greater conceptual understanding, auditory memory, visual tracking and other skills. The development of literacy is particularly helped by the system, developed by the school, for providing a visual explanation of the grammatical structure of English. Coloured lines indicate the grammatical category of a word, shapes are used to group words together and arrows are used to show verb tenses. This approach supports the word, sentence and text level schemes of work drawn from the National Literacy Strategy. The teaching of numeracy across the school is satisfactory and there is some good practice in ICT and design and technology where elements of handling data and measurement are used effectively. At Key Stage 4, numeracy is well taught on the ASDAN course where pupils extend their practical use of money. Educational visits to places of interest resulted in data collection in the form of tally charts. This information was then transferred to bar graphs and displayed in communal areas. The National Numeracy Strategy has been introduced only recently into Key Stages 2 and 3 and it is too early to judge its full impact on pupils' learning.
16. Teachers plan very effectively and make their learning objectives clear to the pupils. Lessons are very well prepared and start with a clear introduction. For example, in a Year 11 art and design lesson, pupils prepared clay to make coil pots. The teacher discussed the pupils' sketches done for homework and checked pupils' understanding and knowledge of different types of pots. In a very good lesson in Key Stage 2, in physical education, pupils were very clear about how to carry tumbling mats and low level benches and they were supported in their activity by a very clear teacher plan for the organisation of physical education gym equipment in the sports hall. On this occasion, the learning support assistant was very successful in supporting individual pupils' to make the appropriate choice to learn productively. In many lessons, particularly English, joint planning and collaboration between teachers, classroom assistants and therapists ensures very good opportunities for pupils to make good progress in their speech and learning development.
17. A 'thinking skills' lesson in Key Stage 3 showed many of the characteristics of the best teaching in the school as pupils were challenged and inspired to succeed further. For example, one pupil took great pride in her correct response to the teacher's question and said "I got it right, didn't I Sir?". Her success was shared with the class teacher and this success spread to other members of the class. Activities were explained enthusiastically and the pupils responded. Learning and progress were excellent. At the end of the lesson, pupils recorded what they had learnt in their work file and one pupil said "I really have to think in your lesson because I know you will ask me another question soon." Pupils left the classroom buoyant and full of confidence with high self-esteem.
18. An English lesson at Key Stage 3 made use of a wide range of teaching methods to help pupils learn. For example, pupils built up a list of vocabulary, using a 'mind map' from one key word into a sequence of words, phrases and sentences. The text book "Bill's New Frock" used in the lesson was geared to develop the understanding of gender prejudice. The use of additional communication, for example basic signing and cued articulation, especially for younger pupils at Key Stage 2 supports pupils' learning and includes them fully in the lesson. Teachers use a variety of pupils' groupings relevant to their needs. For example, the teaching of mathematics across the school is more successful when pupils learn as a whole class than where they learn individually or follow through activities based on a commercial scheme.
19. A very good feature of many lessons is the high quality of teachers' questioning to check that subject specific vocabulary is fully understood. This ensures pupils make the good and sometimes very good progress they do over their time at school in relation to their specific speech and language impairment. Teachers' high expectation of pupils' learning, including alternative communication techniques, supports pupils' development of vocabulary and comprehension.

20. Speech and language therapists and occupational therapists also teach pupils in individual or group sessions. The withdrawal sessions are planned to meet the needs of individuals. For example, to improve balancing skills or bilateral coordination or to develop phonic skills. In one session, for example, a Year 9 pupil was helped to use a communication aid to construct sentences using colour-coded shapes and other classification of word symbols. The speech and language therapists also take groups to develop social and life skills. In an excellent lesson with Year 11, pupils made outstanding progress in understanding how to work and contribute in a group.

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

21. The school provides a very good curriculum. It is carefully planned to ensure that pupils' educational and communication needs are well met. Since the previous inspection the school has been successful in developing and enriching the curriculum; for example, the extension of accredited courses and the introduction of French for a small group of pupils.
22. The quality and range of learning opportunities for all pupils are very good throughout the school. All statutory requirements are met and all pupils have equal access to the curriculum. Pupils experience the full range of the National Curriculum together with religious education, personal, health and social education and sex education. Teachers have received training in the National Literacy and Numeracy Strategies. Time is allocated appropriately to give priority to developing literacy, numeracy and social skills. Strategies for teaching literacy skills are very good and are satisfactory for teaching mathematics.
23. Information and communication technology is very well taught as a discrete subject, however, it is not yet incorporated satisfactorily into some of the other subjects such as mathematics and religious education. The teaching of French to a small group of pupils in Key Stage 3 has been successful and pupils are very keen to 'show off' their new language to teachers and visitors. The evaluation of the project by teachers and speech therapists shows that the programme has much to offer pupils and it has been successful in extending their multicultural awareness.
24. The school offers a very good 24 hour curriculum to its pupils with a planned curriculum in the evenings and at weekends. The residential staff help to support the pupils' learning by offering a range of well planned and purposeful activities. Pupils' homework is very well supervised and involves the teachers as well as the child care staff. All staff plan together and have a very good understanding of the pupils' speech and language difficulties. They work effectively together as a team; this ensures a consistent approach and enhances pupils' learning.
25. The school has thought carefully about educational inclusion and provides many good opportunities within the 24 hour curriculum. Examples of this are membership of the local athletics club, Tai Kwondo classes and attendance at local scouts and guides groups. An integration project with Holland Junior School was very successful last year. Strong bonds were made between the pupils from both schools and there have been benefits for the staff of both schools through sharing the expertise of teachers and speech therapists. This year it is hoped to extend the project with some of the Moor House pupils participating in the Literacy Hour at Holland Junior School. Currently several pupils are integrating at Oxted School; for example, one follows the GCSE music course and another GCSE mathematics pupil in Year 9 is joining the information and communication technology classes.
26. The speech therapists play a significant part in the development of pupils' linguistic skills by giving individual and group tuition as well as working in the classroom. The overall quality of these sessions is good. Occasionally, some of the group sessions are too long.
27. The curriculum for pupils in Years 10 and 11 focuses very effectively on preparing the older pupils for national examinations at the end of Year 11 and leaving school to enter the world of work or further education. The curriculum shows very good improvement since the last inspection. Pupils study English, mathematics, science, information and communication technology, life and social skills, physical education and personal, social and health education (PSHE). In addition they have a range of options. These include art, design and technology, food

technology, pottery, music and key skills. Most pupils are involved in taking the ASDAN course. This includes elements of history and geography, consumer affairs, a mini-enterprise scheme, careers and skills for life such as safety in the home, budgeting and applying for jobs. Pupils gain an insight into life in other countries in Europe and further afield, the project about the Mozambique flood disaster being a good example of this. A strong feature of the work is the Duke of Edinburgh Award Scheme where pupils are prepared for the bronze and silver awards. Pupils are challenged by the expedition and through their participation learn a great deal about map work, the Country Code and camping. As part of the ASDAN programme, pupils undertake visits to places within the community and to places further afield such as Wood Green Police Station, Reigate Fire Station and an Islamic Cultural Centre.

28. This year, pupils are following GCSE courses in English, mathematics, science, design and technology, art and music. They are also pursuing Certificate of Achievement courses in these subjects and food technology. Most pupils take the Computer Literacy and Information Technology (CLAIT) course and higher attainers, the Integrated Business Technology (IBT) course.
29. The school regards the personal, social and health education programme as a vital element in nurturing the pupils' social and personal development. The provision for PSHE within the curriculum is excellent and, as a result, pupils are encouraged to grow in maturity and responsibility. Pupils are made aware of health issues as well as relationships. The speech therapy department plays a very important part in the teaching of this programme, which also includes sex education and drugs awareness.
30. The provision for careers education is very good. The school works in close co-operation with the Surrey Careers Service which offers good support through interviews and discussions with pupils. The Rotary Club actively participate in preparing pupils in this programme by holding practice interviews and giving them feedback on their performance. Their help is valued by the school. The school recently won a Surrey award for its work experience programme. There are a wide range of work experience placements that include a local garage, the Young Persons' Deaf Association, local schools, kennels and retail outlets. The life skills programme is an important part of the careers programme offered by the school. When pupils leave school, all go on to further education and the majority obtain places at further education colleges near their homes.
31. The school's provision for extra-curricular activities is very good. There is a wide range of activities available such as gardening, canoeing, swimming, netball, basketball, chess, orienteering, cubs, scouts, guides and a photography club. Links with the local community are also very strong. There are very good connections with local businesses and pupils actively participate in the local athletics club. The school has very good relationships with partner institutions that effectively support both curriculum opportunities for pupils as well as professional development for teachers.
32. The school provision for spiritual, moral, social and cultural development is good with pupils enjoying clear and effective guidance from residential, therapy and teaching staff.
33. Spiritual development is good. Opportunities for development include school assemblies and other activities such as participation in Christmas and Harvest Festivals. There is a strong sense of purpose across the school. The school religious education curriculum teaches the religious values and beliefs of others and in some subjects, notably art and design and design and technology, this understanding is brought into topics studied. In art, pupils look at the work of religious faiths and in design and technology, a lamp is constructed reflecting Diwali. Pupils meet together in school assembly for an act of collective worship and visiting clergy make presentations.
34. Moral development for pupils is also strong, and staff are very good role models in showing respect for each other. Pupils understand the difference between right and wrong and there is a strong sense of community, which is supportive. Negotiated class rules are on display. Pupils show respect for adults and are very polite and helpful. Pupils have participated in fund raising within the ASDAN programme, where an overseas charity was supported and a non-uniform day in support of UNICEF was held earlier this year. 'Red Nose Day' actively supports Comic Relief.

Pupils reflect on their own progress and that of others. One class has written a supportive letter to an American School about the recent atrocities in the USA.

35. Pupils make very good gains in social development and this is very evident in the clear gains in confidence that many pupils display. 'Circle Time'<sup>2</sup> in Key Stage 2 is very helpful in the formation of mutual understanding. There is a strong and varied programme of after school activities that includes the Duke of Edinburgh Award Scheme, indoor hockey, swimming and canoe training and basketball. All these activities promote good social interaction opportunities. Formal activities such as scouts and cubs (the school has its own pack that meets locally) thrive. In class, pupils are expected and encouraged to work collaboratively. Pupils' views are respected by both staff and other pupils, which promotes social cohesion and confidence. There is a strong group understanding between pupils and many activities, such as visiting an outdoor sports centre with a subsequent visit to a fast food restaurant promote and stimulate friendships. Pupils observed in the after school setting enjoyed good social cohesion and a happy and energetic atmosphere was evident.
36. Cultural development is good, with the many activities on offer to promote and widen pupils' experiences. All pupils learn and perform on the school's steel drum set and some pupils take private music lessons. Year 11 recently visited the Imperial War Museum's Holocaust exhibition and the Central Synagogue in conjunction with the schools PSHE lessons. Pupils study the works of a range of artists in their art lessons and are able to express themselves well in a variety styles. Pupils are given an insight into the beliefs of Islam, Judaism and Hinduism within religious education and visit other places of worship. The school arranges visits to theatres and other places of interest and has had a Native American Indian visit to work with pupils in a language development programme.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. The school provides very good educational and personal support for its pupils. The inspection team agrees with parents; this is a caring community. The school has excellent procedures for monitoring and promoting pupils' personal development. All staff are very good role models. The staff know the pupils very well and this enables them to work together to set targets for social and personal skills. The care workers are very supportive and show high levels of care and concern for pupils' individual needs. The therapists make very valuable contributions to developing pupils' social skills, for example when they work with groups of pupils to develop the language needed in different situations. Teachers, support staff and therapists work as a team in the classrooms constantly encouraging, supporting and challenging pupils to become more confident and grow in maturity. Other adults working in the school including office staff, catering staff and cleaners all play their part in developing pupils' social and organisational skills. They know pupils well and understand their needs.
38. Procedures for assessment are very good. There is a very good policy for assessment, recording and reporting pupils' progress. On entry, and in each successive year, each pupil is assessed in literacy and numeracy before each Annual Review. Teachers work in close collaboration with the speech and language therapists and the occupational therapists and residential care staff to set termly targets, agreed in consultation with parents. These targets are contained in the very good 'Individual Action Plan' drawn up for each pupil. These targets are well known to pupils, frequent reference is made to them and they ensure the integration of all strands of learning and experience across the 24 hour curriculum. The Head of Teaching monitors trends in progress over time and has comprehensive records for the past four years.
39. Assessment procedures in most curriculum areas are good and have improved since the last inspection but there are two areas for improvement. Each subject has assessment procedures to identify what pupils have learnt. The best assessment is seen in English, art and design, music and design and technology. Further development, already noted by the school, is needed in assessment in mathematics and physical education.

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<sup>2</sup> a lesson which provides structured opportunities for pupils to learn to trust, talk and listen to each other.



40. The school has good procedures to ensure the pupils' welfare, health and safety. The procedures for child protection are good. The school has a sound policy and key staff have received relevant training. Staff have a good understanding of the school's procedures. The Principal is the designated member of staff with responsibility for child protection and carries out his duties effectively. The school regularly reminds pupils that if they are unhappy they should talk to staff or independent advisors. Currently there are no 'looked after' children at the school. Sensitive records are kept securely to maintain confidentiality.
41. The school's provision for first aid and medical care is very good. The school nurse is available before, during and after the school day and is based in a well-equipped medical room. She keeps very good records of all medication, accidents and illnesses. The nurse's duties are wide ranging and include taking pupils to hospital appointments and working with catering staff on special dietary requirements. The nurse liaises closely with the school medical officer, care staff and therapists and together they provide comprehensive support for pupils' medical needs. The nurse also provides an extra dimension to arrangements for supporting personal development.
42. The school pays due attention to health and safety on a day-to-day basis and the school has a sound health and safety policy. Staff are vigilant of any risks to the pupils' safety. Any potential hazards are recorded and, where possible, immediate action is taken by the maintenance team. Risk assessments have been undertaken, but the recording of portable appliance testing is not up-to-date.
43. The school's arrangements for monitoring internal attendance are satisfactory. Registers are not kept as the school is fully boarding. The school is aware on a day-to-day basis of the whereabouts of all pupils for example in the sick bay, visiting a college or ill at home. The nurse and form teachers monitor attendance and contact parents as necessary. On rare occasions when attendance has been a cause for concern, the school has liaised with the pupils' educational welfare officer. The school has established good routines to ensure that pupils arrive for lessons on time.
44. The school's procedures for monitoring and promoting good behaviour are very good. This is not a highly regimented community, but one where there is an atmosphere of trust and high expectations of good behaviour. The pupils and all adults working in the school are very good role models. There is a clear behaviour policy which emphasises the need to promote good behaviour. Rewards are effective and pupils enjoy receiving house points and taking part in the 'Achievement Assembly'. There is a detailed sanctions policy and incidents are recorded. The procedures for monitoring and eliminating oppressive behaviour are very good. The school has a sound anti-bullying policy and keeps detailed records of any complaints by parents or pupils, and notes the action taken. Older pupils are supportive of new pupils. Rare incidents of bullying are dealt with effectively.
45. The school's residential provision for the pupils is very good. The dormitories are tastefully decorated and well maintained. The pupils have appropriate privacy and are able to personalise their sleeping area. The pupils are well supervised during homework and care staff provide support if necessary. The pupils value the wide range of after-school activities, some of which involve joining community groups. Pupils are able to attend their preferred places of worship at the weekend. The catering staff work hard to ensure that the pupils receive a balanced diet and offer a good range of meals. Photographs are displayed to help pupils make choices about unfamiliar food and dietary and religious preferences are taken into consideration. The pupils are encouraged to contact parents and all are able to use the telephone with a degree of privacy. Effective communication between care staff and teachers takes place during the daily briefings at the start of the school day.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

46. Parents are very pleased that their children are attending Moor House School and they expressed their very positive views through the pre-inspection questionnaires and parents' meeting. They have confidence in the school's leadership and management. They feel that the teaching is good and their children behave well and are expected to work hard. They value the way in which the school works closely with parents and appreciate the fact that staff are always

willing to discuss the parents' concerns. The parents say that their children enjoy school and they are, overall, pleased with the range of out-of-school activities. The inspection team shares the parents' views.

47. The school has established good links with its parents. The parents are made to feel welcome in school. When they collect and deliver their children, they value the informal and formal opportunities to talk to care staff, therapists and teachers. The school has surveyed parents and taken their views into consideration when planning therapy workshops for parents. The parents were appropriately consulted when the school drew up the home-school agreement.
48. The quality of information which the school provides to parents and carers is good. The school is very aware of the anxiety of parents whose children are about to start school and does its best to allay their worries. The new parents are invited to the school on at least two occasions, when there are good opportunities to tour the school and meet with staff. During their child's first term, the school also invites new parents to a beneficial meeting with the teacher and therapists. This enables parents to discuss how their children are getting on and how the school can best help their child. The prospectus paints a very clear picture of school life and provides useful information for parents. The governors' annual report provides an overview of the school year, but does not contain details about school leavers and their choice of college courses. Termly newsletters are of a good quality and celebrate the school's successes. Many of the parents who attended the pre-inspection meeting said that they would like more information about future events. The inspection team agrees with the parents. There is very little formal information given to parents about the topics their children will be studying in the classroom, or about the evening activities. This can limit parents' involvement in their children's education. The school provides parents of Year 10 pupils with useful information about the Post-16 choices. The school's annual review gives parents very detailed analysis of how their children are getting on. The parents are given very good information before the annual review meeting and the school gives parents good opportunities to respond during and after the review meeting. The parents are also invited to attend termly reviews.
49. The impact of the parents' involvement in the work of the school is satisfactory. Parent governors are very supportive and help to shape the school's future. They also offer a beneficial support network for parents. Most families live a long way from the school and it has proved impractical to form a parent-teacher association. However the parents are very supportive and enjoy attending events such as services and concerts. They are also very willing to help at the school fete.
50. The parents' contribution to their children's learning is satisfactory. Because the pupils are not at home during the week, the care workers fulfil a parent's role in supporting homework. However, some parents do help their children at weekends with spelling, reading and practising social skills (such as introducing themselves) and entering vocabulary on communication aids. The vast majority of parents are very interested in their children's education and nearly all attend the annual review.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

51. Leadership and management by the Principal and senior staff is very good and promotes high standards. They share a common purpose and vision for the school and ensure a purposeful and pleasant atmosphere for learning. The Deputy Principal who is also Head of Teaching, the Head of Therapy and the Head of Residential Care each have clearly defined roles and have built well coordinated and hard working teams. The Principal ensures that these teams work well together, particularly in ensuring that teachers, therapists and support staff work together. This good team teaching is a strength of the school as it means that staff can work with any pupil who needs individual attention to improve. The good standards described in the last inspectors' report have been maintained and in addition, under the leadership of the Deputy Principal, there has been a very good improvement in the quality of teaching, the development of a rich and diverse curriculum and the standards achieved by pupils. Residential provision is very well managed. There are very good systems to ensure consistency in the management of support given to pupils.

52. The Principal and senior managers are committed to educational inclusion. This commitment is shown in a number of ways. During very thorough pre-admission assessment, a profile of each pupil's linguistic and cultural background is developed and parents are made aware of other pupils on roll who share the same language or ethnic background. There has been very good curriculum development which includes the study of world religions and cultures including trips to cultural and religious centres such as the London Mosque and the Central Synagogue. Excellent training and induction opportunities for staff include multicultural awareness training and the impact of bilingualism on children with speech and language impairment. The school intends to develop evaluation procedures to monitor the progress of pupils from ethnic minorities.
53. There has been substantial improvement in the quality of subject co-ordination since the last inspection and this is now good. Planning is well developed and ensures that what is taught is appropriate to the range of pupils' needs and level of achievement. Subject co-ordinators work well with the speech and language therapists to ensure the curriculum has full regard to the individual needs of pupils and the manner in which their language difficulties impact on their learning. However, in mathematics there is insufficient planning for the full range of attainment.
54. The management of therapy is very good. The Head of Department has excellent leadership and management skills. Development planning for speech and language therapy and occupational therapy is very good. Facilities are good. Very good training is provided for new teaching and care staff. This enables new teachers, for example, to very rapidly come to understand the language and physical needs of pupils. Training and modeling of good practice ensures that all staff, including the residential care, administration and catering and domestic staff, understand the communication needs of pupils. Therapists have made a significant contribution to inclusion projects and work very closely with neighbouring schools. The department has already identified the need to review the amount of support it provides to subject areas.
55. The monitoring and evaluation of teaching is good. This has improved since the last inspection and has helped the school to develop a high standard of teaching throughout the school. The change to specialist teachers has contributed to improvements in overall standards of teaching and learning. The Deputy Principal and the Key Stage co-ordinators monitor teaching regularly in the classroom and also monitor pupils' learning. Some subject leaders, however, need more time to monitor their own subjects to ensure consistent good practice in subjects taught by a number of teachers. There are very good assessment systems which are used by senior management to help evaluate pupils' achievement and progress. The monitoring and support for teachers and curriculum development, and the development of good personal targets for pupils have led to improvements in learning for all pupils. Staff are confident and purposeful and share a common strong commitment to succeed. The school is aware of the need to develop self-evaluation systems further. The speech and language therapists are preparing for an external accreditation exercise by their professional body. The school also has plans for applying for the Investors in People Award.
56. The governing body has a good awareness of the strengths of the school and most of the areas for development. It is appropriately consulted and meets regularly. Members of the governing body have a wide range of relevant experience and expertise which are well used to help the school identify priorities, decide on the main issues for the School Improvement Plan and set the budget. The trustees have been very effective in developing sufficient capital funding to maintain and substantially improve the premises since the last inspection. There is insufficient access for disabled pupils. However, in the next phase of building, due to start soon, provision for disabled pupils is to be actively considered.
57. The finances of the school are very well used and managed. Fee income is fully used to support pupils. The new bursar ensures that very good financial information is given to the governing body and the Principal. Specific government grants are very well used to support new educational developments such as the purchase of computers and interactive whiteboards. Better equipment for use by the new team of occupational therapists has also been purchased in order to extend the range of treatment they provide. The high quality of administration allows teachers and care staff to focus on their work and supports them.

58. The school is well aware of the principles of best value and applies them where possible. For example, in reviewing the fee structure for the school it compares its own fees with those of similar schools. In making spending plans it consults with a wide number of providers. Cost effectiveness includes the suitability of the purchase for the pupils. Pupils come from a large number of different education authorities who are always invited to be present at Annual Reviews. This gives each representative an opportunity to assess whether the school is fully effective in meeting the needs of those pupils it maintains.
59. The school's accommodation is satisfactory, except for the restricted access for disabled pupils. It allows the curriculum to be taught effectively in most subjects and has improved since the last inspection, particularly by the provision of better specialist rooms for practical subjects. It lacks an internal hall big enough for Key Stage 4 gymnastics or to be used for drama. The next phase of building will start soon and will address the need for disabled access and include the development of a sports hall, with drama facilities and an improved outdoor play area. Most classrooms have been re-equipped and re-decorated. Desks and chairs are of a high quality and can be individually adjusted. This is very helpful to pupils, over half of whom need the help of occupational therapists for a range of postural and coordination needs. There are attractive displays of pupils' work, representing most areas of the curriculum which work well to further develop pupils' self confidence and self-esteem. The numbers, qualifications and experience of all staff are very good. All areas of the curriculum are covered and the occupational and speech and language therapists provide excellent support in meeting pupils special educational needs. Resources for learning are good.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In the context of the school's many strengths, the following points for improvement should be considered to raise standards further:

- a) develop evaluation procedures to monitor the progress of pupils from ethnic minorities;  
(see paragraphs 4, 52)
- b) improve access for disabled pupils;  
(see paragraphs 56, 59)
- c) develop further assessment in PE and mathematics and target setting in mathematics;  
(see paragraphs 8, 39, 70, 77, 132)
- d) improve the use of information and communication technology in all subjects.  
(see paragraphs 23, 75, 82, 105, 119, 127)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	34	28	2	0	0	0
Percentage	11	47	39	3	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	86
Number of full-time pupils known to be eligible for free school meals	n/a

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	2.5

#### Unauthorised absence

	%
School data	0.0

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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001		

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	2	0	1
Percentage of pupils at NC Level 4 a	School	33.3	0	17

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 3 (Year 9)

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
		2001		

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys			
	Girls			
	Total	1	2	6
Percentage of pupils at NC level 5 or above	School	5.3	10.5	31.6

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys			
	Girls			
	Total	1	3	3
Percentage of pupils at NC level 5 or above	School	5.3	15.8	15.8

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 4 (Year 11)

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	2001	11	2	13

### GCSE Results 2001

GCSE Results 2001 showing percentage of passes at each grade

	A	B	C	D	E	F	G
<b>English</b>				33	44	22	
<b>Mathematics</b>				20	20	50	11
<b>Science</b>			10		30	50	10
<b>D &amp; T</b>				30	50	20	
<b>Art</b>	16	16			50	16	
<b>3-D Des</b>		12	12	25	25		

### ASDAN Youth Award Programme

7 entries : Bronze 1; Silver/Bronze 4; Silver; 2

### RSA Computer Literacy and Information Technology (CLAIT)

9 entries

Profile 2

Stage 1 Pass 7

### Certificate of Educational Achievement (COEA)

English

13 entries

Distinction 8, Merit 5

Science

13 entries

Distinction 5, merit 4, pass 1

Food Studies

11 entries

Distinction 1, merit 4, pass 6

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	2
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	3
White	75
Any other minority ethnic group	0

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y4 – Y11**

Total number of qualified teachers (FTE)	13.6
Number of pupils per qualified teacher	6.3
Average class size	7.4

#### **Education support staff: Y4 – Y11**

Total number of education support staff	9
Total aggregate hours worked per week	270

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000 /01
	£
Total income	2,126,948
Total expenditure	2,081,423
Expenditure per pupil	25,077
Balance brought forward from previous year	1,251,997
Balance carried forward to next year	1,297,522

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	86
Number of questionnaires returned	45

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	47	2	0	0
My child is making good progress in school.	58	31	0	2	7
Behaviour in the school is good.	53	42	2	0	2
My child gets the right amount of work to do at home.	29	38	9	4	7
The teaching is good.	73	18	2	0	4
I am kept well informed about how my child is getting on.	49	33	11	0	2
I would feel comfortable about approaching the school with questions or a problem.	80	11	9	0	0
The school expects my child to work hard and achieve his or her best.	67	29	0	0	4
The school works closely with parents.	47	38	9	2	2
The school is well led and managed.	73	24	0	0	2
The school is helping my child become mature and responsible.	64	24	4	0	2
The school provides an interesting range of activities outside lessons.	64	27	4	2	2

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

### **ENGLISH**

60. Pupils are making very good progress in English throughout the school. At the last inspection they were making only satisfactory progress. Pupils enter the school with severe speech and language difficulties. Some pupils have difficulties expressing themselves or being understood; others cannot understand other people easily. Some can recognise individual letters and simple words, some can write their first name. By the end of Year 6 they have made very good progress in speaking and listening and reading and good progress in writing. By the end of Year 9, test results in English are higher than the national average for similar schools. By the end of Year 11 standards have risen further so that all nine pupils who are entered for GCSE foundation level English were graded D to F. Older pupils' standard of writing improves to match the standard of their speaking, listening and reading. Girls generally do less well than boys in reading and in GCSE examinations, a reverse of the national trend.
61. The very good progress made by pupils is due in part to the further development of team teaching between teachers and therapists. Much work has been done on integrating the work of the speech and language therapists into the curriculum and in setting targets for individual pupils. The school has produced a very good scheme of work for English that includes literature as well as language. Teachers' and pupils' academic expectations have risen. Specialist approaches are used in the classroom: Cued Articulation<sup>3</sup> is used to support speech and the THRASS<sup>4</sup> scheme helps pupils develop an understanding of the sounds of English. The THRASS scheme continues through the school, gradually being dropped in class but used by the speech therapists in sessions outside the classroom, for those who still need this support.
62. Pupils in Years 4, 5 and 6 make very good progress in speaking, listening and reading and good progress in writing. This is because of the close co-operation between the speech and language therapist, teacher and support assistant and by lessons incorporating the structure of the literacy hour. The number of staff in the classroom means that pupils with additional special needs, for example behaviour difficulties, have their individual needs met promptly. By the end of Year 6, pupils' speaking and listening is improving. Most pupils can dictate a short play based on a book they have read. Pupils with very poor speech can communicate by a variety of means such as signing, pointing and using pictures. Between entering the school and leaving Year 6 pupils make varying progress in reading but all do make progress, some as much as double the expected rate. Some pupils need symbols to help them interpret text, while others are still learning the sounds and names of letters and combinations of letters. All enjoy listening to talking books on the computer. Most pupils are able to put a simple story in sequence. Lower achieving pupils do this by cutting up sentences rather than copying. Some have difficulty in forming letters consistently and most have difficulties with the accurate use of grammar. Higher achieving pupils have the confidence to begin writing if staff give them the spellings of key words. All pupils need help constructing their sentences.
63. By the end of Year 9, pupils have made very good progress against their targets with speaking, listening and reading and good progress in writing. Vocabulary, fluency and confidence have improved, so that one boy described a film as being about 'a dysfunctional family and a boy's unbreakable spirit' after seeing the trailer. They understand terms such as genre, character, plot and theme. Some pupils are still beginning to read or can appear to read but have little comprehension. Others who were non-readers in Year 7 now use a range of cues to work out the meaning and have become keen readers, borrowing books regularly to read in the dormitory. Higher achieving pupils are fluent readers and enjoy the same books as their mainstream counterparts. With their writing, pupils have learned strategies that they can use across the curriculum, in response to teachers prompting "what questions did you ask yourself to get that

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<sup>3</sup> a system of gestures which helps the recognition of sounds.

<sup>4</sup> Teaching Handwriting Reading And Spelling Skills – a support programme which helps pupils to understand the relationship between the sounds of spoken English and the letters of the alphabet.

answer?" They learn specific strategies for checking that a sentence makes sense. Some still have difficulty getting ideas on paper that they can explain verbally.

64. Pupils make very good progress between Years 9 and 11 in speaking and listening, reading and writing. By the end of Year 11, the gap has widened between the lowest and highest achievers. Most pupils speak confidently in front of the school. They perform their own short scenes in front of the class with lively intonation and flashes of humour. They pay close attention and most have good recall of previous lessons or texts used; some for example can quote passages from 'Macbeth'. In reading, higher achievers know the difference between scanning and speed-reading. The higher achieving pupils extract the main points from a text, but some pupils still need prompting. Lower achieving pupils still have difficulty reading the endings of words and writing their sentences in a logical sequence. All pupils use a range of software, including speaking word-processing programs effectively and examination coursework is beautifully presented. They write poetry with a good sense of rhythm and rhyme and have produced reflective autobiographies that run to several chapters.
65. Relationships are very good. Pupils model their relationships with other pupils on the role models of the staff, for example in a Year 6 class pupils encouraged each other with 'that was wrong, but a good try!' In a Year 8 class they burst into applause when the least able pupil showed his delight in learning something new. In Year 10 they gave positive suggestions to other pupils to improve their performance. Pupils are proud of their work and happily show visitors their books and work on display.
66. The quality of teaching is very good. Teaching is excellent in Years 4,5 and 6. In Years 7, 8 and 9 it is always very good and sometimes excellent. In Years 10 and 11 the quality of teaching ranges from good to excellent. Excellent teaching is characterised by talented teamwork, detailed planning, high expectations, lively pace, and excellent knowledge of the individual pupils. There are no marked weaknesses. A feature of teaching in Years 10 and 11 is the very good preparation for tackling examinations, which many pupils find daunting, as a misinterpretation of one question might mean failure. The teaching of English prepares pupils very well for the world beyond school.
67. The strengths of the teaching lie in the quality of the planning between the speech therapist, teacher and support assistant. All English lessons are shared in this way. Activities are chosen to expose where the pupils have difficulties, for example in using conjunctions and a range of group, whole class and individual activities is devised to overcome these difficulties. Pupils are grouped so that higher achieving pupils help the lower achievers. Staff all know pupils' language targets and the level of challenge is set just right. The pace is brisk. Work is very well matched to pupils' individual needs, and the team work well together, with the speech therapist supporting the teacher by writing key words and ideas on the board and explaining new vocabulary. Lessons start with a re-cap of what was learned last time and what they intend to learn this time. There are group and individual activities with lots of support, then a plenary session where the pupils share what they have learned. This structure, based on the literacy hour, is used successfully through the school.
68. Marking throughout the school is good and encourages pupils even when it is critical. Pupils are encouraged from the start to mark their own work and to give constructive criticism of others' efforts. Assessment is very thorough when pupils first arrive in school and their English targets come from this. There are regular tests of reading and very good records are kept of pupils' progress.
69. Resources for English are generally good but there are very limited facilities for drama and it is no longer an option choice for older pupils. This is a shortcoming since many pupils show an interest and talent. While there are many appropriate reading books in classrooms, there is a poor selection of books in the residential common rooms and a limited number of lively age-appropriate reading for older pupils in the library. There is a new co-ordinator for English who has a clear direction for the subject and high expectations of pupils. The scheme of work is having an impact by broadening the pupils' experiences to include drama, poetry and literature.

## MATHEMATICS

70. Pupils' achievement in mathematics overall is satisfactory and this was the case at the time of the last inspection. However, the recently introduced National Numeracy Strategy at Key Stages 2 and 3, together with the appointment of a new subject co-ordinator, indicates an improving situation overall. The co-ordinator recognises that recording what pupils know, understand and can do at the end of each lesson is inconsistent across the school. The lack of a whole-school approach to setting individual targets in mathematics for each pupil restricts the further progress pupils can make. The school is aware of these unsatisfactory elements which are included in the subject co-ordinator's action plan.
71. By age 11, pupils learn to recognise and name two-dimensional shapes; for example, square, triangle and pentagon. They know how many sides the shapes have. Pupils learn very well because of the very well prepared materials relevant to the speech and language needs of individual pupils. Pupils find the number or sum that is the outcome of the teachers' addition task and hold their answers up in the air enthusiastically. Support assistants are very effective in supporting individuals learning throughout the class. Pupils enjoy and respond further to number games in which they participate fully; for example, number bingo.
72. By age 14, pupils know about the addition and subtraction of hundreds, tens and units. Standards of work are below national expectations overall. They are supported in their learning by the good use of learning materials. For example, visual representation blocks are placed as hundreds, tens and units in whole-class teaching in which pupils note down their answer on a small wet board and 'show' it to the teacher. In small group work, matched to the learning needs of the pupils, learning is extended. More able pupils are able to use and understand subject vocabulary: highest, greatest, biggest, large and largest, generalised to other areas of learning.
73. By age 16, all pupils follow accredited courses, either a Certificate of Achievement or a General Certificate of Secondary Education. Standards are below national averages, but pupils' achievements are satisfactory. Pupils are grouped according to ability at Key Stage 4. Some lower attaining pupils carry out a basic survey of favourite breakfast foods, produce a tally chart of data and present this in the form of a bar chart. Higher attaining pupils understand the relationships between the number of sides of a regular polygon and the angles between the sides. Pupils' progress in numeracy is more secure at Key Stage 4 as a result of externally accredited courses that include ASDAN. There are good displays of pupils' work in the practical use of number and money.
74. Pupils make satisfactory progress throughout the school, but insufficient attention is placed on ensuring that pupils' understanding and use of the specific subject vocabulary is emphasised and reinforced. Much more could be done to utilise the skills of speech and language therapists in the classroom with the teacher to support pupils' progress.
75. Evidence from the work scrutiny showed that, over time, the teaching of mathematics was satisfactory. However, in the lessons observed during the inspection, teaching was good. This is an improving picture as the quality of pupils' work and breadth of long-term planning over time is only satisfactory. Evidence from pupils' work indicates an over-reliance on commercial worksheets and the use of a variety of commercial workbooks, not well matched to the pupils' speech and language impairment and, as a result, pupils' progress is restricted.

Good teaching is characterised by:

- learning objectives made clear to the pupils;
- detailed questioning and answer of pupils' understanding of the task ahead;
- effective use of the wide range of augmentative communication strategies;
- challenge and high expectation of what pupils will achieve;
- detailed plenary to check that learning is secure and understood;
- pupils active in their learning in group work, solving problems and making hypotheses.

In otherwise satisfactory teaching some weaknesses are:

- overuse of commercial text books and worksheets which depresses the rate of learning;
- insufficient attention to the subject specific vocabulary and its meaning for speech and language impaired pupils;
- the recording of pupils' gains of skills, knowledge and understanding at the end of each lesson;
- the use of ICT in the classroom to support and challenge pupils' learning further.

76. In one very good lesson, in which the class was split into two smaller groups, one led by the teacher and the other led by a learning support assistant, pupils worked to solve problems, supported each other in learning and responded to the challenge by the adult in the group to "think again". A very good lesson in Key Stage 3 where pupils were learning about probability, was successful because pupils were active participants in their own learning in creating a 'likelihood' scale from unlikely to definite, where pupils were part of the scale by holding key subject vocabulary. The teacher constantly checked and probed the meaning of such vocabulary giving practical examples that pupils could relate to. Pupils learnt very well as the pace and challenge were motivating for pupils who responded to this with enthusiasm.
77. The inadequacy of whole-school individual mathematics targets for pupils reduces the progress pupils can make. There is insufficient ongoing assessment as it does not record the small steps in progress within the context of the activity in which the pupils are assessed. This is unsatisfactory.
78. The leadership and management of the subject is satisfactory. The current subject co-ordinator has been in post less than two terms and the subject has made good progress during this time and the trend is of positive improvement. The co-ordinator has a clear vision for the development of the subject, shared by the head of teaching and the capacity for pupils' achievement to raise significantly is good.

## SCIENCE

79. Pupils' achievements in science across the school are good and much progress has been made since the last inspection, which was judged satisfactory. A full revision of the curriculum, a new well-equipped Science room and a team approach to the subject has promoted the subject successfully. There is clear co-ordination and a good sense of direction for the subject. The subject, taught in modular form with a test, is assessed against National Curriculum Levels. This enables achievement and progress to be evaluated effectively. There is accreditation through the General Certificate of Secondary Education at Key Stage 4, as well as certificated accreditation for all pupils not entered. This establishment of external examinations is very motivating for pupils.
80. During Key Stage 2, there were good standards of work and progress. The wide range of pupils' age and abilities presents teachers with a considerable challenge. Pupils gain a clear insight into the basic understanding of scientific enquiry and investigation, with simple but purposeful experiments designed to promote clear learning. Pupils considered materials used for a bag which might contain a wet swimming costume. Pupils tested four different materials, paper, plastic, cloth and nylon net for texture and strength by tearing and recording their findings. Their decisions were recorded in a simple table format promoting discussion. Scientific principles are well developed through this very practical investigation. Scrutiny of pupils' work samples showed other materials, some stiff, some soft, of animal and natural origin that were used in similar investigations. Pupils' work shows that they are proud of their achievement, as they take great care in presentation. Pupils' attention spans and behaviour were very good. They showed good lengths of concentration during lessons and behaviour was very good. Pupils clearly enjoyed their science activities and were keen to participate, listening particularly well to each other ideas.
81. By the age of 14 pupils enjoy the practical and exploratory nature of the lessons and conduct their experiments with enthusiasm. The associated work book exercises are well used and relate

accurately to the planned curriculum. In lessons, the properties of different materials are assessed in both discussion and practical exploration. Pupils discussed the properties of common articles such as a toy car, plastic ruler, cotton or wire with a view to classifying them. Plastic bags tested for strength are weighed until they break. Pupils are taught to predict the outcome of their experiment. Scrutiny of pupils work shows that the full range of the subject as required by the National Curriculum is found. Pupils had studied food and drink, the affect of fungi, solids, liquids and gasses, used a Newton Meter to test for forces, tested for acid and alkali and composed charts to record reaction rates of simple chemical reactions.

82. By the age of 16 pupils understand that chemical reactions, where acid and metals are mixed in a controlled manner, can produce different results. Pupils time the reactions and discover the difference of speed of reaction using stop watches. Practical experimentation, preceded by discussions to attempt to predict an outcome, test the theory in a practical manner. Less able pupils, following a demonstration of burning magnesium, discussed the result. Higher attaining pupils undertake enquiry tasks into the affect of catalysts on hydrogen peroxide. All pupils understand the notion of a fair test and the need to ensure that any experiment is recorded accurately and the need to allow for variables. For example, when chemicals are mixed, different temperatures affect reaction rates. This promoted good discussion and analysis of their findings. All pupils follow an externally accredited examination syllabus. A minority of pupils have gained results close to national expectation in science. Pupils make good progress in obtaining and recording the results of their investigations. They produce detailed diagrams and improve the accuracy of their bar charts through discussion. High levels of achievement in science in relation to their learning needs were observed in their investigative work and their ability to analyse and evaluate. Pupils have learnt to make good use of feedback from teachers and understand what they have to do to attain higher grades. The use of vegetables and foodstuffs for testing purposes promoted interest and motivation for pupils who enjoyed their experiments, remaining busy and productive for good periods of time. Pupils complete science homework in preparation for entry to the accredited examinations. Computers are used effectively mainly for presentation purposes, but no use of this technology was seen with regard to data analysis.
83. Pupils' response in all lessons was very good. Pupils showed genuine interest in their lessons and were keen to learn. The high level of practical work is very motivating. When asked to share equipment, pupils readily worked together well.
84. The quality of teaching was very good in Key Stage 2, good in Key Stage 3 and very good in Key Stage 4. In Key Stage 3 there is the need to ensure practical investigation is the main focus for all lessons where possible. Strengths of teaching in science are:
- very clear guidelines and patience with pupils;
  - very good questioning;
  - good use of practical equipment;
  - very enthusiastic presentation of science with pupils as active learners;
  - full inclusion of all pupils in mixed age/ability groups;
  - lessons present very good challenge to pupils;
  - good introduction with clear instruction and demonstration.

Further development in teaching could include:

- more attention to making predictions.
85. The curriculum is managed very well by the subject co-ordinator and much collaborative work with therapists work has been undertaken in the revision of the subject since the last inspection. There is now a clear sequenced path of lessons; the vast majority require practical experimentation. There is no assistant attached to the department, which would be helpful. In some lessons, too much time is taken in the setting up and distributing of equipment. The school has recently invested in a refitted science laboratory, designed to meet the need of the pupils in a very satisfactory manner. Resources for the department are of a high quality and are well organized. These specialist-teaching facilities help pupils develop the full range of science enquiry skills, as the assessment records confirm.

## **ART AND DESIGN**

86. Very good work in art is a feature of the school and high standards are achieved by most pupils. In some cases, pupils achieve above national expectations, gaining higher grades in GCSE. Since the last inspection, there has been investment in a new art room that is very well equipped and the curriculum reviewed. The quality of teaching has improved significantly and standards have risen.
87. During Key Stage 2 pupils gain a good understanding of the use of different materials in the design and making of artefacts that are linked to their topics. Pupils work on a collage of an Egyptian mask that is linked to their history topic and in their classroom, displays of Egyptian images have been carefully created in bright colours in pastel. The programme of study and scrutiny of pupils' work show that pupils by the age of 11 have learned about the use of different colours and mixing techniques and experimented with different materials.
88. By the age of 14 pupils have benefited from specialist teaching and make good progress in drawing portraits, landscapes in pencil, and in studying different textures of material. Pupils discuss and analyze their work in a very effective manner, showing a very mature approach to critical analysis. Light, dark, tone and texture are studied using flower, photos, trees, shells, fruits, nuts, corals and bones. Different art styles, cave painting, classical Greek, famous artists such as Rembrandt and Constable are studied which promotes and stimulate interest. Different material such as clay, combined with colour blending techniques all contribute to a very good quality of work.
89. By the age of 16, pupils' work develops further and some gain very good GCSE results. Pupils work on their own drawings, using pastel and charcoal from black and white photographs. Observation skills develop to a high standard and pupils show and display their work with pride and enthusiasm. Still life creations, reproduced accurately, reflect a pupil's own interpretation in an effective manner. Pupils take responsibility for their own creative set up, as part of the course work and the images created accurately reflect their personal observations.
90. There are good facilities for pottery and pupils concentrate well in the good environment. Much attention is paid to using appropriate and extended language in the subject and this enriches discussion. Good quality clay coil pots are produced. High expectations are the norm supported by constructive teacher feedback.
91. In Key Stage 2 teaching is good, with the topics well linked with other subjects that promote both interest and understanding. Pupils enjoy their lessons which are delivered in the specialist art room and participate with enthusiasm. Behaviour is very good, with pupils showing high levels of interest and respect for the environment that they work in. High levels of concentration, clear focus on target skills of cutting, rolling and stamping in the creation of a collage showed an interest in the topic. Teacher and support staff work closely together, promoting a positive and constructive atmosphere. Teaching by the specialist teacher in Key Stages 3 and 4 is very good.
92. A very committed and enthusiastic teacher, who has developed the subject significantly since the last inspection leads the subject. Teachers have high expectations and challenge pupils effectively to think about their response to art and to discuss it in depth. Pupils are very proud of their achievements and happily explain and discuss their work.
93. The new and very well resourced art room is bright and stimulating and full of artefacts. The curriculum, with good use of pupils' sketchbooks for recording progress, is very good. Monitoring of pupils' work is very clear. The curriculum is well planned and the progression of lessons well developed and organized. Assessment takes place in each lesson. A strength of the subject is the high level of individual confidence and the ready expression of appreciation of the work of others.

## **DESIGN AND TECHNOLOGY**

94. Pupils' achievement in design and technology is very good at all key stages. In the 2001 GCSE examinations some of the higher attaining pupils in Year 11 achieved very creditable passes. No

lessons were observed at Key Stage 2, but the scrutiny of pupils' work and conversations with the co-ordinator were used to form a judgement about their achievement. There has been very good improvement in this subject since the last inspection.

95. Pupils studying food technology in Year 7 enjoyed making pizzas. The routines of safety and hygiene have been taught well; for example, pupils put on their aprons and washed their hands without being asked by the teacher. A good demonstration of kneading the dough helped them to understand the need to make the dough more pliable and allow air into the mixture so that it would rise. One pupil said, *"You are using the palms of your hands"*. The teacher praised him saying that 'palms' was a good word to use. When questioned about using the gas and electric ovens, the higher attaining pupil had remembered that a fan-assisted electric oven cooked food quickly. Pupils involved in designing and making a desk tidy were very attentive during a teacher demonstration of oblique projection. This helped them to effectively develop the drawings they had done for homework into three-dimensional designs. The language of design and technology is very well taught; for example, in a lesson with lower attaining pupils, they had remembered words such as 'hardwood', 'softwood', 'MDF', 'chipboard' and 'plastic'. The speech therapists support the work of the department very well and work closely with them to help pupils to learn the language associated with the design and technology. In a Year 9 textiles lesson, pupils were learning about the stages involved in making a small pouch for a comb or ruler. Following a very good demonstration, the majority pinned, marked out and tacked their material before using the sewing machine. For many it was the first time they had used the sewing machine. They did this sensibly and were guided well and encouraged by the special support assistant, especially the lowest attaining pupil who required a great deal of help. This lesson was very well linked with history, the teacher showing the pupils an old sewing machine and contrasting it with a new one. In an excellent practical lesson, Year 9 pupils made wooden containers. The majority followed instructions well when cutting the corner mitre and butt joints. The excellent subject knowledge and experience of the teacher helped him to spot potential problems quickly; for example, ensuring that work is properly clamped before using the mitre saw. Few pupils recognised that the mitre joint was 45 degrees even though this work was linked to the mathematics they had been doing in class. The links made in planning with other subjects such as English, science, mathematics and history are very good. However, the pupils still find it hard to see how they can apply their mathematical and scientific knowledge in design and technology projects.
96. The Year 10 GCSE group worked on a design and make project about hand held games. They were set a challenging task of evaluating several different games using criteria such as the degree of difficulty needed to play the game, the number of ball bearings and type of manufacture. The teacher cleverly introduced the idea of computer aided manufacture and asked the pupils to look at the games to see how they had been made or manufactured. Pupils in Year 11, studying for the Certificate of Achievement made soup and compared pressure cooking to cooking with a saucepan. Very good questioning by the teacher helped them to understand that when using a pressure cooker the soup boils at a much higher temperature. Clear links were made with mathematics in timing the length of time the soup took to boil.
97. Teaching in design and technology is very good. Of the seven lessons observed, one was excellent, five very good and the other good. Teaching has improved significantly since the last inspection when it was judged to be satisfactory. Features of the excellent and very good teaching are:
- detailed planning, which is adapted and modified to meet the specific needs of the pupils;
  - teachers' expectations are high; this results in them providing challenge for pupils;
  - the homework set is purposeful and part of a carefully planned programme of learning and it is supervised by teaching staff in the evenings; and
  - the design aspect of the work is very strong.
98. Design and technology is very well co-ordinated. The work displayed as well as photographic evidence shows the wide range of work being covered. Since the last inspection, facilities have been improved in food technology with the provision of a new room and textiles now features on the curriculum. A good scheme of work is in place and very effective assessment procedures have been introduced. The use of information and communication technology has improved significantly. This was illustrated in the work scrutiny when last year's GCSE group used it very



effectively in designing storage for CD-ROMs and for the mini enterprise project when colourful posters were used for advertising. The school has built up a good liaison with another local school. Pupils from Moor House went there to make their hanging baskets because there are currently limited facilities for metalwork at the school.

## **GEOGRAPHY**

99. The level of achievement of pupils in geography is good. Although it is not an option as a separate examination subject, it plays a significant part in the ASDAN course for older pupils. These pupils produce good quality work.
100. Pupils make good progress overall and there is no difference between the progress of boys and girls. Geography is a subject that can be very dependent on the pupils' understanding of written and spoken English and Moor House pupils begin with a disadvantage. Their progress is good because of the emphasis on language development within geography lessons. For example in a lesson for the youngest pupils on understanding a plan of the classroom, there was lots of practice using prepositions such as 'beside', 'on', 'under' and 'above'. Progress for the youngest pupils is good. By the end of Year 6, pupils know the differences between a picture and a map or plan and know why a key is necessary. They can describe the differences between a town and a village, know where they are in the world and how we get our water.
101. By the end of Year 9, pupils have studied a range of topics and areas of the world, for example locating a local factory, the environmental impact of farming in tropical rainforests, and earthquakes and volcanoes. While most pupils are making good progress in this age group, past work shows that some more able pupils were not stretched because much of their work was based on worksheets with short answers. However, others were prompted by their teacher to extend their thinking and produce thoughtful work.
102. Pupils on the ASDAN course in Years 10 and 11 extend their geographical skills and knowledge through a series of 'challenges'. For example they study the floods in Mozambique and link this with raising money to aid the victims. They plan independent journeys by train and visit local towns and London. The Duke of Edinburgh Award activities involve them in refining their map skills.
103. Pupils' attitude to geography is generally good. In the best lessons they are enthusiastic, ask questions and offer their own observations and experiences. In less stimulating lessons they remain largely passive. They work well in pairs. In a rare instance of one pupil misbehaving, he responded to individual support and a lesson with a variety of interesting activities. Pupils generally take care with the presentation of their work, sometimes using a word processor.
104. Form teachers teach geography and their level of subject knowledge varies, although overall it is good. There were no unsatisfactory lessons seen during the inspection. Teaching for the youngest pupils is good. For pupils in Years 7, 8 and 9, teaching ranges from satisfactory to very good. In the best lessons planning is excellent and there is a range of exciting resources such as a model of an earthquake zone. The teacher finds out what pupils know already and uses their first-hand experiences, so that pupils are involved in the lesson. Speech and language therapists support the teacher by explaining new words and writing key phrases on the board. Support staff are actively involved in the lesson giving supplementary signing and pre-empting any difficulties pupils have with understanding or paying attention. In less stimulating lessons, the class and support assistant listen to the teacher for too long and much of the work is on worksheets. They miss the drama and excitement of geography. Marking is generally good and encourages pupils to improve, though there is no comparison of pupils' work in different classes.
105. Since the last inspection, a new scheme of work has been introduced. Each term all the pupils in Years 7,8, and 9 study the same topic. This ensures that no-one repeats any work, but there is no oversight to check that the topic is taught at suitably different levels of difficulty. There are sufficient resources for this way of teaching, but the internet is underused. The practical problem-solving approach to geography that is used in the ASDAN course is largely absent from the work in Years 7, 8 and 9. The new co-ordinator's role will be to ensure continuity of progress through the school and spread existing good practice.

## **HISTORY**

106. The level of achievement and progress of pupils in history is good. The school has developed the subject well since the last inspection, with a new subject coordinator, a history specialist, taking the lead developing the curriculum in a very clear manner. As yet, history is not an option for Key Stage 4 but the school is monitoring this position closely
107. By the age of 11, pupils have studied the life of Egyptians and with work reflected across the curriculum in art, design and technology and English. The topic promotes an understanding of the use of hieroglyphics and pupils learn about the Kings of Egypt and the Pyramids. Pupils make models of an Egyptian sarcophagus in art lessons. Pupils show enthusiasm in their work, reflecting the interest generated in lessons lessons.
108. By the age of 14, pupils learn about the trials and tribulation of travelling long distance in 1750, using dramatized audio tapes and good, related worksheets. Pupils benefit from good question and answer sessions, designed to promote and develop both language skills and historical knowledge. Lessons were brisk and well planned to meet the needs of pupils. Written work was undertaken on both computer and worksheet in a satisfactory manner. Good use of computers to publish newspaper-style work promoted interest and varied presentation of pupils work. Good attention to detail is achieved through the investigative nature of the lessons. Relationships are very good, pupils work well together when asked to and support each other in a very constructive manner.
109. Progress in the subject is good. Planning is good and in accordance with the National Curriculum. Pupils' work is well assessed. The curriculum has been fully revised to ensure that the full range of the national curriculum is addressed. Less able pupils have the same subject content but are presented with work specifically aimed at their abilities. The subject coordinator has a very good view of how to plan and sequence the subject in a manner that provides clear continuity and progression. This is very helpful for pupils, as it provides opportunities to have a variety of teaching experiences that pupils find both motivating and interesting.
110. Behaviour was very good in all lessons observed and many opportunities for speaking and listening enabled pupils to share their ideas in discussion. Those pupils who displayed challenging behaviour were very well accommodated by clear instruction and a very good sense of direction. Pupils' behaviour is very good, with pupils working alongside each other well, supporting each other in an effective and helpful manner. Pupils listened to each other's views well and were patient when necessary.
111. The quality of teaching overall is very good, with good teaching in Key Stage 2. The pace and rigour of lessons is appropriate for the wide age range of abilities in the age group. Lessons are planned well. In Key Stage 3 teaching is very good with the subject coordinator, who is a history specialist, providing an enthusiastic and informed lead in the subject. Lessons across the school are bright, interesting and varied and good use is made of language support technology, readily utilized by pupils.
112. The subject has a good and well-organised range of resources that include many artefacts that are relevant to the subject content. Computers are used well with desk-top publishing software and word-processing skills developing well.
113. Good quality, professionally produced materials are supported by artefacts that promote interest and context. Video and audiotapes are used in a very good way, making the topic more interesting and relevant.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

114. At all key stages, pupils' achievement in information and communication technology is satisfactory. In Year 11, a few of the higher attaining pupils develop advanced computer skills and achieve standards that are close to the national average. Good improvement has been made since the last inspection. However, in several subjects, information and communication technology is still not used effectively.

115. In the discrete lessons in the computer suite, skills are very well taught. Some of the youngest pupils in the school were observed learning to use a paint type program. Very good teaching enabled them use 'drag and drop' skills to move images around the screen. The secure knowledge of the teacher and technician meant that they saw potential problems early and could give effective help, which enabled pupils to achieve well with their learning and develop their confidence. This was particularly noticeable when pupils were trying to locate or save files and had difficulty reading them.
116. In Year 8, the teacher asked a higher attaining pupil to use his computer knowledge and skills and explain how to follow the correct pathway to save and retrieve files. This was extremely effective in helping lower attaining pupils to save their work in the correct folder. Very good teaching enabled two other pupils to successfully use a video camera for the first time. By the end of the lesson, the pupil operating the camera was able to cue the other in prior to filming a personal profile. Year 9 pupils displayed very good word processing skills. They are familiar with copying, cutting, pasting, adjusting margins and justification of text. They confidently accessed programs and printed and saved their work without help. The majority of pupils used both hands effectively when typing, showing that keyboard skills have been very well taught.
117. Pupils in Years 10 and 11 follow externally accredited courses. They study the Computer Literacy and Information Technology (CLAIT) and Integrated Business Technology (IBT) modules of work. In a Year 11 lesson, some were working on an assignment to display data graphically in line, bar and pie charts and could integrate text with graphics. Other pupils observed were putting information into spreadsheets. Very effective help from the teacher enabled the higher attaining pupil to use the formula in the program to manipulate the costings on the spreadsheet. Praise and encouragement from both the teacher and technician encouraged lower attaining pupils to concentrate and persevere, which resulted in them making very good progress. Pupils enjoyed using computers; they responded well to their teachers and worked co-operatively together. They concentrated for surprisingly long periods of time, behaviour was good and they could be trusted to use the computers sensibly.
118. The quality of teaching in the discrete lessons, taught in the computer suite, was consistently very good. However, the teaching is only satisfactory overall because computers are not effectively used in subjects such as mathematics, physical education and religious education. A good start has been made in using information and communication technology in music for composing with the older pupils, but it is not used with the youngest ones. Design and technology is a subject where computers are used very effectively to enhance pupils' learning. Other good examples are in English; for example, the use of symbols for communication and writing, redrafting and desktop publishing. Information and communication technology is also well used by some older pupils for their accredited course - Award Scheme Development and Accreditation Network (ASDAN)
119. The subject is very well led. There is a good scheme of work in place, assessment is very thorough and pupils are actively involved in this process. Since the last inspection, a computer suite has been developed and pupils are now getting more 'hands-on' experience with computers, accreditation has improved significantly and control technology is now in place. However, the main weakness is the use of information and communication technology in other subjects and there is a need for staff training, already planned by the school, to enable this to happen.

## **MODERN FOREIGN LANGUAGES**

120. All pupils are disapplied from studying a modern foreign language. However, the school does teach French to a small group of pupils at Key Stage 3 for whom it is considered suitable. There was not sufficient evidence available to give overall judgements. However, one lesson was seen during the inspection. This was given by the teacher in French. Pupils enjoyed the lesson, in which they were assisted by a speech and language therapist and made good progress in learning common greetings and the vocabulary of numbers and colours.

## MUSIC

121. Achievement and progress in music is very good throughout the school. This is a very good improvement since the last inspection when progress was deemed mainly satisfactory and often good. Attainment by pupils is usually below the national expectations but individual pupils are working at close to national levels, for example one pupil has achieved Grade 5 in clarinet and is studying GCSE music at a local comprehensive school. At Key Stages 2 and 3 music is taught as a discrete subject to all pupils. At Key Stage 4 it is part of the options programme and the first group of pupils will complete an accredited course at the end of this academic year. It was not possible to observe any Key Stage 4 lessons but through scrutiny of work, including listening to tape recordings, it was possible to judge achievement and progress.
122. By the age of 11 more able pupils maintain a regular beat when clapping a rhythm of their own name and that of the person next to them. They play a variety of untuned instruments such as glockenspiel and xylophone to create simple tunes. They differentiate between soloists and duettists singing as they listen to short pieces of music. Less able pupils achieve similar results but take longer time to complete the task. When singing "The Crocodile Song" more able pupils sing all the words whereas less able pupils sing the chorus with gusto and join in the verses as they can.
123. By the age of 14 it is possible to see marked progress by all pupils when comparing their achievements with those of younger pupils. More able pupils recognise the instruments being played and describe the differences found in a variety of pieces of music, for example 'The Dam Busters March' is "happy" music with trumpets, cymbals and drums whilst 'Gymnopedie" is "slow, long, quiet and sad with a guitar". After a visit to a concert at the Festival Hall one pupil wrote, "I felt like getting off my seat, running down to the piano and playing it". Less able pupils record their feelings using smiley faces when commenting on a variety of music, including 'Fanfare for the Common Man', 'O Sole Mio' and 'Rhapsody in Blue'. All pupils play the recorder and participate in a steel band concert at the school summer fete.
124. By the age of 16 pupils are playing TV and film music, for example the theme to 'Eastenders', on steel drums and composing their own tunes and rhythms for advertisement jingles. They use music programs on computer to compose their own 'Techno' music. At the school Christmas Carol Service pupils take the dramatic roles in the school cantata with all the younger pupils singing in the chorus.
125. Pupils really enjoy their music lessons and their attitudes and behaviour are very good at all times. The subject contributes well to pupils' spiritual, moral, social and cultural development. Pupils listen carefully to their teacher and to each other's performances; they give each other time to perform or answer questions without losing patience. Music is linked very well to other areas of the curriculum, pupils' own culture and that of other people, for example, music of the Ancient Egyptians and from the time of the Industrial Revolution.
126. The quality of teaching and learning is very good throughout the school. The specialist teacher has a very good knowledge and understanding of the subject and is an inspired teacher who creates a delightful learning atmosphere. Pupils' attention is caught from the very beginning of the lesson and held throughout the session. A very good range of activities is incorporated into each lesson, always building upon pupils' previous knowledge and understanding. Activities, which involve musical games, listening, composing and singing, ensure that the interest of all pupils whatever their ability is engaged and that everyone makes very good progress. All aspects of the National Curriculum are covered in the scheme of work and steady progression is apparent from both the scheme of work, a scrutiny of past work and observations of lessons.
127. Leadership and management of music are very good. The specialist teacher has a very clear view of what needs to be developed in music, for example, the use of information technology at Key Stage 3 and has made very good improvements since the last inspection, not least the implementation of an accredited course at Key Stage 4. The curriculum is good and provides a wide variety of experiences for the pupils, including the opportunity to perform in public at Christmas and at the Summer Fete. Assessment is simple and clear and allows the teacher to

develop the subject well, both within the lesson and over time. Resources are very good both in quality and quantity.

## PHYSICAL EDUCATION

128. Pupils' achievement across the school in physical education is very good. The high standards identified at the last inspection have been improved upon and good progress has been made. The contribution of the residential provision to the quality of pupils' learning in the classroom is effective and very good. The very good range of sporting activities is impressive.
129. By age 11, pupils know how to carry gymnastic mats safely and carry benches prior to their lessons. Pupils know and demonstrate a variety of rolls; for example, a pin roll or egg roll. Pupils' learning is enhanced by the expertise of the teacher in using signing to make sure and check that pupils know what is expected of them. The teachers signs "J" for jumping to encourage pupils' efforts. Pupils learn to develop a sequence of activities that includes travelling, rolling, jumping and balance in pairs. Pupils demonstrate their sequence and other pupils evaluate and articulate this by saying, "I liked the balance you did on the bench." This is very good learning.
130. By age 14, learning is built upon further with consistently good teaching and pupils continue to make good progress overall. Pupils know how to control a small ball with a racquet whilst developing their skills. Knowledge and learning in short tennis is maximised by good development of individual work of throwing and catching and pair work with a feeder-catcher and hitter. A good feature of learning, which enables pupils to make good progress is the checking of the subject vocabulary like "feeder" with the pupils and what it means, so pupils are all fully included. Other pupils learn how to score a goal in netball, they know about correct feet position, eye contact with the net and follow through with their arms and legs. Pupils practise and generalise these skills in a small game situation.
131. By age 16, pupils use their previous knowledge to design and perform a simple gymnastic sequence in groups of four. Pupils demonstrate jumps and balances to include height and flight. Pupils use appropriate gymnastic start and finish routines. Pupils are very interested in their work, listen to each other's ideas and demonstrate a high level of maturity in decision making; as a result, they make very good progress. Other pupils learn to judge 'pace' enough to carry them to the end of the distance in the school cross country course. Pupils build and extend their previous knowledge that fatigue doesn't mean that you are ill or that you are no good. They understand that setting a 'personal best' is by getting the pace right. Pupils encourage each other to do their best and evaluate each other's performance fairly.
132. Teaching and learning are very good. The teachers' very secure knowledge of the subject, together with very clear learning needs of pupils with a speech and language impairment ensures that pupils achieve very well. Teachers have very high expectations of pupils and younger pupils aged eleven and younger are confident and safe in handling low level equipment and benches and understand rules and health and safety considerations very well. Teachers manage pupils' behaviour very well through the challenge of learning through active participation and positive re-inforcement. The skills of encouraging pupils to evaluate each other's performance starts with "what I liked best ..." Pupils work physically hard in lessons and are very pleased with their performance and attitudes overall. Teachers' planning is very good. Pupils keep to routines, both in exercises in gymnastics and in relation to a floor plan of where the equipment should be placed. This supports their learning. The very good use of signing also supports effective learning of all pupils and some pupils benefit from the teachers' cues to ensure understanding. A strength of teaching is the constant checking through question and answer that pupils know what is expected of them. The use of learning support assistants is effective for the most part. However, the recording of what pupils know, understand and can do in the lesson is unsatisfactory. The co-ordinator has identified this as an area for further development.
133. Leadership and management of the subject are good and the very high standards have been maintained since the last inspection. The co-ordinator has a clear action plan that now needs to be fully implemented and links with the newly appointed occupational therapists are developing. The breadth of the curriculum is very good and pupils achieve standards in cross country

running that are in line and often above national standards. Very good outdoor education and team building all contribute to pupils' overall very good personal and social development. The residential care staff make a very good contribution to the achievements of pupils overall. Resources are satisfactory but the school hall is too small for team games and gymnastics at Key Stages 3 and 4 and this is unsatisfactory.

## **RELIGIOUS EDUCATION**

134. Achievement and progress is good throughout the school. This is a good improvement since the previous inspection when progress was judged to be satisfactory. It was only possible to observe one lesson at Key Stage 2 and one at Key Stage 3. However, from a scrutiny of records of past work it was possible to make valid judgements.
135. By the age of 11 pupils understand that Christian worship is made up of several activities including praying, preaching and singing. They remember well various things seen on a visit to a church, for example, a cross, a stained glass window, candles, hymn books, flowers and a priest. Pupils discuss what they have seen and what happens in their own church. They play games to consolidate this knowledge, miming the actions whilst others guess the activity. Higher attaining pupils recognise these activities, describe them in their own words and record their thoughts in words. Lower attaining pupils record their findings by joining words to pictures.
136. By the age of 14 pupils are beginning to understand the similarities as well as the differences between world faiths, in particular between Christianity and Islam. The depth of understanding and insight was vividly shown during a discussion about the suicide bombings in New York when a pupil commented that "There are bad Christians as well (as bad Moslems)". This understanding and knowledge continues to grow within Key Stage 4 when pupils make visits to a range of different religious faith buildings, for example, the Thames Buddhist Vihara, the Central London Synagogue, an Islamic Mosque as well as Christian churches of different denominations.
137. The quality of teaching and learning is good. Lessons include a variety of activities which engage pupils' interest and encourage them to use their own experiences as well as those provided by the teacher.
138. Leadership and management are now good. The co-ordinator has worked hard to create a scheme of work which is relevant to all pupils' needs and has ensured that it is linked to the local Approved Syllabus. It provides teachers with good guidance on teaching religious education throughout the school. Assessment follows the school system. Comments in pupils' workbooks are relevant, positive and suggest ways to help pupils improve the standard of work. Learning resources are now good, this is a good improvement since the last inspection when they were judged to be limited. The school has a good range of artefacts as well as relevant posters and books.