

INSPECTION REPORT

BLACKFRIARS SCHOOL

Priory Road, Newcastle-under-Lyme

LEA area: Staffordshire

Unique reference number: 124510

Headteacher: Mr Clive Lilley

Reporting inspector: Alan Lemon
20165

Dates of inspection: 13.03.00 – 16.03.00

Inspection number: 193247

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special School
School category:	Community
Age range of pupils:	2 - 19
Gender of pupils:	Mixed
School address:	Blackfriars School Priory Road Newcastle-under-Lyme Staffordshire
Postcode:	ST5 2TF
Telephone number:	01782 297780
Fax number:	01782 297784
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Brooks
Date of previous inspection:	09.12. 96

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Alan Lemon	Registered inspector
Roberta Motherslade	Lay inspector
Glyn Essex	Team inspector
Jennifer Taylor	Team inspector

The inspection contractor was:

Quality Assurance Associates Ltd
2 Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Blackfriars School has existed for 40 years and is one of the largest and most successful schools in the country for pupils with physical disabilities and special educational needs. The school is a day school catering for boys and girls in the age range of 2 to 19. There are 184 pupils and students, the large majority of whom are white. The school has a wide and varied catchment ranging from isolated rural localities in Staffordshire, Newcastle suburbs and the inner city of Stoke-on-Trent. There are 66 pupils eligible for free school meals. The school has two sites six miles apart. The main site in Newcastle-under-Lyme provides for 134 pupils from pre-school age up to the age of 16. The further education unit in Stoke-on-Trent provides for 49 students aged 16 to 19. All of the pupils have Statements of Special Educational Needs specifying physical disability and some pupils have additional special educational needs such as moderate learning difficulties, visual or hearing impairment, communication or medical problems, mainly epilepsy. Pupils are admitted to the school at all ages and a significant proportion comes directly from mainstream schools. Their attainment on entry ranges from very low, below National Curriculum levels to attainments that are age appropriate. By the end of Key Stage 4, and in the further education unit, the highest attaining pupils pass GCSE examinations and occasionally achieve the highest grades. Post –16 students pursue vocational and advanced level GCE courses through links with colleges and sixth forms.

HOW GOOD THE SCHOOL IS

Blackfriars is a very good school. Very good leadership throughout the school creates a strong unity of purpose and this leads to pupils thriving. The school has made an excellent ethos in which pupils are keen to learn. Teaching is very good. Lessons that are very well-planned and executed lead to pupils achieving very high standards. Overall, the school has very many strengths and few weaknesses. It provides very good value for money.

What the school does well

- Very strong leadership and management give the school a very high quality ethos for learning inspiring excellent attitudes in pupils.
- Pre-school children achieve very well; all pupils achieve well in English, information technology, art and physical education.
- Lessons are planned very well and thoroughly organised to enthuse and challenge pupils

What could be improved

- Although standards in mathematics are sound, pupils could achieve more.
- Pupils with severe communications difficulties are not enabled to communicate as much as they might because they are not being given enough encouragement and are not being taught effectively to use technology to augment their speech.
- In Key Stage 4, the provision of a modern foreign language and, in the Further Education Unit, the provision of religious education.

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

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection 3 years ago in December 1996. Three of the four areas for action have been dealt with fully. The fourth, to meet the statutory requirement to provide a modern foreign language at Key Stage 4 has not yet been addressed. While religious

education was not identified as an issue for action at the last inspection it was not provided for students in the Further Education unit, which remains the case and is a breach of statutory requirements. The achievements of pupils have improved and are very high overall. Pupils' achievements have improved in English. Teaching and learning have improved. The school is gathering and analysing much more data leading to precise targets for improvement. Leadership and management have been streamlined to respond to the next stages of change and development. Notably, one senior member of staff concentrates on school improvement. Since the last inspection the school has been given recognition as a Beacon School. The school has been industrious in providing a range of professional development courses through which it is sharing its expertise with other professionals, for example, the use of information and communications technology . There has also been a considerable development of provision for information and communications technology in the school. The new sports hall recently built on the main site increases the opportunities for pupil's physical development and sporting skills.

STANDARDS

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

Progress in:	by age 5	by age 11	by age 16	by age 19	Key very good A good B satisfactory C unsatisfactory D poor E
speaking and listening	A	A	A	A	
reading	B	B	B	B	
writing	B	B	B	B	
mathematics	B	C	C	C	
personal, social and health education	A	B	A	A	
other personal targets set at annual reviews or in IEPs*	B	B	B	B	

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

The progress made by pre-school aged children is very good. Pupils at all stages and students in the further education unit are make good progress. Right across the school, the large majority is making very good progress learning to listen and speak. Progress in reading and writing is good. Pupils' response to literature, for example, Shakespeare, poetry and nineteenth century writing is very good. Pre-school children achieve very well in their awareness of number. Pupils' and students' progress in mathematics is satisfactory. However, it is not as good as in other subjects because expectations are lower. The progress made in information and communication technology is very good across the school. Pupils make very good progress and achieve highly in gymnastics and swimming. They make very good progress art. At 16, many succeed in gaining national accreditation through GCSE and vocational courses. In the further education unit, students achieve well on higher level vocational courses and access higher level courses including GNVQ and GCE advanced level through links with colleges.

Academic targets are set for all pupils and students for the school year and these are monitored and reviewed annually. Primary aged pupils did well in relation to their literacy and swimming targets. Secondary aged pupils also progressed well against their literacy target, improving their reading age by 4.5 months. They made very good progress against their swimming targets. Targets for taking accredited courses in Key Stage 4 were met and in the further education unit they were surpassed. More students than aimed for took part in work experience. However, the school did not set numeracy targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are excellent. They feel exceedingly positive about belonging to the school and are drawn fully into its aims of achieving the highest standards. Pupils like their teachers and all of the school's staff and this drives them to do their best.
Behaviour, in and out of classrooms	Behaviour around the school and in classrooms is excellent. Pupils display the highest regard for each other and value highly what the school has to offer. They find satisfaction in helping each other and respond with great enthusiasm to the challenging teaching they receive.
Personal development and relationships	The relationships in the school are excellent. Pupils are given great opportunities to help and care for each other and they perform these exceedingly well. By the time they become students in further education they take charge of their own learning.
Attendance	The level of attendance is satisfactory

The effective work done by the school in developing pupils' attitudes has resulted in them taking their schooling seriously. Pupils approach their work with confidence and purpose. They are able to make very good progress because of their enthusiastic response to activities and by persevering with their tasks. Pupils are warm, friendly and considerate towards each other. They happily take charge of looking after each other and make a big contribution to the smooth operation of daily routines. Pupils behave superbly; they enjoy school and the challenges it presents because they like their teachers and all the staff.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5-11	aged 11-16	aged over 16
Lessons seen overall	Very good	Good	Very good	Good

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

Teachers are enthusiastic and challenging in how they present their lessons, succeeding in interesting and engaging pupils fully in the learning taking place. The excellent relationships in lessons enable high expectations to be set and for high quality support to be given. Teachers' very good planning ensures best use is made of time and the support of assistants in the classroom. The quality of planning and organisation is not the same high quality in a small number lessons including mathematics, personal, social and health education and history. In mathematics work sometimes lacks challenge and the pace is not as lively as in other lessons, which has an adverse effect on standards. The strategies used for teaching literacy and numeracy are effective.

All of the teaching seen was satisfactory or better. It was satisfactory in 22 per cent of lessons, good in 36 per cent and very good in 42 per cent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Learning opportunities are very good throughout the school. The curriculum is very well planned and enriched by a good range of extra-curricular activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There are good opportunities in many aspects of work for pupils to gain spiritually. Assemblies effectively help pupils reflect on human relationships. The provision for pupils moral, social, and cultural development are all very good. This permeates the whole school and a great proportion of the teaching.
How well the school cares for its pupils	The quality of care given to pupils is very good. All staff shares a strong commitment to the highest principles of care for all pupils. Pupils are supported very effectively. Thorough monitoring of their progress and expert treatment that is co-ordinated well supports their intellectual, physical and social independence.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is a very good approach to leading and managing the school that has vision and skilled co-ordination. Strong leadership and effective management permeate the school. The staff understand their management role fully and are supported well in its performance.
How well the appropriate authority fulfils its responsibilities	The governors are highly committed to the school and interested in pupils' welfare and development. They understand and act upon the areas of their responsibilities with good effect.
The school's evaluation of its performance	The school assesses its effectiveness well. It knows the importance of monitoring and evaluation for maintaining and improving standards and is taking increasingly effective steps to measure its results.
The strategic use of resources	The school makes very good use of all its resources

The headteacher provides assured leadership. He makes a very effective contribution to guiding and improving the school. This is matched by the commitment of all staff to the school's continued success. The aims of the school are well understood and pursued with great conviction by all. The whole staff share a common sense of purpose that is firmly rooted in achieving the academic and pastoral aims of the school. The governors and senior managers are effective in how they plan and spend the school's money and have good expertise and the serious concern to get best value from their spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like the school and are willing to work hard • The good progress made by their children • The teachers are very good at their job • The travel opportunities abroad offered to their children • The excellent behaviour • The caring ethos • The building of the sports hall 	<ul style="list-style-type: none"> • The availability of additional aids to help their children communicate effectively • The information they get about their children's academic progress

Half the parents returned questionnaires and these reveal that the very large majority are supportive of the school. The clear majority strongly agrees that the school meets all of the criteria of a good school. This matches the inspector's views. A very small minority tended to disagree on one or two things, notably on the amount of homework given to their children and the range of activities provided out of school hours. The nature of the school militates against it having a full and lively programme of after-school activities compared to mainstream schools. The amount of homework provided is judged by inspectors to be appropriate. Parents' views of how the school responds to their concerns vary although the large majority favours the school in this respect. A few parents feel their children, who have little or no speech, are not served well or supported by the school. There was no evidence during the inspection, despite the issue being pursued, to wholly support this view. Although the inspectors say more can be done by the school to develop pupils' communication skills they do not think the parents' views are justified. It was seen that these pupils were making at least satisfactory progress and benefiting enormously from being at the school. The school is aware of the need to continue exploring alternative forms of communications technology.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very strong leadership and management give the school a very high quality ethos for learning inspiring excellent attitudes in pupils.

1. The headteacher provides very strong leadership and has a sharp vision of where the school is headed which pushes it forward. Pupils are at the heart of the school's aims. This is most marked in how the school is taking charge of increasing the interaction with other schools and organisations. It is using its status as a Beacon School very effectively, sharing its knowledge and skills through its training events with other teachers and professionals. It is building relationships and establishing itself as a key player in implementing inclusive approaches to meeting pupils' special educational needs. The school is exceedingly alert to what is ahead of it and responding to this each member of the senior management team has been designated a wider role to meet the new demands. They are now actively managing whole school issues and wider concerns that will ensure the school sustains a high level of effectiveness in an expanding arena of activity. Leadership and management roles have been shared out more widely so that the vision driving the school increasingly belongs to, and is actively supported by, all staff. The headteacher understands that good leadership emerges from a strong team identity. Teamwork is very manifest and is galvanised by a clear sense of the school's mission. The staff proceeds with a unity of purpose, pinpointed on providing the very best for all its pupils and getting the very best from them.

2. Pupils and students know well they belong to a very good school and have the highest regard for all the staff. Year 11 pupils say it is a 'brilliant school' and Year 9 pupils thought the most important thing for them was that they liked their teachers. There is warmth and joy in the way the staff and pupils greet each other and say their farewells each day. Throughout the day cheerful staff inspires pupils' and students' interest and motivation. While this is exceedingly friendly it is also thoroughly businesslike. Until the end of the day, pupils and students remain engaged and purposeful in their relationships and learning. They know they are part of a school that is clearly engaged in them achieving their best. Relationships are excellent. It appears natural that pupils have the highest regard for each other and help each other. Many ambulant pupils, for example, happily volunteer to take their wheelchair bound friends outside at lunchtimes and work hard at communicating with their friends who cannot speak.

3. In discussions with pupils and students they were very clear on the fact the school helps them be independent. Year 9 pupils expressed well-formed and critical views about their learning, for example, they do well in science because they constantly revisit earlier topics. A visually impaired girl was very happy to have discovered a yellow filter helped her read more easily. Their attitude to homework is very positive and they confidently make a firm point that they are not given enough time occasionally to complete assignments. Year 11 pupils are clear on what they want in the next stage of their education. Further education students proceed with the utmost confidence tackling vocational courses and a measure of some students' self-assuredness is their impatience to get started on college courses. Their teachers challenge pupils and students very well who respond with confidence, for example, Year 6 pupils opting to try reading the most difficult words. The challenge also produces very good levels of attention and effort. The lively pace of much teaching keeps pupils motivated and busy, which they find interesting and stimulating. Learning is fun for the pre-school aged children and they work hard at communicating. Children enjoy their interactions with everyone and quickly develop very positive attitudes to learning.

The pre-school aged children achieve high standards; pupils and students achieve high standards in English, information and communications technology and art.

4. Half the pre-school aged children are achieving enough to be at an age appropriate level by aged 5. All are making very good progress. Children are happy and confident in school and enjoy being with the adults and other children around them. They know each other's names and will smile or say 'well done' when a friend succeeds in something. Some communicate their understanding and feelings clearly and others, while not speaking, are able to listen appropriately. Children are learning to recognise different emotions expressed in facial expressions such as sadness and happiness and

some are able to say what the mood is. They use a full vocabulary when explaining, for example, what happened on a visit to the dentist. A few are able count objects up to five or beyond and occasionally up to 10. Children are making very good progress with their physical development as a consequence of a thoroughly planned and intensive programme for developing children's physical independence. Because of the very high expectations being set by staff, children are keen to manage their own walking aids and are keen to stand while doing activities.

5. Pupils achieve high standards in English, particularly in how they learn to listen and develop their speaking skills. English test results are consistently higher than either mathematics or science and by the time pupils take the GCSE examination in English they have made very good progress. By aged 7 pupils are versed well in taking turns speaking and listening. They are able to speak confidently about their work and are aware of modifying the manner of speaking in relation to formal and informal contexts. They recognise letters of the alphabet and think of words beginning with a letter chosen at random. Most pupils can read simple three lettered words. By age 11 pupils are able to listen sharply and keep track of the wide range of ideas and words being used by the teacher. Higher attaining pupils read with confidence and fluency at an age appropriate level. They read complex words, for example, a girl reads 'phrenology' accurately. Lower attaining pupils read more slowly but accurately. Pupils know that with stories you read from the start to the end but when extracting information from text you can be more selective. Most pupils are producing clear, legible writing and higher attainers use punctuation well. By age 14 pupils take a very good interest in a wide range of modern and nineteenth century literature. They also study Shakespeare. Students have an accurate recall of a Roald Dahl story. Their written work across the curriculum is of high quality and mostly presented well using computer word processing.

6. Pupils are achieving high standards using information and communications technology across the school. At all ages pupils have ready access to computers and use these across the curriculum, for example, in mathematics to practice counting and English for writing. A higher attaining pre-school aged child, for example, knows how to operate a touch screen, access and exit computer programmes. Another child is able to use a specialised tracking device to move and select with the on-screen cursor. By age 7 pupils use the mouse very competently to move through a programme and make selections in a reading lesson. By the age of 16 pupils reach age appropriate standards in word-processing and in presenting and publishing documents. They work with database applications and know how to enter information. They can work independently interrogating databases using different criteria for sorting the information. Further education students have high level of knowledge and skills in information and communications technology as a consequence of very good teaching on their vocational courses. They succeed very well in information and communications technology examinations gaining certificates, for instance, in word processing and database operations. They are able to layout documents in a wide variety of ways, for example, using columns or tables. They are confident in explaining and demonstrating the range of programme facilities available for enhancing their work.

7. The standards pupils achieve in art are high because the subject is expertly taught. Over several years there has been consistent success in the GCSE examination and at foundation level in the GNVQ course provided by the further education unit. Pupils' artwork forms a prominent and lively display around the school and, together with their work in progress, it is a rich variety of experiments with materials. Cutting, shaping and assembling materials challenges pupils' to develop good manual skills and particularly to improve their hand and eye co-ordination. All of their art explores, in a knowledgeable and skilful manner, colour and visual elements such as pattern and texture. By the age of 16 pupils are involved in research and experiment drawing upon the diversity of art forms. Standards achieved in physical education are high because the teachers' knowledge of the subject and pupils special educational and physical needs is very good. Swimming coaching is very good. Year 7 pupils make good progress learning the front crawl and make a considerable effort to position their head, bend their elbow and breathe correctly. Pupils respond enthusiastically. In Year 8 gymnastics, for example, pupils make an excellent effort to follow the warm-up movements set by the teacher. Pupils are thoroughly challenged and the highest attainers are pushed to their limits. They make very good progress following a sequence of movements and varying these.

Teaching is planned very well and thoroughly organised to enthuse and challenge pupils

8. The very good teaching that predominates in the school contributes enormously to pupils achieving very good standards. Teachers plan and organise their lessons very effectively. Pupils are well informed of what is expected and the challenging range of activity quickly captures their interest. The learning objectives chosen by teachers are very precise and carefully adjusted to match the different needs of pupils. The relationships between pupils and adults are excellent. They make it possible for pupils to work with confidence and high motivation. Teachers and support staff set a brisk pace and work extremely hard at ensuring topics is covered fully. Pupils' physical needs are planned for well and efficiently managed so as not to lose teaching time. Teaching is lively and is informed well by teachers' subject knowledge.

9. Underpinning the very good planning found in most lessons is teachers' knowledge of what they are teaching. Where this is not apparent, as in one personal, social and health education lesson, planning loses focus. A new personal, social and health education curriculum is not yet embedded and as a consequence teaching is more tentative than in most other subjects. The National Literacy Strategy is understood well by teachers and its framework of mixed literacy activities is used effectively to plan very challenging exercises. Teachers' understanding of National Numeracy Strategy is informing good arrangements for learning number. The use of the introductory mental arithmetic exercises in Key Stage 2 extends pupils number skills. Students in the further education unit gain valuable lessons in computer applications because of the very good knowledge possessed by their instructor. Her expertise enables good judgements to be made on the standard of work and these are applied very effectively in discussions and demonstrations to develop students' skills further.

10. Teachers plan very good arrangements of activities that help pupils build on what they know and can do. A tightly structured and formal approach in a Year 6 English lesson allows pupils to move forward as a group on grasping that similar sounding words are spelt differently and have different meanings. By demonstration and a careful distribution of questions to all pupils the teacher establishes this and pupils then go on to exploring, for example, wait and weight, steel and steal by themselves. Another good use of questioning gets pupils to explain their intentions about shopping for listed items. This establishes firmly how the group of Year 7 pupils will manage going to a supermarket and how they can use its signs to find what they want. The teacher guides them very well and several support assistance help them to make their own decisions and act independently.

11. In lessons, support assistants are very well briefed. They often take charge of small groups for parts of lessons and provide invaluable support to pupils' learning. In a Year 2 English lesson the support assistants expertly helped pupils use computers for learning to recognise and pronounce letters of the alphabet. Similarly, in a mathematics lesson for Year 4 the assistant used questioning skilfully to help a pupil count on and add numbers.

WHAT COULD BE IMPROVED

Although pupils' achievements in mathematics are satisfactory they could achieve more.

12. Overall, up to age 16 and beyond, pupils and students make satisfactory progress in mathematics although their progress in other key areas of the curriculum is better. Children up to the age of 5 are making very good progress learning about and using number. From age 5 onwards the rate of progress is much slower largely because expectations are too low. The approach to teaching mathematics does not enthral and challenge as effectively as the best teaching does in other subjects. Teaching for children up to the age of 5 is very good. Their activities are planned and resourced very well. The staff achieves excellent teamwork and relationships.

13. The strengths in teaching mathematics outweigh the weaknesses and it is satisfactory overall. By addressing the weaknesses pupils and students will achieve more. Teachers' confidence in teaching mathematics is sometimes not sufficiently strong. This leads to some over-reliance on a commercial mathematics scheme, and not enough emphasis on pupils engaging in imaginative mathematical investigations. Also, the higher order concepts being covered by age 16 and beyond are not being thoroughly explained. The materials for lower attaining pupils and students are not always age-appropriate. The use of approaches based on the National Numeracy Strategy leads to enthusiastic teaching and good learning. The mental arithmetic exercises at the start of lessons are successful. In Year 4, pupils explain the mental strategies they use to solve a problem and this gives the teacher clear ideas of what pupils know and have understood. In some lessons the approaches are not as well planned and the pace and challenge of work is not sufficient to really stretch pupils, especially the higher attaining pupils. Sometimes, when pupils are working individually they are not watched closely so any mistakes they make are not seen quickly enough. It slows down their learning and prevents pupils from understanding what they are doing. Similarly, when explaining mathematical concepts to pupils, there is not a check that the new knowledge has been absorbed.

Pupils with severe communication difficulties are not enabled to communicate as much as they might because they are not given enough encouragement and are not being taught effectively to use technology to augment speech.

14. The minority of pupils who have little or no speech, while making at least satisfactory progress in most areas of learning, are not making enough progress in using artificial means of communicating effectively. Often, following assessments, these pupils are supplied with sophisticated resources such as voice simulators or electronic equipment by which they can write. They may too have a symbols book to help them communicate. It is also the case of the school, with the co-operation of the Health Authorities, having to experiment with different equipment to find the best match. However, there is not an adequate programme to help these pupils learn to use their communications aids; to improve their skills with these and to move onto more sophisticated means of communicating. Quite often teachers do not promote the simple means of communicating such as symbols. They are used well marginally, for example, in the Year 7 group where communication is a priority. The teacher sets high expectations for all pupils to participate as fully as possible in learning so symbols are used effectively to enhance communication in the group. By contrast, a Year 8 boy with an electronic communicator has insufficient physical control to use it and there is no clear strategy in lessons or elsewhere whereby he can be helped to become more effective.

In Key Stage 4, the provision of a modern foreign language and, in the Further Education Unit, the provision of religious education.

The school is not meeting current statutory requirement to teach a modern foreign language in Key Stage 4. Contrary to requirements, it is not providing religious education to students in the Further Education Unit.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. The school should now:

- (1) improve the teaching of mathematics by: improving teachers' skills so that they are

less reliant on a commercial scheme; planning challenging activities and increasing the pace of work to raise standards; making the assessment during lessons more precise in order to support pupils learning better.

- (2) help pupils with little or no speech to progress in improving their communication skills by regularly teaching them through a planned programme to use communication aids effectively
- (3) meet the statutory requirements for providing a modern foreign language at Key Stage 4 and religious education in the Further Education Unit.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	42	36	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	184
Number of full-time pupils eligible for free school meals	66

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	7
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	12.7

Unauthorised absence

	%
School data	

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	9	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	1	2
	Girls	3	4	2
	Total	6	5	4
School		43	35	29

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	1	2
	Girls	3	4	2
	Total	6	5	4
School		43	35	28

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	2	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	2	4
	Girls	0	0	0
	Total	3	2	4
School		21	14	28

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	3
	Girls	0	0	0
	Total	2	2	0
School		14	14	21

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	8	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	4	0	0
	Girls	1	0	0
	Total	5	0	0
School		31	0	0

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	3	0	0
	Girls	1	0	0
	Total	4	0	0
School		25	0	0

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	7	7	14

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	0	5	5
	Girls	0	2	4
	Total	0	7	9
School		0	50	64

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	6
Bangladeshi	
Chinese	
White	178
Any other minority ethnic group	

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: Y[] – Y[]**

Total number of qualified teachers (FTE)	22.8
Number of pupils per qualified teacher	8
Average class size	9.6

FTE means full-time equivalent.

Education support staff: Y[] – Y[]

Total number of education support staff	36
Total aggregate hours worked per week	1024

Financial information

Financial year	1999
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	£
Total income	1309088
Total expenditure	1268648
Expenditure per pupil	6540
Balance brought forward from previous year	21384
Balance carried forward to next year	61624

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	184
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	67	30	1	0	2
Behaviour in the school is good.	71	28	0	0	1
My child gets the right amount of work to do at home.	52	41	4	0	2
The teaching is good.	84	16	0	0	0
I am kept well informed about how my child is getting on.	66	31	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	12	2	0	0
The school expects my child to work hard and achieve his or her best.	80	19	0	0	1
The school works closely with parents.	69	28	4	0	0
The school is well led and managed.	80	19	0	0	1
The school is helping my child become mature and responsible.	72	25	0	0	2
The school provides an interesting range of activities outside lessons.	59	26	5	2	8

Other issues raised by parents

Parents' written comments were included with 9 of the questionnaires returned. Most showed great confidence in the work of the school and inspectors agree. One parent is very impressed with the way staff have helped her son who is sometimes very demanding. Another parent writes that, although her child is only 4 her independence has greatly improved. She and other parents find, as have the inspectors, that staff are dedicated professionals and always helpful and supportive. A few parents are critical about the lack of resources for their children, for example the amount of hydro-therapy and the availability of augmentative communications equipment for non-verbal children. Inspectors have found that more could be done to help these pupils use communications technology but that they are nevertheless benefiting from being a pupil at Blackfriars.