

INSPECTION REPORT

ROUND OAK SCHOOL AND SUPPORT SERVICE

Leamington Spa

LEA area: Warwickshire

Unique reference number: 125806

Headteacher: Sheila Read

Reporting inspector: Will Gale
21317

Dates of inspection: 8 –12 May 2000

Inspection number: 190585

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	6 -16
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Harris
Date of previous inspection:	14 –18 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Will Gale	Registered inspector	Information and communications technology	What sort of school is it?
		Geography	How high are standards? a) The school's results and achievements
		English as an additional language	What should the school do to improve further?
Janet Garland	Lay inspector	Equal opportunities	How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
David Hughes	Team inspector	Mathematics	How well is the school led and managed?
		Religious Education	
Susan Hunt	Team inspector	English	How well are pupils taught?
		Personal, social and health education	
Mary Kingsley	Team inspector	Science	Round Oak Support Service
		Special educational needs	
Helen Maskew	Team inspector	History	How good are the curricular and other opportunities offered to pupils?
		Music	
		Physical education	
Gareth Watson	Team inspector	Art	How well does the school care for its pupils?
		Design and technology	
		Modern foreign language	

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Round Oak is a special school for pupils with moderate and severe learning difficulties, autism and emotional and behavioural difficulties. There are 87 pupils on roll, aged between 6 and 16. All pupils have a Statement of Special Educational Need. There are almost twice as many boys as girls. The vast majority of pupils are white. Five pupils speak English as an additional language. The attainment of pupils on entry to the school is well below national averages. The school has not changed significantly since the last inspection, although there has been a steady increase in the number of pupils with more complex difficulties and a corresponding decrease in the proportion of pupils with moderate learning difficulties. The school is in the process of a merger with another Warwickshire special school, which is due to take place over the next two years.

Round Oak Support Service is based at the school and is an integral part of the school's provision. Staff support pupils with special educational needs on the rolls of 7 primary schools, 1 secondary school and an adolescent secure unit. The Support Service had been reorganised just before the time of the inspection and now operates as a separate business unit based on service level agreements with its partner institutions.

HOW GOOD THE SCHOOL IS

Round Oak provides a satisfactory standard of education with several notable strengths. Pupils' achievements are good in physical education and personal and social education. Teaching is satisfactory overall but it is good at Key Stages 1 and 4 and there are good features at Key Stages 2 and 3. The school's headteacher, senior managers and governors provide good leadership. They have established very clear priorities for development, which will provide a secure basis for the future merger. There are very good links with the local community, which help to provide additional opportunities for pupils. The school provides good value for money.

What the school does well

- Half of the teaching is of good or better quality.
- Pupils' achievements in physical education, careers education and personal, social and health education are good.
- There is very good financial management.
- The support service is very effective.
- The school has very clear priorities for its future development.
- There are very good links with the community and very effective partnerships with other institutions.
- Pupils are looked after well.

What could be improved

- The number of teaching staff available to meet the full range of pupils' needs, especially at Key Stage 3.
- The quality of targets in curriculum planning and in pupils' Individual Education Plans.
- Teachers' use of assessment information to improve their planning.
- The behaviour of a minority of pupils who sometimes disrupt lessons.

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 October 1996. There has been good progress in ensuring that appropriate resources are available to meet all the Programmes of Study of the National Curriculum. Budget allocations have been well used to improve the books, materials and equipment in all subjects. The health and safety issues related to the hall and the home economics room have been fully addressed. The hall is clean and well maintained and provides a suitable environment for lunch, whole-school assemblies and physical education (PE) lessons. Satisfactory progress has been made in improving the quality of teaching; there were only a few lessons in which teaching was

unsatisfactory, largely as a result of difficulties in managing the behaviour of a minority of pupils. A more consistent system of rewards and sanctions is used to help manage behaviour. It is well understood by staff and pupils and has a positive effect on behaviour around the school.

The Support Service continues to provide effective support to pupils with special educational needs at other schools. Very good progress has been made in making the service more cost-effective. The relatively high cost of the service, noted in the previous inspection, has been much reduced, with the creation of a business unit based on zero funding. Staff have adjusted to this reorganisation well and the redundancy arrangements which were necessary at the time of reorganisation have been handled with sensitivity by the school's senior management team.

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 5	By age 11	by age 16	by age 19	Key
speaking and listening		C	B		very good A
Reading		C	C		good B
Writing		C	C		satisfactory C
Mathematics		C	C		unsatisfactory D
personal, social and health education		B	B		poor E
other personal targets set at annual reviews or in IEPs*		B	B		

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

The school sets targets in English, mathematics and personal, social and health education. Pupils' progress towards these targets is good. Pupils' achievements are good in personal, social and health education (PSHE) and physical education. Good achievements are made in geography, history and information technology (IT) by older pupils. The most rapid progress is made by pupils at Key Stage 1 - by 7, their achievements are good overall – and by pupils at Key Stage 4, where the accredited programme provides a good basis for learning. Some pupils' progress at Key Stages 2 and 3 is less rapid because of lack of motivation or less effective teaching provided by inexperienced staff.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to most aspects of school life. They are very enthusiastic when on trips out of school or when engaged in practical activities. Some pupils find it more difficult to concentrate during classroom discussions or when reading and writing.
Behaviour, in and out of classrooms	Behaviour is unsatisfactory in some lessons at Key Stages 2 and 3. A small minority of pupils disrupt the learning of others. Behaviour is much better around the school, during whole school activities and on visits. There is no evidence of bullying in any area of the school.

Personal development and relationships	Pupils are usually tolerant of one another. Satisfactory gains in maturity are made and pupils will take responsibility when asked by adults.
Attendance	Pupils' attendance is good. There are very few unauthorised absences.

During breaks, lunchtimes and in whole-school activities, pupils' attitudes are consistently good. In some lessons, a small minority find it difficult to settle down and tend to disrupt the learning of other pupils. On visits out of school and when talking to visitors, pupils show much greater maturity and this is reflected in the good attitudes of Key Stage 4 pupils during their work experience and residential trips. The vast majority of pupils are keen to come to school, which results in the low level of unauthorised absence. A few pupils have suitable part-time attendance arrangements to ease their transition into the school.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5	Aged 5-11	Aged 11-16	aged over 16
Lessons seen overall		Satisfactory	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.

Teaching was satisfactory or better in 91% of lessons. In the small number of lessons where teaching was unsatisfactory, it was usually due to a failure to manage the poor behaviour of a small number of pupils. Teaching is often very good at Key Stage 1 and in some Key Stage 2 lessons. Teaching is satisfactory overall at Key Stage 3 but there are number of examples of good teaching, particularly by the more experienced, permanent staff. Teaching is frequently good at Key Stage 4. The teaching provided by the Support Service is usually good. Classroom assistants make a substantial contribution to pupils' learning in the school and the Support Service.

In English, the teaching of pupils up to 7 is good; it is satisfactory at other key stages. The teaching of mathematics is good. Literacy and numeracy are well taught at Key Stages 1 and 2 with suitable arrangements for extending the teaching of these basic skills into Key Stage 3. The teaching of science is satisfactory but is restricted by staff's limited knowledge of the subject. The teaching of personal, social and health education is good.

Teachers have very high expectations of the youngest pupils, enabling them to make good progress by the age of 7. Throughout the school, good amounts of homework are set, providing a continuity of learning between home and school. Only limited amounts of marking take place and staff do not make the best use of information about pupils' learning, which sometimes results in undemanding tasks for higher attainers at Key Stages 2 and 3.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory. All subjects of the National Curriculum are provided. Suitable programmes of personal, social, health and careers education are in place to prepare pupils for adult life.
Provision for pupils with English as an additional language	There are satisfactory arrangements, which include designated classroom assistants to help pupils who have difficulty in understanding the teachers' instructions. Pupils are well integrated into class activities.

Provision for pupils' personal, including spiritual, moral, social and cultural development	The school offers satisfactory provision for pupils' spiritual, moral and social development. There are good arrangements for cultural development with very effective promotion of pupils' knowledge of their local area.
How well the school cares for its pupils	The school responds well to pupils' individual needs and circumstances and is effective in ensuring their welfare.

The school has a good partnership with parents and provides frequent information about school activities and pupils' successes. The headteacher and staff are very responsive to parental enquiries. There are very good links with the community, which help to broaden the opportunities available for pupils. The school's relationships with other establishments are very much a strength, enhancing the work of the support service. The curriculum has sufficient breadth and care has been taken to incorporate a good amount of time for literacy and numeracy. Very limited amounts of science are taught at Key Stage 4 and there is none currently available to pupils in Year 11. Pupils are looked after well, with good arrangements for child protection and health and safety. There are good procedures in place to monitor pupils' progress but assessment information is not well used to set specific targets in subject and lesson planning or in pupils' IEPs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior managers provide a clear direction for the work of the school and Support Service at a time of substantial change.
How well the appropriate authority fulfils its responsibilities	Governors show considerable interest in the school and its future. They have adopted an efficient committee structure to meet their wide range of responsibilities. The governing body has not ensured that science is taught in Year 11.
The school's evaluation of its performance	The school's managers monitor progress against development priorities well. The headteacher has a good knowledge of the school's weaknesses.
The strategic use of resources	Very good use has been made of budget allocations to improve subject resources. Teacher recruitment has been adversely affected by the forthcoming merger. The Support Service has made a smooth transition from cluster arrangements to a free-standing business unit.

There are currently too few teachers, especially at Key Stage 3. A long term absence and an unfilled vacancy results in pupils being taught by inexperienced temporary teachers or senior managers having to cover too many lessons. There are a satisfactory number of classroom assistants throughout the school, including those who are specifically designated to support pupils with English as an additional language or with additional special educational needs. The quantity and range of learning resources are good and have been enhanced by good use of the money carried over from last year's budget. Classrooms are sufficiently spacious and there is a good amount of outdoor space.

The school is well led. Very good arrangements are in place for appraisal, performance management and staff's professional development. Financial arrangements are very closely linked to the school's development priorities. The school makes very good efforts to ensure the principles of best value are applied. These are exemplified by the thorough service level agreements the Support Service has negotiated with its partner schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The approachability of the headteacher and staff • The positive response to requests for help with problems • The quality of information received from the school • The good quality of teaching • The good arrangements to meet pupils' individual needs 	<ul style="list-style-type: none"> • The amount of homework for pupils; some parents believe there is too much, others feel there is too little • The temporary teaching arrangements for some classes • The behaviour of some pupils • The lack of activities outside school • Transport arrangements

The inspection fully supports the positive comments made by parents. In particular, it is clear that the headteacher places a very high priority on meeting parents' concerns and is keen to increase parents' links with the school. The inspection judged the quality and quantity of homework to be good; it is suitable for the pupils' levels of ability. There is a good range of activities at lunchtimes and frequent visits to local sites of interest. After school activities are restricted by transport arrangements, which the school has tried hard to improve in negotiation with the local education authority. Parents identified 'supply' teaching of some classes as a problem. The inspection team endorses this view; it has an adverse effect on pupils' achievements and behaviour. The school is aware of the problem and is seeking to recruit suitably experienced teachers. The behaviour of a small minority of pupils disrupts the learning of others in some lessons. Pupils' behaviour around the school, at break and lunchtimes, is usually good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. It is inappropriate to judge the standards of the pupils in relation to the National Curriculum or any other national benchmarks. The report does, however, contain judgements on the achievements of pupils and what they know, understand and can do. Judgements about achievement take into account the information in pupils' statements and annual reviews.
2. By the age of 7, pupils' achievements are good. On entering the school, pupils have very few literacy skills but, by the end of the key stage, they are accustomed to handling books and show interest in the words and pictures. The majority are able to recognise their own name. Most achieve a good pencil grip and can make letter shapes, either by over-writing or copying. Their listening skills are good; they respond promptly to instructions and can follow the main themes of simple stories. Most pupils are beginning to incorporate descriptions of events into their speech. Their numeracy skills are developing well. They know numbers one to ten and most pupils can identify any missing numbers in a simple sequence. The majority can recognise the differences in the basic geometric shapes. In science, pupils know about the two forces of pushing and pulling and can demonstrate them when playing with their toys. Pupils make good progress in their personal and social development and can organise some of their own resources, such as collecting pencils and paper. They can sit and wait patiently for stories, and collect their coats when going outside.
3. By 11, pupils' achievements are satisfactory. Those who are able to sustain their concentration make much better progress, especially in literacy and numeracy, than those who are quick to become noisy and frustrated in lessons. Pupils' achievements are satisfactory in English; their progress is more rapid in speaking and listening than in reading and writing. When speaking, higher attainers are able to use descriptive language well and all pupils are able to find appropriate words to describe aspects of the natural world. Most pupils can write simple words, such as their own names, and some can construct whole sentences, especially when using word processors. Higher attainers are able to read common monosyllabic words and increasingly able to make use of picture clues. In mathematics, pupils can compile simple line graphs. Most can complete simple additions, especially if they have objects to count. In science, pupils are beginning to understand how to conduct simple experiments. Most pupils are aware that friction can slow the movement of objects. Pupils' achievements in personal, social and health education are generally good but there are greater variations in achievements than at Key Stage 1. Many pupils continue their rapid progress and are beginning to understand the need to adapt their behaviour to different circumstances; others remain very dependent on adults' guidance to help them control their behaviour.
4. Pupils' achievements are satisfactory by the age of 14. In English, pupils in the highest attaining set are able to express relevant opinions and incorporate information from adults in their speech. Lower attainers can make clear expressions of preferences. Several pupils find it difficult to listen to the ideas of others. Higher attainers have developed a cursive writing style and incorporate simple punctuation in their writing. Most pupils can locate the appropriate sections of books, by using contents pages or picture clues. Few pupils enjoy reading for pleasure. In mathematics, all pupils can successfully complete simple additions. Most pupils are developing a wider range of strategies for making calculations and can recognise more difficult number patterns. In science, pupils are able to conduct simple experiments, such as showing how a lever works. They are starting to use standard scientific units of measurement and can record the results of experiments in tabular form. Pupils make good progress in their personal and social development. Most are able to organise the materials they need for school work and some will show initiative by preparing themselves for specific lessons. They can explain some of the key elements of a healthy lifestyle and relate this information to their own circumstances. Higher attaining pupils have a capacity for self-evaluation and are willing to discuss a few of their strengths and weaknesses.

5. By the time pupils leave the school, at 16, their achievements are good. They can take a full part in class discussions, expressing their opinions and listening to the ideas of others. Most pupils can spell common words correctly and they can present a letter in the right format. They are increasingly fluent in researching information in reference books or from the Internet. Pupils are able to apply their mathematical skills to real life situations, calculating costs of living or compiling balance sheets for their business enterprise. In science, pupils are able to recognise common health and safety hazards and they know the symbols for poison and danger. Their further progress is restricted by the lack of science in Year 11. Pupils make good steps towards understanding the world of work. They know the organisational skills they need to take part in work and demonstrate these during their work experience. They know of the importance of further education and training and many are able to express realistic career preferences.
6. Pupils' achievements are good in PE throughout the school. They are satisfactory in geography, history and information technology by the age of 11 but good by 16. Pupils' achievements are satisfactory in art, design and technology, music and religious education at all key stages. Pupils' achievements are satisfactory in French at Key Stage 3.
7. Pupils with additional special educational needs, such as severe learning difficulties, autism or emotional and behavioural difficulties, make satisfactory progress across the curriculum. They make good progress towards the personal and social development targets in their Individual Education Plans. Pupils for whom English is an additional language are making satisfactory progress. They understand teachers' explanations and only require extra help with more complicated instructions.
8. There are suitable whole-school targets for English, mathematics, personal and social development, behaviour and attendance. Effective progress towards meeting these targets is being made in English, mathematics, personal and social development and in reducing the level of fixed term exclusions. It is unlikely that the targets for raising the level of attendance will be fully met.

Pupils' attitudes, values and personal development

9. Pupils are happy to come to school in the mornings and most of them enjoy their time in school, as many parents reported in the pre-inspection questionnaire and meeting.
10. Attitudes and behaviour around the school, in the dining room, at playtimes and breaktimes are usually good and the behaviour of the pupils who attend college or activities outside school is often excellent.
11. The behaviour of a minority of pupils in lessons is sometimes unsatisfactory. They often have an adverse effect on the majority in the classroom. These few pupils can take up too much of the teaching staff's time, which affects the quality of learning. Sometimes they make disrespectful remarks to each other and staff and do not settle down at the beginning of lessons.
12. The school's fixed term exclusion rate has fallen in recent years. These exclusions usually involve the same pupils excluded on different occasions, usually as a result of similar types of poor behaviour. All pupils, including those who sometimes behave badly, can concentrate for sustained periods when they are interested in their work; for example, in literacy or PE lessons, and when they listen attentively to stories and talks in assembly.
13. There are several instances of pupils taking responsibility for their friends; for example, one girl who was unwell at lunchtime was looked after assiduously by two classmates. Pupils are keen to help visitors and explain the school routines to them. There are some opportunities for pupils to take on duties in school. When younger pupils are chosen to call out names for the register or take the registers to the office, or when older students sell biscuits they have made in an example of business enterprise, they do this conscientiously. There is not yet enough opportunity for older pupils to take initiative around the school and there is no school council or similar mechanism for them to express their views.

14. Unauthorised absence is very low. Attendance overall is under 90 per cent but this is explained by the medical conditions of some pupils, appointments with health professionals, the extensive work experience and residential courses undertaken by the school and pupils who attend the school part time, by arrangement. Most pupils have good attendance records.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching has improved since the last inspection. Teaching at Key Stage 1 and in some Key Stage 2 lessons is good. Overall, teaching at Key Stage 2 is satisfactory, but there is a significant proportion of unsatisfactory lessons. At Key Stage 3, teaching is satisfactory with some examples of very good teaching in history, PSHE and literacy. Teaching at Key Stage 4 is good.
16. Teachers have a good knowledge of their subject with the exception of science where understanding is more limited. The skills of literacy and numeracy are well addressed at Key Stages 1, 2 and 3 and good practical applications of English and mathematics skills are made at Key Stage 4.
17. The teaching of English throughout the school is satisfactory. It is good at Key Stage 1 where the literacy strategy has had most impact and where progress is most evident. Some literacy sessions at Key Stage 3 are very good and are developing the potential of the pupils with their punctuation, phonic work and creative writing. The teaching of mathematics is never less than satisfactory and more frequently good throughout the key stages. PSHE is well taught throughout the school and there is good use of external agencies to improve teaching opportunities. Teaching is good in geography, history, physical education and design and technology. It is satisfactory in science, religious education, French and art.
18. Teachers generally plan well according to the National Curriculum Programmes of Study and use subject schemes of work to inform their planning. However, teachers do not make good use of assessment of pupils' progress to inform their planning.
19. There are good relationships between teachers and their pupils despite a minority of lessons being disrupted by poor behaviour. Lessons on the whole are paced well. However, there are incidences when pace is slow and pedestrian and it is often then that problems with behaviour occur in class, particularly at the beginning and end of sessions. There are high expectations of pupils entering the school at Key Stage 1 and this enables them to make good progress in developing their skills. On occasions, particularly with some Key Stage 2 and 3 groups, teachers' expectations of the pupils are too low and this leads to lapses in attention.
20. Classroom assistants are committed and hard working. They make substantial contributions to lessons where their role is well defined by the teacher and they provide consistent support for individuals with additional needs, helping them to concentrate on their work.
21. The setting of homework at all key stages is a strength of the school. Teachers make good judgments about the amount of homework and they devise tasks which pupils can successfully complete at home.
22. The teaching provided by the staff of the Support Service is good. The teachers are involved in supporting individual pupils and provide learning opportunities that are appropriate to the needs of the pupils. The pace of the work is lively and enables the pupils to stay on task. The range of different learning material is good with effective use of relevant software, access to the internet, teaching programmes and reading schemes. The inclusion of pupils into the mainstream classes is well managed.
23. The assessment of pupils' progress is good. All pupils on the special educational needs register are assessed regularly and provision is made accordingly. In some of the partner schools the support staff from Round Oak are employed as the special educational needs co-ordinators (SENCOs) for the mainstream partner schools. These appointments work well and the knowledge, skills and experience of the staff are highly valued by the staff, parents and

pupils of the partner schools.

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

24. Since the last inspection, the school has undertaken development work to ensure that the quality and range of learning opportunities are now satisfactory. The statutory curriculum is not completely in place because there is no full implementation of science at Key Stage 4. However, the school has taken steps to include French at Key Stage 3. The length of the school day, is being addressed through changes in transport arrangements, which are due to be in place in September. The time given to each subject is well balanced. Curricular arrangements for literacy and numeracy are good at Key Stages 1 and 2 and satisfactory at Key Stage 3.
25. The overall planning of the curriculum is good. Subject co-ordinators follow the National Curriculum Programmes of Study. The topic work at Key Stages 1 and 2, which includes elements of several subjects, is well planned and ensures no repetition at Key Stage 2. A topic on transport, for example, incorporates aspects of history, geography and information technology, covering simple aspects of transport at Key Stage 1 and moving to more sophisticated issues, such as transportation of heavy goods both in the past and the present.
26. The school offers a good range of extra-curricular activities, in spite of transport difficulties. Pupils are encouraged to join clubs out of school, following taster sessions, which include snooker, table tennis and golf. Opportunities for residential experiences for all Key Stage 3 and 4 pupils are good. An annual visit to the Lake District enables them to experience a variety of outdoor activities and to gain some idea of life away from home. More vulnerable pupils are offered a two-day residential opportunity specifically designed for their needs. These experiences increase the pupils' opportunities for social integration.
27. Provision for pupils' personal and social development is good. Schemes of work include arrangement for appropriate health and sex education. Individual Education Plans highlight effectively aspects of pupils' welfare as well as academic targets.
28. Links with the local colleges and community are a strength of the school. All Year 11 pupils are offered a wide range of vocational courses with a local College of Further Education. These take place on a weekly basis during the majority of the pupils' final year and include opportunities for a variety of practical experiences including bricklaying, horticulture and small animal husbandry. These link courses are very effective in increasing pupils' self-confidence. Some pupils show high levels of skills in these practical areas.
29. Local business and national charities support the schools through their fundraising activities. The school runs a Variety Club minibus which plays an integral part in the extra-curricular activities offered to the pupils. Volunteers from the local community visit individual pupils weekly to act as mentors and to hear them read. As a result of this, a useful link has been made with Warwickshire Golf Club. Key Stage 3 and 4 pupils now have the opportunity to be coached by a professional on the driving range as part of the PE curriculum. There is a good link with a local bakery through the Education Business Partnership. Pupils produce home baked biscuits which are sold in school. There are strong links with the local church. The vicar regularly visits the school to hold assemblies. Regular school services and celebrations are held in the parish church.
30. Relationships with partner institutions are very good. The Support Service enables good links to be maintained with local primary and secondary schools. The local school with specialist facilities for the performing arts provides facilities for music and art. Some Key Stage 3 pupils join with a local primary school for a residential visit to Normandy to experience sites of interest like Bayeaux and the Second World War landing areas in Normandy.
31. Work-related education is also very good. All pupils follow an ASDAN-accredited course which emphasises the skills required for successful employment. All Year 10 pupils undertake work

experience tailored to their special needs. The school has a good record of success in placing pupils effectively. Preparation is thorough and includes a week's residential visit to a local centre before pupils take up their placements. The pupils study aspects of health and safety at work, coupled with visits to local workplaces. Pupils also undertake some local community service, experiencing work in nurseries, homes for the elderly and charity shops. All pupils have valid destinations when they leave the school. Some obtain full time employment, often as a result of a successful work experience placement. Many return to the College as full-time students.

32. The arrangements for spiritual development are satisfactory. There are spiritual themes identified in assemblies and, where these are fully explored, assemblies make a sound contribution to pupils' spiritual development. For example, one teacher used the London Marathon to illustrate courageous participation of large numbers of people, some of whom were disabled. This was related to the school's mini marathon, which the pupils and families had recently enjoyed. In regular trips out of school, pupils are encouraged to develop an understanding of the wonders of nature, particularly in their work linked to geography. Music and art are not used as fully as they might be as sources of spiritual development.
33. The provision for pupils' moral development is satisfactory. The school's behaviour policy is designed to accommodate the needs of various pupils and there is an emphasis on right and wrong, which many teachers successfully interpret. Targets in pupils' Individual Education Plans have been developed to help pupils understand the effects of their behaviour on others.
34. Social development is aided by a good personal, social and health education programme, which includes elements of citizenship, sex education and how to keep healthy. Pupils are encouraged to help each other and several examples of this were seen, although, on occasions, pupils neglect basic politeness. Social development of older pupils enables them to experience settings outside school, notably visits to colleges and the residential trips which are organised each year. Events such as a leavers' dinner are appreciated by pupils and parents. The encouragement of independent skills for older pupils in the school setting is less clear and they do not yet have enough responsibilities or sufficient opportunity to express opinions about matters which concern them in school.
35. The arrangements for pupils' cultural development are good. Pupils are introduced to a wide range of local culture by visits to museums and places of interest. The local vicar comes into school regularly and there are frequent visits to the church. The awareness of other cultures is fostered by visitors from several traditions, through the study of different religions and the observance of various festival days. The school endeavours to use the culture of the pupils in school to point out the diversity of ways of life.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school has developed a coherent framework for reviewing pupils' gains in learning and monitoring their personal development, which accords well with statutory requirements and reflects the Code of Practice. It is based around an effective format for pupils' Individual Education Plans which allows targets in key areas to be identified. Termly reviews of these targets in turn contribute to annual reviews. There are appropriate arrangements for Transition Reviews for pupils in Year 9. External agencies, such as the Careers' Service, together with local health care professionals, such as speech and language therapists, are able to make a positive contribution. There are comprehensive annual reports on pupils' progress that reflect all areas of the curriculum. In all these respects, the present management team has made a positive, significant response to the findings of the last inspection; the arrangements have been newly introduced and their full effect has yet to be realised but they are appreciated by parents.
37. However, the targets identified in the Individual Education Plans and the annual reports to parents are not always written in terms that make it clear what the pupil will learn, despite the individual pupil's close involvement in the review process. Some targets reflect the pupil's simple participation in activities and do not help to focus teachers' attention on how that

activity can be of particular benefit to that pupil. Others are too imprecise to be readily measured, and so teachers cannot gauge whether the pupil is on track to achieve the target in a reasonable period of time. The school is aware of this and has sensible, routine arrangements in place whereby the assessment co-ordinator can review and amend targets identified by class teachers. These should go a long way to helping staff improve and refine their practice.

38. The school has recently agreed clear, coherent policies for assessment and marking. The school's systems for ensuring they are implemented consistently throughout the school and across all subjects have yet to take full effect. Class teachers do not always assess accurately whether pupils have achieved what was intended. Many of the recently-appointed subject co-ordinators do not monitor progress made by pupils in their subjects and the school is not always clear whether, and in what respects, the schemes of work require amendment. The school does, however, value and celebrate pupils' successes and marks them with a range of in-house merit certificates that in turn contribute to the pupils' Records of Achievement. There is also a satisfactory range of opportunities for pupils' work to gain external accreditation at Key Stage 4, particularly through relevant, vocational courses.
39. The school has developed a satisfactory behaviour policy that is supported by the green and pink slip system of rewards and sanctions. This has had a positive impact on pupils' behaviour around the school, at lunchtimes and at break times, particularly when the senior management of the school are in a position to support staff and implement sanctions. However, the policy has yet to become firmly embedded in the classroom and is not always implemented with sufficient clarity. As a result, the behavioural difficulties of some pupils, together with disruptive behaviour from others, sometimes compromises the learning of all pupils in the class. The school has, with advice from external professionals, established clear, coherent behaviour management programmes that effectively target the particular difficulties of some individual pupils.
40. The school has sound, pragmatic routines in place to ensure the welfare of its pupils and monitors pupils' attendance, and the incidence of exclusions, conscientiously. The premises are kept clean and well maintained and the school has responded appropriately to the findings of the recent health and safety audit. Arrangements for child protection are good and well understood by staff and the school is sensitive to individual pupils' needs and circumstances.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents were overwhelmingly positive about the links they have with the school and expressed this in the questionnaires they returned and in the pre-inspection meeting. The school's own questionnaires also show that parents have a very positive view of the school. The headteacher has made it a priority to build a good partnership with parents, who are welcomed into school. Staff and in particular the headteacher respond promptly to parents' concerns and offer reassurance and advice. Several parents expressed how helpful the headteacher's advice on behaviour management has been and sensitive arrangements have been made between home and school for those pupils who find it more difficult to settle into school life.
42. A good range of information is available for parents about their children's progress. There is a regular, weekly newsletter and a welcoming tone in the prospectus. There are termly reviews of pupils' progress and the majority of parents attend these, becoming involved in the drawing up of targets in Individual Education Plans. Reliable information about pupils' achievements is in evidence in Annual Review Reports and in National Curriculum Reports.
43. Many parents listen to their children read or look at their work at home and the new homework diaries are starting to make a difference to the amount of involvement that they have. The starting of Christmas and May fairs has produced a pleasing number of parents who become involved and visit the school, which is helping to produce a team spirit. Performances and concerts and the recent mini marathon draw similarly large numbers of parents and friends.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The headteacher, the senior management team and governors provide clear direction to the work of the school. The school has a well-established management structure, which provides for good control of resources within the school. The role of the curriculum co-ordinators is not yet fully developed in terms of the monitoring of subjects and there is a need to improve continuity and delivery.
45. The management of the school has responded well in recent years to the issues raised in the last inspection. A detailed and comprehensive School Development Plan (SDP) has been produced. The SDP contains clearly identified priorities, each with an appropriate time scale, costing, success criteria and lines of responsibility.
46. The governing body is very active in support of the school and service. Governors have a clear understanding of the work of the school and work closely with the headteacher to achieve the aims of the school. Governors visit the school frequently and take an active role in the monitoring and evaluation of both teaching and learning. The governors have an effective committee structure, which ensures that strategic decisions determine educational and financial planning. Good use has been made of the large amount of money carried over from the previous financial year.
47. The school manages its finances well and applies effective "best value" criteria to its material developments. Day-to-day financial controls and procedures are very good and the "cost centre" approach to managing finances supports effective curriculum provision. The school office works well and good use is made of information technology to handle and improve routine communication and essential office tasks. Specific grants made to the school for professional development are used and administered appropriately. The school's Support Service has just become self-financing with a zero budget.
48. The school has clear policies and procedures for monitoring teaching and learning. Staff meet frequently, monitor each other's teaching and support each other.
49. The number of teachers is insufficient to meet the demands of the curriculum. Difficulties in filling these posts and of finding appropriately skilled supply staff has resulted in a lack of continuity in curriculum delivery in some areas. The qualifications of teachers do not always match their curricular responsibilities and some have only been recently appointed as subject co-ordinators. There are a good number of classroom assistants, who are deployed to support individuals and groups or to provide specific guidance, for example, in ICT.
50. Since the last inspection a fully developed programme for the induction of teachers has been developed that encompasses lesson observations in school and in other establishments. The headteacher and senior staff give appropriate support to new staff. Staff development is linked to both the individual needs of teachers and to the demands of the School Development Plan.
51. The school has a wide range of resources to deliver the National Curriculum. Resources are good in art and design and technology, as well as in the developing area of information and communication technology. In other curriculum areas resources for learning are satisfactory. The school is a bright and cheerful place with well managed wall displays, including children's work, which are well respected by the pupils. No evidence of vandalism or graffiti was seen.
52. Accommodation is generally good with adequate sized classrooms, a range of specialist rooms and areas for design and technology and art. There is a specialist room for visiting professionals, a separate medical room, a 'space' room and toy library. There is ample administrative accommodation that includes a specialist area for the management team. There is a small and satisfactorily equipped library. The school has addressed the issues highlighted in the last inspection; for example, in the food technology room. Science and design and technology continue to share facilities within the school. The accommodation for Key Stage 4 students is appropriate, being well furnished with a good range of comfortable chairs.

53. The school has well maintained grounds that incorporate a variety of play areas and an adventure playground. The quality of the accommodation is satisfactory overall although the mobile classrooms are externally shabby.
54. The management of the Support Service is good, well defined and is supportive to the staff who work within the Support Service. The team leader gives a clear directional aim to the service which is reflected in the professionalism with which the service is viewed by the partner schools.
55. The headteachers of all the partner schools visited consider that they get good value for money. The staff of the Support Service are in the partner schools for a considerable amount of time each week, depending upon how much support time the partner school has purchased from Round Oak. The consistent presence of the support staff enables the teaching staff at the partner school to have relatively easy access to the specialist support staff. This sound professional relationship enables the staff at the partner schools to feel confident in the support staff and so to use their expertise for a wide range of different situations. The ability to be able to access good professional advice on a range of minor special educational needs issues at an informal level is greatly valued by the staff and this is reflected in the comments of the head teachers.
56. The headteachers of the partner schools value the visits of the head of Round Oak to their schools in order to negotiate the contracts.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The governors and staff of the school should:
 - Increase the number of permanent and experienced teachers to ensure that the full range of pupils' needs can be met, especially at Key Stage 3, where the shortage of permanent staff affects the continuity of pupils' learning (see paragraphs 49, 67, 74) ;
 - Improve teachers' planning for the full range of pupils' abilities by developing more specific targets in curriculum schemes and in pupils' Individual Education Plans (see paragraphs 37, 72, 83) ;
 - Develop teachers' use of assessment information on pupils' progress in order to inform and update schemes of work and lesson plans (see paragraphs 18, 38, 94,110);
 - Improve the behaviour of the small minority of pupils who regularly disrupt lessons, by continuing to develop staff skills in behaviour management (see paragraphs 3, 11, 19, 61, 95).
58. When drawing up their action plan, the governors may wish to take into consideration the following minor weaknesses identified in the report:
 - The lack of science in Year 11 (see paragraphs 5, 75).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

78

Number of discussions with staff, governors, other adults and pupils

25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	47	36	8	1	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	87
Number of full-time pupils eligible for free school meals	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%	Unauthorised absence	%
School data	12.31	School data	0.02

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	1
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	1
Bangladeshi	0
Chinese	0
White	81
Any other minority ethnic group	1

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	1	0
Bangladeshi	0	0
Chinese	0	0
White	32	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: Y2 – Y11

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	11
Average class size	14.3

Education support staff: Y2 – Y11

Total number of education support staff	18
Total aggregate hours worked per week	532

FTE means full-time equivalent.

Financial information

Financial year	1998-99
	£
Total income	1,008,461
Total expenditure	904,020
Expenditure per pupil	10,636
Balance brought forward from previous year	385
Balance carried forward to next year	104,441

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	87
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	36	4	8	0
My child is making good progress in school.	40	44	16	0	0
Behaviour in the school is good.	17	63	12	8	0
My child gets the right amount of work to do at home.	20	52	16	0	12
The teaching is good.	68	20	4	0	8
I am kept well informed about how my child is getting on.	44	44	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	32	0	0	0
The school expects my child to work hard and achieve his or her best.	64	28	4	0	4
The school works closely with parents.	40	52	8	0	0
The school is well led and managed.	67	25	0	0	8
The school is helping my child become mature and responsible.	60	32	8	0	0
The school provides an interesting range of activities outside lessons.	32	28	20	16	4

Other issues raised by parents

A small number of parents were concerned about the length of time some classes have been taught by temporary teachers.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS

OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

59. There has been a distinct improvement since the last inspection in 1996. The National Curriculum Programmes of Study and subject schemes of work are now in place, providing a greater consistency of planning throughout the school.
60. Pupils' achievements in English are good at Key Stage 1. They are satisfactory at Key Stages 2, 3 and 4. Some pupils have a very positive attitude towards the subject; however, there are a minority whose attitude is not good and who display bad behaviour in lessons.
61. Pupils' achievements in speaking and listening are on the whole good. At Key Stage 2, in history, music and literacy, there are examples of good speaking and listening skills. One Key Stage 2 pupil was eager to articulate about his knowledge of Queen Victoria and Victorian England. Another pupil described the sound of a tambourine in music 'as a bear scratching' and, in a Key Stage 3 literacy session, one boy when asked to describe clouds saw them as 'scraping the sky'. In a literacy session, a pupil at Key Stage 1 pointed out and described the 'Round Oak' on the medal she was writing about. Pupils at Key Stage 4 can participate in group discussions in a meaningful way. However, there are incidences throughout Key Stages 2, 3 and 4 where discussion in class is impeded by unsatisfactory behaviour.
62. Although drama was not taught during the week of the inspection, there is a wall display in school describing the annual whole school production entitled 'The Day the Millennium Bug hit back'; this was presented in April this year. Every year the school produces a play and there are regular theatre visits by pupils and staff.
63. Achievements in reading are satisfactory. Suitable reading schemes are used in Key Stages 1, 2 and 3, and pupils have developed a familiarity with the characters in these schemes. Books of pupils' own choice are used at Year 11. The majority of pupils particularly at Key Stages 3 and 4, expressed a disinterest in reading for pleasure out of school. By the time the majority of pupils are 16 years of age they have achieved level 4 and above of the National Curriculum.
64. The Literacy Strategy has had an impressive impact upon the reading and writing of pupils at Key Stages 1,2 and 3. It has enriched the curriculum and maintained progress in standards of reading.
65. Pupils' achievements in writing are satisfactory overall at Key Stages 2, 3 and 4. They are good at Key Stage 1. Pupils on entry to school can barely hold a pencil but, by the end of Key Stage 1, all pupils can at least write their names independently and overwrite, whilst some can underwrite or write independently. Cursive writing is not evident until Key Stage 3 and then very intermittently. Pupils experience a wide range of writing for different purposes, such as lists, poems, letters and diary accounts, in addition to story writing. Spelling is regularly set as both an exercise in the classroom and for homework. Information Technology (IT) is very much in evidence throughout all the key stages either to improve the appearance of written work or as an exercise in spelling. IT games are also used to help pupils improve their skills phonetically with reading and writing.
66. The quality of learning is variable. All pupils at Key Stage 1 and some at Key Stages 2 and 3 are enthusiastic, interested and co-operative in lessons. A core of pupils at Key Stages 2 and 3 disrupt lessons and are not active learners. Pupils at Key Stage 4, where the work is correctly pitched, are enthusiastic, concentrate and remain on task.
67. At Key Stage 1 and in some Key Stage 2 lessons, teaching is good. Teaching is satisfactory at Key Stage 3 and good at Key Stage 4. Where teaching is of a good standard expectations are high, the tasks are relevant and pace is maintained. In the small number of lessons where the quality of the teaching is unsatisfactory, inexperienced or temporary teachers set tasks which are insufficiently challenging and the pace is slow. Classroom assistants often play a very valuable role within the classrooms in support of teachers and provide specific guidance to individual

pupils.

68. Teachers have a good knowledge of their subject and the English co-ordinator monitors her department and liaises with the Support Service exchanging resources and ideas. Relationships are good between all staff and pupils and where there has been a problem with behaviour this has been an organisational problem rather than difficulties in the personal relationship between pupil and teacher. There is a policy for homework and this is stringently carried out by all teachers. Homework is regularly set in all English lessons.

MATHEMATICS

69. Pupils' achievements at Key Stage 1 are good. By the end of the key stage, they can recognise and sort simple shapes, ordinate numbers and know, for example, what number comes between 4 and 6 and match a number of objects to the appropriate number symbol. By the end of Key Stage 2, pupils' achievements are satisfactory and pupils are able to add and subtract simple number bonds, for example, $2 + 4 = 6$, and recognise place value within the ordination of numbers up to 100. They can count forwards and backwards in 2s and 5s but not always accurately. They understand some simple mathematical concepts, for example, "light" and "heavy", and can manipulate data by the making of "time graphs".
70. At Key Stage 3, pupils' achievements remain sound but there is a wide variation in attainment. Nevertheless, by the end of the key stage, most pupils can count and manipulate numbers up to 100 and recognise more complex number patterns; for example, counting on in 3s when the start point is not a multiple of 3. They recognise and use number symbols and are able to devise varying strategies to perform calculations, adding number by both counting on and by adding with regard to place value. They understand other mathematical concepts such as volume and are able to tell the time on analogue clock faces.
71. At Key Stage 4, pupils undertake more practical mathematical processes and many of their sound achievements are centred on the mathematics of daily living. They can add and subtract money and produce simple balance sheets that relate to the actual costs and sales in the Year 10 "Mini Enterprise" of the Biscuit Factory, or in estimating daily living costs and comparing them with the real costs.
72. Teaching is mostly good and never less than sound. Where the teaching is good, teachers have clear lesson plans usually based on the National Numeracy Strategy and they use resources well. This style of lesson planning is still in its early stages and the co-ordinator plans to review this. Teachers take great care to ensure that all pupils take an active part in lessons; they form good relationships with pupils and use questions and answers well. However, there are times when the pace of lessons is slow and expectations of the pupils' performance is low, resulting in underachievement by more able pupils.
73. Pupil's attitudes to learning are satisfactory. They enjoy the subject and respond enthusiastically to the stimulus of mathematical activities and questions. On some occasions, behaviour in lessons was inappropriate but this was well handled by teaching and support staff. In most lessons, classroom assistants are well used but there is sometimes little differentiation between tasks given to varying groups of pupils.
74. At the time of the inspection there was no co-ordinator for mathematics and the headteacher was undertaking this role. The subject is well managed with clear long and medium term planning linked to pupils IEPs. All teachers are seen teaching the subject by the headteacher and the Governor responsible for mathematics. Marking is inconsistent and does not always show what pupils need to correct. There are strong links with other subjects; for example, with PE in the use of counting in number games. Satisfactory progress has been made in developing the subject since the last inspection.

SCIENCE

75. Pupils' achievements are satisfactory at all key stages. Achievements in Year 11 are affected by the fact that the statutory teaching requirements are not fully met.
76. At Key Stage 1, higher attaining pupils learn about the forces of pushing and pulling. They are able to differentiate between toys that are pushed, those that are pulled and those that can be pushed and pulled. At Key Stage 2, pupils extend their experience of forces, to differentiate between the force to move objects of different mass. The more able pupils learn that some objects will change shape if acted upon by a force. Higher attaining pupils understand the concept of friction. Pupils can participate in a fair test to distinguish between the friction of a plastic topped table on objects and the frictional forces of a carpeted surface on the same objects.
77. At Key Stage 3, the ideas regarding friction were extended further with the pupils learning the definition of a Newton as a unit of force. Pupils can conduct experiments to determine the amount of Newtons needed to pull an object over different surfaces; fine grade sandpaper, coarse grade sandpaper, smooth plastic, corrugated card and towelling. Less able pupils can conduct an experiment to try and lift each other off the ground without touching each other. In doing so, they learn about levers and fulcrums as applied in a seesaw. Pupils are able to discuss the concept of a fair test and to record their answers in a tabular form. They understand about the different types of food that are needed for a healthy diet.
78. At Key Stage 4, pupils learn to recognise the different categories of hazard symbols and understand the dangers of inappropriate use of chemicals. Pupils can also appreciate the need for keeping chemicals and dangerous household substances, such as bleach, out of the reach of children.
79. Pupils' attitudes to learning ranged from unsatisfactory to good across the key stages but they are mainly satisfactory. Some pupils maintain their interest well especially when there is a well-planned lesson with clear objectives, challenging practical tasks to undertake and a well-planned plenary session with careful questioning. Where attitudes are unsatisfactory, the lessons are not well planned, do not have enough practical activities to engage the pupils and do not lead to new skills and understanding.
80. Teaching is satisfactory overall. Where there is clear planning, effective introductions to lessons enable pupils to gain a good idea of what is expected from them. A good amount of practical work is incorporated in lessons, which helps pupils to understand fair tests. Teachers are not always fully secure in their subject knowledge, which can lead to confusing demonstrations of scientific principles. Pupils are encouraged to make accurate scientific measurements, which contributes to the development of their numeracy skills. Pupils' communication skills are enhanced in some areas by classroom discussions.
81. The subject lacks the input from a co-ordinator. The nominated co-ordinator is not yet officially in post and this adversely affects the delivery of the curriculum. There is a need to develop effective monitoring. Science is accommodated in the design and technology room and there is no fume cupboard, which means that some areas of the curriculum cannot be effectively delivered. The science department has an excellent outdoor growing area and greenhouse which at present is underused. The school makes use of the loan of equipment from a local mainstream secondary school, which is an effective way of ensuring resources are available and makes loans of its own resources to local primary schools. There are plans to use the services of the lab technician from an associated mainstream secondary school. Since the last inspection, there has been satisfactory progress in the development of the subject and there have been notable improvements in the quantity and range of available resources.

ART

82. Pupils make satisfactory gains in learning, notably when developing practical craft skills. They enjoy the subject and often become absorbed in their work. Pupils at Key Stage 1 and younger pupils at Key Stage 2 use such techniques as sponge printing to create bright, bold pieces reminiscent of the work of Klee and Kandinsky and make collage work to illustrate characters and events from the class story books. Older pupils at Key Stage 2 produce individual,

expressive sketches of snowdrops in chalk and pastel and use pencil and crayon to draw very simple portraits of themselves and their classmates. They handle paint brushes with care and precision, know that mixing blue and red will produce purple and understand how colours can be softened by the addition of white. At Key Stage 3, pupils develop these skills, designing their own personalised decorations for cars and showing a good sense of pattern when painting African wall-hangings. They also show a good grasp of the gothic style when producing displays to illustrate their visit to St. Mary's church in Warwick as part of their work in history. Pupils at Key Stage 4 use the work of Klimt to consider the ways in which shapes combine to produce images and work well in pairs to make pictures of robots. Throughout the school, pupils handle materials and tools properly; they co-operate well and are interested in each other's efforts. In these respects, the subject makes a positive contribution to the pupils' personal and social development.

83. Teaching is satisfactory and often good at all key stages, particularly in those lessons where staff manage the pupils' behaviour well. Lessons are purposeful and well organised. Planning is generally satisfactory, particularly in activities that enable pupils to practise their practical skills but opportunities to extend pupils' knowledge and understanding of wider issues remain un-exploited. Simple resources and media are used to good effect, with the result that most pupils are actively engaged. In the most successful lessons, praise and encouragement are also used well to help pupils develop their ideas, with the result that they take a pride in their work.
84. There is a satisfactory policy for art and the present co-ordinator has inherited a scheme of work that pays due regard to promoting both the pupils' practical skills and their knowledge and understanding. However, the current lack of subject expertise amongst the staff means that the school is not well placed to exploit the scope provided by the scheme of work and the subject's contribution to the pupils' spiritual and cultural development is not as strong as it should be. Because of these factors, there has been little development within the subject since the time of the last inspection. The subject is used well to illustrate other areas of the curriculum, as shown by the cheerful, vibrant displays that brighten the corridors and classrooms.

DESIGN AND TECHNOLOGY

85. Pupils throughout the school show satisfactory development in the practical skills of making and assembling; they make adequate gains in learning how to plan what they are going to do and how to evaluate what they have achieved. At Key Stage 1 and 2, pupils use construction toys within play activities and develop craft skills such as sticking and glueing when making models and puppets. At Key Stage 3, pupils know the ingredients for fairy cakes and what goes into making harvest soup; they know how a gas cooker works and can name a range of kitchen equipment. Pupils also build model bridges as part of their science work on forces. They show interest and take care with their constructions but their planning skills are sometimes restricted to such simple criteria as the choice of materials and pupils are not always clear why some designs work better than others.
86. Pupils at Key Stage 4 develop their skills within a wider range of activities. They build wooden bedside cabinets from kits and design, cost and construct table lamps using a variety of materials such as wood, metal and fabric, together with standard components such as bulb-holders. Pupils also produce biscuits under the banner of the Round Oak Biscuit Company, researching which recipes are most popular and calculating the costs involved. They show a highly responsible attitude towards health and hygiene matters and work very well together as a team. They use tools and equipment carefully and are eager when learning new skills such as how to pipe chocolate decorations.
87. Teaching in design and technology is usually good and, at Key Stage 4, occasionally very good. The more successful lessons have a clear purpose and are well organised. Support staff are well deployed, good quality resources are used to good effect and professionals from the wider community, such as the Managing Director of the Margaret Hall Bakery in Warwick, are able to make a particularly positive contribution. These features help to reinforce the

relevance of the activities, especially for the older pupils, who are treated in ways that reflect their development as young adults and a future workforce. As a result, pupils are keen to learn and sometimes display exemplary attitudes whilst remaining on task for significant periods of time. Where teaching is less successful, as in some play activities at Key Stage 2, there is little direction as to what is required of pupils and construction toys are used in ways that do not help pupils to understand the principles involved. Pupils lose interest, their behaviour deteriorates and very little learning takes place.

88. There is now a satisfactory scheme of work that reflects all aspects of the National Curriculum Programme of Study and opportunities for the subject to reinforce other curricular areas, such as science and art, are acknowledged though not always fully developed. The food technology room has been refitted in order to comply with hygiene requirements and the school has made a satisfactory response to the findings of the last inspection. However, there is still a lack of subject expertise and qualifications amongst staff, notably in respect of operating machinery in the design and technology workshop. Consequently, useful equipment stands idle and the school has difficulty in developing the full breadth of the subject.

GEOGRAPHY

89. Pupils' achievements by the age of 7 and 11 are satisfactory. By the age of 14, pupils' achievements are good. Pupils' achievements at Key Stage 4 in support of their Asdan topic work are good. Overall, pupils make good progress in understanding their local area; their progress in other aspects of geography is satisfactory.
90. By the age of 7, pupils are aware of some of the basic differences in land use in their locality. They recognise important features of the town centre, woodland, parkland and farmland. They know that a river runs through the centre of Leamington. By 11, pupils can compare their local climate with other parts of the world. They know that penguins live in a cold climate and that a rainforest is hot. A few pupils remember that the area of rainforest is being reduced. Higher attainers can point to the British Isles on a world map. They can provide simple directions around the school or for a local journey. Lower attaining pupils can remember some rooms around the school which are next to each other. Most pupils can give examples of pollution; they are able to talk about litter in hedgerows and traffic pollution.
91. By 14, all pupils can describe what happens when an earthquake occurs or a volcano erupts. Higher attainers can use geological terms, such as 'the earth's crust'. Pupils are accustomed to using world and British Isles maps; the more able can shade in areas according to temperature or rainfall. Pupils can name different types of transport and demonstrate a basic knowledge of distance by making the correct choices for long and short journeys. The majority can point to Leamington on a local ordnance survey map and several pupils can identify other towns in the region.
92. By the age of 16, all pupils know about different types of weather. Higher attainers can identify cloud formations and know that it rains more on the west side of the country. Most pupils can discuss their direction of travel when embarking on school trips and some are able to mark out routes on maps; for example, when travelling to the site of their residential visit.
93. Pupils show good attitudes to learning when taking part in visits. They observe their surroundings carefully and listen to instructions. Most pupils enjoy talking about what they have seen when they return to the classroom. Pupils' concentration is good when they are engaged in practical tasks linked to the subject, such as when considering the different types of bridges which might be used for a variety of purposes. Pupils' attention is more variable when engaged in desk-based activities and some pupils are inclined to be rather noisy and only pay attention when directly spoken to. Pupils are enthusiastic about understanding their local area and show a pride in their surroundings, such as when criticising those who drop litter.
94. In the small number of lessons observed, teaching was good. Teachers have a good knowledge of the subject and understand its value. Geographical terminology is carefully incorporated into teachers' explanations and – even when pupils do not fully understand the

meaning – is used with sufficient frequency for pupils to start to use it in their own descriptions. Lessons are planned to accord with the scheme of work and tasks set are usually suitable for the majority of pupils, although, on occasions, the work for the higher attainers lacks challenge. There are clear introductions to lessons, with appropriate reminders about work completed in previous lessons. Materials – such as photographs and worksheets - are prepared in advance and are readily accessible to pupils, which ensures a prompt start to activities. Trips out, for example to the local park or woods, are well managed with considerable care taken to ensure safety and good behaviour. As a result, pupils are much better behaved during ‘field’ trips than they were at the time of the last inspection. Good questions are asked, which helps pupils to show their level of understanding, but recording of pupils’ progress is very intermittent and is rarely used by staff to help them plan future lessons.

HISTORY

95. At Key Stage 2, pupils’ learning was unsatisfactory in the small number of lessons seen, because of the difficulties caused by a minority of pupils. At Key Stages 3 and 4, pupils make good progress overall. They are particularly skilled at speaking and listening and join in discussion with the teacher with enthusiasm. They remember that the earliest form of transport was by foot and can identify that sailing ships came before modern liners. Good use is made of simple time lines to illustrate aspects of chronology. Lower attaining pupils can identify a variety of modes of transport and correctly place them ‘then’ and ‘now’. At Key Stage 4, pupils recognise the difference between the use of medicines in Victorian times and the present. They can explain that opium was a very dangerous drug to give to babies.
96. The quality of teaching at Key Stages 3 and 4 is good. Lessons are well-planned and work is appropriately modified to suit individual abilities and pace of working. Teachers at all key stages allow the pupils to show what they know through open questioning. They successfully draw out of pupils what they have remembered, both from previous lessons and their own experiences. Lessons are enlivened by the imaginative use of artefacts. A bucket of coal was brought in by the teacher to show how much easier it was to transport such goods by canal rather than by cart. The pupils were able to experience its weight and make a correct assertion that this was so. At Key Stage 2, teaching is unsatisfactory because of the poor attitudes and behaviour of many pupils. Although the teacher does engage some of them by producing some interesting domestic equipment from Victorian times, a group of very disturbed pupils have a negative effect on the teaching overall. Lack of effective behaviour management strategies results in high levels of disruption and low levels of learning.
97. The curriculum is planned effectively. The scheme of work is much more detailed than at the time of the last inspection. Resources are good overall. Good use is made of a wide variety of local sites, including St Mary’s Church in Warwick, Kenilworth Castle and Coughton Court. There is now an increased use of the Internet for historical research by some of the pupils. Homework is used well and pupils are encouraged to research aspects of their classwork.

INFORMATION TECHNOLOGY

98. Pupils' achievements are satisfactory by the age of 11. They are good by the age of 14 and 16. There is evidence of much greater amounts of work in IT than at the time of the last inspection and annual reports now contain accurate information about pupils' progress.
99. By 11, nearly all pupils can switch a computer on and most can recognise some of the letters on the keyboard. Higher attainers can back space, delete and correct their own work. They can click on interesting parts of the picture by use of the mouse but do not recognise all of the common icons on screen. Most pupils know when to click to change picture or complete a function and the highest attainers can double click to access files or change programmes. All pupils know that electrical equipment is important in everyday life and, with help from adults, they can operate tape and video recorders to make recordings. They know that telephones are an important means of communication and most pupils have learnt how to use a public payphone. Higher attainers know the importance of remembering important telephone numbers and introducing themselves when they speak.
100. By 14, nearly all pupils can type their name. Those who cannot can point to letters on the keyboard for the initial letters of their names. Most pupils can open programs and shut down correctly. Higher attainers are able to use keyboard shortcuts to cut and paste. They can highlight text and change the font. The majority can 'paint' on screen and are able to change colours and drag lines and shapes. The highest attainers can select a picture, frame it and use it to illustrate their work in other subjects. With adult help, pupils can e-mail; several are able to e-mail independently and are enthusiastic about its use. Most pupils know about the Internet and some have accessed web sites to help them with their work in other subjects. Nearly all pupils can prepare and record interviews using tape recorders. They know the functions of different switches in common electrical equipment.
101. By 16, the majority of pupils are confident word processors and frequently type their work. They know how to save and print and most are fluent in accessing their files. Most pupils are used to e-mailing and use the web routinely to research information or complete routine tasks, such as checking weather reports. All pupils know that IT can be used to improve the presentation of their work and they are beginning to understand how equipment can be used in office settings or to communicate with large audiences, such as through the use of overhead projectors.
102. Pupils are keen to use computers and take a pride in work they have printed. They treat the equipment with care and ask sensible questions when they do not know how to proceed. Lower attainers are inclined to rush or adopt an unstructured approach when working independently but they try hard to concentrate when receiving adult support. Pupils are quick and adept in their use of software when they understand the meaning of picture icons. They find it much more difficult to work quickly when screen functions require higher order reading skills. Most pupils are prepared to co-operate when working in pairs or groups at the computer; a few find it frustrating when they do not have direct access to the keyboard. Several older pupils are learning the skill of scan reading screen information when conducting research, identifying titles and key words, which helps them to work at a much quicker pace and disregard irrelevant information.
103. In the small number of IT lessons seen, teaching was good. Teachers and classroom assistants are gradually building up their knowledge of computer programs and approach them with greater confidence. A few teachers and classroom assistants are sufficiently knowledgeable to be able to advise their colleagues and their expertise is greatly appreciated by pupils. Teachers have become accustomed to incorporating IT in other lessons and, in most classes, it is well used to support other subjects. This is particularly the case at Key Stage 3, where IT is used frequently in literacy, geography and history lessons. At all key stages, pupils have good access to suitable programs to assist their learning in literacy and numeracy. Teachers understand the importance of developing pupils' awareness of the use of IT in everyday life, which builds towards a good appreciation of IT in the working world by the time pupils leave the school. Teachers' planning is thorough and conforms to the requirements of

the subject scheme of work. Staff are well deployed to support individual and group work and know what is expected of pupils.

104. Good use is made of pupils' enthusiasm for technology to encourage hard work and lengthy periods of concentration. Pupils are frequently praised for completing successful print-outs and these are often used as wall displays. Reprimands are generally effective when pupils become frustrated with waiting. The good number of computers in the classrooms and skilful organisation of group work helps to prevent problems with pupils who find it difficult to co-operate with each other. There are detailed assessments of pupils' progress and good arrangements for self-evaluation at Key Stage 3; records of progress are less in evidence at the other key stages and planning is not always adjusted to take account of the rapid mastery of skills by some of the highest attaining pupils. There are sensible arrangements for homework with a clear focus on preparation for subsequent lessons, such as preparing questions for interviews or thinking about how a presentation might be made.
105. In the long term absence of a member of staff, the headteacher is acting as the temporary co-ordinator. She has ensured that the subject has a high profile throughout the school and has addressed the problem of staff expertise by providing good arrangements for training and the sharing of knowledge. Key classroom assistants have also been active in helping other staff and all classes now have sufficient expertise to teach the well balanced scheme of work. Good use has been made of the additional money provided for the subject; there is now a good range of hardware and software, which is soon to be supplemented by lap-tops, which will be directed to improving the literacy skills of older pupils.

MODERN FOREIGN LANGUAGES

French

106. The school responded positively to the findings of the last inspection and now meets statutory requirements in teaching a modern language. At present, French is taught to pupils at Key Stage 3. Recent provision for pupils at Key Stage 4 has been suspended, after appropriate consultation with parents, due to other pressures on the timetable. This situation is reviewed annually and the vocational educational courses currently available at Key Stage 4 provide a relevant context in which pupils' knowledge and understanding of French can be extended. The school is well placed, therefore, to respond positively should parents' views on the matter change in the future.
107. Pupils make satisfactory gains in learning within the limited range of opportunities available. Their accents may be firmly rooted in the English Midlands but their pronunciation is clear and all pupils pay attention, including those who are more reticent. They understand simple greetings and classroom commands and respond appropriately and some have sufficient confidence to greet visitors spontaneously in French. Pupils know the French words for colours, early numbers and parts of the body. They use them in simple phrases and learn French terms, such as 'l'avion' and 'le metro', as part of their work on the theme of transport. Pupils understand some of the features that make French everyday life different to life in England and some pupils have the opportunity to study these more closely during the school's French residential visit. In these various ways, the subject makes a satisfactory contribution to the pupils' personal and cultural development and the school's French day helps to raise all pupils' awareness of French culture, not just those who are learning the basics of the language.
108. There were few opportunities to observe French being taught during the inspection period. In the one lesson seen, though, the quality of teaching was satisfactory. Well established routines and clear verbal instructions, in French, meant that the pupils understood what was expected of them. A lively introduction held the pupils' attention and they responded well but when the pace of the lesson flagged, they became more diffident. However, patient, persistent prompting by the teacher, together with the effective use of support staff, meant that pupils stayed on task.

MUSIC

109. Only two lessons of music could be observed. In a lesson on sounds at Key Stages 1 and 2, pupils responded positively at first. Individuals were given a variety of percussion instruments to use to illustrate a story. Some were successful in orchestrating their instruments as the teacher told the story. In the Key Stage 3 lesson all pupils can remember where middle C is on a keyboard after being shown. Some pupils can play a simple tune using the full octave by reading the notes. One pupil can use the right hand correctly to play the octave. A few are able to play by ear a simple nursery rhyme.
110. Teaching is satisfactory. Preparation for lessons is good and equipment used well. The management of the most disruptive pupils is sometimes unsatisfactory. Lessons seen are practically based and the teachers encourage all pupils to participate. There is no music specialist on the staff although the music co-ordinator is self-taught as a guitarist. While good schemes of work for music are now in place, as at the time of the last inspection, the subject still lacks a system of assessment of pupils' progress and acquisition of knowledge and skills.
111. Music is not widely used across the curriculum, apart from assemblies where a range of music is used as a background to entry and exit. Singing also plays a part in assemblies and the younger pupils clearly enjoy singing communally. Extra-curricular opportunities for music are good. Performers visit from the annual Warwick Arts' Festival, a visiting music specialist brings in a range of ethnic instruments and pupils from a local comprehensive school perform at the school. The County Music Service brings in instruments which they demonstrate to the pupils and play as an ensemble. Music predominates in the school's Christmas production. Some pupils receive guitar lessons at lunchtime and the music therapist works with individual pupils with behavioural difficulties as specified in their Statements of Special Educational Need.

PHYSICAL EDUCATION

112. Pupils' achievements are good. They experience a good range of activities as required by the National Curriculum. At Key Stages 1 and 2, they undertake co-ordination skills to assist their spatial awareness. Many of the pupils show skill with ball control. One girl in the class can bounce a basketball with either hand around the hall at speed. Most can aim and bounce a ball in a confined space. All pupils can make a circuit of the hall without touching each other. At Key Stage 3, pupils on a golf driving range show very good hand and eye co-ordination after only one or two demonstrations by the coach. Some of them can drive the ball accurately over long distances to the 100m flag.
113. Teaching is good. Teachers have an enthusiasm for sports and a variety of activities which they convey to the pupils. There is a good range of sports in the curriculum including swimming, athletics, outdoor adventure activities, team games and fitness training. Teachers join in which encourages the more vulnerable and less energetic pupils. They recognise the need for pupils to take up activities in their own time and actively encourage this by offering as wide a selection as possible in school. Lessons are well prepared; for example, a group visiting the golf course for the first time were well primed as to expectations of their behaviour and what they could expect to be doing. There is good co-ordination by teachers of groups that include more than a single class. Time is used well and the management of pupils is very good. Teachers have high expectations of what all pupils can achieve and are skilful in building up their self-confidence; for example, pupils express doubts about golf on the journey to the course, but express the wish to go back again at the end of the session because they had been successful.

114. Pupils' attitudes are good. At Key Stages 1 and 2, they collaborate well with each other in a team running game. They 'pair off' successfully and work well together catching and throwing. They are patient and co-operative with each other. Some are very competitive and throw themselves into activities with great enthusiasm. The more vulnerable are supported by the more skilful. At Key Stage 3, they show very mature behaviour in the unfamiliar environment of a large golf course. They listen attentively to the coach and follow the safety procedure which he outlines.
115. The subject is well led by the temporary co-ordinator. It makes a positive contribution to pupils' personal and social development. Pupils benefit from the good resource of the large and well maintained playing field

RELIGIOUS EDUCATION

116. Since the last inspection, the school has implemented the approved Warwickshire Agreed Syllabus and the co-ordinator has produced a clear policy and scheme of work based on this syllabus. The subject is adequately resourced and includes religious artefacts and a collection of "Story Sacks". The subject is well integrated into the curriculum and many links are made with other subjects such as music and dance. The school uses outside agencies and visitors to enhance the RE curriculum; for example, the local vicar and Hindu visitors.
117. The teaching of the subject is satisfactory throughout the school. Teachers understand the varying needs of their individual pupils well. Teachers challenge pupils with new and complex ideas such as the concept of "Trinity" and the nature of a Christian God at Key Stage 3. Some pupils find these concepts difficult and the pace of teaching can be slow. By the end of Key Stage 3, pupils are aware of variations of the creation story and of major religious festivals in differing faiths; for example, Christmas and Easter for Christians and Diwali for Hindus. Pupils enjoy the subject and show respect for the beliefs of others, for example in the keeping of a Mandir in one classroom, and displays regarding St Mary's Church and Sikhism kept in corridors.
118. Pupils' achievements are satisfactory throughout the school. At Key Stages 1 and 2, pupils study relationships within their own families and the meaning of religious symbols such as the cross. By the end of the Key Stage 2, they have experienced religious stories; for example, the story of Zaccheaus in Christian teaching. Pupils at Key Stage 4 understand and respect religious beliefs and can accept that the idea of "God" differs between faiths.