

INSPECTION REPORT

PARKSIDE SCHOOL

Norwich

LEA area: Norfolk

Unique reference number: 121262

Headteacher: Mr B Payne

Reporting inspector: Mary Last
17171

Dates of inspection: 3rd – 7th December, 2001

Inspection number: 192713

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	8 to 16 years
Gender of pupils:	Mixed
School address:	College Road Norwich Norfolk
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Appropriate authority:	Local education authority
Name of chair of governors:	Mrs S Greenwood
Date of previous inspection:	March, 1997

INFORMATION ABOUT THE INSPECTION TEAM

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17171	Mary Last	Registered inspector	Music	What sort of school is it? What should the school do to improve further?
9779	Mr K Greatorex	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
19996	Mr G Watson	Team inspector	Art and design, physical education, equal opportunities, special educational needs, English as an additional language	Pupils' attitudes, values and personal development
23733	Ms A Anderson	Team inspector	Mathematics, modern foreign languages	How well are pupils' taught?
17530	Mrs M Cureton	Team inspector	Information and communication technology, geography, history	How good are the curricular and other opportunities offered to pupils?
2512	Mr B Emery	Team inspector	Science, religious education	How well is the school led and managed?
10676	Mr M Sutton	Team inspector	English	
27243	Mr I Tatchell	Team inspector	Design and technology	The school's results and pupils' achievements

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Parkside School is situated in the south west of Norwich and caters for up to 184 pupils from seven to sixteen with moderate learning difficulties. At the time of inspection 135 pupils were on roll, 91 of them boys. Pupils are taught in groups of around ten. All the pupils have a statement of special educational need with moderate learning identified as their predominant learning difficulty. A significant proportion of pupils also have additional problems with language and communication or challenging behaviour. All the pupils are working at levels below those expected in mainstream schools. In Years 10 and 11 pupils study for a range of subjects in the Certificate of Educational Achievement. Some pupils travel a considerable distance to school, several from as far as Great Yarmouth and they all travel to school by taxi or minibus. There are no pupils with English as an additional language but 64 pupils are entitled to free school meals – a proportion higher than that in similar schools reflecting the areas of high social deprivation from which pupils are admitted.

HOW GOOD THE SCHOOL IS

Parkside School is a very effective school with very high quality teaching which challenges and motivates pupils. This enables them to make very good gains in learning and improve their behaviour. By the time they reach Year 11 pupils have made considerable gains in learning and are self-confident; their work culminates in good results in the Certificate of Educational Achievement. The school is very well led and managed. The governing body and staff share a commitment to improving all aspects of their work. The governing body ensures that it spends its money wisely to support pupils' learning. Spending decisions are well monitored and the school provides very good value for money.

What the school does well

- Provides very high quality teaching which challenges pupils with interesting tasks so that they work hard and make very good progress
- Provides outstanding teaching for all pupils in music and for Years 7 to 11 in information and communication technology (ICT) which equips them with very good skills
- Improves the pupils' approach to school so that they have excellent attitudes to learning and behave very well in lessons and during their free time
- Celebrates pupils' successes in assemblies, at the ends of lessons and through the displays of their work around the school
- Promotes pupils very good personal development which is founded upon excellent, supportive relationships with staff
- Benefits from strong and very effective leadership by the headteacher and a clear commitment to improving all aspects of the school's work by all staff and governors

What could be improved

- Opportunities for expanding the focus on pupils' communication and use of language consistently in lessons
- The management of the timetable so that subjects are not unnecessarily repeated in any day and lessons are not overlong
- The consistency with which pupils' targets identify relevant steps of learning and with which they are then addressed in lessons and pupils' progress recorded

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 has made very good improvements since the last inspection in March 1997. Following a major investment in equipment for ICT and training for staff, pupils are now able to use computers confidently for a range of purposes. The school has introduced comprehensive strategies for managing the pupils' behaviour which have resulted in improved levels of behaviour in classes and

around the school. The school has successfully introduced provision for pupils to learn French from Years 6 to 11 and includes an annual visit to France. The curriculum is now good and provides opportunities for pupils to study for nationally accredited courses and to attend a local college for some part of the week in Year 11. The headteacher and senior management team now observe teaching regularly which helps teachers to improve their skills. The headteacher has recognised that the pupils' targets in individual education plans are not of consistently good quality and the school has demonstrated its intention to improve them in its strategic planning for the coming year. Nevertheless in this regard, the school has made only partial improvement since the last inspection. The school has raised the quality of teaching and learning significantly so that there is now almost no unsatisfactory teaching in the school.

STANDARDS

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

Progress in:	by Year 6	by Year 11	Key	
Speaking and listening	B	A	very good	A
Reading	B	A	good	B
Writing	B	A/B	satisfactory	C
Mathematics	B	B	unsatisfactory	D
Personal, social and health education	A	A	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 pupils' standards of attainment are below those expected of similar aged pupils in mainstream schools. However, considering the complexity of learning needs in the school, almost all pupils make good progress, achieve well and attain credible results in externally accredited courses. This report comments on the achievements of the pupils and on what they know, understand and can do. Judgements about achievement take account of information in their statements, annual reviews and individual education plans. All pupils make at least good progress in their work throughout the school and in many areas it is very good. They develop very good skills of speaking and listening and most take part in discussions in classes or speak to others with confidence. Pupils' reading develops well; they show an interest in books and reading and can extract information from text, disk or worksheets. The pupils write well and higher attaining pupils produce samples of extended writing to express their thoughts or ideas. In mathematics pupils achieve well over time and use their skills in ICT to present their work in a variety of ways. In science pupils make very good gains in learning and enjoy investigating materials and living things. Older pupils make outstanding progress in ICT, not only by learning how to use computers for a range of purposes, but also in extending their use of technical vocabulary and in supporting their literacy. Pupils recognise the importance of improving their behaviour, personal and social skills and do so in formal lessons and also as a result of good support at other less formal times. At Year 11 pupils' results in the Certificate of Educational Achievement are good in a range of subjects. Pupils make good gains in relation to their previous learning as identified in records and reviews.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent: pupils are very enthusiastic and extremely interested in all the activities they undertake in school.
Behaviour, in and out of classrooms	Very good: pupils often show exemplary behaviour both in lessons and around the school.
Personal development and relationships	Very good: pupils develop mature attitudes and their self-confidence improves as a result of excellent relationships with staff.
Attendance	Satisfactory: any pupils who miss school do so for medical reasons and there is very little unauthorised absence.

The high standards that pupils achieve in behaviour and attitudes are a direct result of the positive management strategies and the supportive and stimulating learning environment in the school.

TEACHING AND LEARNING

Teaching of pupils:	Years 4 – 6	Years 7 – 11
Quality of teaching	Very good	Very good

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

Teaching and learning are now strengths of the school. Teaching is very good or outstanding in almost five out of every ten lessons. Pupils learn very well where high quality teaching stimulates them and activities are well matched to their abilities and needs. Teaching in English is very good, but there are occasional weaknesses in some aspects of literacy teaching especially for some pupils over eleven. The support for pupils with language difficulties is very good but does not make best use of the teachers' and the language specialist's skills. Teaching in mathematics is good overall and takes account of the National Numeracy Strategy ensuring that pupils use their skills in practical tasks such as mini-enterprise schemes or running the tuck shop. In science teaching is very good and pupils enjoy learning about living things. Pupils make extremely impressive gains in ICT, particularly for those aged eleven to sixteen, because the teacher persistently questions the pupils about their work so that they identify what they have learnt and how they will use the skills they have acquired. In personal, social and health education pupils make very good gains in self-esteem and confidence so that by the age of sixteen they leave school as mature young people. The staff ensure that they take account of all the pupils' lifestyles, backgrounds and interests. There is no significant difference in the teaching or learning of different groups of pupils within the school. However, not all teachers write consistently clear targets for pupils' learning which they work on in all lessons and this clouds the information available about some pupils' progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the curriculum provides a good range of subjects and is highly relevant to the pupils' needs. All the subjects of the National Curriculum and religious education are taught and the staff provide a variety of extra-curricular activities during lunchtime, after school and during the holidays.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: there are many opportunities for pupils to reflect on their own lives and those of others in assembly and in lessons. The school promotes good moral values and the pupils all understand right from wrong and the importance of the school rules. Several subjects make a good contribution to pupils' cultural understanding and the school ensures that pupils raise their awareness of life in a multicultural community.
How well the school cares for its pupils	Very high quality: the school provides very good support and guidance and very effectively promotes the health and safety of the pupils in a secure learning environment.

The school is a supportive, yet challenging environment, where pupils are encouraged to take responsibility and to develop in maturity and confidence. Opportunities for learning are good and older pupils prepare for life after school through part-time attendance at a local college. By the time they leave school all pupils have been entered for nationally accredited qualifications. Particular strengths of the curriculum are ICT for pupils over eleven which is outstanding, music which is very good throughout the school, as are mathematics, science, art and design, French and physical education. Parents are very supportive of the work of the school and confirm that it has many strong features which help their children learn well and improve their behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the headteacher is highly organised, sets high standards and gives strong educational direction to the work of the school. He is supported by an effective senior management team. The focus on improvement through evaluation and review is a strength and follows clear procedures for raising standards, prioritising when and how weaknesses will be addressed.
How well the appropriate authority fulfils its responsibilities	Very good: the governing body is very experienced and fully committed to the direction in which the school is moving. Governors play a full part in the life of the school and are very well informed.
The school's evaluation of its performance	Very good: a major strength of the school is the commitment to improving all aspects of the school's work. Procedures and practice in this area of work are of very high quality and the senior management team and governors recognise that some known weaknesses are featured in their strategic planning as being imminently due for action.
The strategic use of resources	Good: the school uses the resources available to it wisely; systems for identifying suitable new resources are very effective and strong measures are in place to ensure constant improvements in both the acquisition and use of resources.

There is a good number of experienced and appropriately qualified staff to meet the needs of the pupils. Accommodation is well cared for and well maintained, but the school uses every space in order to deliver its lessons and there is no room for extra activities, visitors or simply for staff or pupils to sit quietly and reflect. However, the external provision has been greatly improved since the last inspection with stimulating play spaces. Resources are good. The school has invested heavily in computers and the pupils are making very good and often excellent progress in this subject as a result. The coverage of teacher vacancies by temporary staff with limited availability has temporarily affected the design of the timetable which will be remedied next term. The school office is efficiently run and provides good support to the whole school. Procedures for financial control and management are good and the school and governors ensure that they spend their money wisely and obtain good value for all their purchases. The school provides very good value for money.

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 improvements in their children's learning and behaviour the ease with which they can approach the headteacher or any staff the all round improvement since the new headteacher was appointed the improved play and parking areas the information they receive from the school including reports and arrangements for annual reviews 	<ul style="list-style-type: none"> the difficulties over transport from time to time a very few parents feel that their children's behaviour could be improved even more some parents feel that the school could provide more out-of-school activities in the evenings and weekends

Inspectors agree with the parents' views overall and support the strengths that they have identified. Inspectors judged that the school does its best to provide a wide range of activities including residential visits and out-of-school activities, but the practical arrangements for such activities are inevitably limited by the long distances some pupils travel. Improvements in the school's behaviour management strategies are already having a positive effect upon pupils' responses and attitudes and the school continues to seek improvement in the future. During inspection the pupils' behaviour was good and often very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall the pupils' standards of attainment are below national expectations for pupils of this age but given the range of learning needs in the school, all pupils make good progress, achieve well and attain credible results in externally accredited courses. Pupils start the school with low levels of achievement as a result of their moderate learning difficulties often associated with other special needs including emotional and behavioural difficulties. This report comments on the achievements of the pupils and on what they know, understand and can do. Judgements about achievement take account of information in their statements, annual reviews and individual education plans.
2. As a result of very good quality teaching and a well-planned curriculum there has been very good improvement in pupils' achievements since the last inspection. At all ages pupils make very good progress in their personal development. During their time at the school pupils make very good progress because of the good opportunities in lessons and the support they receive throughout the day. Overall, pupils' progress in the core subjects is very good in English, good in mathematics and very good in science and information and communications technology (ICT). Pupils' achievements are improving in all other subjects and are very good in art and design, design and technology, music, modern foreign languages and physical education. More pupils now achieve certification in accredited courses and this year for the first time, 20 pupils were entered for and gained the English Certificate of Achievement each with merit or distinction.
3. Pupils achieve well when the standard of teaching is very good and focused to ensure that all pupils regardless of abilities or background build upon their previous achievements. However, because of their learning difficulties, pupils who participated in statutory assessment tests continued to score below national averages and expectations but made at least good progress in relation to their previous achievements. Their good progress in lessons and over time is a result of lesson planning which usually focuses on clear learning objectives linked to pupils' previous achievements. However, pupils' progress towards targets in their individual education plans is good overall despite an inconsistency in the focus and direction of some learning tasks. The school is now setting appropriate annual targets to provide a clearer focus on raising pupils' achievements across the school.
4. In English pupils achieve well particularly in speaking and listening. A major factor in this success is the emphasis all teachers place upon developing the pupils' personal skill so that they improve their ability to take turns, listen to each other and respond appropriately. Most pupils are confident in talking to visitors and those with speech and language difficulties are encouraged to do so through the support and guidance of skilled teachers and speech and language therapists. All pupils make good gains in reading and can understand a suitable range of written materials to support their learning in other subjects. They have more difficulty expressing their thoughts in writing, but nevertheless their progress is good in all key stages. Higher attaining pupils can produce pieces of extended writing although younger and lower attaining pupils find this task more challenging.
5. Pupils make good progress and achieve well in mathematics. This is due to skilled teaching and use of the National Numeracy Strategy, which has been adapted to

meet the pupils' particular needs with very good opportunities for quick-fire mental calculations and assessment procedures. In science, pupils make very good progress because skilled teachers plan interesting and appropriate activities. In ICT pupils make very good and often outstanding progress in Years 7 to 11 because of the extensive investment in computers and the teachers' improved confidence. This ensures that pupils apply their skills well and make good use of ICT in other subjects, notably English, art and design, geography, history and design and technology. However, opportunities for pupils to use their ICT skills remain underused in some subjects such as French, mathematics and music. In Key Stages 3 and 4 the teaching of ICT is consistently outstanding, the pupils are highly motivated and make exceptional progress where the content of the lesson is linked to their experience, for example using their knowledge of spreadsheets to manage the school's tuck shop account. Pupils make good progress in personal, social and health education. They make particularly good progress in developing their knowledge skills and understanding of citizenship through opportunities for work experience in the local community.

6. Most pupils work towards nationally accredited qualifications in Year 11, and results in the Certificate of Achievement show an improvement in the number who achieved certification by the end of their time at school. The school has plans to provide additional accredited courses to meet the needs of the higher and lower attaining pupils. There is no significant difference in the achievements of any pupils in the school whatever their needs or abilities. Those with additional special needs, including pupils with significant language difficulties, make good progress throughout the school and achieve well. Classroom assistants work alongside teachers in close partnership and play a most effective role in providing individual support for pupils, which helps them achieve well.

Pupils' attitudes, values and personal development

7. Pupils have excellent attitudes towards school; they behave very well, and show very good personal development. These standards reflect a significant improvement compared with the findings of the last inspection, when they were judged to be good. They are a notable strength of the school.
8. Pupils' attitudes to learning throughout the school are exceptionally good. They arrive at their lessons promptly, cheerfully, and are very enthusiastic. They are ready and willing to contribute their own ideas and opinions and will listen to those of other people. Pupils are also extremely attentive and concentrate well, showing curiosity and delight in, for example, the visual effects of close-up photographs in a Year 8 science lesson. They often become absorbed in activities and pay attention to detail in, for example, their art work, and look after it carefully. The interest of some pupils occasionally fluctuates but they will, when prompted, readily return to the task in hand, accepting correction with good humour.
9. The pupils' very good behaviour, given the nature and range of their difficulties, is recognised by parents and carers. Pupils respond very well when teachers make their expectations and intentions clear and, although a few individual pupils are sometimes disruptive, they understand what is required of them and amend such behaviour in the face of a patient, firm and consistent approach from staff. Pupils are also mature and responsible at such differing venues as the swimming pool and the local further education college. They are also helpful to visitors, they treat their surroundings with great respect and there is no evidence of vandalism. There was no evidence of bullying or racial harassment during the inspection period and school

records show that, in the isolated instances where it has occurred in the past, pupils have responded promptly to correction. There have been no exclusions of any sort during the last year. Levels of attendance are satisfactory when compared with other schools of this type.

10. There are extremely positive relationships throughout the school. These are warm yet respectful and provide a highly effective foundation for the everyday activities both in classrooms and further afield. Pupils will also co-operate and work very well together as seen, for example, in a Year 9 physical education lesson on the skills and rules of indoor hockey. Pupils of all abilities rub shoulders and mingle with each other in a natural, relaxed way, with the result that occasions such as lunchtimes and break-times are orderly, civilised affairs. Pupils are highly considerate both of tools and equipment and towards other peoples' work, views and opinions; for example, in one Year 11 art and design lesson on printing, pupils listened respectfully to other pupils' individual, critical self-evaluation.
11. Pupils' personal development is very good and they respond positively to the trust and expectations of staff. As a result, older pupils are well placed to adopt an increasingly mature and responsible attitude to life in general and to make the most of opportunities in the wider community, such as the school's very effective work experience programme. In general though, the development of pupils' initiative and personal responsibility is restricted to some extent by limited opportunities created in the classroom. However, pupils have a healthy regard for safety issues and some spontaneously offer help when they see that there are jobs to be done, for example when clearing away after lessons. Others make allowances when working alongside pupils of lesser ability and experience during, for example, games lessons, and all pupils respond with genuine good humour to the competition engendered by the team-points system.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. There has been a very good improvement in the quality of teaching and learning since the last inspection in 1997. Teaching is now very good overall. The amount of very good or better teaching has more than trebled from just over one in every ten lessons to almost five in every ten, of which over one in ten is excellent. Examples of outstanding teaching were seen in most subjects and across all year groups. Excellent teaching is found in most subjects and in all age ranges. The amount of unsatisfactory teaching has decreased significantly from over one in ten lessons to less than one in 100.
13. Teaching and learning in English, science, art and design, design and technology, modern foreign languages (French) and physical education are very good and in ICT in Years 7 to 11 and in music it is invariably excellent. In mathematics, religious education, geography and history, teaching and learning are good. Pupils of differing ability, girls and boys and those with additional difficulties are all taught to this high standard and there is no significant difference between the quality of teaching between year groups.
14. The teaching of literacy and numeracy is good overall. The teaching of literacy ranges from satisfactory to very good; it is slightly less effective for pupils in Key Stage 3 mainly because the National Literacy Strategy has only recently been introduced to this age group. While teachers have a good working knowledge of the National Literacy Strategy and plan and teach it well, their experience is limited and

they are still developing in confidence. Pupils are encouraged to listen carefully, read and record their thoughts and answers with accuracy.

15. Numeracy is taught well across the school and in most lessons care is taken to encourage discussion about methods and results so that pupils understand the answers they have given. Where numeracy skills can be used to reinforce pupils' learning, such as in science or French, teachers encourage the pupils to present information in a variety of ways, for example in Venn diagrams and pictograms. Pupils also enjoy counting activities in French and English. Teachers make excellent use of computers in specific ICT lessons, but they are not yet used consistently as a tool to support learning in all other subjects. For example in music, the teacher has not yet linked the pupils' very good learning to computer-driven technology. However, in music good links are made to other subjects through singing French Christmas carols or to Shakespeare's writing through discussion about 'West Side Story'. Similarly the geography of North America and its religions are well emphasised when studying the Plains Indians in history.
16. The effectiveness of the teaching results from many factors across the school. Teachers and staff have very good subject knowledge and use appropriate methods to interest pupils and to challenge them in order to involve them in their learning. As a result pupils work really hard with very good levels of interest and concentration. Teachers manage pupils with skill and patience, they know their pupils well. Support staff provide high quality assistance for pupils' learning, they relate well to them and actively encourage them to try their hardest. This results in good work being completed in lessons, high levels of interaction and a good deal of praise being received by the pupils, which they enjoy. The result being that pupils concentrate very well and try really hard. Where there are occasional exceptions to pupils' good responses and concentration, it is generally because the time allocated for some lessons is too long. For example, some older pupils learning French had difficulty in maintaining their interest and attention throughout a double lesson. There are also difficulties in the allocation of some subject lessons such as mathematics when, for example, there is more than one mathematics lesson on some days and none on others. Where pupils' attention levels are limited as a result of too many subject lessons in one day, their progress could be compromised over time; however, this situation is soon to be remedied when the newly appointed full-time mathematics teacher comes into post. Excellent relationships and very good management of pupils are also significant features of very good teaching and learning. The work of the language support staff is of a high quality and pupils benefit from their expertise. However, the school misses a great opportunity by not encouraging more joint planning between teaching and language support staff. Where this happens, for example in personal and social education lessons, the results are really beneficial to pupils' progress.
17. A common characteristic of the very best teaching is clear and detailed planning which helps pupils learn effectively. The activities, resources and approaches are continually varied to hold pupils' attention, and allow them to learn in their own way. A good example of this planning and variety was seen during a music lesson where a complex rhythm pattern was used as a focus for watching a video, listening, clapping, playing the keyboards and understanding note values. Another strong and highly enjoyable feature of lessons is the creation of real experiences, for example in history, where pupils prepared an Egyptian 'corpse' for mummification using a pupil as a model.
18. The teachers' long-term planning is good overall and covers the required content of the National Curriculum. However, there is some inconsistency across the school

regarding the quality of pupils' targets and in their individual education plans, because they do not always identify clear and progressive steps of learning and are therefore not precisely linked to the pupils' needs. Although pupils have a file which travels with them during the day, the individual education plan targets are not systematically addressed in lessons. Because the pupils' targets do not identify what the pupils should learn in appropriate steps, teachers have difficulty in ensuring that all the pupils with individual education plans are moving progressively towards achieving their targets set at annual reviews.

19. Other aspects of assessment are invariably good and provide useful records of 'what' has been taught and 'how' the pupils have learnt in lessons. For example assessment in English, mathematics, art and design, geography, history and personal and social education is very good and it is excellent in ICT. The points system used at the end of every lesson whereby staff and pupils discuss the pupils' contribution to the lesson and the standards of their behaviour, is a very motivating factor in enabling pupils to see how much work they have completed and how well they have achieved. This focus on success continues in weekly 'praise' assemblies where those pupils who have achieved or tried particularly well during the week are again praised in front of the whole school. These encouraging and positive responses to the pupils' work and their participation in identifying their own progress reflects the very good relationships between staff and pupils. This is a major factor in the high quality teaching as it promotes self-esteem and encourages pupils to maintain their effort and achieve their very best.
20. The school has been using transcendental meditation with a small group of pupils (and some staff) for some time as an aid to relaxing, concentrating and applying themselves more effectively to their learning. The pupils involved in this group understand the benefit of the five minutes meditation they undertake each morning. The atmosphere in the room is one of quiet and peace as pupils 'still' and meditate. This meditation project is led by a skilled and experienced teacher and its effects are being monitored by staff from the local authority who, at the end of the school year, will be publishing the results of a comparative study between a meditating and a non-meditating control group when its full impact will be measured.
21. Overall the use of homework is satisfactory and, in some subjects, notably mathematics, it is used very positively and successfully to reinforce learning which has occurred during lessons.

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

22. The curriculum is good with many very good features. It provides a broad range of worthwhile opportunities for pupils and is carefully adapted to fulfil the requirements of the National Curriculum. Statutory requirements are fully met. No pupil is disapplied from any subject.
23. There are some weaknesses in the balance of the curriculum. These concern the allocation of time and the pattern in which subjects are provided for some pupils. For example, there are a few occasions when lessons are too long and the pupils are not able to concentrate for such an extended time. In some cases classes can have more than one lesson of a subject on one day – in the most extreme example, two mathematics lessons on one day and none on another. Each of these situations has arisen for legitimate reasons such as the allocation of part-time or temporary staff hours, or the wish to allow sufficient time for extra visits. Nevertheless the few pupils

affected by these arrangements do not receive a well-balanced subject timetable over the week. The school has demonstrated in its future planning that new staffing arrangements will provide better arrangements in January 2002.

24. In Key Stage 2, the school plans the curriculum to ensure coverage of the full range of subjects common to any mainstream first or middle school. This provision includes English, mathematics, science, history, geography, religious education, health education, music (including singing) and physical education with an emphasis on swimming. Strategies for the development of pupils' skills in numeracy and literacy are good. Provision for ICT is very good.
25. In Key Stage 3, the school makes good use of the specialist skills of the staff. Design and technology, including home economics and textiles, is added to the curriculum. Lessons in citizenship are a strong feature of personal and social education. Provision for pupils' personal development is very good. Pupils are systematically trained towards safe and independent travelling. Road safety is taught and encouraged. A programme of pedestrian safety is undertaken, leading to a School Pedestrian Safety Certificate. Pupils are gradually given greater areas of responsibility in which they are likely to succeed, be it running errands within the school or representing their class in school council. Strategies for numeracy and literacy are good. Provision for ICT is excellent.
26. The headteacher and governors have also recognised that there are insufficient opportunities for lower attaining pupils to achieve certification for their work. Nevertheless, in Key Stage 4, pupils embark on a programme of nationally accredited courses. All subjects are accredited except music, design and technology and French. The school is actively considering the introduction of GCSE courses in the next academic year for higher achievers. All pupils maintain detailed national record of achievements which outline their success and experiences at school. These are presented to them when they leave. The governors have approved the school's sex education policy and pupils are taught about the misuse of drugs.
27. Careers education forms an important part of the curriculum in Key Stage 4. A specialist careers officer gives pupils and their parents good advice, and individual action plans are prepared for each pupil in preparation for a career or the next stage in their education. Work related education includes good opportunities for pupils to work collaboratively to set up a business or 'mini-enterprise', which gives them some understanding of commerce. An effective school-business partnership further aids their learning. Pupils have 'taster' courses at a local college to which eventually a high proportion of them transfer. There are good opportunities for pupils to gain work experience in school or out of it, with an excellent level of support which builds confidence and ensures success. Provision for pupils to build key skills of numeracy and literacy are good and an excellent standard of ICT continues to be offered to them. In this key stage, the school's good links with the community support appropriate behaviour. Pupils increase their self-esteem as they take responsibility for running an old peoples' party at Christmas, for example. Some take an active part in a local playgroup. At the end of their time in the school, pupils have a realistic knowledge of their strengths and weaknesses and have received impartial advice which enables them to plan effectively for the future. The school keeps track of the destinations of leavers.
28. Links with partner institutions are good. The school is well informed of pupils' previous attainment, as strict admission criteria must be met. Pupils and their parents visit the school for a day to familiarise themselves with the building and the routines. The school takes care to collect any available information with regard to pupils'

attitudes, values and personal development. Previous evaluation of pupils' standards of numeracy and literacy form the basis of subsequent provision.

29. The curriculum is particularly relevant to the special needs of pupils in its rich provision of extra-curricular subjects which extends pupils' horizons and helps their learning. The curriculum is supplemented by individual music lessons by visiting specialists and well-taught transcendental meditation. The wide range of activities on offer extends at lunchtime from colouring to circus skills. There is also a gardening club, a library club, a music club and opportunities for dancing or playing board games. Although the vast majority of pupils leave school promptly on transport that is provided for them, some pupils stay after school to join in an impressive range of organised games and athletics, sometimes in competition with other schools. After school many pupils enjoy the wide variety of enrichment activities which enhance their skills and experiences in group and team work, for example in music and sport. In school time, there is a strong and enriching programme of trips and visits to museums, galleries and sports and leisure venues. Professional performing artists are invited to the school to provide drama and music workshops, and a group of actors performing Shakespeare received an enthusiastic response. All pupils are given at least one opportunity to undertake a residential trip during their time at the school which makes a significant impact on their self-help skills and independence as they undertake tasks which are done for them at home.
30. Equality of opportunity is strongly promoted within the school and staff ensure that the larger proportion of boys does not disadvantage the girls' learning or participation in any way. All pupils join in ball games and those in wheelchairs are well supported and enabled to play an equal part. The school makes very good provision for pupils to transfer to mainstream schools, sometimes for only part of a day each week, with an appropriate level of support. Pupils from other schools are welcomed into the school community and take a full part in lessons, supported where necessary by assistants from their own schools.
31. The curriculum is sufficiently flexible to provide regular teaching and learning support for the minority of pupils with speech, language and communication difficulties. Provision for language support is very good, but does not consistently enable the pupils to develop their skills effectively within the daily classroom environment, or make best use of the teachers' and language specialist's skills. Although there are imminent plans to do so, the teacher and language specialist do not yet plan and work together with the pupils, so that the content of the specialist work is effectively linked to the daily activities undertaken by all the pupils on National Curriculum subjects. Currently, the pupils receive high quality, practical help and guidance from the speech and language specialist supported by a specifically trained assistant. This work is well focused, specifically targeted towards the pupils' levels of understanding and language acquisition and well organised. However, the arrangements for working away from the classroom do not make best use of staff expertise or enable the pupils to link their speech and language acquisition to their work in the classroom. For example in an observed session, the pupils were extending their use of one, two or three information carrying words. They were using the story of the three bears as a context for this work and each was required to use the relevant construction such as 'Who's that in the big yellow box?' The pupils took turns in playing each part, either asking or answering the questions with the relevant number and form of words, such as 'little bear's bed' or 'small wooden chair'. They consolidated their understanding and use of the appropriate phrases (above), and were confident in speaking to the remainder of the group. However, this work was not an integral part of either literacy or English work in their classes. This is mainly because the language specialist and the teachers do not plan or work together and opportunities are therefore missed to

maximise pupils' use of communication within the natural learning environment of the classroom. The school has recognised in its current planning that a more systematic emphasis and partnership between these staff would enable best practice to be shared and, in due course, serve to raise the standards and expertise of all staff. Although the provision is very good and well monitored the lack of strong links to what is taught in the classroom limits its effectiveness.

32. The school has very effective systems to monitor and promote attendance. Registers are marked speedily, correctly and efficiently. All absences are properly noted and contact made with parents to explain the absence. The school works efficiently with the limited time allocated to their Norfolk Pupil Attendance Officer to identify potential attendance problems. Attendance figures are properly aggregated.
33. The headteacher and other staff provide very good role models in promoting high standards of good behaviour. Procedures for monitoring and promoting discipline and good behaviour are in place. There is regular reinforcement of the high expectations that staff have of pupils, as it is appropriate. The school's rules are consistently applied by all members of staff. They act with firm, calm intervention, maintaining good control. The system requiring teachers to document incidents of intervention is effective in supporting the consistency of the policy. It enables a clear picture of emerging patterns of unacceptable behaviour to be identified and appropriate intervention to be planned.
34. Child protection issues continue to be handled very effectively. Regular meetings are held to monitor pupils who are known to need particular attention. All members of staff are aware of the need for vigilance and the necessary steps to take.
35. Since the last inspection, there has been a very good level of improvement. The role of the curriculum co-ordinator has been systematically developed and individual subject curriculum policies are now consistently implemented. The content of the curriculum has been clearly identified. The senior management team now systematically monitor the curriculum and teaching and learning so that strengths and weaknesses are identified and major issues identified in the school's strategic planning. The development of the curriculum is now firmly based on pupils' assessment and this maximises their progress. Provision of ICT, previously found to be unsatisfactory, is now excellent.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school continues to provide very good quality support and guidance and very effectively promotes the welfare, health and safety of all the pupils in a stable and secure environment. This feature is a strength of the school.
37. The detailed system for recording information about the pupils demonstrates that the staff know the pupils very well and have a clear picture of their strengths and weaknesses. The teachers are sensitive to the needs of the pupils and consistently monitor their personal development and their ability to cope on a day-to-day basis. Support and assistance are immediately available whenever the need arises.
38. The school has developed a very clear, coherent framework for reviewing and monitoring the pupils' personal development. The provision for complying with statutory requirements such as annual reviews are good. Pupils and their parents are invited and encouraged to be involved in the annual review process. There are appropriate arrangements for transition reviews for pupils in Year 9, and 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. The school's systems for assessing what pupils have learnt in lessons and know, understand and can do across the various subjects are good, providing sufficient information on which to base the comprehensive annual reports on pupils' progress. In all these respects, the school has made a positive response to the findings of the last inspection.

39. However, the school's procedures for monitoring pupils' academic progress and personal development through their individual education plans are unsatisfactory, because it is not always clear whether the pupils have made progress against their targets. This situation has arisen because the quality of the written targets is not consistent. In the best practice, teachers write targets with small achievable steps of learning which challenge but do not deflect pupils from learning. Where the targets are less effective, they are written in very broad terms with little indication of what or how much the pupil is expected to achieve. The staff's thorough knowledge of individual pupils and their circumstances means that the school is well placed to comment on pupils' personal and social development and the work they have covered in lessons by referring to other documents such as teachers' records and pupils' work.
40. The school values and celebrates pupils' successes, and marks them with an extensive range of in-house certificates that in turn contribute to the pupils' records of achievement. There is also a broad range of relevant opportunities for pupils' work to gain external accreditation at Key Stage 4. Health and safety is promoted effectively in the school. Risk assessment procedures follow precisely the Norfolk County Council documentation. Potential hazards are identified and remedial action taken as necessary. All staff members are safety conscious, as shown during the regular movement of pupils around the school site. This was very well supervised with clear direction and monitoring a strong feature. All members of staff work hard to create a secure environment in which the wellbeing of pupils is promoted effectively.
41. The school makes good arrangements for pupils' spiritual development. The whole school, key stage and class assemblies afford opportunities for pupils to sing and say prayers giving thanks to their God. In religious education lessons a number of well-selected artefacts are used effectively to give hands-on experience to pupils of the Christian and other faiths. Pupils also have opportunities to visit old and new churches and they gain a sense of awe and wonder in their technology lessons when creating colourful pizzas and electronic bugs, which flash their eyes when touched. All pupils are given opportunities to visit the countryside and to absorb and appreciate the patterns and sounds of nature. The introduction of transcendental meditation is popular with those pupils who have chosen to attend the meditation sessions at the beginning and the end of the school day. The school believes that regular transcendental meditation sessions relieve the stresses of modern life.
42. The very good relationships that exist in the school and the work in personal, social and health education and in religious education lessons, successfully promote the very good moral development of pupils. Pupils are encouraged to be sensitive to the needs of other people, honest with themselves and to distinguish right from wrong. The praise and support of staff raise pupils' self-esteem and pride in their learning. This encourages honesty, appropriate behaviour and moral development. Pupils are also encouraged to show initiative and accept some responsibilities. Pupils are given the opportunity to discuss the meaning of right and wrong in lessons. They know that fighting and damaging other peoples' property is wrong. Older, higher attaining pupils

are able to make decisions about themselves in terms of responsibilities and independent living skills.

43. The social development of pupils is very good. Pupils make many visits outside school to shops, local churches and sports facilities. Pupils from mainstream schools come into the school to work with pupils at all key stages as part of the school's inclusion scheme. Work experience and college placements are popular with older pupils. Pupils interact well and many socialise with their friends at the wide range of school lunchtime and after-school clubs. Elected pupil representatives on the school council meet each month with two members of staff to discuss improvements to school routines and new pupil opportunities.
44. The school gives its pupils good experiences to enlarge their own cultural and multicultural understanding. The provision for studying local culture is good with visits into the local community of Norwich and contrasting areas farther afield such as the activity centre at Holt. Wider cultural experiences are made available to pupils with reference to religious festivals of Ramadan and Divali in religious education. Geography and history lessons provide pupils with a wide range of information about life and customs in other countries, with a perception of previous times and the effects of world events such as war on people around the world. Festivals and celebrations, music from other cultures, theme days and visits to France and other parts of the UK also contribute well to the cultural development of pupils.
45. The school is committed to providing opportunities for pupils to attend mainstream schools wherever possible. Parkside pupils work alongside other pupils and develop positive working relationships with them. For example, a Year 6 pupil from Parkside was seen working on a wax-resist pattern in an art and design lesson. She was well supported by other mainstream pupils and engaged in two-way conversation. The Parkside pupil understood the technique for washing paint across the waxed pattern and was able to say that the paint might need more water to get the desired effect. Pupils from other schools also attend Parkside on a part-time basis. In a music lesson, several pupils from a nearby special school joined in a rehearsal of Christmas carols and were able to join their classroom assistant in showing some basic signing to accompany their singing. These opportunities enhance the role of Parkside School in the community and make its work better known. The school is well thought of in this regard and several schools are currently planning increased inclusion opportunities for pupils with or from Parkside. The deputy headteacher provides a valuable outreach service to several schools where staff have requested advice on the integration of pupils with learning difficulties. The staff in these schools are very positive about the effect that her input is having upon their skills and competence. In one school the special educational needs co-ordinator categorically stated that the school would not have been able to maintain its provision for a pupil with autism had they not received such good support and guidance from Parkside.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents continue to be extremely supportive of the school and confirm that it has many strong features. All those parents responding to the questionnaire would feel comfortable when approaching the school with a problem and feel that it is well led and managed. They agree that the teaching is good and their children like school. All parents also believe that the school works closely with them and expects their children to work hard and do their best. Virtually all parents feel that their children are making good progress and behaviour is good. They feel well informed about how their children are getting on and agree that the school helps their children to become

more mature and responsible. Parents welcome the annual report on their child's learning which is detailed and provides a comprehensive description of work covered and progress made in lessons.

47. A very few parents expressed reservations about the amount of work that the children are expected to do at home and the range of activities outside lessons. These reservations were not supported by inspection evidence. Homework is consistent with what would be expected of children of this age and there is a very good range of extra-curricular activities supported by the committed members of staff.
48. Parents and other adults are encouraged to involve themselves in the life of the school and some respond enthusiastically by participating in a range of activities. They help within the classroom and around the school. Helpers are deployed effectively, they are given clear guidance and their activities are well structured. The Parents and Friends Association is active and organises a range of social and fund-raising activities in support of the school. In addition parents are very supportive of the work that their children are expected to do at home. The school values highly the contributions made by parents that materially enhance the children's learning and personal development.
49. Information to parents is good overall and all new parents in the last three years have signed the home-school agreement. The school prospectus is clear and comprehensive. It gives parents a good overview of the school's values and its curriculum. Four consultation meetings with parents are held each year enabling parents to give and receive regularly updated information about the children and their progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school's leadership and management are very good and has effectively secured very good improvement since the last inspection. The headteacher is highly organised, sets high standards and gives strong educational direction supported by an effective senior management team whose experience and expertise benefit both staff and pupils. The governing body is very experienced, fully committed to the school, is very well informed and plays a full part in the life of the school.
51. Arrangements for monitoring and evaluating the work of the school are very good. A major strength of the school is its commitment to reviewing and evaluating all aspects of its work; all developments are formulated upon evidence gathered by this process and their success or otherwise carefully evaluated. All teachers are observed by members of the senior management team working to an agreed observation schedule and feedback promoted as part of teachers' personal development and generally is very effective. Although the school had identified weaknesses in its language support arrangements and the quality of its target writing, these feature as a current but imminent focus of its action planning as a result of ongoing evaluative work which the school regularly undertakes with external advisors. The school's forward planning has also recognised the need to improve the current inappropriate timetabling arrangements in some parts of the school; for example, the extended time for French with older pupils and the unsuitable timetabling of mathematics lessons for others. The current situation has arisen mainly due to the limited availability of part-time staff and will be remedied at the start of the coming term with the arrival of a newly appointed full-time mathematics teacher.

52. All members of the governing body visit the school both formally and informally and also engage in classroom observations. Governors fulfil all of their statutory obligations. Documentation produced in connection with the leadership and management of the school is of very high quality. Throughout the school there is evidence of shared values and a clear commitment to the school development plan. All developments are carefully costed and responsible personnel identified, targets set are appropriate and linked to success criteria via the school's very effective self-evaluation process. Very good arrangements are in place for the induction of new staff. Formal and informal support is provided and new teachers and the headteacher meet regularly to discuss progress.
53. The school makes very good use of its financial resources. There are clear budget plans closely linked to the school development plan. Subject co-ordinators administer their own budgets and specific grants are used well, for example the inclusion project has been successfully launched using funds provided by specific grants. The governors' finance committee is very efficient; principles of best value are applied to all purchases and proposals for spending carefully analysed. A recent improvement to the school involved a substantial outlay which was necessary to upgrade the external play areas, the car park and the traffic flow in order to improve pupils' safety on arrival and departure. This represents very good use of the school's finances.
54. The office staff are very effective and make a very good contribution to the school's efficiency. The qualifications and experience of the staff are well matched to the needs of the pupils and the demands of the curriculum. Support staff in the school make an important contribution to its success and are valued by teachers and pupils. Other professionals, for example the educational psychologist and the pupil attendance service officer, also make important contributions in promoting good attendance. Since the last inspection the number of support staff has increased and the pupils are better supported in their work.
55. Overall, the accommodation is satisfactory. Whilst some improvements have been made since the last inspection, for example specialist rooms for modern foreign languages and more appropriate use of the library, other difficulties remain. There are no playing fields on site and no changing facilities at the games field used by the school. Space is very cramped in some parts of the school leading to double classes using rooms which are too small for registration/literacy, for example in Year 11. The accommodation for administration staff is very cramped and there is no free space for visitors to meet or to speak with staff or pupils. The building is bright with attractive displays. The site is well maintained by the site manager and cleaning staff. It provides an appropriate learning environment.
56. Resources are good. All subject areas have a range of appropriate, attractive and interesting resources, ICT resources are particularly good and the library has an interesting and appropriate range of fiction and non-fiction books.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to raise standards further the headteacher and governors should:

- a) Improve the link between what pupils do in specialist language sessions and in classes by:
 - i. arranging for teachers and speech and language specialists to plan jointly for promoting pupils' speech, language and communication within lessons;
 - ii. ensuring that each pupil's targets for literacy, speech and language are included in such planning;
 - iii. organising the timetable so that the teachers and the speech and language specialist deliver some lessons together; and
 - iv. maintaining clear and specific records of each pupil's learning so that clear steps of future work are identified.

(Para refs: 30, 50, 58, 66, 72, 77, 88, 101)

- b) Improve the content and balance of the curriculum and daily lessons by:
 - i. ensuring that subjects are not unnecessarily repeated in any one day (unless for specific project work or visits etc);
 - ii. ensuring that the mix of subjects and activities is consistently well balanced over the week; and
 - iii. ensuring all lessons are of a relevant length for the pupils' age and ability levels.

(Para refs: 15, 22, 50, 73, 74, 115)

- c) Implement with immediate effect the work already identified in the school's strategic planning to improve the quality of pupils' targets by:
 - i. ensuring the pupils' literacy and numeracy targets state what they are to learn in specific detail;
 - ii. identifying steps of learning which move the pupils systematically towards reaching those targets;
 - iii. ensuring each step of learning is written in clear, specific and measurable terms; and
 - iv. ensuring that all targets are known to all staff and pupils and addressed in school whenever it is appropriate to do so.

(Para refs: 2, 17, 36-38, 50, 63, 64)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	104
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	17	31	31	24	1	0	0
Percentage	16	30	30	23	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	135
Number of full-time pupils known to be eligible for free school meals	64

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	7.3

Unauthorised absence

	%
School data	0.6

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

At the end of Year 11 (aged 16) pupils achieved the following nationally accredited awards

Certificate of Educational Achievement

	Year 2000	Year 2001
Mathematics	15 entered, 15 passed 2 with merit 1 with distinction	19 entered, 19 passed 13 with merit 1 with distinction
Science	18 entered, 18 passed 7 with merit 2 with distinction	25 entered, 25 passed 9 with merit 8 with distinction
English	None entered	20 entered, 20 passed 12 with merit 8 with distinction

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	135
Any other minority ethnic group	0

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y4 – Y11

Total number of qualified teachers (FTE)	17.5
Number of pupils per qualified teacher	7.9
Average class (group) size	10

Education support staff: Y4 – Y11

Total number of education support staff	14
Total aggregate hours worked per week	417

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	1,085,320
Total expenditure	1,104,760
Expenditure per pupil	8,183
Balance brought forward from previous year	4,107
Balance carried forward to next year	23,547

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	4.0
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	135
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	25	2	0	0
My child is making good progress in school.	69	29	0	0	2
Behaviour in the school is good.	66	26	2	4	2
My child gets the right amount of work to do at home.	57	37	4	0	2
The teaching is good.	76	22	0	0	2
I am kept well informed about how my child is getting on.	67	25	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	87	11	2	0	0
The school expects my child to work hard and achieve his or her best.	78	20	0	0	2
The school works closely with parents.	73	20	5	0	2
The school is well led and managed.	86	11	0	0	3
The school is helping my child become mature and responsible.	74	22	2	2	0
The school provides an interesting range of activities outside lessons.	57	24	9	0	0

Not all columns add up to 100 because some parents return questionnaires with some questions left unanswered.

Summary of parents' and carers' responses

Inspectors agree with the parents' views overall but also feel that the school does its best to provide a wide range of activities including residential visits and out-of-school activities. These are inevitably limited by the long distances some pupils travel.

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

ENGLISH

Provision overall in this subject is **good**.

Strengths

- The quality of teaching and learning in English is good and often very good throughout the school
- Pupils' skills and confidence in speaking and listening are very good
- The subject is very well managed
- Pupils' attitudes to the subject are very good

Areas for improvement

- The link between the work of the speech and language specialist and the staff who teach English and literacy
- The focus on pupils' learning targets within lessons

58. The quality of teaching and learning in English is very good. Pupils consistently achieve well in lessons and towards the targets set for them. Standards have improved since the last inspection and there are very good assessment procedures.
59. Pupils who have additional speech and language difficulties are effectively supported by a speech and language specialist and a classroom assistant. Pupils are withdrawn from lessons for group work in intensive language support. The group activities are very well planned and are clearly linked to individual pupil's needs. However, the work undertaken in these sessions does not link sufficiently closely to work planned as part of literacy or English. These pupils receive good support from trained classroom assistants in other, selected timetabled lessons. However, because the two elements of the work are not seen as a cohesive support system, opportunities are lost for pupils to reinforce the specialist work they have undertaken in language groups in the more naturally occurring situations within English or literacy sessions so that they better understand its use and purpose. The teachers and language support specialist do not share their expertise in English teaching, language development and literacy by planning or working together with the pupils.
60. Pupils across the school make very good progress in speaking and listening and behave very well in lessons. Pupils approach visitors confidently and are able to conduct appropriate conversations with them. By Year 6 pupils listen carefully to the teacher and their classmates as they engage in 'news sessions' at the beginning of their lesson. This builds pupils' self-esteem. In Year 6 pupils listen carefully to the teacher as she reads a big book of poems with the class. They behave very well and are able and eager to respond to skilful questioning. All pupils identify words that rhyme and the words in a poem which do not. Pupils are able to follow the story of The Gingerbread Man with the teacher as she reads the book with them. They demonstrate their understanding by accurately answering questions about characters and events. In their reading pupils demonstrate sound phonic knowledge. Pupils know what abbreviations are and can describe them and give examples such as 'Mr' and 'Mrs'. They understand the basic rules of punctuation. They recognise capital letters, speech marks, full stops and exclamation marks and understand their

purpose in writing. Pupils receive support for their reading and are able to make progress through the well-directed use of classroom assistants who routinely hear each pupil read and question them about their reading. Few pupils, however, read more than a few words or phrases independently. By the age of eleven lower attaining pupils trace and overwrite words and sentences. Higher attaining pupils are able to use simple word lists and construct and write their own short sentences. The highest attaining pupils are beginning to extend their writing, for example in describing a fishing trip with friends and in writing their address. They consistently use capital letters appropriately and join some letters in words as a cursive script emerges.

61. By Year 9 higher attaining pupils are able to read simple text and passages of poems and plays with fluency. Pupils are developing sound phonic strategies with which to approach reading. Higher attaining pupils use such strategies effectively to tackle unknown words by blending letter sounds or understanding word endings. Skilful questioning from the teacher and classroom assistant extends pupils' thinking about their reading and checks that they have understood the text. Pupils' progress is less clear when they leave the classroom to read to an adult or when they are sent to research words in the library because organising the pupils to do so takes up teaching time. In these instances some pupils miss small parts of the lesson. Speaking and listening skills are very good from Years 7 to 9. Pupils listen carefully to their teacher and can follow instructions which enable them to work independently. Their behaviour is very good. In a Year 8 lesson, higher attaining pupils read short passages from 'Oliver Twist' with appropriate expression. Pupils were able to read aloud with well-directed support from the teacher and higher attaining pupils discussed characterisation and plot within the novel. Through carefully targeted and supportive questioning by the teacher, lower attaining pupils were also able to achieve well. They identified characters and described events in the story, sharing their thoughts and opinions. Pupils enjoy reading a range of texts and take turns to read parts in a play. Higher attaining pupils can do so fluently, although they are still developing the skills of adding appropriate expression. Lower attaining pupils are able to read short sentences that the teacher has carefully selected. In a Year 9 lesson pupils retrieved information in a non-fiction book by using the contents and the index pages to find facts about motor vehicles. Higher attaining pupils are able to read technical words and phrases to describe vehicle and mechanical parts with accuracy. Higher attaining pupils make good progress in writing using a well-formed cursive script. They use basic punctuation with consistency and are able to write short descriptive passages of events in 'Oliver Twist'. They use writing for a range of purposes; they annotate plans, write letters and work on extended pieces of creative writing. Their files contain evidence of drafting and re-drafting writing. With the support of writing frames and word lists they are able to produce pieces of extended writing. Lower attaining pupils manage to copy-write short sentences with structured and careful support from a classroom assistant. Pupils can use a computer program to check their spelling independently. Higher attaining pupils produce well-presented pieces of writing which they have drafted and checked by using the word processor. This range of activities motivates pupils; they behave very well, make progress and increase their self-confidence in the subject.
62. By Year 11 most pupils have very well developed speaking and listening skills. They are able to discuss the plot and characters in the novel 'Forrest Gump'. They listen carefully without interruption to their classmates then add good oral contributions of their own. In a Year 10 class, lower attaining pupils working on a group activity were able to make good progress in reading because the teacher had planned a well-structured lesson which carefully matched pupils' varying needs to the task. Pupils used a good phonics approach to read lists of words. The pace of the lesson and

good use of praise ensured that pupils were motivated and eager to succeed. Pupils expressed obvious delight in their progress and complimented each other on their efforts. Other lower attaining pupils work independently for sustained periods using audio tapes to reinforce their reading. In a Year 11 lesson, the teacher uses good questioning to elicit that the pupils continued to understand the meaning of question marks, contents page, chapter, author and title page. Speaking and listening skills are of a high order; pupils define and explain the words they use to the whole class who listen attentively. In the same lesson pupils work accurately on a comprehension exercise on reading skills and many read their answers to the class with confidence and fluency. Lower attaining pupils also make good progress in reading but do so as a result of good literacy support from the teacher, who also ensures that she praises their efforts and encourages them to do more. Pupils' written work shows a clear understanding of the texts that they are studying. Higher attaining pupils are able to produce pieces of extended writing on the literature that they are reading and adjust their writing for a variety of purposes such as letters, lists or stories. Standards of spelling, punctuation, handwriting and presentation are high as a result of all pupils making good use of ICT to improve their work.

63. Teachers and pupils enjoy very good and productive working relationships which result in good behaviour and motivation. Pupils make very good progress when they are well taught. Teaching is good or very good in well over half of lessons; it is satisfactory in all but one of the remainder. Teachers have a thorough knowledge of the subject and plan very carefully to ensure that tasks in lessons match pupils' needs. Teachers' planning also outlines the role of classroom assistants in lessons in order to maximise the support for pupils and allow them to make progress. In a lesson in Key Stage 2 for example, a teacher was able to direct a classroom assistant to work with a group of higher attaining pupils on making their own 'Gingerbread Man' books, while the teacher worked intensively with two lower attaining pupils, one of which was attending the lesson on a part-time inclusion programme. These pupils also made considerable progress within the lesson. The very good use of classroom assistants promotes continuity and allows teachers to provide a high level of one-to-one teaching, so maximising pupils' progress. Good attention is paid to behavioural targets within lessons and pupils' attitudes to the subject are very good. Classroom management is very good and creates a very good learning environment.
64. Where very good planning and teaching is carefully directed at the varying abilities within classes it enables pupils to make very good progress which can sometimes be identified against their individual education plan targets. However, these targets are not consistently well addressed in all lessons, mainly because their content is too broad to provide clear and achievable steps for learning. Teachers are not able to make a strong enough link between the content of the lesson and the specific skills needed by the pupils. This is a continuing task and challenge for the school and identified in its action planning as it was also identified at the last inspection.
65. The curriculum is very good and through a wide range of text provides good links to pupils' spiritual, cultural and moral understanding. Pupils achieve very good speaking and listening skills which enable them to make progress in all subject areas. Pupils are provided with well-structured opportunities within lessons to practise these skills. Texts and materials to support pupils' reading are well chosen to stimulate interest and improve pupil attainment. The good phonics programme and shared reading tasks also promote pupil achievement. The use of ICT in the subject enhances learning as it develops the motivation of pupils to write independently and to continue to improve their work.

66. Resources are satisfactory, although some older pupils in Key Stages 3 and 4 use some reading materials which are not well matched to their ages or interests. Sound use is made of the library, which is a bright and inviting room and well resourced to support pupils' learning. There is a good and attractively displayed stock of both fiction and non-fiction books, magazines and audio tapes. Library stock is managed well by staff with help from some pupils, using a computerised system.
67. Because the provision for ICT has improved since the last inspection, pupils now use the word processing programs to present work and to practise spelling and reading. The school has implemented the National Literacy Strategy very successfully in Key Stage 2 and pupils make very good progress in speaking and listening and reading and writing. Aspects of this strategy have been incorporated into English in Key Stages 3 and 4 to good effect but is still under development by the staff. The subject is very well co-ordinated and there are successful strategies for identifying the strengths and weaknesses. As a result, the school is aware of the need to review the procedures for speech and language support, to ensure literacy targets are improved, and both these issues are identified in the school's developmental planning.

MATHEMATICS

Provision overall in this subject is **good**.

Strengths

- Good teaching and learning
- Quality of leadership and management
- Organisation of curriculum and assessment

Areas for improvement

- Use of new technology
- The focus on pupils' learning targets within lessons
- Timetabling arrangements

68. Pupils make good progress throughout their time at Parkside. This is a good improvement since the last inspection when progress overall was deemed to be satisfactory. Learning in six out of every ten lessons is now good or better compared with three out of ten in 1997. In two further lessons out of ten learning is excellent and no unsatisfactory progress was seen in lessons. A scrutiny of work shows good progress over time throughout the school. There are no significant differences in the learning made by pupils of different abilities, girls and boys and those with additional special educational needs.
69. By the age of eleven pupils have developed their mathematical skills through many practical experiences. They tell the time using analogue and digital clocks, knowing the purpose of the second, minute and hour hands. They have developed good strategies for converting from a 12-hour clock to a 24-hour one. Higher attaining pupils know that there are 60 seconds in a minute. Pupils in Year 5 are beginning to understand the rudiments of measuring by estimating lengths of chosen objects using pens and dominoes. Lower attaining pupils understand that 'estimate' means 'guessing' but have difficulty in estimating correctly. Year 4 pupils begin to recognise

1p, 2p, 5p and 10p coins and count backwards from five to zero without the aid of a number line. Higher attaining pupils understand the concept of zero.

70. By the age of fourteen higher attaining pupils understand and create Venn diagrams to illustrate class food likes and dislikes. They recognise different shapes, for example, rhombus, trapezium, parallelogram and kite. Higher attaining pupils convert centimetres to metres and calculate the area of rectangles and squares. Lower attaining pupils begin to understand that repeated addition is the same as multiplication and that $5+5+5=15$ which is the same as $5 \times 3=15$. Year 8 pupils use their growing counting skills to create frequency tables, for example which is the most popular colour out of orange, yellow and purple. Year 7 pupils understand how to use a hundred square to do subtraction sums such as $23-19$. Higher attaining pupils successfully work out change needed from simple transactions to the value of 10p.
71. By the age of sixteen most pupils have progressed sufficiently to be successful in nationally accredited courses. Higher attaining pupils read bar and line graphs and use the information given to deduce information from them, for example, 'Why was there very little rain on the day the sun shone for five hours?' They also work out scores from numbers on dart boards – doubles and trebles. Lower attaining pupils use pictograms and bar graphs to record information and order days of the week and months of the year.
72. The quality of teaching and learning is predominantly good. It is never less than satisfactory. In six out of every ten lessons teaching and learning is good or better and in a further two out of ten it is excellent. The effective implementation of the numeracy strategy throughout the school is having a positive effect on standards. Teachers know their pupils very well. This helps them to manage behaviour very successfully. Pupils behave well in class and have very positive attitudes towards mathematics, this is a clear result of good teaching. The good use of resources promotes interest and motivates pupils. For example the use of 'number fans' in a Year 11 lesson with lower attaining pupils ensured that all took an active part in a mental arithmetic session without the need to speak out and possibly become embarrassed if they had the wrong answer. When they are used, computers help pupils to present their work well and keep pupils motivated, for example as observed in a Year 11 class working on pictograms. However, very little use of computers in mathematics lessons was observed during the inspection. This lack of use is a real missed opportunity as pupils are not making best use of the skills they are learning so well in ICT lessons.
73. The quality of teachers' long-term planning is very good; day-to-day planning, while still good in terms of lesson content, does not always provide full detail of work for each individual, particularly with reference to their individual education plan targets. However in practice, activities and objectives were invariably relevant to pupils' needs. Where teaching is excellent teachers inspire their pupils with lively, step-by-step teaching. Pupils want to learn because their teacher gives them the confidence to succeed and provides material which is attractive, simple to use and is a real aid to their learning. Teachers are particularly rigorous in ensuring that pupils understand what they have learnt and praise them regularly for effort and achievement, but do not routinely plan individual tasks linked to the pupils' individual education plan targets. Teachers' subject knowledge is generally good and in some cases very good. Where there is less expertise, learning dips slightly and the content of lessons, although still satisfactory, is weaker. The range in quality of teaching is spread across all age groups. Homework is a particular strength in mathematics, it is well used, supports learning in class and is individualised to pupils' particular needs.

74. Mathematics is very well led and effectively managed. The headteacher and deputy headteacher observe teaching whilst the co-ordinators monitor and evaluate planning. There have been some timetabling difficulties in planning mathematics lessons as a result of the limited availability of part-time staff and this has led to a temporary unequal distribution of lessons for a few pupils. This difficulty has now been overcome as a full-time teacher has been appointed for the coming term. The co-ordination has been shared by two teachers since the previous co-ordinator left. Building on his excellent start the co-ordinators have reviewed the scheme of work, broken it down into stages manageable by the pupils and created an excellent scheme, with procedures for assessing pupils' attainment and progress. It is very 'user friendly' and enables teachers to know where individual pupils' strengths and weaknesses lie. Staff are aware that closer links should be forged between lesson plans and pupils' targets but progress is nevertheless carefully monitored in each lesson to ensure improvements. The National Numeracy Strategy has been very well adapted to meet the school's particular needs and is very well embedded within the mathematics curriculum and is helping to raise standards. All strands of the National Curriculum are addressed within the school's scheme of work.
75. Despite these strengths, there is some imbalance in the pattern of mathematics lessons for some classes across the week. This results in them having no mathematics lesson on some days and two on another. Whilst there have been legitimate reasons for this arrangement, some pupils are certainly overloaded on one day of the week resulting in a lack of concentration and motivation. The situation is unsatisfactory due to staffing difficulties which have now been remedied.

SCIENCE

Provision overall in this subject is **very good**.

Strengths

- Pupils' achievements are very good
- Pupils have good knowledge of scientific facts and vocabulary
- Teaching is very good
- Pupils enjoy the subject and are challenged

Areas for improvement

- Attention to pupils' individual education plan targets in all lessons.

76. Pupils' achievements in science are very good as a result of imaginative and stimulating teaching. Only one lesson was observed in Key Stage 2, but this lesson and scrutiny of pupils' work shows that by the time they are eleven, pupils have, through topics such as 'my body', learned about themselves and through the topic 'feel the force', they have developed some understanding of forces and movement. In work on materials the pupils observed were using a microscope to gain some understanding of how linen was made. They successfully identified the warp and weft of its construction and also developed some understanding of the potential of using a microscope. Work in pupils' books shows good coverage of the science. By the time they are fourteen, pupils' knowledge and understanding of some scientific concepts is developing well. A Year 7 class in work on physical processes were investigating what happens to a light beam when it passes through a different medium, for example a glass block. They all identified that light can be deflected in certain ways when passing through glass and they were able to produce a diagram of the change

in direction. A Year 9 class also studying physical processes, were investigating the sound properties of certain materials, for example polystyrene and insulating foam rubber. Using a sound sensor and data logging equipment they were able to measure the insulation properties of the two materials and use terms such as 'the polystyrene absorbs less decibels of sound than the foam rubber'.

77. Pupils demonstrated their understanding of a fair test and related their work to other work they had undertaken, for example the properties of different materials. Scrutiny of pupils' work showed a wide range of scientific activity and enquiry which addressed all of the science attainment targets over time. By the time they are sixteen, pupils have built on their work in previous years and have developed a good understanding and knowledge of some basic scientific theory. In Year 11, two classes were observed undertaking work on elements – they knew the properties of magnesium and iron for example. They were able to describe differences in appearance between elements and record unusual differences on a table. They use magnets to identify iron filings and the higher attaining pupils know some facts of the Periodic Table, for example abbreviations for iron, magnesium and others. They use appropriate scientific language and can describe in detail some experiments they have conducted previously. All pupils, including lower attaining pupils, conduct experiments and know a range of scientific facts by the time they leave school.
78. In Key Stage 2 the pupils benefit from working with their own teachers on activities which are carefully planned to meet their needs and present them with some introduction to science in a variety of interesting ways; studying themselves, the world around them and the effects of things they may not have considered before, for example forces. In Key Stages 3 and 4, science is taught by skilled subject specialists who have good command of the way in which scientific topics can be taught successfully to pupils with special educational needs. They present pupils with lessons which are interesting, challenging and enable them to learn successfully and take an interest in science. Lessons are very well planned and resources used well. Because the pupils' individual education plan targets are not sufficiently specific, teachers do not consistently identify how they will be met in their lesson planning. This omission is compensated for, however, by the way teachers use their knowledge of the pupils to support them individually during lessons by providing extra help with reading, writing or ensuring they understand through gentle questioning. The effect of this very good teaching is evident on the pupils. They show enthusiasm for the subject, behave well in lessons, respect safety rules and are enthusiastic and attentive. The quality of teaching in all science lessons is at least good and most often very good.
79. The good standards identified during the last inspection have been maintained. The subject co-ordinator manages the subject very well. She gives good leadership and has produced an effective whole-school scheme of work comprising topics from the 'Bath Science' scheme in Key Stages 2 and 3 and Certificate of Educational Achievement in Key Stage 4. Classroom assistants and a technician lend very positive support in science lessons and contribute to pupils' success in the subject. Resources for science are good and the availability of a specialist science room lends credibility and status to the subject which pupils, particularly in Key Stage 4, respond to very positively.

ART AND DESIGN

Provision in this subject is **very good**.

Strengths

- Very good teaching that ensures pupils achieve very well
- The pupils' extremely positive attitudes towards the subject
- The very effective contribution made by the subject leader

Areas for improvement

- None

80. Pupils' levels of achievement in art and design throughout the school are very good. They enjoy the subject, concentrate extremely well and become increasingly absorbed in their work. In this respect, the subject makes a particularly positive contribution towards their spiritual development. Pupils at Key Stage 2 use a good range of simple media to very good effect, and consider the work of artists such as Vasarely and Klee, when exploring the optical effects of colour and shape. They draw simple self-portraits, sketching hesitantly in a mirror, but creating images that are expressive, though not always recognisable. They learn to handle clay, making coil and slab pots, and have a good grasp of the processes involved in glazing and firing their work. They also use their practical skills to good effect to support other areas of learning, making Victorian Christmas cards for example, as part of their work in history. Pupils at Key Stage 3 develop their understanding of art and design very well, using sketchbooks to record their ideas. They use elements of Guatemalan patterns and the designs of William Morris, handling such tools as brushes and felt tip pens with considerable care and intention and drawing reasonably accurate sketches of scenes in a story before modelling the figures in plasticine.
81. At Key Stage 4, pupils develop their practical skills and apply their understanding very effectively in the context of their accredited courses. Some have a tendency to stick with familiar ideas and images, although they will use a wide range of source materials and ideas to good effect, but others are more adventurous and willing to experiment. More able pupils have a sound grasp of concepts such as style, tone and line, and some can discuss such ideas when considering work that has been inspired by, for example, Warhol's prints. Pupils look after their work well, and show their commitment by using the lunchtime art club in order to continue their coursework. They produce work that is often individual, but take a passing interest in the work of their classmates and there is some productive, critical self-evaluation. In all these various ways, art and design makes a highly significant contribution to the pupils' personal development.
82. The quality of teaching is very good throughout the school and, on occasion, excellent, particularly those lessons taken by the subject leader. Activities are well organised and under-pinned by relaxed, good-humoured relationships between all concerned with the result that pupils know what is expected of them and settle to work quickly. No time is wasted and a wide range of resources, including clay and ICT, are used to very good effect. Staff successfully adopt a consistent, patient approach. In the most successful lessons they also use quiet, supportive questioning and assessment very effectively, not only to help pupils decide what they need to do next in order to achieve the effect that they want, but also to reflect on the consequences of their own behaviour. Source materials are also used very effectively in ways that allow pupils to develop their knowledge of different artists and

cultural influences, although they are not always used or contrasted in ways that ensure pupils fully understand why some techniques or images are more effective than others for a given purpose.

83. The subject leader is very knowledgeable and co-ordinates the provision very effectively. She has little opportunity to observe her colleagues teaching art and design, but is well placed to monitor and support their planning and, as a result, pupils build on what they have already learned as they grow up and progress through the school. She has also developed a good range of activities that pay due regard to the National Curriculum and which actively promote the pupils' spiritual and cultural development, although such opportunities are not always clearly identified and exploited in the plans. The subject makes a significant contribution to the daily life of the school as the bright colourful displays, co-ordinated very effectively by a member of the support staff, testify.

DESIGN AND TECHNOLOGY

Provision in this subject is **good**.

Strengths

- Strong leadership and management by the two curriculum co-ordinators
- Very good teaching and learning
- Good improvement since the last inspection

Areas for improvement

- the lack of accredited courses for the older pupils

84. Since the last inspection there has been a good level of improvement and, whilst pupils' attainment is below national expectations, it is now good in terms of their ability. Their achievements and progress throughout the school are good. Although only one lesson was observed for older pupils, displays of work, portfolios and discussions with staff and pupils confirm pupils' achievements. Progress at the end of Key Stage 4 are in line with the good progress and achievement seen in Key Stages 2 and 3.
85. By the age of eleven pupils learn to develop, plan and communicate ideas through discussion and use materials, tools and equipment to assemble, join and combine materials. Year 5 pupils were improving their marking out, cutting and joining whilst planning and making Victorian Christmas cards. Year 6 pupils, having made mini Christmas cakes decorate them with festive sugar shapes. Pupils' skills in using icing sugar and designing these cake decorations reflected the good teaching.
86. By the age of fourteen pupils have undertaken a wide range of work within design and technology lessons including work with resistant materials and food. Pupils' skills in using tools and equipment are good and show constant improvement. Their measuring skills, although undeveloped when they enter the school, show good improvement.
87. They appreciate the importance of accurate measurement and take care to ensure the proper use of rulers and other measuring devices such as scales. Pupils' skills in cutting and joining materials improve and, for example, Year 8 pupils' decorative cubes with hinged tops and decorated sides, show an understanding of why precise

measurement, cutting and assembling skills are important if work of quality is to be produced. Similarly in food technology lessons, Year 8 pupils make pizzas beginning with the pastry base and apply a range of foods on top of their pizzas, demonstrating their skills and understanding of the processes involved to produce attractive, well-prepared and appetising meals. Higher attaining pupils in both groups were able to work with less support and refine their ideas. For example, a boy used a piece of leather to make a hinged top to his box and others applied the pizza topping to their own design without support. Lower attaining pupils in a resistant materials lesson successfully cut and joined pieces of wood accurately and, with help from the teacher used a glue gun and special jig to make a good right-angled joint.

88. By the age of sixteen pupils have refined and improved their knowledge and skills and understanding of a wide range of design and technology areas. Work on display and pupils' portfolios show work of a sophisticated degree produced particularly by the older pupils. In food technology Year 11 pupils have been finding out which of two Christmas puddings were most suitable for old age pensioners by applying a series of tests including price, weight and taste using detailed analysis sheets. In design and technology they produce 'electronic' pets with flashing eyes, powered by small batteries.
89. Teaching and learning in design and technology are very good and have improved since the last inspection, so that they are now good or very good in all but two lessons where teaching was satisfactory. Teachers' planning and the way they organise the lessons and address the subject content are very good and show they have very good subject knowledge. Teachers exercise care in interpreting the curriculum requirements in such a way that the needs of all pupils are met. Activities are appropriate to the age and ability of the pupils even though there are only tentative links to pupils' individual education plan targets. Teachers use good cross-curricular approaches. For example, using art and design processes in decorative finishes and science-based work with batteries, circuits and levers. These references to other subjects enable pupils to reinforce and understand the importance of literacy and numeracy throughout the curriculum.
90. Since the last inspection the design and technology curriculum has been developed in line with national guidelines to ensure that pupils are appropriately challenged and particularly lower attaining pupils can proceed without relying totally on adult support. Pupils behave very well in lessons and respond positively to the subject because of the skilled teaching of all aspects of design and technology. Pupils are proud of their finished work and behave well, being aware of the health and safety risks involved. Teachers and classroom assistants know the pupils very well and relationships are very good. Pupils ask for help and appreciate the help they receive, although additional support in some classes would enable teachers to meet the needs of all pupils even more effectively.
91. The subject is very well managed by two new co-ordinators and documentation and schemes of work for example, are good. The school has not yet introduced opportunities for pupils to gain nationally accredited qualifications at Year 11. The design and technology development plan highlights the need to maintain and develop the scheme of work and improve continuity between Key Stages 2 and 3. Both the design and technology workshop and the food technology room are managed well, being well-resourced and safe environments. Good use is made of digital cameras to record pupils' work. Pupils are beginning to make good use of ICT and with support, use computer-aided design programs in design and technology to develop their ideas for new products. Resources and accommodation are good and have a positive

impact on pupils' learning because of the very good teaching and support that they receive.

GEOGRAPHY

Provision in this subject is **good**. (No lessons were seen at Key Stage 2.)

Strengths

- Teaching and learning are good in Key Stages 3 and 4
- The subject is well co-ordinated throughout the school

Areas for improvement

- None

92. Pupils make good gains in learning and acquire a good understanding of the subject by the end of Year 11. In Year 7 pupils have some idea of the very different lifestyle from their own of a South American Indian. They are aware of the fragility of the rainforest, and of the benefits the rainforest brings to our planet. They ask themselves if it matters if the rainforest is destroyed and come to the conclusion that it does. They know some of the sources of our foodstuffs and are able to enter into an informed debate as to whether the world's food is shared fairly. In field trips, they study coastal erosion and sea defences. Their practical work has included weather forecasting and the study of the characteristics of a river.
93. By the time they are sixteen, pupils confidently measure distance as a straight line using a scale. They are taught techniques for measuring a curved line. Fieldwork has included a visit to a local factory, where they asked the workers a battery of questions. They have successfully collated the answers, which they present in graphical form showing good use of ICT.
94. Pupils make good progress because they are well taught. The teacher has good subject knowledge. Lessons are well planned so that all can succeed. Tasks are interesting and worthwhile. Explanations are patient, so that pupils can understand them. The key skills of numeracy, literacy and ICT are well promoted. In a Year 11 lesson, for example, pupils had good opportunities to use ICT to produce a title page and write an introduction to their work. They drew a location map, using a well-chosen and accessible program for this. Lessons go at a brisk pace. All pupils work hard and concentrate well. Teaching has clear objectives, which are shared with pupils so they can, with the help of a teacher, effectively evaluate their performance. Teachers emphasise and praise the pupils' efforts and achievements well so they know that they have made progress and are keen to improve. Co-ordination of the subject is good.
95. Since the last inspection, there has been a good measure of improvement. Teaching and learning are now good overall. Exposition is now well judged. Activities are now well matched to previous attainment. The progress of the lowest attainers continues inevitably to be compromised by poor literacy skills but the promotion of good speaking and literacy skills minimises this. The good use of numeracy and graphic skills noted in the last report continues to be a strong feature of the attainment of almost all the pupils. Curriculum time in Key Stage 4 has increased and geography is now taught as a separate subject. The specialist room is now satisfactory in size, and continues to be well decorated to support learning.

HISTORY

Provision is **good**.

Strengths

- Teaching and learning at all key stages, especially at Key Stage 2
- Provision of good and authentic resources
- The development of ICT within the subject

Areas for improvement

- The focus on individual education plan targets, particularly with reference to literacy

96. By the time they are eleven, pupils have a good knowledge of ancient Egyptian funerary rites. They understand that pyramids were tombs. They identify the jackal headed god 'Anubis' and realise that the jackal is a scavenger who clears up after death and connect this with the god's importance in funerary rites. They know the key features of body preserving rituals. They have sensory experience of purifying and preserving materials. They have felt dried fruit and realise that, similarly, a mummy is simply a body with the water taken out. They know mummies were preserved for the after life, and grave goods supplied the dead person's wants.
97. By the time they are fourteen, pupils have some knowledge of entertainment in Roman times. They realise that gladiators were slaves or prisoners of war, and this was a route to freedom. Pupils record information gathered from a CD-ROM and simple illustrations and are able to speak about what they have learned. In their study of the slave triangle, pupils appreciate some of the horror of being kidnapped as a slave. They know what 'the middle passage' was and how the slave triangle contributed to European wealth.
98. On field trips pupils look for clues as to how a village has changed over the centuries. They have examined how a seaside resort grew up in Victorian times. Pupils have studied the history of their own city and made a survey of entertainment available to the population in 1900.
99. By the time they are sixteen, pupils have studied the Plains Indians. They have used authentic artefacts to find out about their beliefs and are able to connect the circular pattern on ritual objects with religious cycles and pictures of animals with animal worship. In their study of medicine from the fifteenth century to the present, pupils pinpoint differing attitudes towards illness and cures. Pupils arrange remedies against the plague in order of supposed efficiency and deduce old-fashioned attitudes from a sorting exercise.
100. A good standard of teaching promotes the good progress pupils make from Years 4 to 6. The imaginative use of resources is a strength and promotes the multi-sensory dimension in all lessons which enables pupils to learn particularly effectively. In their study of the making of an Egyptian mummy, pupils were given opportunities to smell incense and spices. In these lessons, pupils took an active part in proceedings as they acted out some of the rites. The 'corpse' obediently slept throughout the lesson, even during particularly 'grisly' activities. This imaginative lesson drew in all the class who delighted to pour 'pitch' on the body. When pupils decked the corpse with jewellery, pupils showed awe and wonder at the result. During this part of the lesson, pupils' attention was drawn to the authentic shape of a mummy and learnt to

recognise an Egyptian mummy case. Pupils entered wholeheartedly into the spirit of this lesson and learned very well indeed.

101. In Key Stages 3 and 4, pupils learn well because they are well taught. The best lessons also have a strong multi-sensory dimension which aids pupils' learning and there is good use of authentic artefacts, which interests them greatly. In the lesson on the Plains Indians for example, pupils were enabled to handle a ritual object called a 'dream catcher'. This stimulated pupils to enter into a discussion of where they had seen similar objects before. Skilful questioning enabled pupils to relate the object to nature and its cycles, and thus extend their learning. A writing frame of superb quality and well-chosen, beautifully illustrated reference books supported this lesson. There was very good use of a small white board to support pupils' writing. Pupils were so interested in this lesson that management appeared to be effortless. Praise for effort and achievement is a regular feature of all lessons.
102. Co-ordination of the subject is good. Since the last inspection, there has been a good level of improvement. Progress has been improved in all key stages. All pupils are now well challenged, but standards of literacy continue to hamper the progress of the lowest attaining pupils, particularly as their targets do not provide sufficiently clear steps to help teachers plan a precise focus for individual pupils' work. However, teaching of the subject continues to reach the high standards described in the previous report and lessons now have clear short-term learning objectives for the class, despite the difficulties over individual education plan targets. The recording of pupils' progress and assessment of the work they have covered in lessons is good and provides an appropriate level of information for future class planning. Appropriate vocabulary continues to be well taught. Strategic planning for the subject has been improved and is now good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **excellent**.

Strengths

- Excellent standard of teaching and learning in Key Stages 3 and 4
- The excellent provision for pupils' learning as reflected in the whole-school curriculum
- The excellent level of resources provided for all pupils
- The excellent level of monitoring, evaluation, co-ordination and management of the subject

Areas for improvement

- The use of ICT as a tool for learning in all subjects of the curriculum.

103. Teaching and learning is good in Key Stage 2 and excellent in Key Stages 3 and 4; pupils make good progress and achieve improved levels of competence. By the time they are eleven, pupils know the key vocabulary to enable them to learn the subject effectively. They remember and can use correctly, such words as 'monitor', 'keyboard', 'mouse', and 'floppy disk'. They refer, correctly, to the hard drive as 'the computer's brain' and have some understanding of its function. Pupils log confidently onto their computer. Most pupils can load a program independently, but some require help for this. They understand that icons provide information and use them confidently to access simple interactive programs. They remember to save their work

before closing the computer down. Pupils have a working knowledge of a highly suitable program that accommodates the standard of literacy of the lowest attainers. All pupils type simple texts into their computer. All can change the size, colour and font of the letters. Pupils use 'click' and 'drag' skills to 'dress' the picture of a teddy bear. All use the computer for freehand drawing. Those of average and higher ability show skills of data handling. Pupils with the highest ability work with minimum help.

104. In a Year 7 lesson, pupils used a simple yet sophisticated program to bring a skyline on to their screen, which they were able to fill with colour to make a silhouette. They chose colours which show up well on the night sky to spray on a pattern of exploding fireworks. They saved and printed their work with very little help.
105. By the time they are fourteen, some aspects of pupils' attainment approaches the national expectation. In one lesson, they used a sophisticated program to paint the seabed on their computer. Using clip art, they populated it with fish, which they then animated so they swam against the background in a convincing way. By the end of this lesson, the room was filled with images of blue seas inhabited by vivid fish, such as sharks and stingrays swimming amongst the weeds. In another lesson, pupils 'flipped' and 'rotated' a geometric pattern to make a larger one. Technical competence was a strong feature of their attainment. At the end of the lesson, pupils confidently printed their work and compared it with the images on the screen using correct technical vocabulary in their conversation with the teacher.
106. At sixteen, pupils have not had the high quality secure background of teaching and learning now common to the younger pupils, because less ICT has been provided for them in previous key stages. They make excellent progress, however. In one lesson, they were able to load a prepared spreadsheet into their computer. This contained a list of items for meals with their prices. They added a formula to sum the total cost. They changed the prices of the items and observed the effects. In this lesson pupils learned how a spreadsheet can be used to add a column of numbers.
107. Pupils make good progress in Key Stage 2 because they are well taught. Programs are well chosen to fit in with a reading scheme such as 'Fuzz Buzz', for example. Pupils enjoy the programs very much. They listen intently and do as they are told. Pupil management appears to be effortless. They stay on task because they are highly motivated by their ability to change the colour of the text, for example. Well-briefed classroom assistants make a positive difference to pupils' learning, as they and the teacher circulate to give a high level of individual attention. Good emphasis on technical vocabulary aids the learning process.
108. Pupils make excellent progress in Key Stages 3 and 4 because the formal teaching of the subject is exceptionally good and as a result resources are well chosen to be accessible to pupils and highly attractive to them. As a result, pupils are motivated to learn and prepared to concentrate and remember. A program that projects the image from the teacher's computer onto a large screen illustrates all procedures demonstrated in the lessons. This impressive use of ICT fascinates pupils, helps them to learn and focuses their interest and concentration. All lessons have very clear objectives, so pupils know exactly what they should be doing. Plenary sessions at the end of each lesson allow pupils to assess their own performance and see how far they have succeeded. Assessment based on this evaluation is secure. As a result activities in all lessons are well pitched to take account of previous attainment and this maximises pupils' progress. The teacher has reduced instruction to small accessible steps which are readily understood by the pupils. The bright images and the control they have over them promotes self-motivation. Independent learning is a strong feature of all lessons because the right skills are painstakingly taught to them.

The scheme of work is coherent and of excellent quality and all lesson planning reflects this. The work is immensely challenging to the pupils. The very high expectation seen in all lessons is amply realised. Pupils show a high and consistent level of concentration from first to last.

109. There is excellent provision and potential for pupils to apply and develop their ICT capability, through the use of tools, to support their learning in other subjects including geography, history and art and design. Although this is excellently supported and well monitored, development within subjects is currently inconsistent. In English, pupils wordprocess their writing at all key stages and present it in striking ways. They use 'word shark', 'star spell' and a spell checker to support their writing, and produce posters and title pages. 'Story book weaver' allows them to write to greater length by supplying some forms of words. Pupils present their findings in bar charts and pie charts in science and geography. In art and design, pupils look at the work of famous artists on the Internet. Keyboards are used in music. Lessons in computer design technology develop pupils' use of control technology. Very good use of ICT was seen in science, where a digital microscope was used in the examination of the structure of linen. The microscope image was printed on paper for pupils to examine further. In another science lesson, pupils fully realised that a flat graph produced when measuring sound meant that the sound did not change during the ten seconds of the experiment. This helped pupils realise they could use a computer as a tool for investigation as well as to present the results of an experiment. In other subjects such as music, French and mathematics, the limited but useful reference to some aspects of ICT helps pupils' learning but other opportunities are missed.
110. Pupils make good use of a variety of CD-ROMs to support their learning. Higher attainers make some independent use of ICT and show discernment in the resources used. Co-ordination of the subject is excellent. Monitoring, evaluation and management are of a high order. Since the last inspection, there has been an excellent level of improvement. Provision that was previously unsatisfactory has been transformed. Teachers and support staff are now well trained. Assessment and record keeping are now excellent. Provision now fully meets statutory requirements.

MODERN FOREIGN LANGUAGES

FRENCH

Provision overall in this subject is **very good**.

Strengths

- Improvement since the last inspection
- Teacher's and pupils' knowledge and understanding of the subject
- Pupils' enthusiasm, interest and application

Areas for improvement

- The broader and increased use of new technology

111. There has been a very good improvement in French since the last inspection. Pupils begin to speak French in Year 6 and continue to do so until Year 11. Timetabling arrangements are now adequate to ensure significant progress and full coverage of the National Curriculum. The school has fully and successfully met the key issue

relating to the teaching of French from the previous inspection. Pupils' learning is never less than good and in 50 per cent of lessons it is very good or excellent. A scrutiny of work shows good progress over time as well as in lessons. There are no significant differences in learning made by pupils of differing abilities, girls and boys and those with additional special educational needs.

112. By the age of eleven pupils greet each other, ask how they are and answer the relevant questions. They count to twelve and use this information to play simple addition games using French numbers. Higher attaining pupils know colours and use all their knowledge with confidence. Lower attaining pupils count, with support, and 'parrot' sentences with equal confidence.
113. By the age of fourteen pupils' vocabulary has increased to enable them to give a description of someone's face in French. Higher attaining pupils know the days of the week, months of the year, rooms found in their homes and the French names of many domestic animals. Lower attaining pupils need individual support to remember the French words but speak with considerable self-confidence. Year 8 pupils begin to express their preferences in complete sentences and happily sing action songs in French. Pupils in Year 7 know and use technical terms for the weather and play class games of 'Weather Noughts and Crosses' in French using the correct vocabulary.
114. By the age of sixteen pupils make up and act playlets in French set, for example, in a street café, where they use their growing vocabulary with great delight and self-confidence. They sing 'The Marseillaise' with gusto. Higher attaining pupils independently recite poems, for example 'Orange' and 'The Lord's Prayer' in French and complete simple crosswords. With some support, lower attaining pupils know numbers 1-20 and complete word searches. They tell the class what foods and drinks they like and those which they dislike.
115. The quality of teaching is never less than good and is very good or better in over six out of every ten lessons. In a further one in ten it is excellent. The specialist teacher's subject knowledge is very good and she is very skilled at passing on her own quiet enthusiasm to pupils. She ensures that by very careful questioning all pupils, whatever their ability, achieve success in French lessons. Consequently they are all keen to learn, enjoy their lessons and behave very well whilst continually extending their knowledge and understanding of the French language. Resources, many of which are purpose made, are of high quality. Pupils' very good learning is as a direct result of the variety of approach used in French lessons. There is never time to be bored, activities are varied very well within lessons and include games, singing carols, the national anthem, Sur Le Pont D'Avignon and various action songs. All activities within a lesson relate to each other very well, continuously building on previous knowledge. The taught vocabulary of many lessons is supported with games, consequently pupils often do not realise how hard they are working and how much they are learning because they are enjoying themselves so much. The scheme of work is of high quality, it addresses the needs and abilities of the pupils very well. Older pupils use the Internet to find the weather in Norwich and Paris, this is in preparation for their annual visit to Boulogne which is the culmination of their work in French lessons. Day-to-day planning is very good, as is assessment within lessons. Assessment procedures overall are good.
116. The curriculum is very good and has been appropriately developed by the teacher concerned and is very relevant to the pupils concerned. Timetabling of the subject is now good but older pupils have lessons of one hour and 20 minutes, which is very long, especially for the lower attaining pupils. If, as is hoped, pupils will take an accredited examination in French then timetabling for Years 10 and 11 will need

close scrutiny. The co-ordinator has worked very hard to successfully establish the subject since the last inspection. The accommodation is now good with the provision of a room designated for French. Resources are now good, although the slowness of the present computer precludes frequent use within lessons and this limits the pupils' opportunities to undertake independent research on the topics they are studying or to draft their written work. The school has a good capacity to improve even further in this subject.

MUSIC

Provision in this subject is **very good** and a strength of the school.

Strengths

- Very high quality teaching and learning
- The range of activities
- The opportunities for building self-confidence through performance

Areas for improvement

- Increased use of music technology

117. The very high quality of teaching and learning in music is a strength of the school. Teaching is very good or outstanding in all lessons and presents pupils with challenging opportunities to learn a great deal in every lesson. The specialist, experienced teacher plans lessons which include a mixture of listening, singing, playing, composing and appraising at levels which are appropriate to the pupils' needs and abilities. These activities motivate the pupils and, because they also enjoy the range of music offered, they show high levels of interest and commitment. The pupils' behaviour and attitudes to music and their progress is very good throughout the school. There has been very good progress since the last inspection.
118. Pupils in Years 4 to 6 enjoy preparing carols for Christmas. Most remember the words and try hard to sing them clearly. They already understand the importance of performance and practise standing still with good posture in preparation for singing in their forthcoming carol concert at the local church. Year 6 pupils differentiate between the sounds made by untuned percussion instruments and, to accompany their singing, choose a wood block to represent the sound of someone knocking at the stable door. All the pupils understand the importance of starting and stopping together and carefully watch the teacher as she conducts and guides their work.
119. By the end of Year 9 pupils have developed their ability to express their ideas about the music they hear. They are able to say what they particularly like about the music and describe its characteristics as being suitable for 'dancing', 'thinking' or 'relaxing'. When listening to excerpts from 'West Side Story' they learn to play a complicated rhythm. Later in the lesson they are able to reproduce the same pattern on a keyboard demonstrating very good progress and recall.
120. Pupils play a range of instruments including descant and tenor recorders, flute and saxophone. When playing in instrumental groups the pupils read from the stave with only minimal clues provided by the teacher. They try very hard to listen to each other and take pride in their group performance. The music teacher is very skilled and manages the pupils very well, keeping them on task by changing activities often and ensuring that they understand what is expected of them. The teacher has a very

secure knowledge of her subject and the musical ability to play several instruments including the accordion and the piano. She makes good use of these skills. In lessons she uses the accordion regularly so that she can face the pupils and move around the room to help them whilst maintaining a supportive accompaniment.

121. The teacher makes very good links from the musical content of lessons to pupils' other learning experiences; for example, she ensures that the younger pupils understand the connection between the Christmas songs they are learning and the Christmas story. With Year 9 pupils she encourages them to make comparisons between the main characters in 'West Side Story' and Shakespeare's 'Romeo and Juliet'. This helps the pupils to see how a common theme can be interpreted in different ways and be meaningful to different audiences. The teacher also reinforces the particular responsibilities of the composers, lyricist and choreographer; she names these people but misses the opportunity to reinforce these specialist terms by writing their names rather than their roles on the whiteboard. Nevertheless, it is clear from pupils' responses that they have understood and make good gains in understanding how a musical is constructed.
122. The provision for music is extended and enhanced by very good opportunities for pupils to receive instrumental tuition individually or in small groups. During the inspection some pupils in Year 10 were learning the guitar with a specialist visiting tutor. These pupils made very good progress as a result of high quality teaching. For example they learnt to improve their technique by incorporating an 'up stroke' into their strumming and, later, learning their first 'bar' chord. By the end of the lesson the pupils are extremely pleased with their achievements which boosted their self-esteem and confidence. The opportunities for pupils to learn such instruments, to take part in music festivals, succeed in public examinations and perform in public for parents and friends makes a significant and important contribution to their social and cultural skills.
123. The curriculum for music is very good and enables pupils to develop their practical and theoretical skills and knowledge. There is an appropriate subject development plan which includes linking current provision to music technology; this is an appropriate target as pupils do not currently build on their very useful theoretical work in lessons by using, for example, simple composition programmes. Assessment is satisfactory but as yet does not identify in detail the particular skills and achievements which pupils make in lessons and over time. However, these achievements are well recognised in other ways and celebrated through photographs, certificates and recognition in assemblies. Resources are very good and include a wide range of well-kept instruments such as recording equipment, tuned and untuned percussion, recorders, guitars, drums, keyboards and a saxophone. Singing in assembly also extends the school's focus on spirituality as pupils and staff join in the singing of hymns and carols enthusiastically.
124. This school has built upon the good provision found at the last inspection and is promoting music as a very effective vehicle for boosting pupils' confidence and self-esteem. The subject makes a very good contribution to school life in general through carol services, concerts and other performances.

PHYSICAL EDUCATION

The school has responded well to the findings of the last inspection and provision in physical education is now **very good**. This is as a result of:

Strengths

- Very good quality teaching, including an excellent contribution from sports instructors
- A good range of relevant learning opportunities, reinforced by a very good programme of extra-curricular activities and sporting links
- The pupils' extremely mature and responsible behaviour

Areas for improvement

- None

125. Pupils of all abilities make good gains in learning throughout the school. They show considerable determination in rising to the associated physical challenge, and have an extremely sensible, mature attitude to health and safety issues. In swimming, they become confident in the school's shared learner pool by using armbands, and gain a basic level of competence in the water. They learn to relax sufficiently to push off from the side and glide across the pool on their backs and can demonstrate a front-crawl style which is effective, if a little laboured. Older pupils develop these skills well, applying them to good effect when undertaking swim-fitness programmes, whilst those at Key Stage 4 practise them further when using a deep-water pool in the wider community. Pupils learn the basic skills of games such as hockey, passing and receiving the puck with some accuracy and enthusiasm, learning to make good use of space and treating equipment with the respect it deserves. Older pupils then apply this learning particularly well when working together as a team, thereby reinforcing their understanding of key vocational core skills. They practise dance routines and gymnastic exercises, and apply their physical skills well in the context of leisure pursuits such as fishing, horse-riding, rock-climbing on the UEA indoor wall and skiing at the local dry slope. Pupils respond very positively to all these various activities and acquit themselves well when competing in a wide range of sporting fixtures against other East Anglian special schools.

126. The quality of teaching is very good and shows a consistency that marks a good improvement when compared with the last inspection. The subject is taken by an experienced specialist teacher, who is therefore well placed to monitor the school's provision and does so effectively. The school makes very good use of a member of the support staff who is an experienced, qualified swimming teacher, and she, together with other external professionals, makes an extremely valuable contribution. Lessons are well planned and organised and founded upon the very good relationships between all staff and pupils. Teachers and instructors employ a very good range of strategies and clear demonstrations, with the result that all pupils understand and can apply the points under consideration. Very good opportunities for the pupils' personal and social development are created and exploited through the routines associated with changing and personal hygiene. Where teaching is less successful, opportunities for pupils to record and evaluate their own performance, particularly in mathematical terms, are under-exploited, and insufficient attention is paid to warming-up prior to activity. There is, however, a simple but effective approach to assessing pupils' levels of achievement, supported by a good range of in-house certificates and external accreditation.

RELIGIOUS EDUCATION

Provision overall in this subject is **good**.

Strengths

- Pupils' achievements are good
- Pupils show good understanding of sensitive issues and respect for other beliefs
- Teaching is good

Areas for improvement

- None

127. Although only three lessons of religious education were observed due to timetabling arrangements, evidence from these lessons, from scrutiny of pupils' work, discussion with pupils and the subject co-ordinator, show that pupils' achievements in the subject are good. By the time they are eleven, pupils have an understanding of Christianity and know that there are other world religions. They have developed the beginning of a subject vocabulary which will enable them to further their understanding in later key stages. By the time they are fourteen, pupils have developed their understanding and undertaking of religion and know key facts about, for example Hinduism, as well as further developing their knowledge and understanding of Christianity. In a lesson observed with Year 8 pupils, they were learning about the importance to Hindus of fasting and in another Year 8 lesson, pupils were studying the beliefs and traditions of death and funerals in the Hindu religion. In both these lessons pupils displayed a wealth of knowledge and understanding and used words and terms such as 'fasting' and 'sacred thread' knowledgeably. In Year 4 pupils were discussing the Nativity Story using a big book; they showed knowledge of basic facts and skilled teaching helped them to understand the circumstances surrounding the story.
128. Pupils show enjoyment in their work in religious education and are willing to discuss sensitive issues, for example the funeral rites in Hinduism. Behaviour in religious education lessons is good.
129. Pupils' good achievements in religious education are supported by good teaching and a broad and very relevant curriculum approach. Teaching is skilled and sensitive and encourages pupils to consider new concepts and ideas. The curriculum which is based on the local education authority's agreed syllabus, addresses a wide range of issues and areas. Subject resources, which include a range of appropriate artefacts, are good.