

# INSPECTION REPORT

## **BUGLAWTON HALL SCHOOL**

Congleton

LEA area: Manchester

Unique reference number: 105604

Headteacher: Mr. K. Williams

Reporting inspector: Jed Donnelly  
23637

Dates of inspection: 3<sup>rd</sup> – 6<sup>th</sup> July, 2000

Inspection number: 193960

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Special (Emotional and behaviour disorder)

School category: Community

Age range of pupils: 7 to 16

Gender of pupils: Male

School address: Buxton Road  
Congleton  
Cheshire

Postcode: CW12 3PQ

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. A. Weinberg

Date of previous inspection: 25<sup>th</sup> November 1996

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Jed Donnelly	Registered inspector	Design and technology	The characteristics and effectiveness of the school
		Music	The school's results and pupils' achievements
			Teaching and learning
			Leadership and management
			Key Issues for action
Mary Malin	Lay inspector		Pupils' attitudes, values and personal development
			Partnership with parents and carers
			Pupils' welfare, health and safety
Mel Blackband	Team inspector	English	
		Art	
		Religious education	
April Dakin	Team inspector	Mathematics	Inclusion
		Geography	
Frances Gander	Team inspector	Science	
		Information technology	
Ann Heakin	Team inspector	History	Quality and range of opportunities for learning
		Physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

Buglawton Hall is a residential school for 41 boys aged 7 to 16 who are all from Manchester, but taught in Congleton, near Manchester. A good number of boys benefit from the inclusion project run by the school so pupils experience mainstream schooling in their local areas. No pupils have English as an additional language.

Since the last inspection the needs of the pupils have become more complex, including more acute psychological conditions of attention deficit hyper activity disorder as well as emotional and behavioural difficulties. A majority of pupils have been on various forms of medication prior to attending Buglawton. The school identifies this barrier to successful and sustained learning and aims to reverse this trend. In a recent Local Education Authority Ofsted inspection, the changing needs of the emotional behaviour difficulties population was recognised. Attainment levels on entry are low and most pupils arrive with statements of special educational needs. The school aims to provide a relevant and balanced learning experience both in class and in the residential provision.

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

Buglawton Hall School has a number of strengths and is effective. Standards in information and communication technology are good and pupils make satisfactory progress in English and mathematics. Pupils make very good progress in their personal development and the 24 hour curriculum makes a positive contribution to pupils' learning overall. Teaching is good and the leadership by the headteacher is good. Overall the school provides at least satisfactory value for money.

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

- Pupils have very good attitudes to learning and their behaviour is very good.
- Information technology is a strength of the school.
- Procedures for child protection and pupils' welfare are very good.
- Teaching is good and the 24 hr curriculum is very effective.
- Pupils make very good progress in their personal development.
- Leadership by the headteacher is very good.
- The inclusion project is very successful.

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

- The quality of pupils' individual education plans.
- Standards in science and music The breadth and quality of the curriculum.
- Management and monitoring of the curriculum.
- The insufficient number and quality of single bedded accommodation.

*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**

Overall the school has made satisfactory progress since the last inspection in November 1996. In most areas the school is now more effective. The progress made in information technology is very good. There has been some slippage in standards in music and science. The staff team has worked well since the last inspection and behaviour of pupils is very good and now the school recognises the need to develop the curriculum to this high level. The school has made very good progress in its strategic daily financial management. The capacity to improve further is good.

## STANDARDS

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

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

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

Standards in literacy and mathematics are satisfactory and in information technology standards are good and very good in personal, social and health education. Standards in science overall are unsatisfactory. Statutory requirements are not met in science and music is not taught during the school day. However, it is taught one evening a week by a subject specialist from the Manchester music service.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils have very good attitudes to learning. In discussion, pupils they say they enjoy coming to school and most look forward with anticipation to the day ahead.
Behaviour, in and out of classrooms	Pupils' behaviour, both in an out of class is good which has a positive effect on their learning and personal development.
Personal development and relationships	The quality of relationships throughout the school is very good and staff are very good role models. There is a positive rapport between staff and pupils.
Attendance	In comparison with similar schools, attendance is just above average although below national expectation for all schools. For some pupils this marks real progress.



## TEACHING AND LEARNING

Teaching of pupils:	aged 5-11	aged 11-16
Lessons seen overall	Good	Good

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

The strengths of teaching are secure subject knowledge, focus on learning, consistent approach to reward system, relationships, pace, enthusiasm, praise and encouragement and questioning and answer. The weaknesses in teaching are in the quality of lesson planning, missed opportunities to evaluate and record pupils' progress in learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The whole curriculum, including the residential provision, is very relevant and prepares pupils well for life after school. However, there are weaknesses particularly in science and music. Extra curricular activities are very good. Information technology is a strength of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision is good overall. The personal, social and health education curriculum is firmly embedded within all aspects of the school day. This makes a very positive contribution to raising pupils' self-esteem and to their learning.
How well the school cares for its pupils	The school's procedures to secure pupils' welfare, health and safety including arrangements for child protection are very good and contribute to pupils' ability to learn effectively. The quality of pupils' individual education plans is a weakness.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership by the headteacher, who has a clear vision for the school, is good. The management of the school by key staff is satisfactory overall although the role of subject co-ordinators is not clear in practice.
How well the appropriate authority fulfils its responsibilities	The governing body is aware of the strengths and weaknesses of the school. There are developing procedures in place to review and monitor the work of the school. However the governing body does not fulfil their statutory requirements to provide science and music.
The school's evaluation of its performance	This is an area the school is recently addressing and it is too early to judge the impact of such evaluation on standards. Statutory requirements are not met with regard to the National Curriculum Programmes of Study in science and music.
The strategic use of resources	The governing body are fully involved in all budget aspects and has made many good strategy decisions to make the best possible use of the resources available. Aspects of the accommodation are unsatisfactory and include the lack of full time science facilities. There are no indoor physical education facilities to allow the teaching of the National Curriculum Programmes of Study at Key Stages 3 and 4 and there is an insufficient number of purpose built single rooms in the residential provision suitable for adolescent boys.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents feel teaching is good and that children are encouraged to achieve their best.</li> <li>There is an interesting and varied range of activities after school.</li> <li>They feel children make good or better progress.</li> </ul>	<ul style="list-style-type: none"> <li>Many feel that children do not have enough homework to do at weekends.</li> </ul>

The inspectors support the parental view about the strengths of the school but regarding the issue of homework where some parents may have lost sight of the fact the children have homework every night while in residence. The school however, has agreed to seek parents' views further in this area.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

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

1. *The characteristics of the pupils for whom the school caters make it inappropriate to judge their attainment against age-related national expectations or averages. The report, however, give examples of what pupils know, understand and can do in each key stage. Judgements about progress and references to attainment take account of information contained in pupils' statements and annual reviews. References to more and less able pupils and those with additional needs are made within the context of the school's population.*

2. In the core subjects of English, mathematics, information technology and personal, health and social education the standards are rising steadily overall. The very good contribution teachers make to pupils' achievements in literacy and numeracy to some extent balances the weaknesses in science and some foundation subjects although the judgement is finely balanced. However almost a third of pupils take part in integration in primary and secondary schools in Manchester. These pupils make good progress overall and these opportunities prepare them well for the next stage of education.

3. The schools use of Individual Learning Plans, based on generic subject targets for the lesson, is confused with the need for specific, measurable individual education plans. Consequently they are not used in teaching and are not detailed enough to inform the next stage of learning or to celebrate pupils' achievements in addressing their specific learning needs, this is a weakness.

4. Based on prior attainment and their experiences of a fragmented curriculum offer before joining the school, pupils' achievements are progress overall are satisfactory and often good. Pupils make very good progress in personal development.

5. Pupils' achievements in English are satisfactory throughout the school. The National Literacy strategy has been introduced into Key Stage 2 and there are plans to develop this framework into Key Stage 3. Pupils' achievements in speaking and listening, reading and writing are satisfactory overall. At the end of Key Stage 3 some higher attaining pupils have made good progress during their time in school and have attained the national average in standardised Key Stage 3 tests. At Key Stage 4 pupils are working towards nationally externally accredited courses in Year 11. Pupils' progress is noticeable where teachers encourage pupils to make judgements and express opinions; for example, at Key Stage 3 where pupils were individually reading out their descriptive writing and the teacher encourages the pupils to think harder. They respond by using more sophisticated language.

6. Pupils' achievements in mathematics are good in Key Stage 2 and satisfactory in Key Stages 3 and 4. Pupils in Key Stages 3 and 4 make satisfactory and sometimes good progress in number, but less progress in the use and application of mathematics and in the use of mental strategies for computation. The school has adopted the numeracy national strategy for lessons in Key Stage 2 and this is giving a good breadth and balance to the provision at this key stage but there is an over reliance on the commercial scheme. Numeracy targets in individual education plans are often too broad and do not meet the individual needs of all pupils. By the age of sixteen attainments in Certificate of Achievement in mathematics are satisfactory and pupils are beginning to be given the opportunity to take a GCSE course in the subject.

7. In science, from the analysis of the pupils' work, it can be judged that they underachieve in all key stages. The school does not provide a balanced curriculum and pupils do not use their investigational, observational or prediction skills, nor do they set hypotheses and test them. In all key stages, pupils do not make sufficient progress in the whole range of National Curriculum Programmes of Study. Achievement and progress in lessons during the week of the inspection was satisfactory in all key stages, but pupils admitted to learning new skills. Progress since the last inspection is unsatisfactory.

8. In information technology, the school has made very good progress since the last inspection. This subject is now a strength of the school. Pupils achieve well in all key stages and make very good progress while they are at the school. Many pupils are attaining levels that are expected for pupils of their age. Pupils' progress and their learning, benefit greatly from the inclusion of this subject in lunchtime and after school activities.

9. In art, design and technology, geography, history, physical education and religious education pupils' achievements are satisfactory and sometimes good. In music, pupils' achievements are unsatisfactory as it is not taught during the school day. However, pupils do benefit from musical tuition in the evening as led by a teacher from the Manchester music service. Progress since the last inspection is poor. In modern foreign language, for those pupils who are taught it, progress is satisfactory. However, pupils' entitlement to a broad and balanced curriculum are not fully met in those subjects this is unsatisfactory.

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

10. Overall pupils' attitudes, values and personal development are very good and contribute well to their learning. The majority of pupils have very good attitudes to their learning. In discussion with pupils they say they enjoy coming to school and most look forward with anticipation to the day ahead. There is a whole school assembly at the start of the day and they have the opportunity to talk informally to class teachers prior to a short overview of the previous evening's happenings given by the headteacher. This is a very positive overview of how well pupils have done and they all listen attentively and many smile when an account of their activities is recounted prior to going to class.

11. Pupils' behaviour, for the most part, both in and out of class is very good which has a positive effect on their learning and personal development. Pupils work well on their own, in pairs or small groups and they particularly enjoy a hands on approach. The best behaviour occurs when pupils are interested in the content of the lesson and lessons are stimulating and challenging then pupils respond more positively. Towards the end of lessons, which are unusually long, pupils tire and start to lose their concentration. During the week of inspection there was no evidence of any bullying or harassment or any racism or racist views being expressed.

12. The quality of relationships throughout the school is very good and staff are very good role models. There is a positive rapport between the staff and the pupils and the use of humour is often well employed to work through potentially difficult situations. There is regular communication between care and teaching staff to ensure a consistent approach and to advise of any problems. Pupils relate well to each other in school and also in social situations as is demonstrated daily during lunchtime and also when they share computer games and toys during breaks. At the Thursday awards assembly they will recognise and celebrate each other's achievements and applaud success in earning a certificate for personal improvement, for sharing and caring or reaching a goal in swimming. The headteacher and the deputy headteacher have a high profile during the day and are

available to deal with or talk to pupils who may have a problem during lessons and resolve the matter quickly. During the week of inspection several pupils admitted they were 'Wrong', apologised for their behaviour and promised to do better.

13. There is a spirit of high mutual respect between pupils, teachers and care staff and pupils approach them all with confidence. This contributes significantly to pupils' personal development, which is very good. Pupils are generally confident and show care and concern for each other's feelings and support one another in lessons. During the week of inspection they arranged a chair for the inspector both in class and at assemblies, poured water at lunchtimes, served lunch and cleared the dirty dishes onto a tray. Several times pupils offered to carry material for the inspector (who is partially disabled) from one area to another without any prompting. Pupils handle learning resources with care, treat books and computers appropriately and look after the environment within their school carefully. There is a complete lack of graffiti or litter anywhere in the school.

14. In comparison with similar schools, attendance is satisfactory although just below national expectations. For some pupils now attending the school this is remarkable progress.

15. Overall the attitudes, behaviour and personal development have improved since the previous inspection.

16. There are limited opportunities for pupils to take responsibilities within the classrooms but during lunchtime and after school, pupils serve meals within their own groups and take their turn in various duty rotas. As a result pupils respect their local environment; there is no evidence of graffiti or damage around the school. Good opportunities are given during personal and social education for pupils to reflect and discuss their feelings and experiences.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

17. The quality of teaching is good because teachers have a good knowledge of their pupils' needs, manage behaviour well and ensure that learning is the focus in each lesson. As a result pupils show good interest in their work, acquire new knowledge and skills and for the most part make good progress in preparing for life after school.

18. Where teachers are secure in their subject knowledge and demonstrate a confidence in their teaching, pupils' learning is of a good or better quality; for example, in information technology the quality of teaching and learning is overall very good. This is due for the most part by the subject being taught by one teacher who has recent specialist training and as a result the learning objectives and the activities ensure that pupils are interested and are challenged. In religious education some good teaching was seen when staff had a thorough understanding of the topic and was able to extend pupils' knowledge through interesting and relevant work when learning about the "four noble truths" and accessing further information on the topic from the Internet. In mathematics, at Key Stage 2 the teachers' skills in asking subject specific questions that challenges pupils to think and calculate mentally. At Key Stage 4 in mathematics, some teachers place too much emphasis on completing pages of textbooks because their knowledge of mathematics is insecure.

19. The quality of teachers' day plans is inconsistent across the school. A weakness in lesson planning is the unclear link to the targets in pupils' individual education plans which are not detailed or specific enough. In English lessons, in all key stages are thoroughly

planned and termly and weekly plans contribute to the process of ensuring pupils are taught in an ordered sequence. Teachers are clear on the lesson objectives and often write these on the board for pupils to refer to. Throughout the school, weakness in planning occur where the lesson plans do not take account of individual differences in ability and pupils' individual education plan targets are rarely addressed within lessons.

20. Where teachers challenge and inspire pupils they develop and build on and extend their knowledge and understanding; for example, in science during a lesson on conducting a fair test, pupils designed, made and launched their own glider then recorded the distance it had travelled. Pupils reported that they found the lesson stimulating and responded to the good quality questioning by the teacher to elicit further responses. In religious education at Key Stage 2, a planned drama activity around the story of "Angulimala – the robber with a necklace of fingers". The method used to support pupils' learning satisfactory and the strengths includes good question and answer to elicit responses, practical activities when planned and delivered and where pupils are encouraged to think about what they are doing and how to improve their work; for example, in design and technology at Key Stage 3, where one pupil designed and built a toy car with two electric motors and after testing realised that the motors and batteries were too heavy to make the car efficient and so he changed his design accordingly. Pupils were clearly inspired, their concentration span sustained and they were able to re think some of their ideas as a result. However, in religious education at Key Stage 3, the work set was a low-level comprehension for a textbook, the work was boring and pupils were not learning. Teaching is more successful when a clear exposition is given to the pupils and they are clear about what they are being asked to do. Weaknesses in teachers' methods include missed opportunity to include pupils' detailed learning targets in the lesson. In a few lessons across the school there is an over-reliance on work sheets or commercially prepared schemes which are often monotonous and dull, in these lesson pupils do not make the progress they should.

21. Bearing in mind pupils' previous experiences and learnt behaviour prior to attending the school, teachers manage pupils very well and keep learning for the most part as the focus of the lesson. Staff are very effective role models and a good feature of the teaching for the most part is the mutual respect between pupils and staff. Even when pupils make the wrong choices; for example, leave a classroom, they are quickly returned to their learning by a support teacher or a child care officer to continue their learning. Good use of humour is used to diffuse potential hot spots and the token reward system is effective when used at the end of the lesson to appraise pupils' attitudes and behaviour. However, on these occasions not enough time is given to recapping and celebrating pupils' gains in knowledge and understanding over the course of the lesson.

22. Information and communication technology is giving appropriate support to teaching and learning across the curriculum. Currently there are no designated learning support staff however, the child care officers support pupils in the class. The school is currently reviewing this practice.

23. There are inconsistencies in the quality of assessing pupils' work and informing the next stage of learning which is linked to the inconsistent quality of lesson planning and the match to pupils' individual learning needs and the tenuous link to pupils' individual education plan targets which are not rigorous enough. The schools use of individual plans is subject specific and generic but does not address the pupils' individual learning needs, Consequently there are no discrete targets for Literacy and numeracy so can not be reviewed to inform the next stage of learning. The models used for pupils' behaviour targets and evaluation is a starting point for further discussion.

24. There are no pupils who have English as an additional language. The school is aware of the priority need to develop a systematic strategy for identifying pupils' specific learning needs and to set up a positive strategy for intervention.

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

25. There are strengths and weaknesses in the whole curriculum. Overall, because of the very focused learning opportunities to develop self esteem together with the 24 hr curriculum experiences, pupils are learning to become responsible citizens. The school provides a broadly satisfactory range of curriculum opportunities, but there are significant weaknesses in some National Curriculum provision particularly science. The taught curriculum provided does not meet statutory requirements in science and music is not taught during the school day. Lessons lasting well over an hour are too lengthy for pupils to remain motivated and do their best work. The school aims to provide a safe secure environment for the pupils to meet their vocational, academic and behavioural needs and the school is very successful in doing this. The twenty-four hour curriculum makes a very strong emphasis on personal, social and health education, which is especially relevant to the particular needs of the pupils attending the school and contribute to pupils' learning and achievements. The school meets requirements in providing sex and drug education and pupils receive suitable careers education and guidance. External accreditation of pupils' work through examination boards is inconsistent and should be extended to include more subjects. Regular homework is given and care staff support teaching staff in making sure the homework is completed.

26. There is a lack of rigour and structure in managing the curriculum by the senior management team. The regular monitoring of pupils' progress and coverage of the curriculum is unstructured. The school has attempted to develop Individual Learning Plans but there is confusion about setting curricular targets and identifying pupils' individual educational and behavioural targets.

27. Policies have been written for most subjects and schemes of work are in the process of being developed or amended to take account of the new orders for September 2000. The national strategies of literacy and numeracy have been implemented and are starting to impact on the curriculum in Key Stage 2.

28. The school provides many opportunities to enrich the curriculum and provision for extra curricular activities is very good. The pupils look forward to the structured and well-organised lunchtime activities organised by the care staff. At the end of the day when lessons and homework have been completed, care staff continue with a programme of activities that include football, swimming and biking. During the inspection one member of the care staff brought in a radio-controlled model car and five older boys had great fun with it. It is most noticeable that despite this being a recreational activity, the boys were polite to each other and the adults, chatting pleasantly as they patiently waited their turn. During the football '5 a side', pupils are encouraged to play co-operatively and to readily accept the differences in each other's skill levels. Pupils go in their unit groups to school camps in Wales and the Lake District; these residential activities give good opportunities for pupils to develop their relationships with each other and adults and to extend their personal skills. The school has sound links with the community, which make a good contribution to pupils' learning.

29. There are good relationships within the school and with partner institutions. The school has a well-organised and successful individualised integration programme which is a

strength of the school. At the time of inspection ten pupils are attending their local mainstream school on a part-time integration basis, some for one and others for two days a week. This reflects the aim of the school to return pupils if possible to their local schools. Where possible the school does its best to make sure that pupils do not regularly miss any areas of the curriculum and the advantages of integration far outweigh the disadvantages.

30. The aim of the Personal, Social and Health Education Scheme is to provide pupils with the personal qualities and values to meet the demands and challenges of adult life. The residential side of the school makes an invaluable contribution to this aspect of the curriculum, breakfast time; for example, giving the opportunity for pupils to chat informally and to take rota responsibilities for washing up. The co-operation between care and educational staff provides pupils with consistent expectations of behaviour and daily routines, which give pupils security in their everyday lives.

31. From Year 10 onwards, personal and social education is supplemented by careers education and guidance. Pupils have a weekly careers lesson, their achievements in preparation for work are recorded in their Records of Achievement. All pupils have the chance to take part in work experience and opportunities are provided for pupils to work in the school kitchens in preparation for external work experience. There are three pupils in the present Year 11 and they all have vocational links with colleges or schools. One pupil is doing a National Vocational Qualification in painting and decorating, another is attending college for three days a week on a foundation course and the third attends his local school for three days a week and one day on work experience. The recently appointed co-ordinator reports that the school and pupils receive 'superb' support from the Careers Service, with officers prepared to meet pupils wherever it might be convenient and even going as far as helping to arrange accommodation for a pupil once he had left school.

32. The school's provision for pupils' spiritual, moral, social and cultural development is good. Teachers provide good role models both in the school and in the residential provision that engender values of fairness, respect, tolerance, responsible action, honesty and care for others. The school shares responsibility with pupils by giving them a good understanding about what is right and what is wrong; for example, boys are warned of consequence of theft, damage and bullying and are taught to be kind to animals, each other and adults. The school gives pupils positive experiences so that when they return to the city environment they have developed self-esteem and confidence through outdoor activities, individual attention and care. Integration opportunities build on pupils' self esteem gained at the school and lay the foundation for life long learning.

33. Small family groups with key workers who are consistent in their handling and management of pupils contribute to pupils' social development and help to give pupils a feeling of belonging, individuality and raised self-esteem. Pupils are given a range of responsibilities within the school and residential setting. There is an expectation that pupils will keep their rooms tidy and that they will look after their clothes and belongings. Teachers in integration settings encourage a sense of belonging, both to the school and their local community and expect pupils to respect their rules and values. Lunch times are very social occasions and table manners and politeness are of high priority for setting social standards. School rules are simply stated and positive and relate to politeness and respect for others and property. Sanctions and rewards are used well to encourage pupils to work co-operatively and to behave in lessons and in the residential setting.

34. The school has established links with different faith groups in the community. On the first day of the inspection the whole school gathered to hear a Buddhist story teller who told the moral tale of *The Wise Old Quail* that encouraged pupils to reflect on the maxim



that if *'people work together they will become strong.'* Religious education makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development through the study of a range of world religions. History provides satisfactory opportunities for pupils to study the local history and other cultures and societies in the past. Geography provides good opportunities to study other cultures and societies in the present, such as Japan and Kenya, and to reflect on wider social issues, such as, pollution and the unfairness of the distribution of wealth in the world.

### **Inclusion**

35. The opportunities for integration are a strength of the school. Almost a third of pupils take part in integration in primary and secondary schools in Manchester. These pupils make very good progress in personal and social development and satisfactory, and sometimes good, progress in their academic development. Pupils learn to work independently and cooperatively and show growing confidence and self-esteem. They take increasing responsibility for their own behaviour and learning needs with reducing support for their behavioural needs, although some continue to need support for their learning difficulties. On the whole pupils behave very well, are strongly motivated to succeed in their placements and are happy and well adjusted to live in the community and at home. However, some still need the option of the security and structure of Buglawton if home or community circumstances change and a number of pupils found it difficult to get to school on time and to follow school procedures for lateness, although attendance was good overall.

36. The school successfully works in partnership with a number of primary and secondary schools in Manchester either to reintegrate pupils back into their original school, or to give pupils a fresh start in new schools. Some of these links are outstanding, such as those at Newall Green High School and Ducie High School and have had very beneficial outcomes for all parties concerned. Buglawton provides schools within the partnership the advantage of the facilities at Buglawton; for example, for field trips and residential visits for outdoor activities. Very good relationships and teamwork are strong features of the integration work. Relationships and communication between schools have been built up over a number of years. Buglawton keeps up an ongoing dialogue with the pupils themselves, parents, key workers, support staff and support agencies and teachers at each school in order to provide good support and guidance for pupils. Where integration has been very successful there is a common commitment and shared responsibility from all concerned for it to succeed. However, communication with newer schools in the partnership could be made easier if there were an agreement about what each party is to expect from the other, in the light of the very good experience gained, particularly in terms of review and monitoring of progress.

37. A strong feature of the integration work is that the pupils and their parents are very involved in the planning of their integration and pupils and parents are strongly motivated for it to succeed. Home visits by staff from Buglawton and review meetings held at integration schools, where parents can give their views and ask for additional help and advice, ensure parents are fully involved and secure in the process. Buglawton also provides counselling and links with social services to ensure that parents are able to cope with the extra demands of having their children home for longer periods of time. Home relationships and community involvement are well monitored and evaluated by all involved.

38. Most schools involved have a strong ethos of special educational needs, have staff with specialised skills in integration and behaviour management and a good knowledge of the local community in which they are placed. All staff interviewed celebrated the support they had from Buglawton, although it was recognised that some staff had different skills to

offer than others and in that respect support was variable in quality to meet academic needs; for example, no members of the integration team from Buglawton have additional qualifications in specific learning difficulties.

39. The school has recently begun to monitor coverage of the curriculum for individuals and to set some academic goals for pupils. However, this is at an early stage of development and is not as focussed as it could be. The school at present does not share specific, measurable targets for academic improvement with receiving schools and this results in fragmented provision of the National Curriculum for some pupils; for example, in some cases makes it difficult for them to access GCSE courses. However, there have been some notable successes at GCSE level in drama and humanities and some pupils benefit highly from courses and resources that Buglawton are not able to provide; for example, science resources or music courses.

40. Personal and social development is well monitored and celebrated by the school staff with regular reports, which are formally recorded and communicated to all interested parties at Monday meetings. However, much of the recorded improvement is subjective and targets are not always formally agreed with the school. Teachers and support staff in schools, where there has been consistent success, recognise the difficulties of the individual pupils and celebrates and rewards their successes however small; for example, one school celebrated the success of a pupil with moderate learning difficulties who had learned to register himself each day. Another school celebrated that there had been no incidents of poor behaviour reported over a considerable period of time and that pupils had their own friends in their local community and parents and pupils were managing behaviour better at home.

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

41. The school's procedures to ensure pupils' welfare, health and safety, including arrangements for child protection, are very good overall and contribute to pupils' ability to learn effectively.

42. The school maintains confidential records of significant events in pupils' school and after school life, which enables staff to offer appropriate and timely support and advice. Pupils have record of achievement folders and their certificates are collected here. There are good procedures for supporting pupils as they join the school and as they integrate into the secondary phase of their education and parents appreciate these procedures. Staff, both care and teaching, know their pupils very well and demonstrate a genuine concern for their care, support and guidance. Care staff visit each pupil's home at least once every six weeks and more frequently if there is a problem. This gives staff the opportunity to gauge the home atmosphere and to check any impact on pupils' opportunities for reintegration. Parents see this as a strength.

43. The school has good contacts with a range of professionals who help to provide support for these pupils including: educational psychologist, community nurse for child psychiatry, probation officer, social services and the education welfare officer.

44. Procedures for monitoring and improving attendance are very good. There was evidence of a concerted approach to get a boy back into school. Registers are taken promptly at the beginning of both the morning and afternoon sessions and comply with statutory requirements. Care staff advise teachers if anyone was sick and unable to attend school. The school follows up unexplained absences very quickly; for example, if a pupil

does not pick up the bus on a Sunday evening after their weekend at home care staff will go to his home on Monday to see what the problem is.

45. Procedures for monitoring and promoting good behaviour are good. Most staff apply the behaviour policy consistently, which emphasises positive reinforcement as the preferred means of improving behaviour and pupils are keenly aware of what is expected of them and how they can gain tokens in the school's system. The school has effective procedures in place to deal with harassment and bullying, although these are rare. School rules are displayed in every room and the ethos of the school promotes positive behaviour and the maintenance of a happy, orderly community. This is a safe and caring place, where pupils feel valued and protected.

46. Appropriate child protection procedures are in place, with the headteacher as the named responsible officer and the deputy head of care is responsible for the residential side. Care and teaching staff are aware of the procedures to follow in the event of any concerns.

47. Procedures for promoting the health, safety and well being of pupils are good. Regular health and safety audits and risk assessments take place and hazards are dealt with quickly. Fire drills are carried out regularly and fire and electrical equipment are regularly tested. Procedures are in place for recording accidents and incidents and both teaching and care staff are trained in first aid procedures.

48. Procedures for the monitoring of pupils' academic performance, particularly through pupils' individual education plans, are unsatisfactory. This has not improved sufficiently since the last inspection. The school does not have an assessment policy although there is mention of addressing this issue in the most recent school development plan. There are no school guidelines for using assessment to inform planning. There is a lack of understanding of assessment procedures by most staff, although there is a clear and valuable assessment structure in information and communication technology. Teachers do not keep annotated work to show progress over time. Reading and mathematical testing is consistently administered but the results are not reflected in pupils' targets or in individual learning plans.

49. The school satisfactorily implements the recommendation for annually reviewing the pupils' statements of special educational needs and issues comprehensive annual reports to parents giving them an overview of what their child knows and can do.

50. The school satisfactorily fulfils statutory requirements for assessment. All pupils are entered for national tests at the end of Key Stages 2 and 3 and the school makes use of external accreditation at the end of Key Stage 4 in English, mathematics and in information and communication technology.

#### ***personal, social and health education***

51. There is good provision in the school for personal, social and health education. It is firmly embedded within the whole school curriculum. The policy is in place and the scheme of work, which consists of five modules, is being developed, the section of the scheme being followed by pupils at the moment is complete. The co-ordinator has recently taken on this role and is keen to build in a monitoring system so that all teachers are aware of the work covered by pupils in their previous schools. Recent training has given staff the opportunity to examine the present provision and to develop an action plan to improve the approach to the subject and to develop effective recording systems.

52. The teaching of personal, social and health education is shared by five teachers and is taught alongside religious education. During the week of inspection a Buddhist storyteller worked with pupils from Key Stages 2 and 3 on a drama workshop based on the story of Angulimala. During the session, which was based on earlier lessons taken by the teachers, pupils contribute to the story by joining in with the sound effects, discussing good and bad habits and the fact that habits and actions have consequences. Pupils talk willingly of times when they have been angry and regretted their actions. At the end of the enjoyable lesson the pupils all recognise that Buddhists believe that everyone can change for the better. This lesson supported by the introductory lessons taken by teachers makes a very good focus for pupils' personal development. The pupils are polite to their visitor asking sensible questions and respecting his views. During the lesson the pupils are given the chance to meditate and respond well, closing their eyes, remaining still and imagining they are mountains unaffected by the winds and seas around them. Earlier the whole school had attended an assembly where the guest had spoken to them, again they all were attentive and listened carefully to a story about quails which illustrated that though people may be different on the surface, they are all the same underneath. The invitation made by the school to the guest speaker underlies the value placed on personal development.

53. In personal, social and health education much valuable work is done during discussion but, from written work made available during the week of inspection, it is clear that pupils in Key Stage 2 consider the positive factors in their lives and the value of their family and friends. They consider their own feelings and those of other people recording this work by drawings. They cover work on the danger of playing near railways and make personal targets which include paying attention, stopping name calling and telling tales. At Key Stage 3, the pupils consider their heroes and also what they might change about themselves. One pupil studied the footballer Eric Cantona in a project about taking responsibility for one's own actions. As well as looking at features of Buddhism, they design posters to promote re-cycling and become aware of the man-made problems such as transport, which affect our environment. At this age pupils are able to think more deeply about their emotions of anger and loneliness and to think of the qualities of friendship, applying it to their own lives. Pupils at Key Stage 4 make good use of the Internet to research a topic on drug misuse. They look at the caring principles of Judaism and Christianity and also the practicalities of using timetables.

54. The effect of the provision for personal and social development is apparent throughout the school. Posters are displayed to encourage pupils to eat healthily and to be safety conscious. In line with school attitude of 'zero tolerance of violence', there are helpful posters encouraging pupils to avoid confrontation. Certificates earned by pupils for good behaviour, effort and sporting achievements are proudly displayed. Pupils are courteous to visitors during lessons and talking sociably at lunchtime. The positive relationships between the unit staff and pupils reinforce in a very practical way the messages that pupils learn through the personal, social and health education curriculum. The organisation of extra-curricular activities makes a valuable contribution to raising pupils' self esteem and helping them to become sociable members of the community.

55. Procedures for assessing pupils' attainment and progress are unsatisfactory although there has been some progress since the last inspection. Use is made of information, which accompanies pupils when they join the school and annual reading and mathematics testing is conducted and shows pupils are making satisfactory progress. Every pupil has a Record of Achievement which contains examples of good work and any certificates for the good work or behaviour which have been awarded by the school. Pupils' Individual Learning Plans are not a substitute for pupils' individual education plans. They contain targets in each subject which are needlessly duplicated from the general learning

objectives for the subject. They describe activities in a variety of curriculum areas instead of addressing the specific learning needs of individuals. The individual targets are too generalised and are not written in such a way as to be capable of measurement. Although plans are reviewed termly, there are no specific assessments of progress towards the targets. They therefore do not provide information which would assist staff in effective planning or in setting future targets.

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

56. The school's partnership with parents is very good and a strength of the school. Parents are very supportive of the school and appreciate the work that it does. This is an improvement on the previous inspection where it was good.

57. The quality of information for carers, guardians and parents is very good. This is a residential school and pupils come from all over the area. The school arranges to pick parents up to enable them to attend annual reviews, the school's open night or if a parent feels they have a major problem.

58. Care staff talk to parents on the telephone on a regular basis and they visit every pupil's home on a Saturday every six weeks or more frequently if there is a need. This enables parents to discuss any problems they may have at weekends and the care staff can advise parents how they deal with similar problems. More often it gives parent and carers the opportunity to say how well they think their child has improved since attending the school.

59. The annual general meeting is held on the same evening as the open evening and around 96 per cent of parents, carers and guardians attend this evening. Every Monday morning the headteacher reads out to the teachers the positive aspects to all pupils of the carer's visit to their home.

60. Although there is no parent teacher association, an annual fayre is held every June and again parents, guardians and carers turn out for this event plus a number of 'old boys' return to see the school. This event raises considerable sums to improve facilities for pupils.

61. There is a clear prospectus, which keeps parent informed about the school. There are many telephone calls both to and from parents. Parents feel able to telephone the school when they have a particular problem and often do. The headteacher and the residential care staff make time to reassure any parent or guardian with a problem. Annual reports could be clearer in stating what pupils know, understand and can do. The school operates an open door policy and parents, guardians and carers clearly feel that staff are approachable, welcoming and are prepared to discuss any matters at almost any time. Parents are encouraged to communicate with the school and the school is committed to partnership with them.

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

62. The leadership by the headteacher, who has a clear vision for the development of the school, is good. However, a few aspects of the management of the curriculum by the senior management team since the last inspection is a weakness. The senior management team provides effective management overall. A significant number of staff appointed since the last inspection have good knowledge of the National Curriculum and have high expectations for pupils' learning. Overall, the outcomes for pupils' achievements are

positive and the school has made satisfactory progress since the last inspection, although the judgement is finely balanced. There is a sufficient number of qualified and experienced teaching staff. Teachers have sound professional knowledge of their main teaching subject, but staff, in some cases, are expected to teach a range of subjects for which they have received little recent training. There is an adequate number of care staff who also work as classroom support staff, helping pupils and teachers with behaviour management although there are inconsistencies in the quality of some support.

63. The school's aims and values are reflected in the classroom and in the residential accommodation and around the school where pupils are treated with respect. The headteacher and senior staff, including child care officers, provide effective pastoral support when required which is focussed on returning pupils effectively to their learning tasks. The capacity for the school to improve further with its current staffing complement is good.

64. The headteacher monitors the quality of teaching across the school and relevant feedback to teachers is given. However, the procedures lack rigour. The school is at an embryonic stage in its preparation for the performance management requirements.

65. The role of subject co-ordinators in evaluating and monitoring teaching in their subjects across the school is not clear in practice and too few co-ordinators have a strategic plan for their subject; this is unsatisfactory.

66. Financial planning against the priorities set in the school development plan has also improved. It is now satisfactory but is in need of some further development. The development plan is a detailed plan over a timescale of three years and it is costed. However, the targets for improvement of the school lack rigour.

67. All staff take part in whole school training which is predominantly concerned with safety and behavioural issues. Records are kept of staff. Care staff are provided with too few opportunities for professional development beyond whole school training. Although new staff are well supported by senior staff this good practice is not supported by an appropriately documented and systematic support programme.

68. The school buildings and environment are attractive and well kept. Classrooms have been successfully adapted from outbuildings. They are clean, well maintained with adequate space for pupils. The accommodation is satisfactory. It is good in mathematics, English and information and communication technology and satisfactory in art. Most of the rest of the accommodation is adequate for delivery of the curriculum. However, there are weaknesses in the accommodation. There is no accommodation for food technology and science facilities are very basic, having no gas or water facilities within a designated room which is small and ill equipped. This limits the further progress pupils can make.

69. Residential facilities are satisfactory. The houses are clean and warm and well furnished. There is, however, an insufficient number of purpose built single rooms suitable for vulnerable adolescent boys.

70. The resources across the school are satisfactory overall. Resources are good in history, information and communication technology and English. In most other curriculum areas the resources for learning are satisfactory, but in science they are poor and will soon need to be broadened in mathematics as the National Numeracy Strategy is introduced into the school.

71. The school has made very good progress since the previous inspection when there were concerns over the quality of financial planning of the budget, the involvement of the headteacher in the control and monitoring of spending, the role and responsibilities of the governing body and the setting of a deficit budget. These areas have all improved significantly, as the governors employ an independent financial consultant who oversees this area and prepares up to date budget information. Day-to-day financial systems and control are now effective and are secure enough to allow the school to have its own cheque book.

72. The Governing Body and headteacher are fully involved in the monitoring of spending. Evaluation of the cost effectiveness of spending and the application of best value principles are applied very well; for example, the headteacher and the Governing Body have made considerable savings in expenditure by streamlining the services available to the school and always obtaining at least three bids for work and supplies. In many instances of recent building work the school has saved thousands of pounds. There is good strategic planning and any savings made are used to improve the quality of the provision elsewhere in the school.

73. The school now runs a healthy budget, with a five per cent carry forward and the results of the recent audit report indicates that the school only needs to address a very few minor issues. All funds and grants available to the school are used well in order to raise the standards of achievement and the quality of the provision; for example, the school has made very good use of the grant it received for information and communication technology and has raised pupils' achievements and the progress they make. However, the use of child care officers to support pupils' learning during the school day may not offer best value.

74. The very good attitudes and behaviour the pupils demonstrate outweigh the weaknesses in the curriculum. The overall good quality teaching and the benefits of the quality 24 hour curriculum support pupils' learning; the school provides satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. To raise standards, achievement and provide equal opportunities for all pupils, the headteacher, senior management team and governing body should:

- (1) Provide a broad and balanced curriculum at all key stages for National Curriculum subjects and vocational options at Key Stage 4 by:
  - Shortening the length of lessons;
  - Introducing a broader range of accreditation for all pupils at Key Stage 4; (Paragraphs: 25, 26)
- (2) In music, plan and teach a broad and balanced curriculum at Key Stages 2 and 3 by:
  - Assessing and recording their achievements;
  - Providing resources and accommodation to meet the new curriculum;
  - Writing a scheme of work. (Paragraph: 136)
- (3) In science:
  - Plan and teach a broad and balanced curriculum which meets statutory requirements;
  - Increase pupils' opportunities and ability to investigate;
  - Raise the standard of teaching especially in expectations, teaching strategies, the quality of marking and setting of learning objectives;
  - Assess pupils' achievements against the objectives set for lessons and record the levels of attainment;
  - Provide adequate accommodation and resources for a revised curriculum;
  - Introduce suitable accreditation at Key Stage 4. (Paragraphs: 25, 26, 95, 101-103)
- (4) Evaluate the outcomes from effective curriculum monitoring to ensure all pupils' National Curriculum needs are fully met and further develop the role of subject co-ordinators by:
  - Writing a subject action plan;
  - Auditing resources;
  - Monitoring teaching and learning to share good practice; (Paragraph: 65)
- (5) Improve the quality of individual education plans by:
  - Identifying specific needs arising from each pupils' statement;
  - Setting specific measurable targets in literacy, numeracy, information technology, personal development and behaviour and review these on a regular basis or when achieved;
  - Setting new targets which build on prior learning and outcomes;
  - Providing in-service training for all staff. (Paragraphs: 48, 55)

Other weaknesses the school should consider are:

- Indoor physical education provision for pupils at Key Stages 3 and 4.
- Safe and secure single bedded accommodation for pupils who need them. (Paragraph: 69, 141)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	56	25	2	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	41
Number of full-time pupils eligible for free school meals	41

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	2

### Attendance

Authorised absence	%
School data	11.9

Unauthorised absence	%
School data	5.7

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

## **Key Stage 2**

### **National Curriculum Test Results**

	Levels		
	English	mathematics	science
<b>One boy entered</b>			
Attained	Working towards L1	L3	L4

## **Key Stage 3**

### **National Curriculum Test Results**

	Levels		
	English	mathematics	science
<b>Three boys entered</b>			
Boy 1 - Attained	Working towards L1	L2	L3
Boy 2 - Attained	Working towards L1	L4	L3
Boy 3 - Attained	L3	L4	L4

## **Key Stage 4**

### **AEB Literacy and Numeracy – on demand tests – Certificates of Achievements**

Ten boys were entered for the Associated Examining Board on demand tests for both numeracy and literacy at levels 1-3 according to their age – six pupils achieved CLAIT part 1 in information technology

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

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	32
Any other minority ethnic group	5

### ***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	43	0
Other minority ethnic groups	5	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)	8.5
Number of pupils per qualified teacher	4.8
Average class size	6

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

Total number of education support staff	21
Total aggregate hours worked per week	752

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	945 035
Total expenditure	469 878
Expenditure per pupil	23 093
Balance brought forward from previous year	31 968
Balance carried forward to next year	66 679

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

### **Questionnaire return rate**

Number of questionnaires sent out	41
Number of questionnaires returned	23

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	38	8	0	0
My child is making good progress in school.	54	46	0	0	0
Behaviour in the school is good.	31	54	8	0	8
My child gets the right amount of work to do at home.	23	8	31	23	15
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	54	38	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	62	38	0	0	0
The school is well led and managed.	69	31	0	0	0
The school is helping my child become mature and responsible.	69	23	8	0	0
The school provides an interesting range of activities outside lessons.	92	8	0	0	0

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

**ENGLISH**

76. In relation to pupils' prior attainment before admission, pupils make good progress overall during their time at the school. Progress in each key stage, in standards of achievement, is satisfactory. The school has adopted the National Literacy Strategy for work in Key Stage 2. This has given a structure to pupils' learning and has helped them to make progress. Achievements in speaking and listening work at Key Stage 2 are satisfactory. Pupils are able to read together and discuss elements of the text. They take turns to ask each other questions about the text and to role-play characters they have read about. They know how to use grammatical statements and questions, which provides them with the opportunity to make progress in analysing their speech and the speech of others. Achievements in reading are satisfactory. Pupils take part in a shared reading scheme with care assistants and this support promotes the pupils' progress and confidence. Pupils should further consolidate their reading progress when the literacy strategy is fully implemented in this key stage. Pupils can read together and have completed several class texts including 'The Monkey King'. They learn new words and become familiar with the sentence structure and vocabulary of the books they study. Pupils' achievements in writing is satisfactory. There is displayed writing about the pupils' visit to a local mill and the pupils work shows satisfactory progress through a variety of exercises, handwriting and grammatical activities.

77. At Key Stage 3 pupils' achievements in speaking and listening is satisfactory. They discuss their work and are able to give their opinions on the value of 'disguises' in Shakespeare's 'Twelfth Night'. In other lessons pupils confidently describe how they would make a book cover and which features they would include. Progress was best where pupils were stimulated by lively open questions from teachers. All pupils make satisfactory and some pupils make good progress in reading. Use is made of paired reading for the weaker readers and these pupils make good progress. Reading is a feature of lessons and pupils make progress by reading for information or to enhance their analytical skills by studying short texts. The pupils read Shakespearean plays and have studied develop their knowledge and understanding of 'Romeo and Juliet' and 'Twelfth Night'.

78. The pupils' achievement in Key Stage 3 in writing is satisfactory. They engage in a variety of activities including comprehension exercises, handwriting and creative writing. Some pupils have made good progress over time and have attained the national average in standardised Key Stage 3 English tests. Several pupils have produced poetry of a high quality that has been published in a collection of work from local schools. Recent poetry work by pupils on a variety of topics displayed a good standard of style, rhythm and choice of vocabulary.

79. Pupils' achievement in Key Stage 4 in speaking and listening is satisfactory. They discuss issues such as safety in cars and the merits of different styles of building. Pupil progress is most noticeable where teachers' questioning encourages pupils to make judgements and express opinions. Pupils' achievement in reading is satisfactory. Some pupils regularly read newspapers, magazines and books for pleasure, other pupils are able to talk knowledgeably about the content and presentation of books they have read and aware of how to discover features such as author, publisher and illustrator. Pupils' achievement in writing is satisfactory. Much of their work is geared towards Key Stage 4 accredited tests. Pupils are able to write application letters, complete passport forms and

practise writing, both in sentences and in concise accurate prose to answer questions on texts they have read, such as 'Frankenstein's Monster'.

80. The teaching of the subject is satisfactory. The National Literacy Strategy has been introduced into Key Stage 2 and this has given a structure to lessons which has enabled pupils to make good progress in some elements of shared reading of texts. Lessons are well planned and show a satisfactory progression within the planning. Where the teacher's expectations were high, as in some of the questioning and pupil role-play of characters in the story, then progress was good. In a few cases, in otherwise satisfactory teaching the work supplied for pupils was repetitive and learning opportunities were missed leading to a consequent lower level of progress. Work on the sounds of vowels in words was well planned but sometimes allowed to continue for too long. Pupils for the most part were sometimes enthusiastic and well behaved in the lessons and when activities were introduced were able to demonstrate sound knowledge and understanding from previous lessons. They made good progress in these lessons and they displayed a high level of interest.

81. Teaching in Key Stage 3 is always satisfactory and sometimes good. Good teaching was seen where teachers had high expectations of pupils, lesson objectives were shared with pupils and the lessons had sparkle. In one lesson pupils were encouraged to discuss the implications of the 'disguise' theme in Shakespeare's 'Twelfth Night'. This activity challenged pupils to think carefully and to co-operate with others to arrive at conclusions. In this lesson the pupils made good progress. Displays of work based on the study of Shakespeare's plays show care and imagination and demonstrated the good progress achieved in this area of study. Teachers show a good understanding of the subject and are able to ask relevant questions which make the pupils think carefully. In work on 'Twelfth Night' where pupils were reading from the original text the teacher was able to ensure that by well chosen comments and questions their learning was secure. In other lessons pupils were effectively taught about the main features of book design.

82. In otherwise satisfactory teaching, weaknesses are found where teachers inadequately explain activities or where the pupils' progress is inhibited by an over emphasis on the management of behaviour. In these lessons teachers do not make sufficient use of oral questioning and the lessons are characterised by the use of commercially produced schemes which are not adapted to match pupils' abilities and slow the pace of learning.

83. Teaching in Key Stage 4 is always satisfactory and sometimes good and occasionally very good. Teachers demonstrate a good knowledge of the subject. They give clear explanations and demonstrations of concepts and plan effectively. Where this was evident then pupils made progress. In lessons on the different sounds of letters pupils maintained interest and concentrated well and worked at a good pace. Teachers were able to support individuals in their work and to maintain the pupils' interest and successful working. This resulted in well managed behaviour and a good standard of pupils' progress. Teachers' planning is effective in Key Stage 4. Most work is based on examination courses and is effectively structured to use pupils' knowledge and skills in a variety of practically based activities. Pupils are asked to complete relevant forms such as passport applications and provisional driving licence applications. The teachers place an appropriate emphasis on the accuracy of their pupils' writing. Teachers insist on high standards of presentation and grammatical and spelling accuracy. Pupils are aware of these standards and respond with careful and accurate work. A feature of the teaching in Key Stage 4 is the good relationships which teachers maintain with pupils. Teachers expect high standards and pupils respond well to the challenge. Teaching is most effective when the lesson objectives

are clear and are communicated to pupils and when pupils are aware of the standard of work expected from them. The pupils respond well and often make good progress. They feel secure in knowing what is expected of them and in the quality and amount of support which their teachers are able to give them. Weakness in planning occurs where the lesson plans do not take account of individual differences in ability and pupil individual education plan targets are rarely addressed within lessons.

84. The school's planning for English is satisfactory. All National Curriculum areas are covered adequately with the exception of drama, which is not taught. Key Stage 2 work is satisfactorily planned to provide for the literacy strategy and there is evidence of continuity in the planning. Pupils successfully build on work from earlier years when they come to Key Stages 3 and 4. Joint planning by teachers ensures progression within the subject. Weaknesses in planning occur because the school has only an outline policy for the teaching of English. Although each pupil is in possession of an individual learning plan, the targets for improvement are sometimes confused and are sometimes not always clearly stated.

85. The school has good systems for the assessment of pupils when they enter the school. Reading tests which both assess the pupil's ability and diagnose weaknesses are employed and adequate reading records are maintained. Year on year the school is able to show that pupils make satisfactory and often good progress in reading. Good use is made of the paired reading scheme. Pupils enjoy the sessions which enable them to practise basic skills and to gain confidence and fluency by reading to a trusted adult. Thorough records are kept of this activity and paired reading remains a strength. The school uses information gained in the national tests at 11 and 14 to inform assessment of pupils' progress. Further effective use of assessment is found in the accredited courses which pupils study in Key Stage 4. Pupils take the Associated Examining Board tests in literacy and study for the SEG Certificate of Achievement. Some weaknesses in assessment of pupils' progress occur when teachers are unable to distinguish how effective their teaching has been for each individual. Lesson plans do not contain methods to meet the needs of specific pupils and assessment of each pupil's strengths and weaknesses.

86. The management of the subject is satisfactory. The co-ordinator gives strong and clear guidance to staff and provides many opportunities for staff to discuss and plan future work in a collaborative way. Monitoring of the subject is a strength and the co-ordinator regularly and thoroughly reviews all planning and assessment and maintains a system of informal classroom observations. Resources within the subject are good. There are good displays of suitable books within each classroom and English rooms contain sets of well-chosen resource textbooks. There are very good resources for the teaching of literature. The school library is well kept and central within the school. There is good practice in the collaborative ethos of the department but pupils' progress would be enhanced by the production of a more detailed yearly and termly programme of study for each key stage. The training of the staff responsible for the implementation of the literacy strategy at Key Stage 2 is inadequate. Progress since the last inspection is satisfactory. Many subjects such as history, information technology and religious education make a good contribution to pupils' literacy skills.

## **MATHEMATICS**

87. In relation to pupils' prior attainment before admission to the school progress is good. Pupils' achievements in mathematics are good in Key Stage 2 and satisfactory in Key Stages 3 and 4. Pupils in Key Stages 3 and 4 make satisfactory and sometimes good progress in number, satisfactory progress in the use and application of mathematics and in the use of mental strategies for computation. By the age of sixteen attainments in Certificate of Achievement in mathematics are satisfactory and pupils are beginning to be given the opportunity to take a GCSE course in the subject.

88. The school has adopted the national numeracy strategy for lessons in Key Stage 2 and this is giving a good breadth and balance to the provision at this key stage. Older pupils cover all attainment targets in the year, but there is an over reliance on the commercial scheme, an undue emphasis on written number calculations and too few opportunities to work practically. Numeracy targets in individual learning plans are often too broad in Key Stages 3 and 4 and do not meet the individual needs of all pupils. This makes it difficult for teachers to monitor and evaluate progress over time and for pupils to know how well they are doing.

89. Planned opportunities for the use and application of mathematics in mathematics lessons, in other subjects across the school are developing and are particularly reinforced in elements of design and technology and information communication technology. Pupils in Key Stage 3 use their knowledge of time measurement well during investigations on heart rates after exercise in science and record their findings using simple tables. Some good gains are made in the use of data handling using information technology in Key Stage 2. Geography also provides some good opportunities to use data collections and to learn about direction and position.

90. Teaching is good overall. Teaching is best in Key Stage 2, where there were examples of very good teaching. A strong feature of the best lessons in Key Stage 2 is the quality of the questioning that encourages pupils to think and calculate mentally. Planning is secure and enables a good pace to be set to lessons. Consequently pupils in Years 5 and 6 learn to speed up in their calculations of how many weeks in two years and learn to count forwards and backwards in steps of 2, 3, 4 and 5 and to multiply by 10 mentally. There is also a good emphasis on mathematical vocabulary and pupils learn the meaning of terms such as millennium, century and decade. The teacher's knowledge of mathematics is secure and enables him to assess what pupils know and to respond quickly to pupils' problems during individual and whole class teaching. This enables pupils to consolidate, improve in their knowledge of reading the time and learn that multiplication is reverse division or repeat addition. Pupils therefore improve in their ability to multiply, divide and add units of time. Practical resources are used well to support pupils' thinking and learning this ensures all needs are met. The period at the end of the lesson is used well to make it clear to pupils what they have learnt and to get agreement on what they need to practise. Homework is then set that moves pupils on. Behaviour is managed patiently and firmly and ensures younger pupils on the whole make the best use of the time available. Members of care staff are used well to encourage those pupils who find it difficult to work independently, although not all pupils respond immediately, even after counselling.

91. Teaching is always satisfactory at Key Stage 3 and 4, there were some examples of good teaching and pupils learn effectively. Lively presentations, good subject knowledge, fast pace and enthusiastic teaching of mathematics in the best lessons at Key Stage 3. This enables pupils to persevere with work and to use a calculator with growing speed and



expertise to add larger numbers to two decimal places, or to learn to convert metric and imperial measures of weight using their knowledge of multiplication and fractions.

92. In most lessons in Key Stage 3 and 4 behaviour is managed well and as a result work set is completed and pupils enjoy using calculators to solve problems and set out their work neatly. However, in otherwise satisfactory teaching, some lessons do not always have a clear start and behaviour is not always managed consistently on a rare occasion, pupils were distracted from their work and were allowed to wander about the classroom interfering with other pupils' work.

93. At Key Stage 4 some teachers place too much emphasis on completing pages of textbooks because their knowledge of mathematics is insecure. They offer no whole class explanations, but do help individuals if they have problems. Some work set requires individual pupils to investigate mathematical patterns. As a result some pupils learn to think systematically, others consolidate their understanding of percentages, equivalent fractions, read scales and simple grid references. Assessment is often a focus of lessons, but is not always used well enough to inform further class teaching or targets within individual educational plans.

94. The coordinator, although very new to teaching and the co-ordination post, has a clear vision for improvement of the subject. He has implemented the numeracy framework for teaching in Key Stage 2 well. He has plans to improve the subject that include training in the implementation of the Numeracy Framework in Key Stage 3. He has undertaken some joint monitoring of teaching with the local education authority's mathematics advisor and has a good view of the subject's strengths and weaknesses. The good ideas he has to improve the subject are insufficiently formal. Progress since the last inspection is satisfactory.

## **SCIENCE**

95. The last inspection highlighted the need for the school to review the time spent on environmental science, develop schemes of work to meet the National Curriculum, put in place assessment procedures that record pupils' progress and develop accreditation. The school also needed to develop a room for teaching science and increase the amount of resources and the time pupils spent on studying this core subject. None of these areas have been addressed in the last four years and this progress since the last inspection is poor.

96. From the analysis of the pupils' work, it is judged that they underachieve in all key stages. The school does not provide a balanced curriculum and pupils do not use their investigational, observational or prediction skills, nor do they set hypotheses and test them. In all key stages, pupils do not make sufficient progress in the whole range of National Curriculum Programmes of Study, as there is still an overriding emphasis on environmental science. In addition to these severe limitations, the range of teaching techniques and variety of activities used are poor; for example, work in all files shows that pupils copy notes either from out of date books or from the white board. They supplement these with photocopied drawings, which they colour. There are no examples of pupils writing the results and conclusions of investigation work, or displaying data and results in table or graph form, or using information technology for research to back up their findings. This under achievement is the direct result of low expectations. Pupils' true potential could be seen during the week of the inspection when lessons were taught by a temporary teacher whose lessons included many of these attributes.

97. Achievement and progress in lessons during the week of the inspection was satisfactory in all key stages, but pupils admitted to learning new skills, such as, gathering data, making observations, asking questions, making connections and, for some, the use of clipboards was a new adventure.

98. As most of the work is copied from books there is no way of judging what pupils, in any key stage, know, understand and can do. Therefore judgements are based on achievement in the lessons. By the end of Key Stage 2, pupils know the habitats of most animals and understand why some animals cannot be seen during the day. They understand food chains and know that animals that prey on each other are predators. Work observed in pupils' files are insufficient. Areas of the curriculum covered include energy, electricity, living and non-living things.

99. By the end of Key Stage 3, pupils are aware of what a fair test is; for example, when testing the speed of different shaped and sized balloons, they knew that the shape and size of the balloon would not allow them to compare the results accurately. Other pupils in this key stage are investigating their fitness levels and stamina and, prior to the week of the inspection, had been to a local fitness gym for assessment. They know where to find different sites for taking the pulse, understand that it increases with exercise and that the heart pumps more quickly to bring oxygen to the muscles. Work in their files shows that they have studied, animals, soils and erosion, food chains, energy, electricity, the characteristics of materials, but there is no work on drugs education, genetics and very little on plants. In the one lesson seen during the week, pupils were embarking on a litter survey and comparing two sites, in the town and in the park. They can predict what kind of litter may be found in the park and how it will differ from that found in the town and why. They can design a survey sheet for recording their results. Once again in both these key stages, it is difficult to ascertain what pupils have learnt, as records and pupils' work files do not show independent achievement.

100. The quality of teaching and learning seen during the week of the inspection was good when it was taught by a capable supply teacher. A new approach of teaching science through supported and guided investigation led to pupils' attitudes and behaviour being very positive. The teacher emphasised the personal development of pupils well, by encouraging them to work in pairs and by giving support to one another, such as, during a lesson on conducting a fair test when seeing how far a glider would fly. All pupils were keen to take part in the work and, even when a pupil was reluctant to record anything in writing, they were persuaded to complete the task. They recognised the written activities as different to their previous experiences and were not bored. The teacher, who was not a science specialist and was new to special needs teaching, had high expectations and, due to his approach, pupils reported that they found the lessons interesting. They considered that it challenged them to think and they found the lessons stimulating. Consequently, pupils behaved well. Resources and the areas to be used were planned carefully and the quality of the work sheets was very good. They were clear, appropriate for the reading ability of pupils and contained a good balance between pieces of extended writing and one-word answers. Objectives for the lesson were relayed clearly to pupils at the beginning of the lesson and the finished worksheet along with a summary at the end of the lesson forms the basis for assessment.

101. Teaching over time is unsatisfactory. The work analysis shows that the quality of marking varies, with the best having some comment, but most sheets are just ticked. In some cases, the comments are inappropriate for the age of the pupils; for example, 'Well coloured'. This does not evaluate pupils' scientific achievements.

102. The curriculum is poor. It is not balanced and there are no references to how the attainment target concerned with investigation, will be taught. The policy and scheme of work has not been up-dated since 1994 and has not changed since the last inspection. From pupils' files it can be seen that there is no logical sequence of teaching different areas of the National Curriculum Programmes of Study and pupils' work does not build on previous knowledge and understanding; for example, in some pupils' files the areas covered change from week to week and may focus on plants one week and materials the next then return to animals the following week. The work in pupils' files at Key Stage 4 for this year is the same as the work in files of pupils in Key Stage 3. There is no progression and continuity in planning or teaching. There is little assessment and no accreditation at the end of Key Stage 4. On the evidence available and the lack of improvement since the last inspection, leadership and management are poor, both at co-ordinator and senior management level.

103. The staffing is satisfactory as the school has an enthusiastic temporary teacher in post. The accommodation has not improved and the subject is taught in a small room that is also used as a classroom. Although there is water in this room there is no fume cupboard, little storage space and no computer. Resources are very poor and the recent clearout that the school has undertaken has left it very depleted. However, the school makes very good use of its parkland area for supporting the subject.

## **ART**

104. Pupils' level of achievement is satisfactory. Due to staffing difficulties the subject is only taught in Key Stage 2 and in one Key Stage 3 class. In Key Stage 2 the pupils have made good progress in a study of 'Owls'. Pupils have observed and photographed owls, which were brought to school and have made good progress in drawing detailed sketches of owl parts such as the feathers, wings, eyes and body. This has led on to work in a variety of media and pupils have made effective polystyrene prints of their sketches. Recent work has involved the pupils in 3-dimensional work. They have learnt skills in clay work in making 'pinch' and coil pots and used these skills to construct the rounded bodies of owls. More advanced clay work has been taught where the pupils have made good progress in using 'slip' clay to attach other pieces. Key Stage 2 pupils have also made an effective study of a local mill and which they have represented in paint. They have also explored the design possibilities of various felts which they received on visiting the mill. The pupils have been taught about the basic principles of colour mixing. They have explored bright and 'warm' colours and shown good progress in producing effective paintings of sunflowers.

105. In Key Stage 3 the pupils have followed the same scheme of work. They have been expected to add more depth to their work. All pupils in the Key Stage 3 group have specific learning difficulties, which may include poor fine motor control. The teacher's expectations of their progress is consequently high. The pupils respond to the challenge and have made good progress in their drawing and in the clay work whereby they re-created the shape of the owl.

106. Teaching in art is good. The teacher is enthusiastic and has received relevant training. The teacher has a good knowledge of the subject and she plans effective programmes, which ensure a wide coverage of National Curriculum requirements and provide pupils with skills, which are built up in a careful and structured sequence. Pupils find art very interesting. They have benefited from the teacher's effective planning and teaching methods and so pupils make good progress. Teaching which supports their individual efforts and which encourages them constantly to review and evaluate their work

helps this. Pupils are managed well. They display enthusiasm and a high rate of productive working. They make good progress through the teacher's ability to help them evaluate their activity and thus to take some responsibility for their own learning. Lessons proceed with pace and enthusiasm in both key stages. Pupils are able to work productively for long periods and to make good progress within each lesson.

107. The school's planning for art is satisfactory with many good features. There is a thorough and practical scheme of work that is linked to the resources needed for various projects. Work is displayed throughout the school and is labelled and described in ways which are both informative and which celebrate the achievements of individual pupils. There are very effective displays of Egyptian art and many examples of pupils' paintings in the style of Van Gogh. Some work is of a high standard and confirms the continuing progress within the subject since the last inspection.

108. Teachers' planning in the subject is good. Each project is thoroughly resourced and logically presented to pupils so that they gain a range and an increasing depth of skill and knowledge about their work. Management of the subject is good. Portfolios of pupils' work are kept which show progress over time. Resources are well kept and stored but their range and quality are unsatisfactory. They only permit the most basic work such as painting or drawing. When pupils have access to a wider range of materials they experience a richer aesthetic environment and this enhances their progress. There is a clay kiln which is broken but which, because of its position close to the teaching area, would present a safety risk were it to be operating. Progress since the last inspection is satisfactory.

## **DESIGN AND TECHNOLOGY**

109. Achievement in design and technology, resistant materials, overall across the school is good. Achievements in design and technology over time is only satisfactory as not all the elements of the National Curriculum Programmes of Study are taught and there is no provision for food technology, this is a weakness.

110. At Key Stage 3, pupils make simple models of boats or toy cars using a basic box construction and glue. Pupils use a variety of tools, such as a glue gun and a saw. Pupils are able to describe the making process and evaluate the design suggesting further improvements.

111. At Key Stage 4, pupils assemble a basic toy car. The construction included moving parts, a small battery powered engine and an axle. One pupil is able to describe how he evaluated his last two engine, two battery car as not fully effective for the design purpose and changed his model. Pupils use a variety of hand held tools, including craft knives to add shapes to body shells of the toy cars. Pupils use the electric drill and saws safely and with respect. All pupils observe the rules of the workshop and conduct themselves with consideration for others.

112. The teaching of resistant materials in the workshop is always good. The good subject knowledge of the class teacher ensures pupils are challenged and they learn the appropriate skills of planning, making and evaluating.

113. Pupils work on individual projects and the teacher is effective in assessing and evaluating pupils' progress and setting targets for the lesson relevant to their individual type of construction. In these good lessons the learning objective is clearly displayed on the board. A plenary session takes place however, this is too short and insufficient emphasis is given to evaluating pupils' gains in knowledge, skills and skills. Pupils' behaviour is well

managed in part due to the high expectation of appropriate workshop conduct. Individual education plans are not an integral part of teaching. Pupils learn well because they are enthusiastic about their work, demonstrate sustained concentration on task in hand and further develop their independence skills.

114. The curriculum lacks breadth and elements of food technology are not securely covered. The leadership and management are satisfactory overall. The co-ordinator has a draft subject development plan to drive the subject further.

## **GEOGRAPHY**

115. In geography, pupils are making at least satisfactory and some good progress in the few lessons seen at Key Stages 2 and 3. Pupils in Key Stage 4 are making good progress in lessons and satisfactory progress over the past year.

116. Two lessons were seen at Key Stage 2, one satisfactory and one good. Where teaching was good lesson material was well researched by the teacher and planning showed a good knowledge of the local environment. The teacher engaged the pupils with her enthusiasm and knowledge, consequently pupils gained a good understanding of Congleton in the past and present. Both lessons placed an emphasis on learning map skills and the pupils enjoyed the practical aspects of the lessons and this is rekindling an interest in geography. Pupils as a result learnt that people live in settlements that often originated near to water. Pupils can identify key features on local maps, such as forests and the main routes leading to the school. They identify canals and rivers and showed a good understanding that canals are man made and rivers are natural. Pupils learnt to sequence pictures of the local area by time, using their understanding of the changes over time in the locality well. Other pupils learnt the points of the compass and how to orientate maps in order to find places in the school. Behaviour, although managed well in the good lesson, was less well managed in the other, particularly when practical work took place around the school.

117. Pupils are given good opportunities to consider and reflect upon questions of a wider moral, social and cultural nature and there is an emphasis on learning technical vocabulary during comparative geography. Consequently pupils in Key Stage 3 make good gains in understanding that the world is divided in terms of *development*. They learn the difference between a *developing* and *developed* country and empathise with the different points of view of people in these countries. The term's *infant mortality rate*, *gross national product* and *population growth* are well explained and understood. They note South Korean industrial expansion and compare it with British industrial decline. Pupils in Key Stage 4 learn to describe the location of the Norfolk Broads and show a growing understanding of the demands made on the area by tourism. They consider the effects of pollution and seasonal over population. They come to the realisation that tourism has its advantages and disadvantages and that it is a moral responsibility to keep the balance correct so that the environment is not detrimentally affected.

118. Teaching is satisfactory, but rather flat at times and this does not encourage pupils to take an active interest in the subject. The teachers' subject knowledge is good. However, teachers have to rely on textbooks for source material and this limits pupils' progress in developing ideas for independent research. The use of information technology as a resource for research has not been sufficiently investigated or planned; for example, there is little specific software and few videos to support the subject. Behaviour is well managed in Key Stages 3 and 4. Teachers praise pupils for good work and redirect them skilfully if their attention wanders. Although pupils are not overly enthusiastic about the subject they

get on with their work and generally behave well in lessons. They answer questions willingly and present their work neatly when reminded.

119. There are strengths and weaknesses in the leadership of the subject. Progress since the last inspection is satisfactory.

## **HISTORY**

120. Progress in history is satisfactory. During the inspection it was possible to see only two history lessons, so judgements are based on the lessons, pupils' work, school documentation and discussion with the co-ordinator.

121. Pupils' work shows that satisfactory progress is being made. In Key Stage 2, pupils study Britain since the 1930's. Pupils in Key Stage 2 study entertainment and holidays in the 1930's, they are aware of the development of post war industries such as electronics and the demise of mining, textiles, steel and shipbuilding. They know that women were expected to stay at home rather than work and that this changed as a result of industrial development. More able pupils have the opportunities to extend their historical research skills; this is evident from their folders of work based on a comparison of the RAF today and in the 1940's. Their understanding of life in Victorian times is deepened by the educational visit made to Quarry Bank Mill. Lower achieving pupils are encouraged to take pride in their work and teachers collate pupils' work into topic books. Individual books on 'The Victorians' are personalised by having on the front cover a photograph of the pupil dressed in a cloth cap and shawl. Pupils learn about time lines and good questioning and prompting from the teacher allows pupils to see the relevance of their personal time lines and to select special events from their own lives and place them in chronological order. The positive, patient approach of the teacher encourages pupils to persevere with their work even though they find it difficult.

122. Pupils in Key Stage 3 study prominent people in the twentieth century. These include Emily Pankhurst, Mahatma Gandhi and Winston Churchill. Pupils record their knowledge of developments such as radio, the mass-produced car, heart transplant surgery and microchip technology in booklets prepared by the co-ordinator. These booklets are well presented and encourage pupils to take pride in their research. Pupils study the causes and weapons of the First World War, they know some of the reasons for the war and understand the significance of 'stalemate' 'attrition' and 'counter measure' in the context of World War 1. Very good teaching and supportive resources, including video materials and topic booklets, maintain pupils' interest and keep their attention focused during the lesson. Pupils are appreciative, one pupil reporting that his teacher "makes all these at home for us, she doesn't have to but she does it for us". They understand that the development of aviation and tanks changed warfare strategies. They are given good opportunities to develop their speaking and listening skills as they discuss life in the trenches and compare this with present warfare methods. The teacher and the care worker work well as a team and make meaningful supportive comments which encourage pupils to think about the effects of war on soldiers and civilians and to record their work with care.

123. At Key Stage 4, pupils work towards external accreditation. The school uses unit scheme modules that form part of the GCSE syllabus. Pupils study history during the Second World War, researching the causes, events and consequences of the war. They consider and write about the effects of the Blitz on civilians and implications of rationing and conscription. The effects of the Blitz is made more relevant to the pupils as they learn about the damage done to their home city of Manchester, the local Manchester Evening News providing helpful information to help with this work. They discuss the reasons for and

the various consequences of the United States dropping the atomic bomb. Pupils' work is marked well by the teacher with useful and encouraging comments.

124. The leadership of the subject is very good. The co-ordinator is enthusiastic about the subject and committed to making it enjoyable for the pupils. The detailed scheme of work, extensive planning and preparation of supportive resources means that the history curriculum is interesting and taught in a way that meets the various academic needs of the pupils. Preparation is being made to conform to the new requirements for September and to further develop the assessment procedures. Good use is made of the Internet to find information, the Public Record Office being a useful source of materials. Visits to local places of interest such as Beeston Castle, Castlefield and the Museum of Science and Industry are organised by the school to help pupils with their historical work. The good progress has been maintained since the last inspection.

## **INFORMATION TECHNOLOGY**

125. The school has made very good progress since last inspection when it had just started to develop its range of resources and its curriculum following the appointment of a new teacher and co-ordinator. This subject is now a strength of the school and the school is poised to develop the use of information technology in other areas of the curriculum.

126. Pupils achieve well in all key stages and make very good progress while they are at the school. Many pupils are attaining levels that are expected for pupils of their age; for example, pupils who integrate into mainstream schools during the week are working at the same level as pupils in these schools and by Key Stage 4, pupils have made sufficient progress to allow them to use and consolidate their achievements by working towards external accreditation. Pupils' progress and their learning benefits greatly from the inclusion of this subject in lunchtime and after school activities.

127. By the end of Key Stage 2, pupils use multi-media programs to discover information needed to complete a book. They load the discs carefully, access pull down menus and use the index to find their areas of interest. Lower attaining pupils need help in reading the words, but they are well supported by the teacher who encourages them to use their skills and initial letter sounds. Pupils use the information, including the pictures, well in the compilation of books as they modify and add their own text to the pages. Word processing skills have developed well and pupils change the style and size of the fonts. They print, save and retrieve their work, use 'drawing tools' and show they have made progress in the use of 'freehand' drawing with finished work becoming more precise over time. Higher attaining pupils at this key stage make very good use of information they have gathered for homework and input this into fields of a database. They understand that 'fields' are areas and that they can manipulate the records to provide them with different information, such as, the most popular food, or the number of pupils with blue eyes.

128. By the end of Key Stage 3, pupils have built on their previous skills and extend these to include the use of the Internet, E-mail facilities and desktop publishing. Higher-attaining pupils have produced excellent quality school certificates for achievement and produce invitations and announcements which are colourful and contain appropriate artwork. They are beginning to explore the use of spreadsheets and the highest-attaining pupils are using complex functions of programs such as, Excel. All pupils have studied the use of information and control technology in society, including data protection and disability awareness. The work of lower-attaining pupils demonstrates that they have linked their skills to mathematics and art. They produce pictograms to show the popularity of cars in the

school grounds and have produced some artwork in the form of Mondrian using lines and filling with colour.

129. In Year 10 at Key Stage 4, pupils are working through the assignments for RSA Clait award and it can be seen that they are using their knowledge, understanding and skills. Pupils, following the successful completion of the desktop publishing module of work, are able to produce high quality 'flyers' and brochures which advertise local events and services and include artwork, specialist fonts and appropriate borders. In word processing they are consolidating their skills so that they can present information for different audience. They edit and re-draft and use the spell checker.

130. The quality of teaching and learning is overall very good and the contribution the subject makes to literacy and numeracy is good. This is due to the subject being taught by one teacher who has specialist training and who has high expectations of what pupils can achieve. As a result the learning objectives and the activities ensure that pupils interested and are challenged; for example, when learning how to research, the pupils are very motivated as the end result of their work is to produce small books of information. All lessons are planned very carefully and the objectives are linked closely to the whole school scheme of work and to the National Curriculum. The objectives show progression in learning and, for those few pupils who have a high level of skill and understanding, their work is at a higher level. All pupils therefore make progress. Pupils do not misbehave in these lessons, they find the work interesting, are eager to stay after lessons have finished. The management of behaviour is based upon the very good relationships that the teacher has developed with all pupils and this supports the very good behaviour and attitudes seen in lessons. Assessment is ongoing and is clearly linked to the learning objectives which are supported by pieces of finished work. Recording of achievement against the National Curriculum attainment levels is carried out very simply and pupils' work in their files supports the assessment. The quality of the marking of the work is excellent. The comments are congratulatory, give advice to the pupils for improvement and are age appropriate. Plenary sessions at the end of lessons are used very well to re-visit the areas of learning and the teacher's clear questioning gives her an understanding if the gains made by pupils, such as, the understanding of the terminology in a database lesson at Key Stage 2.

131. The quality of the curriculum is very good and the subject makes a very good contribution to pupils' achievements in literacy, numeracy and self advocacy. Since the last inspection the school has produced an up-to-date policy which reflects the subject very well. Schemes of work have been produced by the co-ordinator as planned for at the last inspection and the content of the subject meets statutory requirements but, as yet, although the aspect of control is planned and resources have come into the school, it has not been taught. Lesson planning, in the form of the school's individual curriculum planning method (ILPs) also serves as medium term planning and as such, is a repetition of the scheme of work. As medium term planning, it provides a very good framework for the planning of lessons; for example, each focus area shows clear objectives which build on the previous acquisition of skills and understanding; for example, the use of drawing tools is re-visited again by pupils at Key Stage 3, but at a much higher level. They build on their previous knowledge of changing the size and formation of the shapes but add a colour and texture dimension to their work. Although the discrete curriculum is well planned, teachers' across the school do not plan or use pupils' skills in other subjects. All pupils have equal opportunities in the subject and at Key Stage 4 are working towards external accreditation.

132. The co-ordination of the subject is very good. There has been a clear and systematic development of the subject since the last inspection. This has coincided with the



school's requirement to produce a subject development plan for additional government funding and has resulted in a comprehensive audit of resources and a clear direction for future developments; for example, the school has invested, with the help of grants, in all new equipment but has also decided to make efficient and effective use of its older equipment to provide a second room for information technology. This supports the schools plan to bring the subject into other areas of the curriculum. Developments in this subject are supported by senior management and the Governing Body and there is a clear vision of what is still needed. The improvements to this area of the curriculum make a positive impact on the achievements of pupils throughout the school.

133. The qualifications and experience of the staff to teach information technology are satisfactory. While the subject is taught by the co-ordinator who has an initial training in the subject, the rest of the staff do not regularly use or reinforce the pupils' skills in other subjects. Due to this, there was little evidence during the week of the inspection in their confidence in using new technology. However, some teachers produce very good quality worksheets for pupils; for example, in science, which act as good models of presentation for pupils. As part of the whole school development, staff are increasing their knowledge and skills through in-service training. Many of the residential care staff have a good level of skills and are able to support pupils in lessons and out of the educational setting.

134. Resources are good overall and improving. This contributes to high standards achieved by pupils and includes new resources for control and keyboards for linking with music. The school has not yet purchased a digital camera and laptop computers are not fully integrated across the curriculum.

## **MODERN FOREIGN LANGUAGES**

135. Although a modern foreign language is taught at Key Stage 3, timetabling arrangements means that a few pupils do not benefit from this area of the National Curriculum. The school is aware of this and has made arrangements for this to be addressed. Judgements about progress is based on a scrutiny of pupils' work and teachers' records and is satisfactory. Progress since the last inspection is satisfactory overall.

## **MUSIC**

136. Music has not been taught during the school day since the last inspection when it was a key issue for action. This is poor and pupils' entitlement to a broad and balanced curriculum is not being fully met. The school does however, provide musical experiences after school delivered by a subject specialist. The school is actively seeking to appoint an appropriate teacher. Progress since the last inspection is poor. However, in the evening sessions pupils do benefit from a range of musical experiences but are not sufficiently linked to the National Curriculum.

## PHYSICAL EDUCATION

137. Achievement in physical education is satisfactory at all key stages and in lessons pupils make good progress in the range of activities provided for them.

138. During the week of inspection, the quality of work and learning in physical education was good. Key Stage 2 pupils learn to judge space as they pass and control a football. The calm approach and perseverance of the teacher means that by the end of the lesson, the pupils are able to use their new skills effectively to play two against two in a “whole game” situation. Older pupils enjoy learning basic tennis skills and benefit from the high quality technical coaching from the physical education co-ordinator. During the sports afternoon, pupils are organised into small groups and care staff join teachers in developing pupils’ interest and skills in cycling, horse riding, fishing, climbing, tennis and cricket. Opportunities are taken by staff to develop pupils’ personal skills as well as improve their sporting achievements. All Key Stage 2 pupils have swimming lessons and are able to swim the minimum 25 metres. Pupils’ Records of Achievement show that pupils have acquired a number of water safety or survival awards. During the week of inspection one pupil in Key Stage 2 was presented with a swimming competition award that he had won during his integration programme at his mainstream school. This is a very good example of the success of the integration programme and the co-operation between two schools in helping the pupil to achieve and celebrate his success. Pupils make satisfactory progress over time in gaining experience of a wide range of skills and sports; the residential provision supports this area of the curriculum very well.

139. There is a good number of experienced teaching and care staff qualified to lead and develop the wide range of sporting activities. Since the last inspection, the co-ordinator has worked hard with the rest of the staff to produce a Record of Achievement in Physical Activities. This catalogues the various skills taught to pupils in team games such as hockey, basketball, volleyball and rounders as well as the adventurous activities such as orienteering, abseiling, canoeing and mountain biking. The booklet, which is in the process of being introduced to the pupils, is part of the formal assessment and recording procedures and will give instant information about pupils’ sporting experiences and achievements and will help pupils to evaluate their own performance so raise standards accordingly.

140. There is a twelve-month fixture list for competitive sport. Despite the lack of facilities at the school, pupils play competitive games against other schools belonging to the Cheshire Residential Schools Sports Association. In return the school makes the best use of the local environment and hosts cross-country and orienteering competitions. During winter the pupils are able to use the local leisure centre for squash and badminton and pupils are encouraged to play football for their local Manchester teams which contributes to a broad curriculum and prepares them for life after school. Samples of the certificates earned by pupils are well displayed around the school.

141. The lack of appropriate accommodation and resources means that National Curriculum requirements are not fully met. This was an issue in the last inspection. There are insufficient opportunities for pupils to have indoor lessons and to develop gymnastic skills. However the school is aware of this deficiency and makes the most of the local environment to pursue outdoor and adventurous activities. This provision for varied sporting activities is well organised and it is evident that the pupils enjoy and are motivated by the range of opportunities available. Pupils talk about the safety precautions they have to take when they go rock climbing and they view this seriously. During the lessons, which generally take place on Wednesday afternoons, there is an emphasis on developing co-

operative skills and in raising pupils' self esteem. The sporting provision, enhanced by the very good contribution of the care staff in structured lunchtime and after school activities, provides a valuable part of the curriculum promoting self-discipline, co-operative skills and effectively raising pupils' self confidence. Progress since the last inspection is satisfactory.

## **RELIGIOUS EDUCATION**

142. In religious education, pupils' standards of achievement and level of progress is satisfactory in Key Stage 3 and good in Key Stages 2 and 4. Progress has been maintained since the last inspection. One lesson in each key stage was observed during the inspection. Pupils in each key stage were learning about Buddhism. In Key Stage 2, pupils benefited from the presence of a Buddhist storyteller who taught them elements of Buddhist belief through drama and story. Pupils responded well to this approach and made good progress through the lesson. Pupils enthusiastically joined in role play and drama exercises and were able to consolidate their abilities in discussion and in listening to others without interrupting them. Through role play, the pupils learned about expressing their own feelings and about how to deal with negative emotions such as anger. This method of working was well received by the pupils who behaved very well and made good progress.

143. In Key Stage 3 pupils were learning about the life of the Buddha through a series of worksheets. The pupils had learned some facts about the Buddha's early life in previous lessons and this lesson sought to extend this knowledge by informing pupils about the theory of 'Enlightenment'. Pupils firstly revised their previous learning and then completed the worksheet. In this lesson unsatisfactory progress was made. Pupils had little interest in the topic and became disruptive. During the lesson, however, pupils were able to demonstrate that they had made satisfactory progress over time in their learning about the subject.

144. Pupils in Key Stage 4 were also learning about Buddhism. They made good progress through the lesson and learned about elements of Buddhist belief such as the '4 noble truths' and the 'three signs of being'. Pupils were able to make good use of textbooks and specifically written worksheets and in some cases were able to make good progress in accessing information on the topic from the Internet.

145. The quality of teaching and learning observed was satisfactory overall. However in Key Stage 3 was unsatisfactory but was very good in Key Stage 2 and good in Key Stage 4. Good teaching was seen when staff had a thorough understanding of the topic and were able to extend pupils' knowledge through interesting and relevant work. In Key Stage 2 the lesson was prepared and taught by a visitor who had planned drama activities around the story of 'Angulimala- the robber with a necklace of fingers'. Pupils responded well to the brisk pace of the lesson and were able to sustain their interest and concentration through the use of well-structured and varied activities. In Key Stage 4 lessons teachers have a good knowledge of the subject and are able to involve pupils in a variety of activities which promote their basic skills. Pupils were able to access research information in books and from the Internet and could word-process their responses to the work they were given. The lesson was well prepared and the teacher set high standards of effort. Pupils responded well and made good progress. Where teaching was unsatisfactory, in Key Stage 3, there were weaknesses in the teacher's subject knowledge and in the effectiveness of the lesson planning. The pupils were not challenged by the work they were given, which was low level comprehension study from a textbook. In this lesson pupils' behaviour was poor. Pupils made unsatisfactory progress and they had little involvement in the lesson activities.

146. Management of the subject is satisfactory. The curriculum is based appropriately around the Manchester Agreed Syllabus for religious education and pupils through each key stage study a range of beliefs and religions. Planning within this framework, however, is weak. Teachers plan termly overviews of work and brief lesson plans, which can be effective, where teachers have a good understanding of the subject. Where teachers are not secure in their knowledge, lessons are not effective and the progress pupils make is limited. There is no subject policy and no school based scheme of work. The pupils' work is assessed only in terms of their individual learning targets. There is no specific assessment of pupils' progress in religious education, nor is there any specific co-ordination of the curriculum and pupils' progress through each key stage. Religious education is taught with personal and social education.