

# INSPECTION REPORT

## **CARWARDEN HOUSE SCHOOL**

Camberley

LEA area: Surrey

Unique reference number: 125465

Headteacher: Mr John Cope

Reporting inspector: Helen Morgan  
22611

Dates of inspection: 30<sup>th</sup> January – 1<sup>st</sup> February 2001

Inspection number: 190582

Short 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:	Community
Age range of pupils:	8 - 19
Gender of pupils:	Mixed
School address:	118 Upper Chobham Road Camberley Surrey
Postcode:	GU15 1EJ
Telephone number:	(01276) 709080
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Goacher
Date of previous inspection:	4 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Carwarden House is a day special school for pupils aged 8 to 19 who have learning difficulties. There are 146 pupils on roll, which is large compared with other schools of this type. There are twice as many boys as girls as is common in similar schools. Almost all pupils between the ages of 7 and 16 have moderate learning difficulties but a few have severe learning difficulties, language and communication disorders or emotional and behavioural difficulties. Students in the post-16 provision, which opened as a trial project in 1998, have language and communication difficulties. These students spend one or, in exceptional cases, up to three years in this provision before they move on to college or sheltered work placements.

All pupils have a statement of special educational need. On entry to the school, almost all pupils attain standards below national expectations. Only 4 per cent of pupils have English as an additional language, which is very low. There are no pupils at the early stages of language acquisition. Twelve per cent of pupils are eligible for free school meals, which is also very low compared with other similar schools.

Since the previous inspection, Carwarden House has achieved Beacon status. Staff from Carwarden House support 12 mainstream schools by offering training and advice in dealing with pupils who have special educational needs.

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

Carwarden House is a very effective school. The quality of teaching and learning is good and pupils' achievement is good. Pupils' attitudes towards learning and their behaviour are very good. The leadership provided by the headteacher is excellent. The school provides very good value for money.

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

- Teaching and learning are good and pupils achieve well. The very good system for homework contributes to pupils' achievement in English and mathematics.
- Relationships between everyone in the school community are excellent and the school environment is stimulating and purposeful.
- Pupils' attitudes towards learning and their behaviour in lessons and around the school are very good.
- The excellent links with the community make a very important contribution to the curriculum.
- The staff form a very committed team and they are very well led by the headteacher and deputy headteacher.
- The provision for students in the post-16 department is very good.

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

- The opportunities for the most able pupils to achieve GCSE (General Certificate of Education) accreditation.
- The quality of teaching for pupils aged 11 to 14 to provide more good or very good teaching.
- The opportunities for pupils to develop their ICT (information and communication technology) skills in all subjects.

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

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

The school was last inspected in November 1996. Since then, very good progress has been made. All the issues highlighted in 1996 have been addressed. Pupils' achievement in English, mathematics and science is now good and older pupils have more opportunities to achieve recognised qualifications (Certificates of Educational Achievement) at the age of 16. The quality of teaching and learning has improved. The school has achieved Beacon status and used the additional funding well to improve the provision of homework, train staff and to develop further links with the local community. Since 1997, the

school has achieved two DfEE excellence awards. Attendance rates have improved as a result of good monitoring by senior managers. The accommodation has been improved and a new library and ICT suite have been established. The leadership and management continue to be very good. The school has very good potential to improve further.

## STANDARDS

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

Progress in:	By age 11	by age 16	by age 19	Key	
speaking and listening	A	A	A	very good	A
reading	B	B	B	good	B
writing	B	B	B	satisfactory	C
mathematics	B	B	B	unsatisfactory	D
personal, social and health education	A	A	A	poor	E
other personal targets set at annual reviews or in IEPs*	B	B	B		

Pupils achieve well. The good teaching combined with the pupils' desire to learn and their ability to sustain concentration for long periods of time have a very positive impact on the standards pupils achieve.

Pupils of all age achieve well in English. Pupils' progress in speaking and listening is very good. By the age of 16, pupils talk and listen in a confident manner in a wide range of situations, both in school and in the wider community. The literacy strategy has been successfully introduced for pupils aged 7 to 11 and is contributing to their good progress in reading and writing. The strategy for pupils aged 11 to 14 is not yet as effective. In mathematics pupils make good progress. By the age of 16, they work independently on their mathematical investigations for their examination course. In science, pupils aged 11 to 16 make very good progress. Standards achieved by pupils, especially older pupils, in art and music are high.

Students in the post-16 provision make good progress in basic skills and in developing self-confidence. They are very well prepared for further education or future employment.

**GCSEs 2000:** Art: 2 A-Cs were obtained (pupils attended a local secondary school to follow this course).

### Certificate of Achievement results 2000:

	Entered	Pass	Merit	Distinction
English	16	9	4	3
Mathematics	17	0	12	4
Science	16	0	9	7
Art	6	0	2	4
Music	9	1	7	0

8 pupils passed Certificate of Achievement in Basic Oral Skills  
 17 passed City and Guild's Preliminary Cooking  
 16 achieved the ASDAN (Award Scheme Development and Accreditation Network) Bronze award and 1 achieved silver.





## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a real desire to learn. Their listening skills are very good and in many lessons they are totally engrossed in their work.
Behaviour, in and out of classrooms	Very good. Pupils are polite and considerate at all time. They have respect for adults and each other and they take great care of their school.
Personal development and relationships	Excellent. Pupils and staff support and care for each other. In many lessons, even the youngest pupils demonstrate the ability to work independently. Pupils develop confidence in many situations as a result of the opportunities the school offers them.
Attendance	Good. This has improved since the last inspection as a result of the efforts by senior managers to monitor attendance.

Pupils of all ages are eager to discuss what they have done. They take great pride in their work and the presentation of written work is of a very high standard. Members of the community speak highly of older pupils' commitment, good behaviour and confidence when taking part in community service and work experience.

## TEACHING AND LEARNING

Teaching of pupils:	aged 7-11	aged 11 - 14	aged 14 -16	16 - 19
Lessons seen overall	good	satisfactory	good	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 and learning is good. During the inspection, no unsatisfactory teaching was seen. Almost 70 per cent of teaching was good or better and 36 per cent was very good or at times excellent. The teaching is best for younger pupils and for pupils and students over 14. There was less good or very good teaching for pupils aged 11 to 14. In most lessons teachers manage pupils very well, have high expectations and have a lively and very enthusiastic approach, which results in successful learning. Overall, teaching and learning in English and mathematics is good, but for pupils aged 11 to 14 it is satisfactory rather than good. This is because the planning for literacy lessons is not as clear as it could be and the pace of English and mathematics lessons is sometimes slow, which results in insufficient challenge for the most able pupils. The teaching of science and music for pupils aged 11 to 16 is very good. During the inspection, some of this teaching was excellent. The teaching of personal and social education is good and personal and social skills are reinforced during all activities throughout the school day and out of school hours.

Teaching and learning for post-16 students are good. There is a good emphasis on language, which is reinforced well through the use of stimulating practical resources. The strong emphasis on working together has a positive impact on the progress students make in developing appropriate communication skills.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It is well matched to the needs of the pupils. There is a good emphasis on literacy, numeracy and personal and social education and pupils have many opportunities to take part in out of school activities. Learning opportunities are extended as a result of the excellent links with the local community. However, there are not enough opportunities for the most able pupils to achieve GCSE accreditation. The curriculum for post-16 students is very good and students are prepared very well for the next stage in their lives.
Provision for pupils with English as an additional language	The school gives appropriate support to this very small number of pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good, especially for social and moral development. Even the youngest pupils have a very clear understanding of the difference between right and wrong and this is actively promoted in all aspects of school life. During the inspection, there were some very good examples in science and history of the way teachers encourage pupils to develop a sense of curiosity and to reflect on how other people may feel.
How well the school cares for its pupils	Very good. There are very well established procedures for monitoring pupils' academic and personal progress so pupils are well supported. All staff have a thorough understanding of pupils' needs. However, the current condition of the swimming pool poses a safety risk to younger pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and deputy head are well supported by senior managers and together they ensure clear direction for the work of the school.
How well the appropriate authority fulfils its responsibilities	Very good. The governing body fulfils all its responsibilities and offers expertise and support to the school.
The school's evaluation of its performance	Very good. The monitoring and evaluation of current practices and new initiatives are very thorough.
The strategic use of resources	Very good. Priorities for development are very clear and linked well to finance.

The school applies best value principles well. It compares itself to others, monitors and evaluates its own developments carefully and consults other people, including parents in the evaluation of practice and in plans for the future.

## 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>• The way pupils settle quickly into school and make good progress.</li><li>• The high expectations of the committed staff.</li><li>• The very good leadership by the very approachable headteacher.</li><li>• The way pupils behave.</li><li>• The system for homework.</li></ul>	<ul style="list-style-type: none"><li>• The range of extra-curricular activities.</li></ul>

The inspection team agrees with all the positive comments made by parents but feels that the school provides a very good range of activities outside school time.

## **PART B: COMMENTARY**

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

**Teaching and learning are good and pupils achieve well. The very good system for homework contributes to pupils' achievement in English and mathematics.**

1. The quality of teaching and learning is good. During the inspection, all the teaching seen was at least satisfactory. In 34 per cent of lessons it was good, in 28 per cent it was very good and in 8 per cent it was excellent. The teaching is good overall for all age groups except for those aged 11 to 14 for whom it is satisfactory. The good quality of teaching and learning combined with pupils' desire to learn and ability to sustain concentration means that pupils achieve well and make good progress.
2. The quality of teaching has improved since the last inspection when there was some unsatisfactory teaching and less good or very good teaching. Where pupils' learning is most effective, teachers are full of enthusiasm, have good subject knowledge and use this to plan interesting and challenging activities for all pupils. In music, where the teaching was excellent, explanations were very clear and resulted in younger pupils responding very well to specific music symbols and older pupils composing twelve bar blues pieces for their examination. In science, pupils were so interested in the challenge of separating mixtures that they were all making their own observations, discoveries and predictions. In these lessons, pupils were totally engrossed in their work throughout the lesson.
3. In most lessons, teachers have high expectations, manage and organise pupils well, use questioning effectively and encourage an independent attitude towards work. This was evident in a numeracy lesson for pupils aged 7 to 11. Expectations for work and behaviour were high, pupils settled to work straight away and the very good questioning in the mental mathematics session challenged pupils of all abilities. The most able were constantly challenged to explain the strategies they used. In many lessons, the choice of resources used is very good and contributes to pupils' understanding. For example, in history for pupils aged 14 to 16 the introduction of letters and memorabilia from the time of the First World War captivated pupils and created an atmosphere in which pupils could clearly imagine how people at this time must have felt. Learning in this lesson was very successful.
4. Pupils' good progress is partly a result of teachers' very thorough assessment of pupils' understanding and their detailed and well focused planning of future tasks. In mathematics for pupils aged 14 to 16 the teacher's understanding of pupils' needs and ability, combined with very high expectations, results in pupils' good achievements in their examination. In English, the good use of plenary sessions with pupils aged 7 to 11 and 14 to 16 reinforces pupils' learning and teachers' understanding of pupils' achievements. Pupils' work is marked very regularly and written comments on their work are supportive, but pupils are given little written advice on how they could improve their work.
5. Relationships within lessons are very good and a strong emphasis is placed on pupils working together. In most lessons, support assistants play a very important part in pupils' learning, offering them support individually and in small groups. They are well informed about pupils' needs and what it is intended that they should achieve in the lesson. However, during the inspection there were a few occasions when support staff were not fully involved in the beginning of lessons when the teacher was talking to the whole class.
6. At the time of the last inspection, the use of homework was a weakness. Since then, senior managers have developed a very good system for homework, which has been funded from finances provided through the school's Beacon status. The involvement and training of parents is a key feature of the success of this initiative. Over 80 per cent of parents have been trained. Homework packs for literacy and numeracy have been developed and pupils work through them with their parents. Most parents are pleased with the homework provided and feel that it

contributes to the good progress their children make. The inspection findings support the view that it reinforces pupils' skills and understanding well in literacy and numeracy.

**Relationships between everyone in the school community are excellent. The school environment is stimulating and purposeful.**

7. The school has a very strong ethos, which is reflected in the excellent relationships that exist between staff and pupils. A friendly, welcoming atmosphere is immediately evident to visitors. In almost all lessons, the positive relationships between teachers, support staff and pupils contribute well to the successful learning. The relationships between pupils at lunchtime and in the playground are very good. The school community works harmoniously and there is a noticeable absence of oppressive or unkind behaviour.
8. In lessons, pupils work very well together in pairs and small groups. They listen very attentively to each other and show respect for others' contributions. For example in art, pupils aged 7 enjoyed looking at each other's pictures of an eye and they spontaneously applauded their efforts. A number of pupils have language and communication difficulties yet they too are encouraged by the very supportive approach of staff and other pupils. This contributes significantly to their progress in developing appropriate communication skills. For example, students in the post-16 provision clearly thrive as a result of the excellent relationships with all staff and the constant encouragement to work with others.
9. The school environment is stimulating. Corridors and classrooms include colourful displays of high quality work, especially art work, and pupils are proud to talk to visitors about their efforts. The orderly, purposeful community reflects a commitment by staff to high standards. During the inspection, members of the school's council were keen to say how much they enjoyed school and described the staff as being one of the best things about life at school. A few older pupils spoke of the excellent relationships between staff and pupils. They feel teachers have a very understanding approach and are very effective in helping them to learn.

**Pupils' attitudes towards learning and their behaviour in lessons and around the school are very good.**

10. During the inspection, in 75 per cent of lessons pupils' attitudes to learning and their behaviour were very good or better. In almost 25 per cent they were excellent. Pupils are keen to come to school. Results from the parents' questionnaire show that over 94 per cent of parents feel that their children like school. This is reflected in their interest in lessons and in their very good behaviour. The positive attitudes and behaviour have a very significant impact on pupils' progress.
11. Pupils are very clear about the way they should behave. Staff have high expectations for behaviour and pupils respond very well to this expectation. In lessons and at breaktime, the majority of pupils are polite and respectful to staff and each other. They take great pride in their school and take good care of it. Almost all parents feel that the behaviour in the school is good. The rate of exclusion is very low. In the last year there have been only two short period fixed term exclusions.
12. Most pupils come into lessons eager to learn. Teachers prepare very well for lessons and the organisation and management of pupils are usually very good. Pupils settle quickly, listen very attentively to staff and to each other and concentrate very well. In the best lessons they are totally engrossed by the activities right through to the end. For example, Year 11 pupils were absorbed in their musical composition; Year 9 pupils were fascinated by their findings about different rock types in science and post-16 students were engrossed in selecting the best instruments to use for different measuring tasks. In these lessons, the lively, enthusiastic teaching combined with the pupils' desire to learn resulted in them making very good progress. However, even when the pace of lessons is slow and tasks are not as challenging as they could be, for example in some English and mathematics lessons for pupils aged 11 to 14, they are still eager to learn and they sustain concentration throughout the lesson.

13. Older pupils have many opportunities to take part in activities within the local community. Community members report that pupils are very well behaved and have a very good attitude to their work.

**The excellent links with the community make a very important contribution to the curriculum.**

14. The headteacher has devoted much energy to ensuring that the school plays an important part in the local community. He has also encouraged the wider community to play a part in the life of the school. These well established links make an important contribution to pupils' learning opportunities.
15. Links with local schools are excellent and have developed further as a result of the school's Beacon status. There is very effective liaison with a local secondary school and a small number of pupils follow GCSE courses at this school. Pupils aged 14 to 16 benefit from the opportunity to take part in community service in local playgroups and nursery schools. Other schools also benefit from the support, advice and training offered to their staff as part of the Beacon initiative.
16. Older pupils and post-16 students attend local further education colleges for part of each week. Links with local industry are well established and allow pupils to take part in work shadowing and work experience. These activities combined play an important part in preparing pupils and students for life after school. Members of the local community visit the school and pupils regularly take part in local and national sporting and musical events. The opportunities provided by the school extend pupils' learning and make a very significant contribution to their personal, social and cultural development.
17. The school has excellent links with charities, both local and further afield. Pupils have really benefited from the additional funding made available to the school. For example, pupils go on residential school journeys, they take part in trips out of school as a reward for being 'class of the term' and the school's indoor and outdoor facilities and equipment have been extended to enhance provision.

**The staff form a very committed team and they are well led by the headteacher and deputy headteacher.**

18. The leadership provided by the headteacher is excellent. He leads by example and motivates staff. He and the deputy headteacher work very effectively together. They are open to new challenges and are well supported by senior managers. The senior management team provides clear direction and has a good understanding of the strengths and weaknesses of the school. Managers, teachers and support staff form a committed, hard working team that promotes high standards. The governing body fulfils all its responsibilities very well and offers expertise and support to the school.
19. Management responsibilities have been delegated well and staff are very clear about their roles. Subject co-ordinators carry out their responsibilities effectively and are committed to developing their subjects further. The arrangements for monitoring planning, teaching and the standards achieved are very thorough. The headteacher and deputy headteacher ensure that staff have the necessary skills required to carry out their duties effectively.
20. The aims and values of the school are very clear. They are reflected by teachers and support staff in all their work. This team approach, in which relationships are excellent, has a very positive effect on pupils' attitudes, behaviour and their achievement. All members of the community are highly valued and this makes a very important contribution to the school's strong and supportive ethos.
21. The monitoring and evaluation of current practices and new initiatives by the headteacher, senior managers and the governing body are very good. There are appropriate targets for whole school

development, which are closely linked to finance. Financial resources are used well at all levels, for example, to develop subject areas and to improve the accommodation.

**The provision for students in the post-16 department is very good.**

22. Students in the post-16 provision make good progress in developing their independence skills, literacy and numeracy. They benefit from teaching that is at least good and is often very good. Relationships with teachers, support staff and the speech and language therapist are excellent. Students develop confidence in this setting. Their self-esteem improves and, as a result, they make very good progress in developing their communication skills. Students successfully go on from the school to work placements or to colleges of further education.
23. The leadership and management of the post-16 department are very good and the staff team work well together in reinforcing the very clear aims. The curriculum is very good because so many different learning opportunities are offered to the students; within school there is a strong emphasis on literacy, numeracy, ICT and developing independence; some students achieve a foundation vocational qualification. Very good use is made of the local community. Students attend college on one day each week; they complete work experience, they develop their skills of working with others through the 'team enterprise' project and they take part in sporting activities at the local leisure centre.
24. The post-16 department is kept separate as far as is possible from the main school so that students can develop their independence skills in a more adult setting. Relationships with adults reflect those found in a college setting rather than in a school. This is an important starting point from which students are prepared for the next stage in their lives.
25. The only weakness in this provision is the very limited accommodation. If numbers increase as planned without an expansion in the accommodation, the opportunities for pupils to develop their independent living skills would be severely restricted.

**WHAT COULD BE IMPROVED**

**The opportunities for the most able pupils to achieve GCSE accreditation at the end of Key Stage 4.**

26. Since the last inspection good progress has been made in introducing courses leading to Certificates of Educational Achievement in English, mathematics, science, art and music. Last year, almost all pupils entered for these examinations obtained at least a pass in each subject and a significant number achieved distinction in mathematics, science and art. A few pupils follow GCSE courses at the local secondary school but there are no opportunities for pupils to follow GCSE courses within the school.
27. Pupils achieve well and make good progress but the limited opportunities for GCSE accreditation means that pupils do not receive full recognition of their achievements. Pupils' results in Key Stage 3 National Curriculum tests, especially in mathematics and science, indicate that a number of pupils could gain a pass in GCSE examinations. The standard of art work seen during the inspection indicates that pupils could also be successful in GCSE.
28. The school recognises the need to extend the range of accreditation to include GCSEs and more Certificate of Educational Achievement courses, for example in ICT. The inspection findings suggest that pupils' standards combined with their very good attitudes towards their learning would lead to success in a wider range of external accreditation.

**There could be more good or very good teaching for pupils aged 11 to 14.**

29. The quality of teaching for all ages groups is good except for pupils aged 11 to 14 for whom teaching was satisfactory overall. However, there was some very good teaching in science and in

one lesson the teaching of music was excellent. Over half the teaching seen was satisfactory rather than being of a higher quality. This is in contrast, for example, with teaching for pupils aged 14 to 16 which was good or better in over 80 per cent.

30. During the inspection, no unsatisfactory teaching was seen and, in most lessons, there are many positive features, which lead to successful learning. For example, pupils are managed well and relationships between staff and pupils are very good. However, the teaching of English and, at times, mathematics was satisfactory rather than good or better because the literacy objectives for different parts of some lessons are not sufficiently clear. Opportunities are missed in the plenary sessions to assess and reinforce pupils' learning. In some lessons, for example mathematics, the pace of the lesson is slow and expectations, especially for the most able, could be higher. Sometimes less able pupils are unclear about the task because explanations are confusing. Classroom assistants give sensitive support to pupils in group activities, but sometimes in English lessons their skills are not fully used in the whole class part of lessons. There is some weakness in the marking of pupils' work. Although much praise is given for effort, less emphasis is placed on showing pupils how they could improve their work.

#### **The opportunities for pupils to develop their ICT skills across the curriculum**

31. Since the last inspection, ICT has been introduced as a separate subject for almost all pupils and they achieve well in these lessons. All staff have had some training in ICT. The plan for future development of the subject and the scheme of work are clear and detailed. Teachers have plans which show how ICT should be used in all subject areas.
32. During the inspection, older pupils used computers to draft and redraft their writing in English lessons, to design title pages for their studies in history, to word process their writing for their mathematics investigations and to research information, for example, on the Amazon rainforest. However, there is still insufficient use of ICT in many subjects and across the curriculum as a whole. Pupils do not have enough opportunity to practise and develop the skills they acquire in their ICT lessons so pupils do not learn as quickly as they might. Currently, there is insufficient monitoring of the use of ICT across the curriculum.

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

- (a) Provide more opportunities for the most able pupils to achieve GCSE accreditation at the end of Key Stage 4 (paras 26 – 28).
- (b) Improve the quality of teaching at Key Stage 3 (paras 29 and 30).
- (c) Extend the opportunities for pupils to develop their ICT skills across the curriculum (paras 31 and 32).

#### **The following weaknesses should be considered by the school but need not be included in the action plan:**

- Further develop the literacy strategy for pupils aged 11 to 14.
- Include targets for future improvement when marking pupils' work.
- Extend the accommodation for pupils in the post-16 department.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	28	33	31	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	146
Number of full-time pupils known to be eligible for free school meals	17

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	5

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	7.0	School data	0.5

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	1
Pakistani	3
Bangladeshi	0
Chinese	0
White	140
Any other minority ethnic group	1

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	1
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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: Y3 – Y14**

Total number of qualified teachers (FTE)	16.6
Number of pupils per qualified teacher	8.8
Average class size	11

*FTE means full-time equivalent.*

#### **Education support staff: Y3 – Y14]**

Total number of education support staff	18
Total aggregate hours worked per week	351

### ***Financial information***

Financial year	1999/2000
	£
Total income	877,785
Total expenditure	824,203
Expenditure per pupil	5,646
Balance brought forward from previous year	31,402
Balance carried forward to next year	84,984

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	146
Number of questionnaires returned	116

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	25	4	0	1
My child is making good progress in school.	60	31	5	1	3
Behaviour in the school is good.	58	37	1	1	3
My child gets the right amount of work to do at home.	39	39	14	4	0
The teaching is good.	72	23	1	0	3
I am kept well informed about how my child is getting on.	58	33	5	3	0
I would feel comfortable about approaching the school with questions or a problem.	78	18	3	0	0
The school expects my child to work hard and achieve his or her best.	78	19	1	0	3
The school works closely with parents.	66	23	7	2	2
The school is well led and managed.	87	11	0	0	2
The school is helping my child become mature and responsible.	70	27	3	0	1
The school provides an interesting range of activities outside lessons.	30	34	12	9	12